

# Radiation protection culture at school: feedback experience and perspective

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- Increasing trend to involve stakeholders in radiation protection
- Members of civil society need basic knowledge in radiation protection together with practical experimentation to be able to improve their protection
- Several experiences of the development of radiation protection culture at school in different contexts: Post-accident management, development of scientific culture, ...
- Content of the presentation:
  - Definition of culture
  - Approach adopted with high schools & feedback experience
  - Partnerships and role of RP professionals

# Definition for Culture adopted by UNESCO

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- "... in its widest sense, *culture* may now be said to be the *whole complex of distinctive spiritual, material, intellectual and emotional features* that characterize a society or social group. It includes not only the arts and letters, but also *modes of life*, the fundamental *rights* of the *human being*, *value* systems, *traditions* and *beliefs*"
- "The overall development of society calls for *complementary policies* in the fields of *culture*, *education*, *science* and *communication* with a view to the establishment of a harmonious balance between *technological progress* and the *intellectual* and *moral* advancement of mankind."

Mexico City Declaration on Cultural Policies, World Conference on Cultural Policies, Mexico City, 26 July - 6 August 1982, UNESCO

# Defining radiation protection culture

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- Orient themselves in relation to risk associated with exposure to radioactivity in their environment;
- Assess, by measuring the levels and patterns of exposure and the radioactivity in the environment, in workplace, in the medical field;
- Update their knowledge and understanding of risks associated with exposure to the radioactivity and identify protective actions to implement in order to maintain their own exposure ALARA;
- Be able to "appreciate" and to evaluate the usefulness of protective actions to be implemented.



**Development of radiation protection culture**

# Feedback experience with schools

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- A two steps process:
  - Practical experiments with school professors and RP experts:
    - Environmental measurements on radon, around nuclear installations, on old mining sites...
    - Management of RP at hospital, in research laboratories...
    - Experimental works on radiobiology, metrology, risk assessment...
    - Discussion on precautionary principle, access to information, decision-aiding process...
  - Annual international workshops:
    - Allowing exchange of experience (notably with post-accidental situation)
    - Favouring a multidisciplinary approach and exchange with RP experts



# Partnerships and role of RP professionals

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- A network of school professors:
  - network of professors who are volunteers to experiment new topics and approaches with their students
- Relationship with professionals for scientific mediation:
  - crucial to favour the development of knowledge and know-how instead of theoretical approaches of radiation protection
- A real challenge for radiation protection experts:
  - find the good wording, the meaningful experiences and the limited set of useful knowledge to deal with the radiation protection issues with young people

- For enlarging the experiences already developed:
  - Develop pedagogical documents describing the approaches implemented together by teachers and radiation protection experts;
  - Favour local initiatives in establishing relationship between school teachers, scientific mediation professionals and radiation protection experts, notably local ones
  - Organise the sharing of these experiments at the national and international levels, notably through Radiation Protection Societies and IRPA.