

# Exploitation des symétries dynamiques pour la résolution des problèmes SAT

Thèse de doctorat de Sorbonne Université

Hakan METIN

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# Motivation

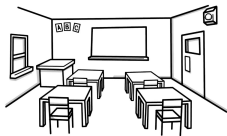
SAT is widely used in different domains:

- Artificial intelligence (planning, games, ...)
- Bioinformatics (haplotype inference, ...)
- Security (cryptanalysis, inversion attack on hash function)
- Computationally hard problems (graph coloring, ...)
- Formal Methods (hardware model checking, ...)

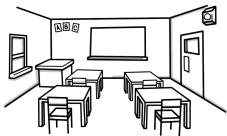
# Outline

- 1 SAT overview
  - SAT basics
  - SAT and symmetries
- 2 Existing approaches
- 3 Contribution and results

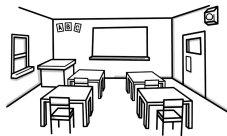
# SAT an example



1



2



3



A



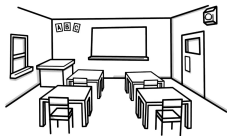
B



C

Is it possible to attribute each group to a classroom?

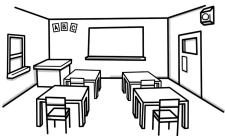
# SAT an example



1  
↑



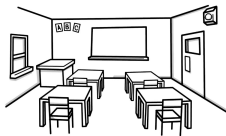
A



2  
↑



B



3  
↑

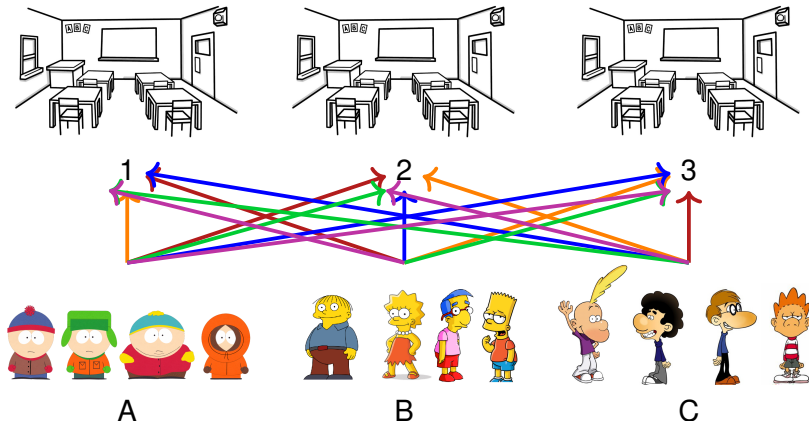


C

Is it possible to attribute each group to a classroom?

YES!

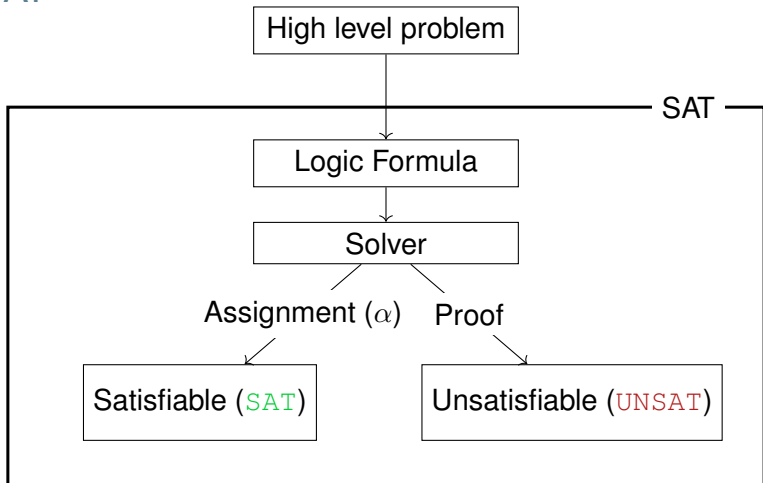
# SAT an example



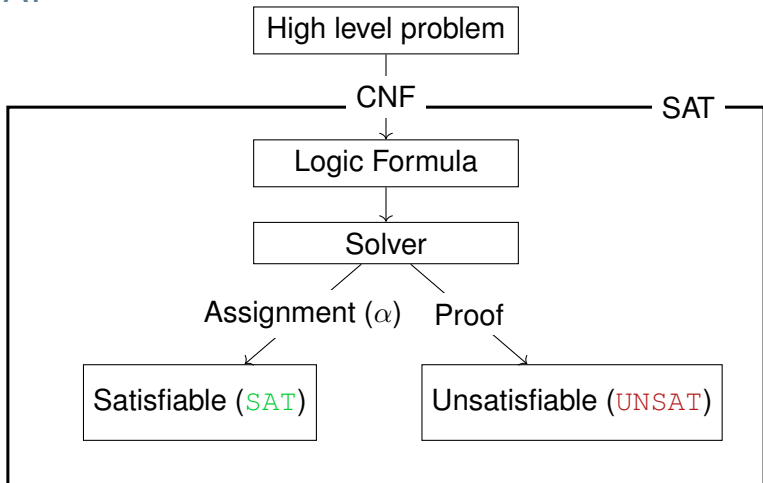
Is it possible to attribute each group to a classroom?

