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# The young generation in radiation protection (IRPA YGN) in social media and online learning

## 'Brave New World' or 'Online Nightmare'?

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**Abstract.** While online working seems to become more common since the start of the Covid-19 pandemic, social media has the potential to offer greater interactivity and networking capacities. It seems therefore relevant for the IRPA Young Generation Network to investigate the use of social media by members of the young generation in radiation protection through an online survey. It was also the opportunity to investigate early feedbacks about on-line learning. The survey collected 89 answers from 15 countries.

The most commonly used social media platforms are first Facebook, then LinkedIn and Twitter, but other social media were reported. The respondents have a multi-objectives approach on social media, using it for different purposes (chiefly for sharing news and radiation protection (RP) related information/educational material) and different audiences (e.g. public, professional). Yet, they are not frenetic users based on the frequencies of publication and consultation and the challenges they see within social media.

The survey also collected the view of the young generation about their practical experience about learning in a virtual setting and its advantages and disadvantages vs. in-person. Most participants expressed mixed-feelings about on-line learning.

The results show that the young generation can play a role in supporting the extra- and intra-communication activities of the RP community.

**Keywords:** social media, IRPA young generation network, virtual setting, education and training, Covid-19

## 1. Introduction

Social media is an umbrella term referring to a variety of online platforms such as blog, social network, forums, photo or video sharing systems, career and business networks etc. Since the appearance of the word in 1994, the definition has been loose and has evolved with the techniques and today the dominant definition of social media is “any online resource that is designed to create content and facilitate its sharing between individuals or communities” [1]. Unlike traditional media (journal or television) social media emphasize on interactivity and immediacy. Millions of users are registered on social media and billions of contents are shared every year. The Y generation (born early-1980s to mid-1990s) were among the earliest social media adopters and continue to use them.

Ten years ago, social media was already heralded by radiation protection (RP) organizations as a way to engage with the public [2] and nowadays most are active on social media and their uses have been documented for Nuclear Regulatory Organizations [3] and in special circumstances (e.g. after the Fukushima Daiichi nuclear accident [4, 5]). Social media has also been pinpointed in several European RP projects as a way to improve communication with the public [6].

However, the uses of social media by the young generation in RP and their networks is not formally known and has never been documented so far. The IRPA Young Generation Network (IRPA YGN) was established in 2018 and one of its core objectives is to promote communication and collaboration of its Members [7]. Therefore, it seems relevant for IRPA YGN to obtain information on the topic.

Furthermore, the Covid-19 pandemic has boosted the use of on-line tools in general and social media in particular by all professionals and students, the RP sector not being an exception. In parallel, the pandemic has introduced unprecedented challenges in the way information, education and training are delivered. Finally, the EUTERP Foundation<sup>1</sup> had invited the IRPA YGN to participate in the planning of ETRAP-2021 conference about “education and training in virtual setting” and was looking for information on this topic. Therefore, it was the opportunity to combine an investigation on how the pandemic has changed things and attitude to online learning.

## 2. Method

In collaboration with EUTERP, a questionnaire was drafted and specifically address to members of the “young” generation in radiation protection: professionals, scientists and students. Under IRPA YGN definition, “young” means being a member of a national YGN (in this case the definition may varies [7] and membership to several national YGN is open to people up to 45 years) and/or less than 10 years of professional experience in the field [8]).

After questions about the characteristics of the participants, the questionnaire covered different topics on the uses of social media for radiation protection purposes and education and training (E&T) in the context of Covid-19 pandemic. Most questions were multiple choices questions and some open questions to collect details and opinions. The questionnaire was anonymous a priori (but participants could post their email) and the participants were aware that the information provided can be shared with IRPA and other organizations with an interest in the young generation. The questionnaire was uploaded on an online platform (Microsoft Forms) automatically collecting and storing the answers. The survey opened on 1<sup>st</sup> February 2021 and the link to the survey was released through online channels, IRPA YGN contact list and the IRPA YGN Leadership Committee Members. The survey closed on 17<sup>th</sup> May 2021 and the data were exported for descriptive statistics analysis.

