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The application for European Soundscape Award

Our submission is in accordance with judging eligibility criteria. The activities are demonstrating **noise education**. The activities have been carried out from May 2010 to June 2011.

The nature of the noise issue or problem

NGO Ökokratt is organizing projects of environmental education, especially for educational institutions (children in age of 3 -18 and teachers), environmental officials and specialists. Our network of collaboration consists of 30000 children from 214 educational institutions and 109 self-governments.

In 2008 we organized the international environmental noise conference “Are we ready for the noise?” for specialists and officials. At the same year the educational institutions had a project “I am a part of nature!”. At the project final conference the teachers proposed to explain the same theme – NOISE – for students and children next season. They said teachers and pupils are surrounded by noise every day and it is necessary to aware them about its existence and impacts. It could help them to get aware of the adverse impacts, how to mitigate and prevent it. Through the project they will learn the value of voices of nature instead of artificial noise.

The approach taken to understanding the issue or problem

The project conducted in 2010 “**Noise is not music!**” goals were following (the descriptions of the activities can be found below - A description of the solution or initiative):

- To raise awareness of children and youngsters and through them, many adults (parents) get aware of the adverse impacts of noise on health and environment, paying attention to the problem and providing important information on
- To explain the existence of environmental noise and its impact on health
- To focus on the sounds and its impacts on the environment and humans.
- To learn which voices of nature and voices of birds we know
- how to recognize the noise, to avoid, mitigate, and whether it is possible to prevent it
- To learn to notice the noise that is surrounding us through the attractive activities by youngsters
- To learn the value of voices of nature instead of artificial noise.
- To learn to make natural musical instruments
- To learn to enjoy and listen the silence and each other

- To develop the network of collaboration between the educational institutions and to raise youngsters' awareness of environmental theme – environmental noise.
- To follow the project up in other countries and educational institutions
- To develop the collaboration between educational institutions and specialists of environment and health care, officials.
- To develop science works in schools
- Children, the most affected part, will make comments to their parents, neighbours and grandparents – they will develop and convey the acquired know-how and acknowledge.

A description of the solution or initiative

- Firstly, **teachers had the educational seminar of environmental noise** and its impacts on health and environment
- Secondly, teachers had to make a **plan of Silence Week** as homework and to implement it by organizing the Silence Week in their educational institution there were held the Silence Weeks. We choose the best 10 plans and the authors got premiered. In that case, the teachers organized attractive activities to youngsters and children. *For example, they had a special rooms for listening the silence – they were called “The Silence Pause” (there were enjoyed the silent and could run away from noise, listened the fairy tails and sounds of nature). They had a special contest for finding the most silent and noisy class by using the noise monitor – the controller was “Voyeur of Noise”. Some of them had two opposite hallways for noticing the noise – “silent hallway” and “noisy hallway”. It helped to feel the differences between noise and silent and effects that you got there.*
- Thirdly, during the project pupils and students (aged from 14-23) had a **contest of making researches about environmental noise**. The authors of three best researches had a change to present their researches at the Second International Environmental Noise Conference in Tallinn (21 October 2010)
- On the basis of these researches was created **dramatic play “Noise”** problem and solutions by professional director and actors in theatre. In spring 2011 pupils, children and citizens visited the theatre to watch the drama (<http://www.miksteater.ee/Mura>)
- Fourthly, the youngsters researched the sources of noise around their home place (home village/city, around the school or home). They **mapped the noise** around their home place.
- The educational institutions got the possibility to control the classroom noise with the **noise monitor** (like a traffic light, but reflects to noise) for a month- that helped children to notice the noise (the light changed to red) and gave a signal to reduce your voice level – implement for self examination for children when they have a debate or group working (<http://video.delfi.ee/video/hWjs1BR0/>)
- On 27th April were celebrated the global **Noise Awareness Day**. In that case we called up all the educational institutions to take a common walk outside to listen to the voices of nature.
- The educational institutions reflected the information on their webpage and forwarded it to local media.

Evidence of the impact and result of the solution or initiative

Quantity

- In the projects participates 12000 participants (children between 3-18 years) from 50 educational institutions

- In seminar for teachers participates 100 teachers who organized the Silence Weeks in their educational institutions
- We received 11 researches from pupils and students, 3 researches were introduced at the International Environmental Noise Conference in Tallinn (21 October 2010) by the authors.
- Created about 65 local noise maps

Quality

- Teachers and youngsters are aware of existence of noise and its impacts on health and the environment.
- As a result from awareness of impacts on health the participants won't stay in noisy space for a long time
- Collaboration between us, specialists of noise and educational institutions developed and activated the treatment of the problem of noise, mitigate and prevention.
- The aware of environmental noise expanded – the participants could take the noise into consideration and avoid the obvious danger of noise.
- Even the children in children garden mapped the sources of environmental noise.
- Children are aware of existence of noise; they could associate it with their tiredness and din in the ear. They learned the different effects between silent and noise.
- The educational institutions reflected their activities and works (made researches about sources of noise around their home place, made researches)
- The noise monitor enabled to show deaf people that they could be disturbingly loud and children with special needs, as well.
- The educational institutions developed the collaboration with the specialists of noise and health care.
- Some pupils are still collaborating with noise experts and have been carried out the measurements near to the school and home city (we have organised noise research contest in 2012, as well)
- Developed the collaboration in network, also
- Children learned the value of voices of nature instead of artificial noise (environmental noise).
- In the educational institutions there was carried out in the field of environmental noise applied research and provided the review.
- In long term the environment is becoming healthier. The project improved youngsters understanding of nature and environment.
- Children, the most affected part, are making the comments to their parents, neighbours and grandparents – they are developing and conveying the acquired know-how and acknowledge.
- The active treatment of environmental noise in educational institutions affected the local self-governments, as well. They were taking the noise into consideration in planning (that the industry near to the schools won't come, for repairing they use of the noise isolation materials)