YES! Many solutions

# SAT



# SAT

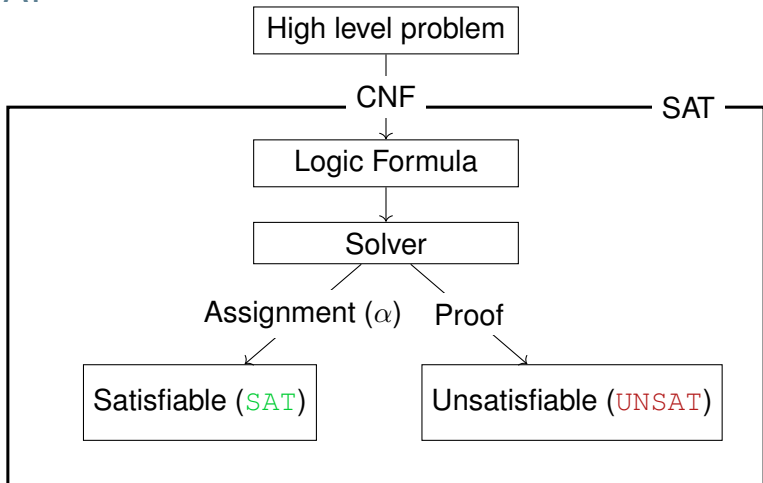


CNF Representation:

$$\underbrace{(x_1 \vee x_2 \vee \neg x_3)}_{\text{Clause with literals } x_1, x_2, \neg x_3}$$



# SAT

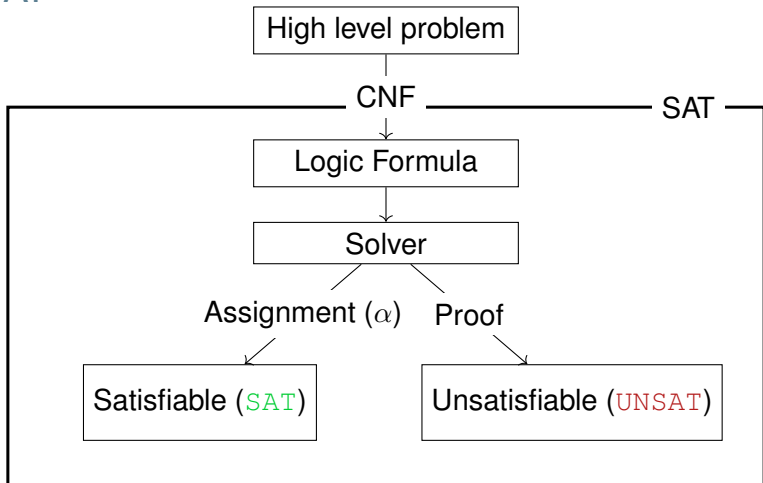


CNF Representation:

$$\underbrace{(x_1 \vee x_2 \vee \neg x_3)}_{\text{Clause}} \wedge (\neg x_1 \vee \neg x_2) \wedge (x_2 \vee \neg x_4)$$

Formula (CNF)

# SAT



CNF Representation:

$$(x_1 \vee x_2 \vee \neg x_3) \rightarrow \{x_1, x_2, \neg x_3\}$$

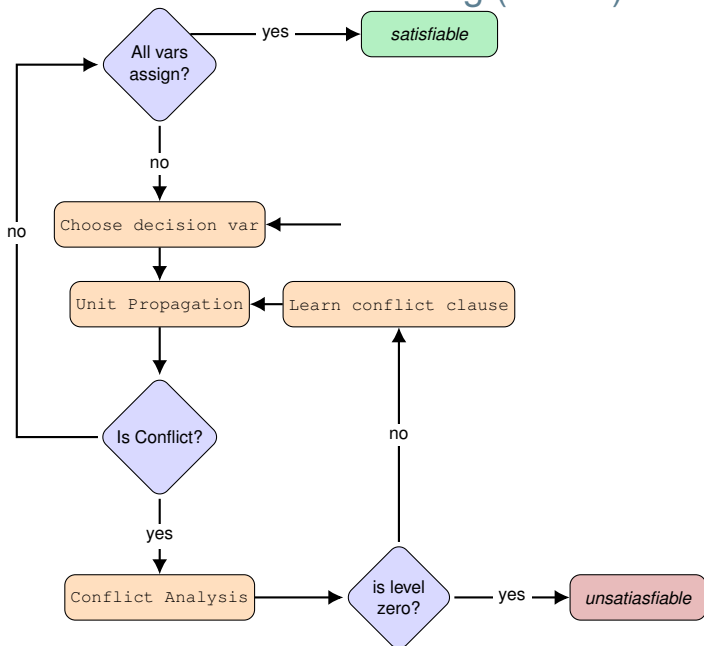
# SAT Solving

Solving SAT formula is known to be **NP-complete** [Coo71]

Enumerative Algorithm:

- Davis, Putnam, Logemann, and Loveland (DPLL) [DLL62]
  - Boolean Constraint Propagation (BCP)
- Conflict Driven Clause Learning (CDCL) [MSS99]
  - derived from DPLL
  - clause learning

# Conflict Driven Clause Learning (CDCL)



# CDCL in action TODO



$$\omega_1 = \{x_1, x_2, x_3\}$$

$$\omega_2 = \{x_4, x_5, x_6\}$$

$$\omega_3 = \{\neg x_1, \neg x_5\}$$

$$\omega_4 = \{\neg x_2, \neg x_4\}$$

$$\omega_5 = \{\neg x_3, \neg x_4\}$$

$$\omega_6 = \{\neg x_3, \neg x_6\}$$

# CDCL in action TODO



$$\omega_1 = \{\mathbf{x}_1, x_2, x_3\}$$

$$\omega_2 = \{x_4, x_5, x_6\}$$

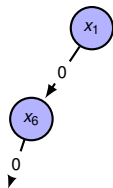
$$\omega_3 = \{\neg \mathbf{x}_1, \neg x_5\}$$

$$\omega_4 = \{\neg x_2, \neg x_4\}$$

$$\omega_5 = \{\neg x_3, \neg x_4\}$$

$$\omega_6 = \{\neg x_3, \neg x_6\}$$

# CDCL in action TODO



$$\omega_1 = \{\mathbf{x}_1, x_2, x_3\}$$

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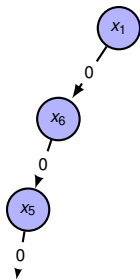
$$\omega_3 = \{\neg \mathbf{x}_1, \neg x_5\}$$