## 3. Results

### 3.1 Characteristics of the participants

The survey collected the views from N=89 participants, age 32 years on average (min: 23, max: 49 and 96% of the participants were below 45 years) mostly answering as individuals (84%) or on behalf of a Young Generation Network (16%). The gender balance is almost equal (55% male, 45% female). Two-third (60%) of the respondents were RP professionals, the other third was related to the RP education sector, either as students (*e.g.* PhD, post-doc) (30%) or teachers (10%) in RP related topics. In respect of areas of activities and/or studies, 40% of the respondents related themselves to the research, 22% to the medical, 16% to the industry, 14% to the E&T and finally 9% to government/authority.

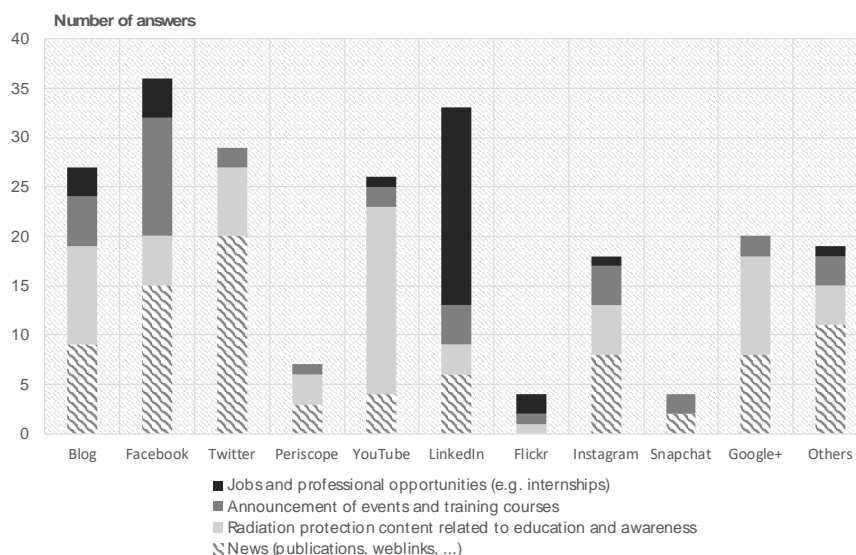
More than a third of the answers came from China, another third from 4 countries (France, Spain, Japan and Argentina) and the last third was shared between 10 countries, most reporting 1 to 2 answers. In the end, the answers came from 15 countries, showing where the survey has been successfully disseminated. The raw data about the characteristics of participants are presented in the Annex.

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<sup>1</sup> EUTERP is the European Training and Education in Radiation Protection Foundation < <http://www.euterp.eu> >

### 3.2 Social media

**Usages.** — Figure 1 gathers the data collected with the questions on the presence on and use of social media platforms. Facebook is the most popular social media platform, followed closely by LinkedIn, then a group composed of Twitter, YouTube and blogs with almost the same number of answers. Less popular are Instagram and Google+ (half as popular as Facebook) and the other social media platforms such as Periscope, Flickr, microblog and the Chinese social media platforms WeChat (a chat/calling system) and Weibo (a hybrid between Facebook and Twitter), are broadly 5 times less selected than the most popular.



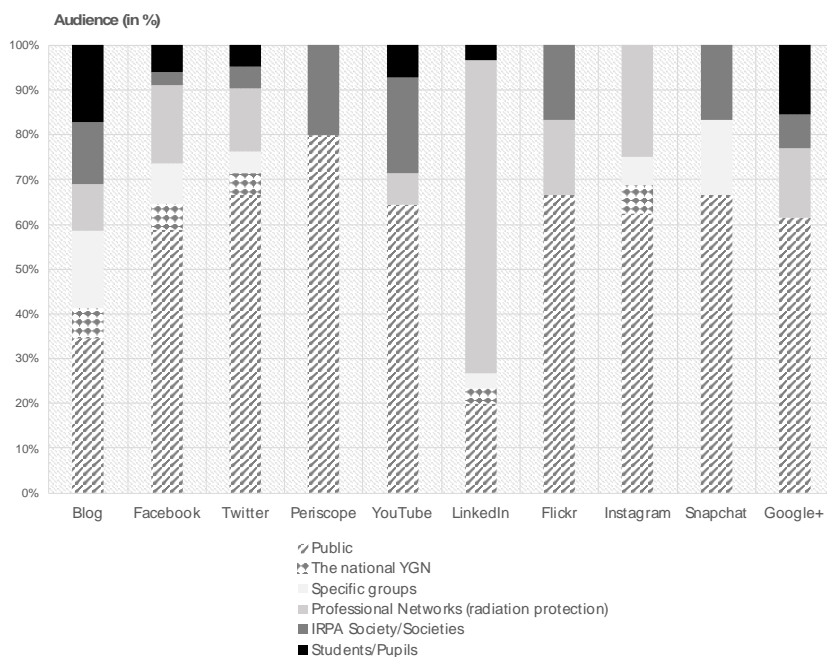
**Figure 1.** Presence on and use of on social media by the young generation in radiation protection.

