

Awareness of fusion in schools across Europe

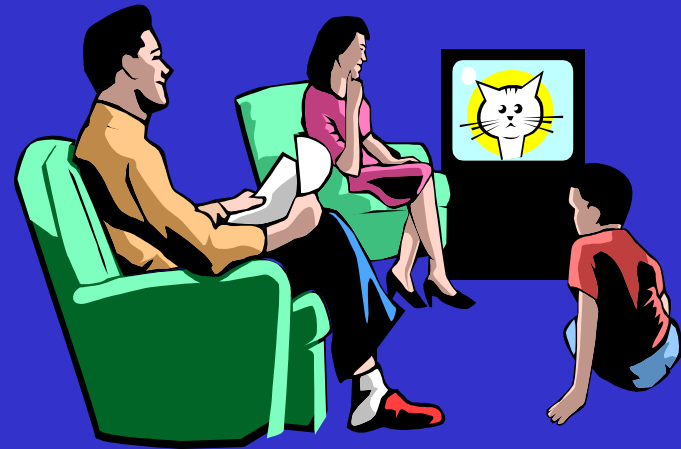
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ENEA – Italian National Agency for New Technologies, Energy and Environment



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Part 1
Information
Communication
Technological Risk
Our "tool box"



**The term information refers to
facts and opinions
provided and received during the
course of daily life**



Communication takes place when one mind so acts upon its environment that another mind is influenced, and in that other mind an experience occurs which is like the experience in the first mind, and is caused in part by that experience (L.A. Richards, 1928)



**Risk is the (real or perceived)
possibility of loss, injury,
disadvantage, or destruction caused
by an inappropriate use of
technology**

Conclusion

To take into account contemporary Information, Communication and Risk, means to eliminate the lack of social context in the definition of risk that has been noted by many social scientists and also by many engineers who manage risk assessment.

Part 2

Awareness of fusion in schools across Europe

Activities

Explicative meetings with experts supported by audiovisual presentation

CD-Rom "*Harnessing the energy of the stars*"

A **DVD** that shows four fusion research sites

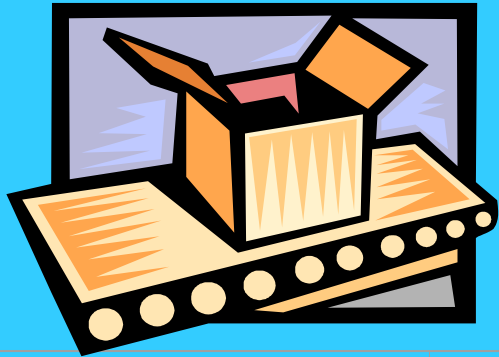
Booklet "*Energy, Powering Your World*"

in which several energy sources are explained.

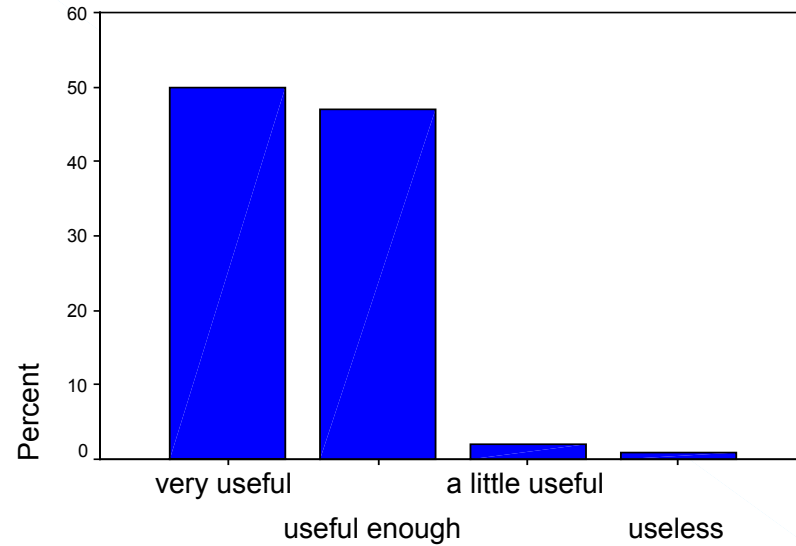
A **questionnaire** including structured and semi-structured questions for students that have participated to the whole of activity.



Results



Useful of activities

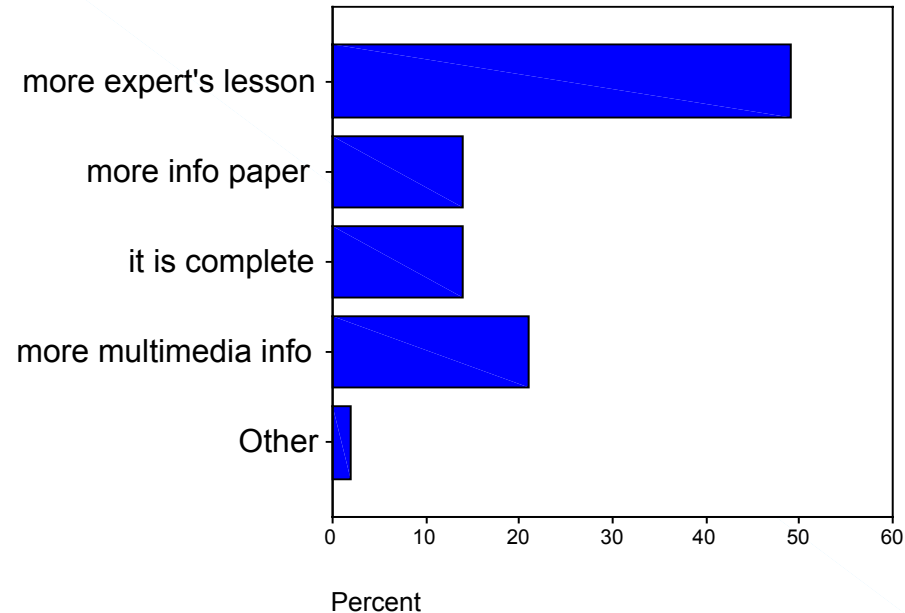


Schools involved in activities

Number of students

Schools involved in activities	Number of students
“Villa Sora”, Frascati (Italy)	21
Liceo Scientifico “Redi”, Arezzo (Italy)	23
“St. George Institute” English School, Roma (Italy)	13
“Cervantes”, Spanish School, Roma (Italy)	16
“Chateaubriand”, French School, Roma (Italy)	11
Euroepan School of Munchen (Germany)	4
Bundesreal Gymnasium, Krems (Austria)	13

Preferences on activities



Conclusion



Experience demonstrates that energy is not only a technical problem but it is also a social problem. When students are allowed to express their opinion, it is possible to reduce the gap between scientific world and day life and stimulates critical thought towards energy topic.

The whole experience carried out shows that when a new technological innovation is communicated in a participative way giving clear information, its acceptability increases.



Final Considerations

- People's perceptions about "nuclear energy" are often inaccurate.
- Mass media supply often many images of incidents that can distort the perception.
- There are a certain number of cultural preventions around "nuclear energy" topic ("Chernobyl Syndrome") that create barriers for this type of communication and last but not list

DDuring the Frascati Meeting G.G. Tosato and myself have asked to students how many of them are interested in the future to have a job in the field of energy research. Only two students demonstrate a real interest.