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# CDCL in action TODO



$$\omega_1 = \{\mathbf{x}_1, x_2, x_3\}$$

$$\omega_2 = \{\mathbf{x}_4, \mathbf{x}_5, \mathbf{x}_6\}$$

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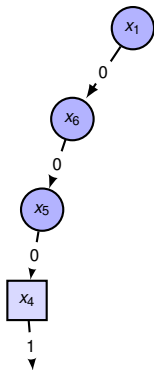
$$\omega_4 = \{\neg x_2, \neg x_4\}$$

$$\omega_5 = \{\neg x_3, \neg x_4\}$$

$$\omega_6 = \{\neg x_3, \neg x_6\}$$



# CDCL in action TODO



$$\omega_1 = \{\textcolor{red}{x}_1, x_2, x_3\}$$

$$\omega_2 = \{\textcolor{green}{x}_4, \textcolor{red}{x}_5, \textcolor{red}{x}_6\}$$

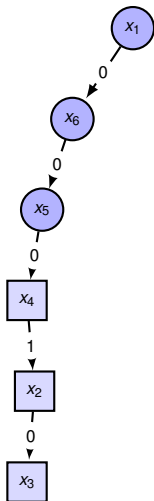
$$\omega_3 = \{\neg x_1, \neg x_5\}$$

$$\omega_4 = \{\neg \textcolor{brown}{x}_2, \neg \textcolor{brown}{x}_4\}$$

$$\omega_5 = \{\neg \textcolor{brown}{x}_3, \neg \textcolor{brown}{x}_4\}$$

$$\omega_6 = \{\neg x_3, \neg \textcolor{green}{x}_6\}$$

# CDCL in action TODO



$$\omega_1 = \{x_1, x_2, x_3\}$$

$$\omega_2 = \{x_4, x_5, x_6\}$$

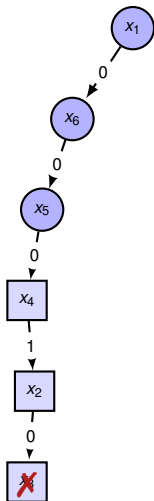
$$\omega_3 = \{\neg x_1, \neg x_5\}$$

$$\omega_4 = \{\neg x_2, \neg x_4\}$$

$$\omega_5 = \{\neg x_3, \neg x_4\}$$

$$\omega_6 = \{\neg x_3, \neg x_6\}$$

# CDCL in action TODO



$$\omega_1 = \{x_1, x_2, x_3\}$$

$$\omega_2 = \{x_4, x_5, x_6\}$$

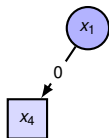
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# CDCL in action TODO



$$\omega_1 = \{x_1, x_2, x_3\}$$

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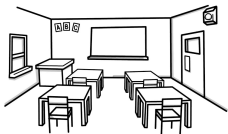
$$\omega_4 = \{\neg x_2, \neg x_4\}$$

$$\omega_5 = \{\neg x_3, \neg x_4\}$$

$$\omega_6 = \{\neg x_3, \neg x_6\}$$

$$\omega_7 = \{x_1, \neg x_4\}$$

# An UNSAT example



1



2



A



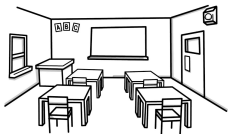
B



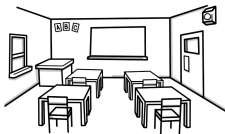
C

Is it possible to attribute each group to a classroom?

# An UNSAT example



1



2



A



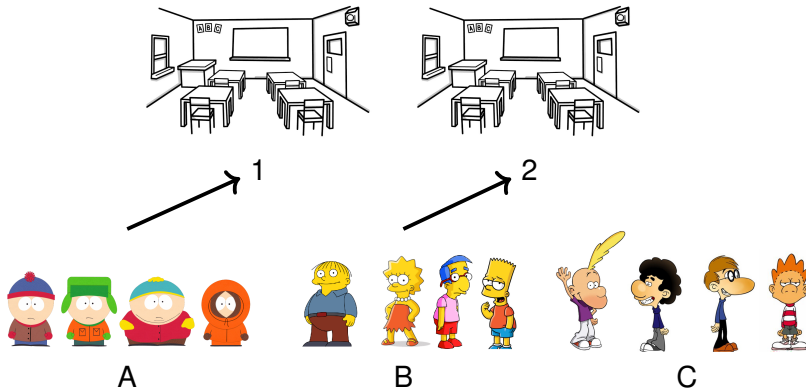
B



C

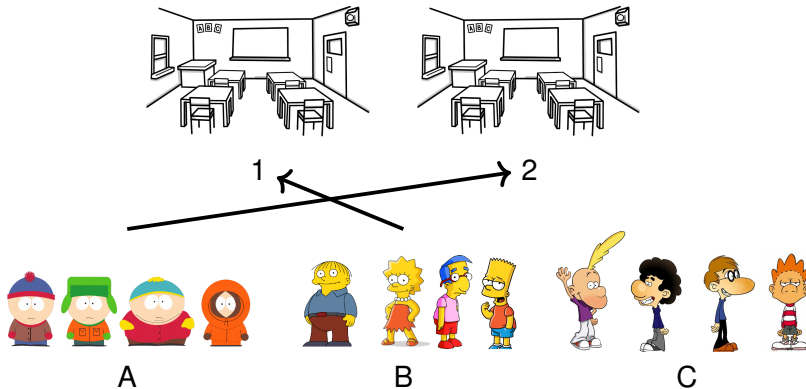
Is it possible to attribute each group to a classroom?