The respondents use more than one social medium: each respondent reported the use of 3 social media platforms on average; around 2 if they are below 30 years old (N=51) and around 4 if they are younger (N=34).

From Figure 1, it is apparent that each social media platform has more than one use for RP purposes. Some key tendencies are:

- The most reported use of social media (27% of the answers) is to disseminate “News” such as announcing publication of articles, sharing weblinks, etc. Twitter and Facebook are much used for this purpose, blogs and Instagram to a lesser extent. Nonetheless, all the platforms are playing at least a minor role in this use (except Flickr, a picture-sharing community, hardly used anyway).
- The “diffusion of radiation protection content for information and education purposes” is the second most important use (20%) and this is mainly achieved via YouTube (thus by videos) and then by blogs and Google+.
- Then the “announcements of events” (11%) is mainly disseminated by Facebook.
- Sharing “job information” (10%) is quite exclusively done by the professional network LinkedIn.
- Participants sometimes indicated the use of other digital media: chat, mailing list and newsletters (but the latter two can hardly be heralded as ‘social media’) and few indicated that they do not use social media at all.

**Audience.** —The audiences targeted by the use of each social media platform is presented on Figure 2.



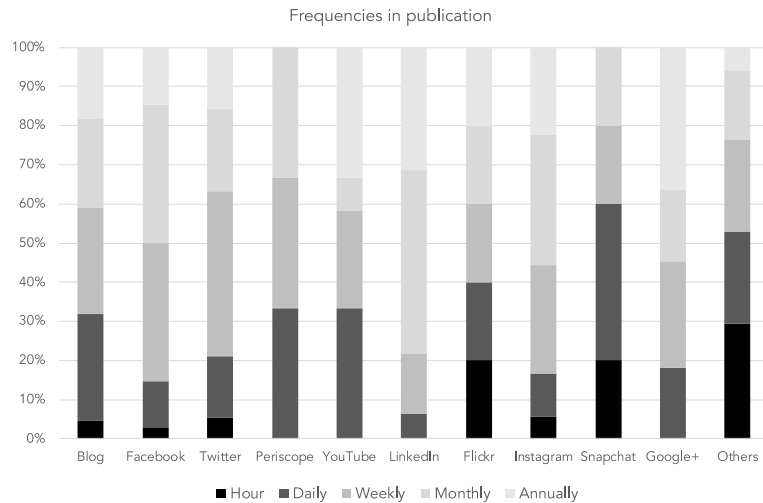
**Figure 2.** — Target audiences in the use of each social media platform as reported by the respondents.

It is also clear that each social media platform is used to target different audiences.

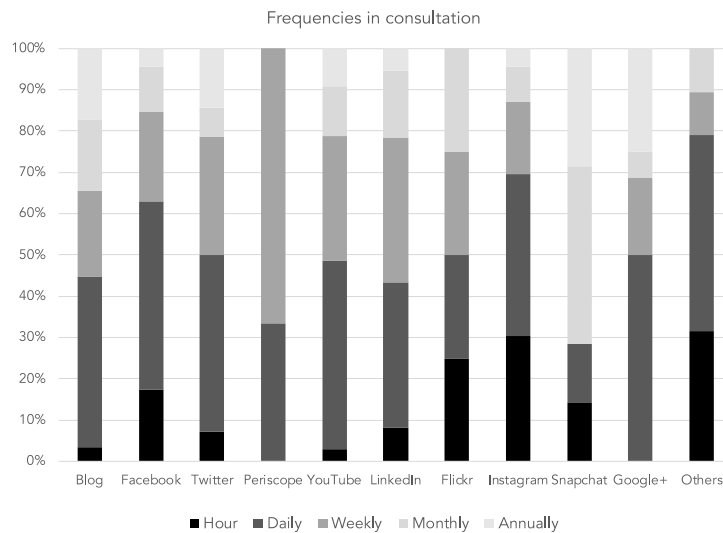
- The general public is by far the main audience (40% of all answers) and is targeted through almost all platforms.
- Professional networks are the second target audience (28%) and the connection is made almost exclusively with LinkedIn.
- The proportion for the other audiences: IRPA societies members, student/pupils and the other groups such as specific professional groups (e.g. medical community) is quite similar (~5 %) and three times lower compared to professional networks and seven times lower than the public. The audience with the lowest proportion (3 %) of answers is the national YGN.

**Publication and consultation.** — For the most used social media platforms (Facebook, YouTube, blogs and Twitter) the most frequent rates of publication are weekly and monthly (both represent 20% of the answers, Figure 3). LinkedIn is the social media platform with the lower frequency of publication because it is mostly a job-related channel. Daily publication is very rare (5 %) and applies for specific media platforms such as chat systems (where the level of interaction is elevated in essence).

The most reported frequencies of consultation are daily (34 %) and weekly (20 %); globally the frequencies of consultation are higher than the frequencies of publication (Figure 4) and several respondents indicated in a comment box that they consult social media, but do not post.



**Figure 3.** — Frequencies of publication for each social media platform



**Figure 4.** — Frequencies of consultation for each social media platform

**Benefits and challenges.** — A multiple choice predefined list of benefits and challenges in using social media platforms was proposed to the participants. The results are presented in Table 1.

**Table 1.** Benefits and challenges in using social media platforms.

Benefits	Number of answers	Challenges	Number of answers
1. Quick means to spread information (in time of crisis or not)	66	1. Overload of information	41
2. Increase awareness and promotion of RP	51	2. Lack of relevant content	37
3. Widespread use	47	3. Lack of time	31
4. Possibility to target contacts	34	4. Lack of resources	23
5. Building reputation, visibility and credibility	30	5. Lack of digital skills	14
6. Increasing website referrals	11	6. Inefficient if approval is needed for each post	14
Other	0	Other	2

It is apparent that the young generation sees social media first as a means to “spread information quickly” (this was selected by around three quarters of the participants) and an important tool to “increase awareness and promote RP matters” (two-third of the participants). As such, the “widespread use” of social media platforms is preferred to the “possibility to target contacts”. Finally, the more self-oriented benefits such as “building trust” and “increasing website referrals” have been the least selected.

But the respondents have acknowledged that the benefits come with side-effects: consultation can lead to an “overload of information” and publication hampered by the “lack of relevant content”; both items have been selected by around 40 % of the respondents. To a lower extent, but still apparent: the “lack of time”, “of resources” and “digital skills” and managerial burden to publish can hinder the usages of social media by the young generation. Nevertheless, the participant considers that social media brings more benefits (selected 239 times) than challenges (162).

**The next generation.** — An open question about how to engage the next generation via social media was proposed. According to the participants, the younger generation (for example generation Z: born mid-1990s to early 2010s) is less present on the ‘old-fashioned social media’ and are mostly connected with Instagram, SnapChat, TikTok and WeChat (the last specific to China).

The participants suggested that the following topics might be of interest to the next generation:

- Radiation protection and educative content;
- Emphasize scholarship and training courses;
- Showing prospect in RP: its evolution and challenges;
- Showing the possibilities of professional careers.