# An UNSAT example



Is it possible to attribute each group to a classroom?

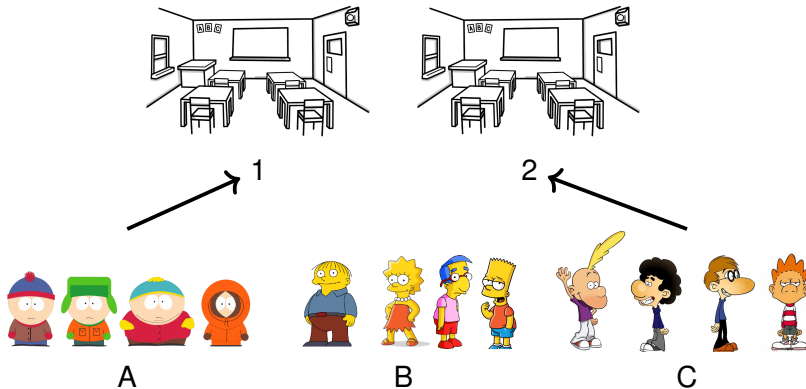
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Is it possible to attribute each group to a classroom?

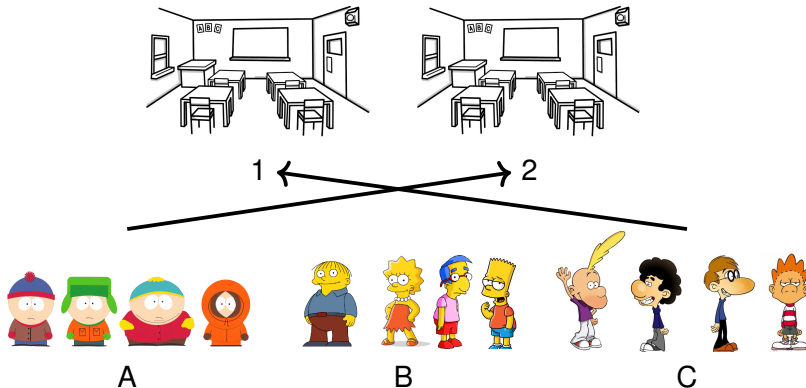


# An UNSAT example



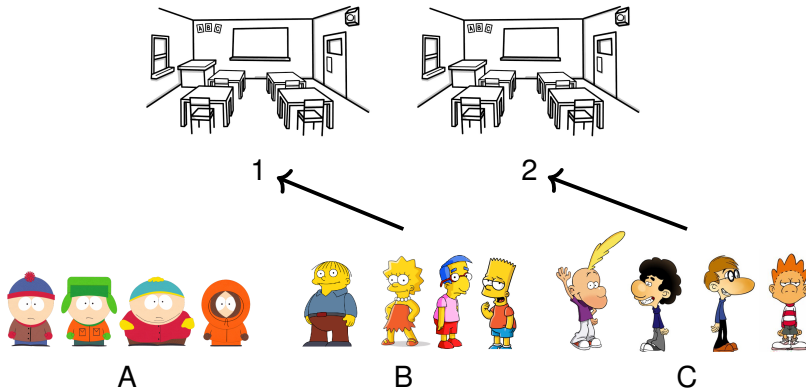
Is it possible to attribute each group to a classroom?

# An UNSAT example



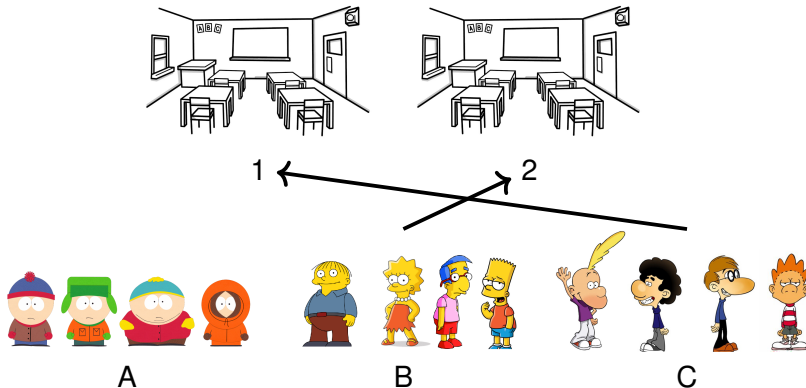
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# An UNSAT example



Is it possible to attribute each group to a classroom?

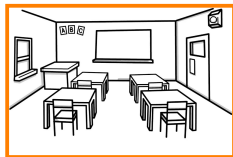
# An UNSAT example



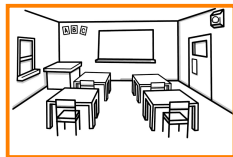
Is it possible to attribute each group to a classroom?

No!

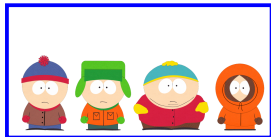
# An UNSAT example



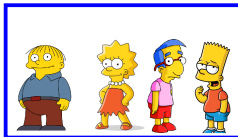
1



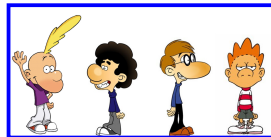
2



A



B



C

Is it possible to attribute each group to a classroom?

No!

Presence of symmetries hinders the performance of the solver

# Outline

## ① SAT overview

- SAT basics

- SAT and symmetries

## ② Existing approaches

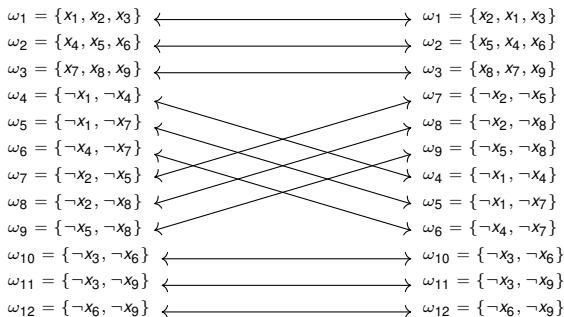
- Static symmetry breaking

- Dynamic symmetry breaking

## ③ Contribution and results

# Symmetry

$$g = \begin{pmatrix} x_1 & x_2 & x_3 & x_4 & x_5 & x_6 & x_7 & x_8 & x_9 \\ x_2 & x_1 & x_3 & x_5 & x_4 & x_6 & x_8 & x_7 & x_9 \end{pmatrix} \rightarrow (x_1 \ x_2)(x_4 \ x_5)(x_7 \ x_8)$$



A symmetry (permutation)  $g$  is a bijective function (on variables) that leaves  $\varphi$  invariant.

# Computing symmetries of a SAT problem

*CNF formula*

$$\begin{aligned} & (x_1 \vee x_2 \vee x_3) \wedge (x_4 \vee x_5 \vee x_6) \wedge (x_7 \vee x_8 \vee x_9) \\ & \wedge (\neg x_1 \vee \neg x_4) \wedge (\neg x_1 \vee \neg x_7) \wedge (\neg x_4 \vee \neg x_7) \\ & \wedge (\neg x_2 \vee \neg x_5) \wedge (\neg x_2 \vee \neg x_8) \wedge (\neg x_5 \vee \neg x_8) \\ & \wedge (\neg x_3 \vee \neg x_6) \wedge (\neg x_3 \vee \neg x_9) \wedge (\neg x_6 \vee \neg x_9) \end{aligned}$$

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<sup>1</sup><http://www.tcs.hut.fi/Software/bliss/>

<sup>2</sup><http://vlsicad.eecs.umich.edu/BK/SAUCY/>



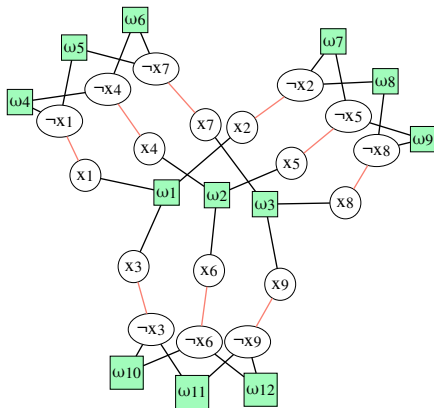
# Computing symmetries of a SAT problem

CNF formula

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colored graph



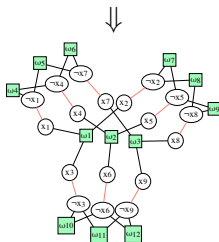
# Computing symmetries of a SAT problem

CNF formula

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colored graph



graph automorphism



(bliss<sup>1</sup> or saucy<sup>2</sup>)

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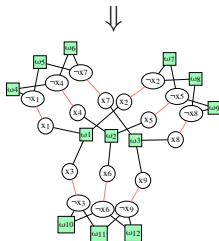
# Computing symmetries of a SAT problem

CNF formula

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colored graph



⇓  
graph automorphism

⇓  
set of symmetries

⇓  
(bliss<sup>1</sup> or saucy<sup>2</sup>)

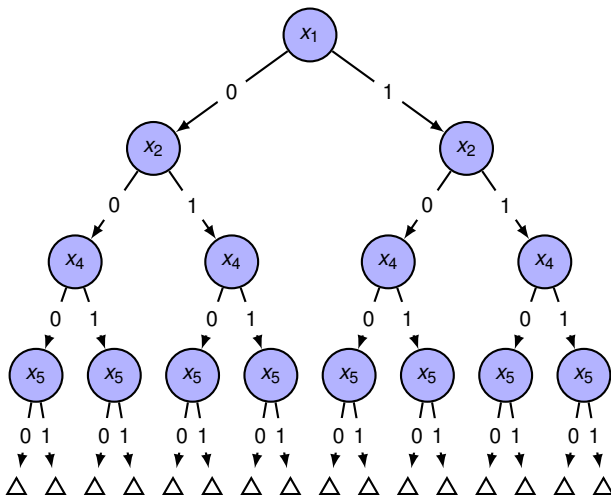
⇓

$$\begin{aligned} g_1 &= (x_2 \ x_3)(x_5 \ x_6)(x_8 \ x_9) \\ g_2 &= (x_4 \ x_7)(x_5 \ x_8)(x_6 \ x_9) \\ g_3 &= (x_1 \ x_2)(x_4 \ x_5)(x_7 \ x_8) \\ g_4 &= (x_1 \ x_4)(x_2 \ x_5)(x_3 \ x_6) \end{aligned}$$

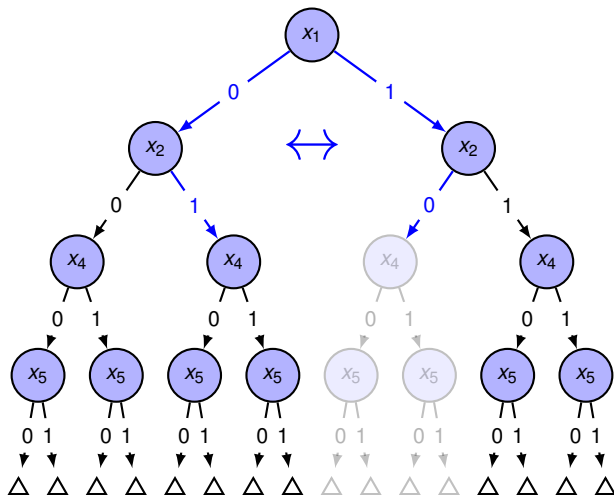
<sup>1</sup><http://www.tcs.hut.fi/Software/bliss/>

<sup>2</sup><http://vlsicad.eecs.umich.edu/BK/SAUCY/>

# Using symmetries to prune search space



# Using symmetries to prune search space



Adds additional constraints to prune search space.