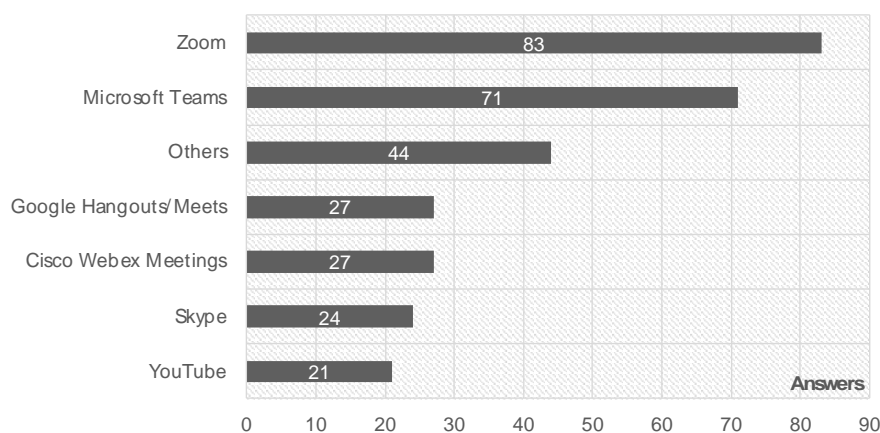
The participants also proposed several possibilities to reach the next generation:

- “Short video clips/motion animations would do better than long texts, flyers or pictures”;
- “Award (e.g. best Final Degree and Master’s projects in 3 min. video)”;
- “Relate to the day-by-day and also popular issues”;
- “People like to see people: show (young) people behind the procedures.”

While various opportunities on social media should be provided for interaction, the respondents stressed that all these should not prevent engagement with the next generation in face-to-face and close-up meetings, specially at training centers and career fairs.

### 3.3 Education and training (E&T) in virtual setting

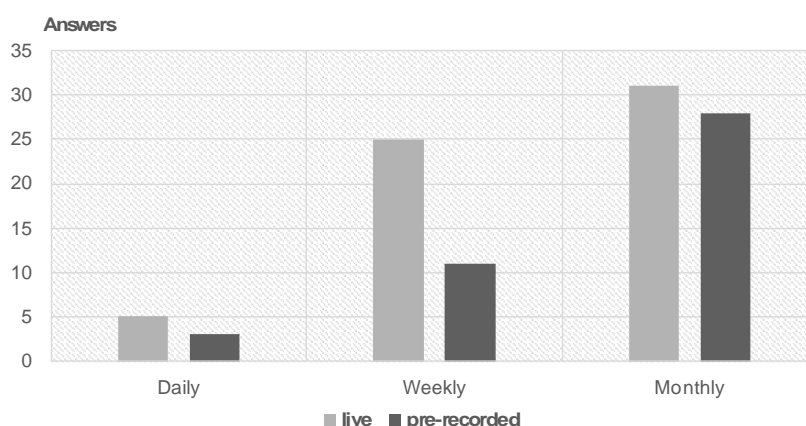
In the context of the Covid-19 pandemic, classes have switched to virtual and it appeared worthwhile to collect experiences of the virtual settings. First, the digital tools that have been used to hold and to attend online training are presented (Figure 4).



**Figure 4.** Usage of digital tools for online training.

The answers show the dominance of Zoom and Microsoft Teams for online training (used by almost all participants), while use of the other tools (Google, Cisco, Skype and YouTube) was reported at least a factor of two less ('Others' group corresponds to different Chinese tools such as Tencent, Welink, Wechat and Yuketang).

When focusing on online teaching (Figure 5), the most-reported frequency of attendance is monthly, whether the class is live or pre-recorded, followed by weekly. Daily training in an online setting has hardly been reported.



**Figure 5.** Frequencies of usage of online training

It is easy to lose one's attention during online learning and the participants were asked about best-practices. The most reported techniques are using the chat (selected 58 times) and (targeted) questions out loud (40), whereas email (16), quiz (13) and survey (9) were three to four times less reported, probably because they require more time and planning from the teacher.

Finally, the participants were asked to evaluate online training on a five-point scale and to detail in a text box how it compares with in-person training. The average note was 3.89/5 (N=84 answers) representing a good but not enthusiastic feedback, confirmed by the analysis of the 55 comments summarized in Table 2.

**Table 2. Summary** of the benefits and challenges in online training.

<b>Benefits</b>	<b>Challenges</b>
<ul style="list-style-type: none"> <li>● Cutting time and money</li> <li>● Flexible place: office, home, etc.</li> <li>● Flexible time: pause, rewind (if recorded)</li> <li>● Unprecedented access of RP (for those who can afford to connect)</li> <li>● Usage of asynchronous interaction in gaining confidence (shy/introverted people)</li> <li>● More relaxing, comfortable</li> </ul>	<ul style="list-style-type: none"> <li>● Easier not to pay attention</li> <li>● A lot is lost in interaction, experience and creativity</li> <li>● Content limited to basics</li> <li>● Less dynamic, less efficient, less feedback</li> <li>● Learning virtually takes longer</li> <li>● Difficult to check how well the trainees understand</li> </ul>
<p><i>"It is as good as in-person class",</i>  <i>"Almost the same"</i></p>	<p><i>"Not as good as the in-person class",</i></p>

The reported advantages of online learning are that it allows people to learn at their own pace (flexibilities in time and place). Accessibility and savings in travel times and costs are the other specific benefits. The main drawbacks are the diminished interactions (teachers-learners, learners-



learners) and the reduced efficiency, both significantly slowing down the process and narrowing online E&T to the basics.

The answers of the participants can be separated in those considering that online E&T is “*as good as*” in-person (but no better) and those – most numerous – concluding that it cannot replace in-person classes, but that remote interaction was an appropriate and necessary surrogate during the pandemic.

## 4 Discussion

### 4.1 Method

At the beginning of the study, there was no known questionnaire for this topic and this group of ages, so a questionnaire was designed by combining questions based on the understanding of the authors. No participant indicated that the questionnaire was not clear or unfit, nonetheless the survey was very quantitative and descriptive and could have incorporated more qualitative questions about the perceived effect of social media and online E&T. Only 75 participants declared gender: in a future survey, it might be better to include ‘other’ as well as ‘male’ and ‘female’.

Several participants encountered difficulties with the online platform (cannot undo their answers with the ‘radio button’) so their answers have not been considered. This feedback will be used to improve future surveys.

Some countries were more represented than others, but the age groups and the RP sectors were quite uniformly shared among the participants, therefore the answers are not much biased and met the objectives of collecting the view of members of the ‘young’ generation: 70% of the respondents fits the official definition of the Y generation, 15% the Z generation and 14% are older (96% were below 45 years). We should assume that the participants with experience in social media took the time to answer the survey (only 3 participants clearly indicated that they do not use social media at all) therefore the view of the non-user of social media is not incorporated in this analysis.

### 4.2 Social media

The respondents are globally present on 3 different social media platforms on average and such level of presence is found elsewhere, either for young individuals [9] and organizations [10]. The most commonly used social media platforms are first Facebook, then LinkedIn, and a group composed with Twitter, YouTube and blogs. For example, the Spanish YGN (J-SEPR) participates in the Facebook (11,000 followers in 2021), LinkedIn (2,000) and Twitter (1,724) accounts of the Spanish RP society and they have recently opened their own Instagram account (@j\_sepr). Incidentally, this example shows how national IRPA associated societies and/or employers can influence the YGN presence of social media. Except for LinkedIn (mostly used for career-oriented communication), our results are in good agreement with the Global Web Index 2021, documenting the social media trends in USA, UK and Australia [10]. Yet, looking at the frequency of publication and consultation (weekly, monthly), the young generation in RP is making a very moderate use of social media. This may be because they regularly used personal rather than professionals accounts, however, this question was not asked.

The objectives in using social media are diverse, do not seem restricted to the platform (with again the exception of LinkedIn) and relate mostly to the sharing of news and RP related information/educational material. In this context, the platform will drive the type of content that will be created/shared; for example, the Argentinian YGN (RED SARS JOVEN) is particularly engaged in Instagram (images only) and YouTube (videos).

The main audience is by far the general public, then the RP community; supporting the idea that the young generation can be an useful interface between the RP ‘grown-up’ community and the public, but to achieve this, some solutions to the challenges in using social media reported by the respondents should be found.

According to our survey, the younger generation is present on other social media and this result is also in agreement with other surveys [9; 10]. Developing dedicated communication and outreach to be disseminated through these channels can be useful, without forgetting the traditional social media and ways to interact with the younger generation.

#### 4.3 Education and training in virtual setting

The pandemic has initiated a major switch to online E&T, but in the end only Zoom and Teams are used to hold in a virtual class. The reported frequencies of online training are surprisingly low (monthly, weekly) and this could be explained by the fact that around 60% of the participants were professionals (thus, class is planned from time to time) and that the survey circulated from February to May 2021 when in-person classes resumed at least partially (although this information was not asked explicitly in this survey) and that E&T was following an ‘hybrid scheme’, mixing online and in-person training.