# Generates symmetry breaking predicates (SBP)

- Define lexicographic order
  - Define total order on variables
  - Define minimal value
- Forbid non minimal assignment with addition of SBP

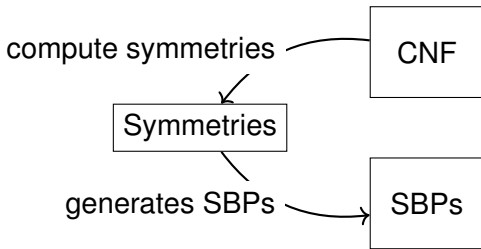
Example:

$x_1 \leq x_2 \leq x_3 \leq x_4 \leq x_5 \leq x_6 \leq x_7 \leq x_8$ ;  $\text{false} < \text{true}$

$g = (x_1 \ x_2)(x_4 \ x_5)(x_7 \ x_8)$

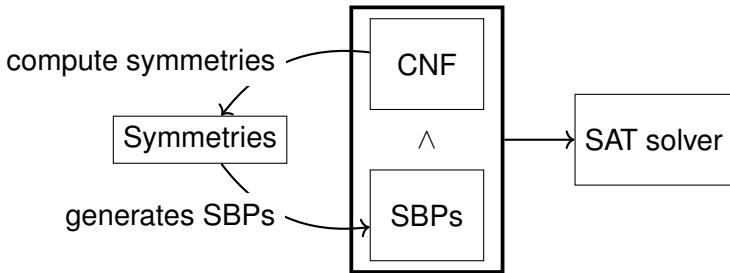
$x_1 \leq x_2$	$x_1 \vee \neg x_2$
$x_1 = x_2 \rightarrow x_4 \leq x_5$	$x_1 \vee x_2 \vee x_4 \vee \neg x_5$ $\neg x_1 \vee \neg x_2 \vee x_4 \vee \neg x_5$
$x_1 = x_2 \wedge x_4 = x_5 \rightarrow x_8 \leq x_3$	$x_1 \vee x_2 \vee x_4 \vee x_5 \vee x_7 \vee \neg x_8$ $\neg x_1 \vee \neg x_2 \vee x_4 \vee x_5 \vee x_7 \vee \neg x_8$ ...

# Static symmetry breaking



- Works well on many symmetric instances
- The solver can "explode" instead of being helped

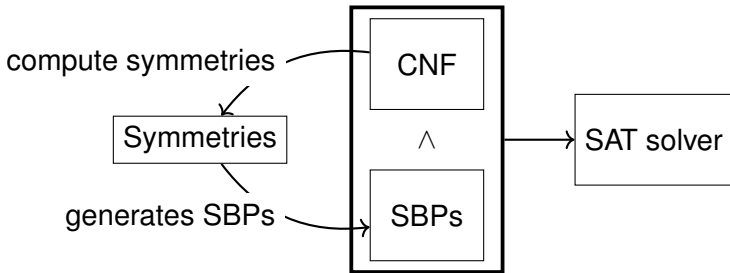
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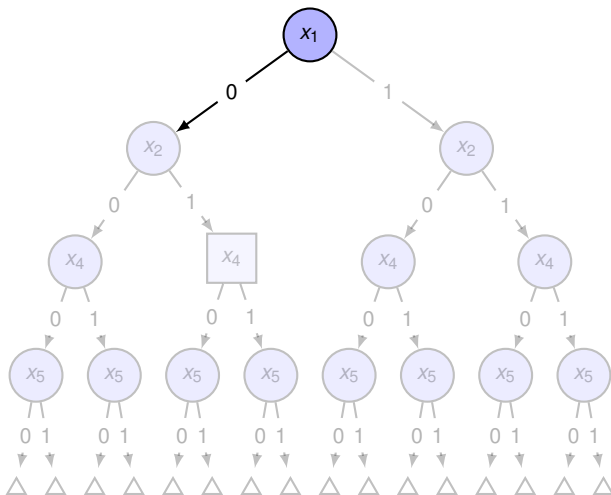


# Static symmetry breaking

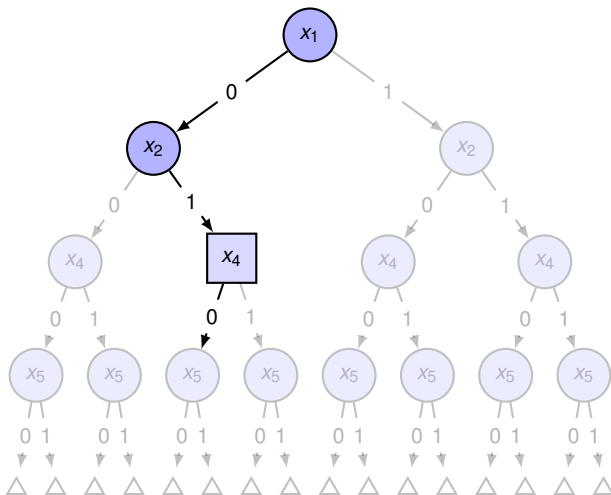


- Works well on many symmetric instances
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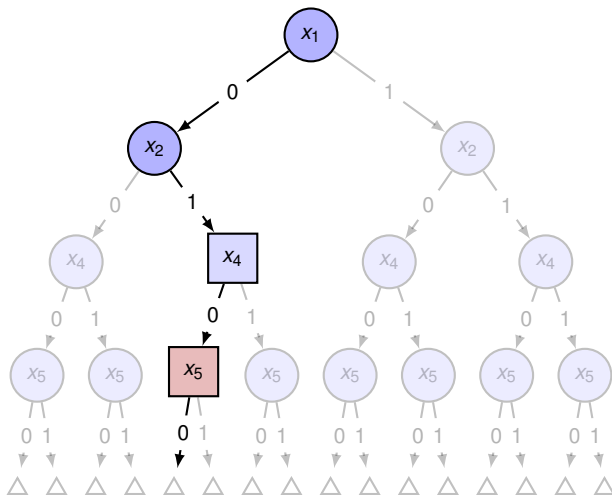
# Using symmetries to accelerate tree traversal



# Using symmetries to accelerate tree traversal



# Using symmetries to accelerate tree traversal



Use symmetries to deduce symmetrical facts.

# Dynamic Symmetry Breaking

- Accelerate SAT engine using symmetry properties
- 

Modify solver behavior to accelerate tree traversal  
modify solver

Different tools SP, SLS, SEL, ...

# Symmetry Propagation

TODO

Present SP

# Example

TODO

Build an example

# Outline

## ① SAT overview

- SAT basics

- SAT and symmetries

## ② Existing approaches

- Static symmetry breaking

- Dynamic symmetry breaking

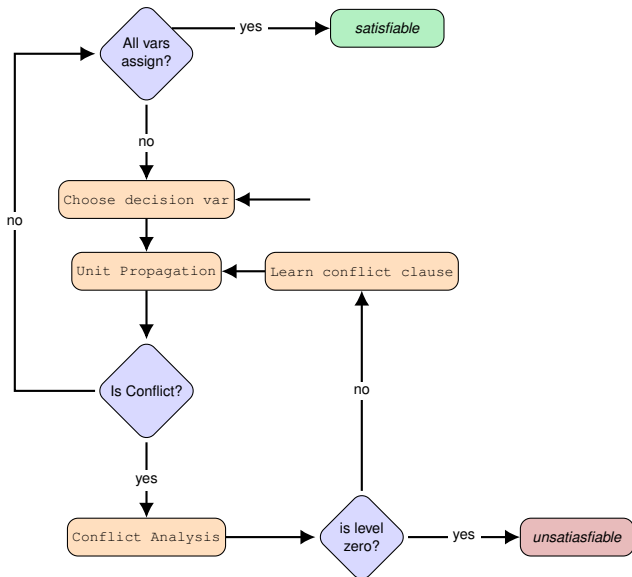
## ③ Contribution and results

- CDCL [Sym]

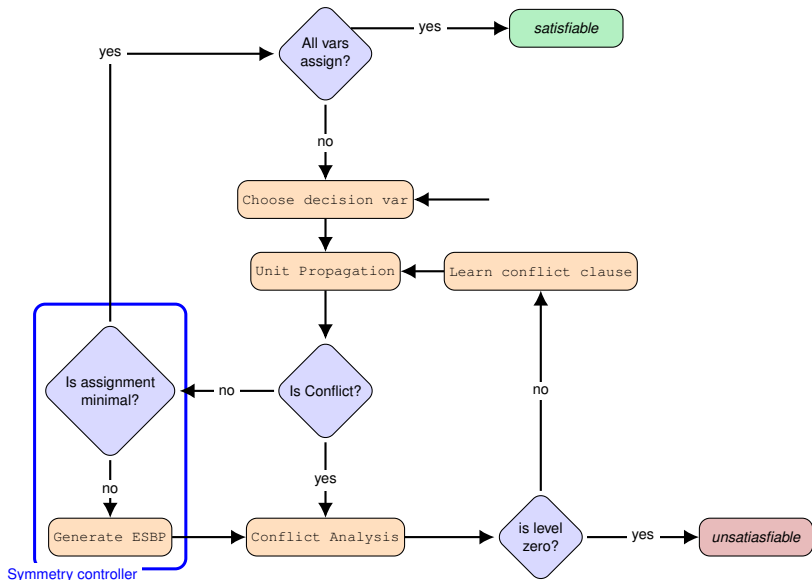
- Combination of different approaches



# Our contribution CDCL[Sym]



# Our contribution CDCL[Sym]



# Symmetry status

- reducer:  $g.\alpha. \prec \alpha$
- inactive:  $\alpha \prec g.\alpha$
- active: *not enough information*

## Efficient implementation of symmetry status

Keep track the smallest unassigned variable  $x$  :

- ①  $\alpha(g.x) \leq \alpha(x)$ , then  $g$  is `reducer`  $\Rightarrow$  Effective SBP (ESBP)
- ②  $\alpha(x) \leq \alpha(g.x)$ , then  $g$  is `inactive`  $\Rightarrow g$  cannot reduce  $\alpha$
- ③  $\alpha(g.x)$  or  $\alpha(x)$  is unassigned then  $g$  is `active`

Update whenever variables are assigned / unassigned

# Example

- 1 reducer:  $\alpha(g.x) \leq \alpha(x)$
- 2 inactive:  $\alpha(x) \leq \alpha(g.x)$
- 3 active:  $\alpha(g.x)$  or  $\alpha(x)$  is unassigned

$x_1 \leq x_2 \leq x_3 \leq x_4 \leq x_5 \leq x_6 \leq x_7 \leq x_8$  ; false < true

$$g_1 = \begin{array}{cc} (x_2 & x_3) & (x_5 & x_6) & (x_8 & x_9) \\ \uparrow & & & & & \end{array} \left| \begin{array}{l} x = x_2 \quad g.x = x_3 \\ \text{active} \end{array} \right.$$

$$g_2 = \begin{array}{cc} (x_1 & x_2) & (x_4 & x_5) & (x_7 & x_8) \\ \uparrow & & & & & \end{array} \left| \begin{array}{l} x = x_1 \quad g.x = x_2 \\ \text{active} \end{array} \right.$$