The participants recognized that online E&T has advantages, yet most have mixed feelings (as a participant put it: “*online are more convenient, in-person are more efficient and attractive*”) and consider it does not equal in-person classes. This result is less positive than in a recent survey conducted by Van Puyvelde investigating perception of online RP E&T [11] however we collected not only the views of students but also of professionals and teachers, who might be less inclined toward online education [12].

The main drawbacks of online training identified in the survey were the lack of interaction/feedback and the diminished efficiency, were also the overriding issues at the ETRAP-2021 conference [13] where innovative tools and resources to build online products were presented (a library of tools is being considered by EUTERP). During this event, it was recognized that the educational activity should be deeply redesigned to be effective online. Nonetheless, whatever individual attitudes, experts cast no doubt that online will at least change (rather than replace) the traditional learning environment [12].

## 5 Synthesis and conclusion

This article aims to take the temperature of the members of the young generation in radiation protection about the use of social media, based on a statistically sound approach. From February to May 2021, a total of 89 participants answered a specifically-designed questionnaire. The analysis of the data shows that participants are present on 3 different social media platforms on average, basically the ‘good old-fashioned social media’: Facebook, LinkedIn and Twitter, then YouTube and blogs and these results are consistent with other studies. Based on the reported usages for RP purposes, social media is much more about connecting with and relaying information to the public, and to a much lesser extent to the RP professional community and networks. LinkedIn holds a special place by being dedicated to job/career communication.

The participants appeared well acquainted with the benefits of social media, being the fastest and widest communication tool available. The practical challenges they faced with this technology were reported. The questionnaire also indicates suggestions on how to engage the younger generation via social media.

The survey provided an opportunity to collect the practical experience of the young generation about RP E&T in a virtual setting (live and recorded), including views from professionals, students and teachers. The participants expressed mixed feelings with regard to online E&T that, to their eyes, brings flexibility in time and place, reaches a wider audience, but severely lacks of interaction and efficiency. Most respondents agree that online does not offer similar benefits as in-person.

Despite the difficult times at the beginning of the Covid-19 pandemic, it became much easier for all generations to attend virtual meetings, online discussions and E&T. While it is not certain that ‘online will be the new normal’, the uptake of the virtual setting accelerated by the pandemic is

probably here to stay. And with benefits. For example, in October 2020, the Japanese Health Physics Society YGN members have taken the initiative in holding a series of virtual seminars (open to every members interested); since then, the seminars have been conducted every month and have helped in achieving interaction, via casual discussions, between the experienced seniors and the young members of the society.

Overall, it seems that members of the young generation in RP are fluent in social media, but not frenetic users. This fluency might be suitable for IRPA and IRPA's associate societies attention who might want to strengthen their communication impact, and because this survey revealed that the young generation is already interfacing with the public. The young generation can also play a role in developing intra-RP community communication, a field that seems very open.

## Acknowledgement

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## Annexe. Characteristics of the participants

	Number	Percent (N=89)
<b>Answer on behalf of ...</b>		
Individual	75	84 %
YGN	14	16 %
<b>Gender</b>		
Male	41	55 %
Female	34	45 %
<b>Position (for individual)</b>		
RP Professionals	54	60 %
Students in RP related topics	26	30 %
Lecturer/Trainer in RP	8	10 %
<b>Main areas of activity</b>		
Industry	20	16 %
Research	47	39 %
Medical	27	22 %
Governmental	11	9 %
Education and Training	17	14 %
<b>Size of Associate Society (members)</b>		
< 100	21	
100—500	17	
500—1,000	5	
> 1,000	10	
<b>Country</b>		
China	33	38 %
France	10	11 %
Spain	10	11 %
Japan	8	9 %
Argentina	7	8 %
Canada	4	5 %
Nigeria	3	3 %
Belgium	2	2 %
Vietnam	2	2 %
The Netherlands	2	2 %
United Kingdom	2	2 %
Austria	1	1 %
Czech Republic	1	1 %
Indonesia	1	1 %
South Korea	1	1%