...

$$\alpha = \{ \quad \quad \quad \}$$

# Example

- 1 reducer:  $\alpha(g.x) \leq \alpha(x)$
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...

$$\alpha = \{ \neg x_2 \quad \}$$

## Example

- 1 reducer:  $\alpha(g.x) \leq \alpha(x)$
- 2 inactive:  $\alpha(x) \leq \alpha(g.x)$
- 3 active:  $\alpha(g.x)$  or  $\alpha(x)$  is unassigned

$$x_1 \leq x_2 \leq x_3 \leq x_4 \leq x_5 \leq x_6 \leq x_7 \leq x_8 ; \text{ false} < \text{true}$$

$$g_1 = \begin{pmatrix} x_2 & x_3 \\ x_5 & x_6 \\ x_8 & x_9 \end{pmatrix} \mid x = x_5 \quad \begin{matrix} g.x = x_6 \\ \text{active} \end{matrix}$$

$$g_2 = \begin{array}{cc|cc|cc} (x_1 & x_2) & (x_4 & x_5) & (x_7 & x_8) \\ \uparrow & & \dots & & & \end{array} \quad \left| \quad x = x_1 \quad g.x = x_2 \right.$$

$$\alpha = \{\neg X_2, \neg X_3, X_1\}$$

# Example

- 1 reducer:  $\alpha(g.x) \leq \alpha(x)$
- 2 inactive:  $\alpha(x) \leq \alpha(g.x)$
- 3 active:  $\alpha(g.x)$  or  $\alpha(x)$  is unassigned

$x_1 \leq x_2 \leq x_3 \leq x_4 \leq x_5 \leq x_6 \leq x_7 \leq x_8$  ; false < true

$g_1 = \begin{array}{cc} (x_2 & x_3) & (x_5 & x_6) & (x_8 & x_9) \end{array} \left| \begin{array}{l} x = x_5 \\ g.x = x_6 \\ \text{active} \end{array} \right.$

$g_2 = \begin{array}{cc} (x_1 & x_2) & (x_4 & x_5) & (x_7 & x_8) \end{array} \left| \begin{array}{l} x = x_1 \\ g.x = x_2 \\ \text{reducer} \end{array} \right.$

...

$$\alpha = \{\neg x_2, \neg x_3, x_1\}$$

$g_2$  generates  $\omega = \{\neg x_1, x_2\}$

# Experiments: benchmark

## Benchmark:

- from SAT contests 2012 – 2017,
- retain only instances for which `bliss` finds significant symmetries in 1000s,
- 1350 symmetric instances (out of 3700)

## Setup:

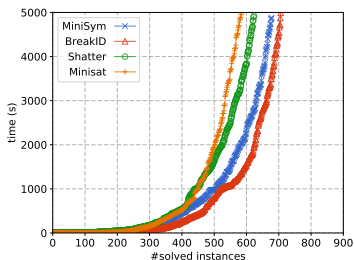
- four tools
  - MiniSat (no symmetry, baseline)
  - MiniSat + breakID (state-of-the-art symmetry SAT solver)
  - MiniSat + Shatter (state-of-the-art symmetry SAT solver)
  - **MiniSym** = MiniSat + CDCLSym (our approach)
- 5000s timeout, 8GB memory,
- includes time to compute symmetries (except for MiniSat)



# Experimental results

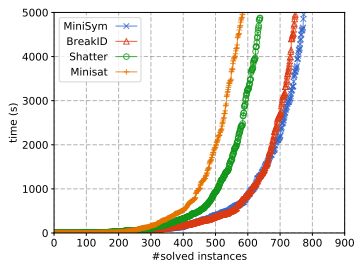
bliss gives more generators than saucy3

Figure: cactus plot total number of instances



(a) with saucy3

	MiniSAT	Shatter	BreakID	MiniSym
PAR-2 sum	8 074 348	7 770 434	<b>6 909 999</b>	7 229 700
PAR-2 avg	5 981	5 756	<b>5 119</b>	5 355



(b) with bliss

	MiniSAT	Shatter	BreakID	MiniSym
PAR-2 sum	8 074 348	7 517 556	6 444 954	<b>6 245 448</b>
PAR-2 avg	5 981	5 569	4 774	<b>4 626</b>

Table: time comparison

# Experimental results (UNSAT versus SAT)

	MiniSAT	Shatter	BreakID	MiniSym		MiniSAT	Shatter	BreakID	MiniSym
TOTAL (no dup)	261	302	<b>371</b>	345	TOTAL (no dup)	261	324	415	<b>439</b>
(a) With saucy3					(b) With bliss				

Table: comparison on UNSAT instances

	MiniSAT	Shatter	BreakID	MiniSym		MiniSAT	Shatter	BreakID	MiniSym
TOTAL (no dup)	325	323	<b>337</b>	335	TOTAL (no dup)	325	316	334	<b>336</b>
(a) With saucy3					(b) With bliss				

Table: comparison on SAT instances

# ESBP + SP

TODO

Symmetry propagation on top of ESBP

Compose both approaches

Is it possible?

# Notion of local symmetries

TODO

# Computation of local symmetries

TODO

# Experimental results

TODO

# Conclusion and Perspective

TODO

Conclusion:

Perspectives:

**Thanks !**



Stephen A Cook.

The complexity of theorem-proving procedures.

In *Proceedings of the third annual ACM symposium on Theory of computing*, pages 151–158. ACM, 1971.



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*Commun. ACM*, 5(7):394–397, July 1962.



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