

Play Green!

Recommendations
for Green Transition in
Higher Music Education



Acknowledgements

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Introduction

How to embed environmental sustainability in higher music education institutions and how to inspire change?

The urgency of addressing the climate emergency has never been greater. The music sector and higher education institutions have a unique opportunity to contribute to environmental and social sustainability. Every institution and individual can make a meaningful impact.

The music and cultural sectors shape and mirror prevailing attitudes and practices as a reflection of society. More importantly, given music's communicative power, **music professionals can strongly advocate for sustainable change**, influencing behaviours and inspiring action.

The *Play Green! Recommendations for the Green Transition in Higher Music Education* have been developed by the **AEC Goes Green Working Group** within **the ARTEMIS – Empowering Artists as Makers in Society project** (2022–2025), co-funded by the Creative Europe Programme, aiming to provide guidance on how the sector can actively contribute to tackling climate change. These recommendations are designed to support the **green transition of the higher music education (HME) sector**, responding to the needs and practices of AEC members, higher music education institutions, and the wider music community.

Rather than imposing strict guidelines, these recommendations offer **practical advice** on how institutions can **make their operations, events, and projects more environmentally friendly**. They also explore how the **educational, research, and artistic dimensions** of HME can contribute to addressing climate change.

Recognising the complexity of this issue, these recommendations do not attempt to provide definitive solutions. (Environmental) Sustainability is a broad and evolving topic, and responses will naturally differ across institutions, shaped by their **national, regional, and cultural contexts, as well as financial realities**. The diversity within AEC membership means that different institutions will have varying capacities to implement change.

However, every step – no matter how small – is valuable. The examples of **good practices** included in this publication aim to **encourage and inspire** institutions to take action in ways that are meaningful and feasible for them. Even the simple act of engaging with this publication is a step towards a more sustainable future.

The green transition in Higher Music Education Institutions (HMEIs) is guided by various **EU frameworks and policies**, including the **European Green Deal, the Erasmus+ Programme, the Creative Europe Program, and recommendations from the Council of the European Union. Additionally, policies and guidelines for the cultural and creative industries provide further direction.** These frameworks urge institutions to take **concrete and active steps** towards sustainability. A non-exhaustive list of relevant policies can be found in the *Useful Links and Resources* chapter of this publication.

Within these and **other policy frameworks**, HMEIs are increasingly expected to respond by:

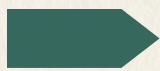
- **Embedding environmental sustainability into their curricula and learning programs** to raise awareness of the climate crisis and sustainable development and ensure that students are equipped with the knowledge and skills to contribute to a greener future.
- **Supporting the Green Transition in Institutional Operations.** Sustainability should not be limited to education alone – HMEIs are expected to **integrate green practices across their infrastructure, building design, events, and daily operations.** This includes **reducing carbon footprints** by promoting sustainable transportation, such as green mobility and commuting, sustainable procurement policies, and striving towards **climate neutrality** in institutional activities.
- **Aligning with the European Green Deal and Climate Policies** and contributing to the EU's goal of climate neutrality by 2050. This includes aligning activities, projects, and policies with climate action goals, actively minimising greenhouse gas (GHG) emissions, and ensuring that all cultural and educational activities adhere to sustainability standards.

The Play Green! recommendations for the green transition aim to:

- ✓ Offer concrete recommendations tailored specifically for the music education sector
- ✓ Be grounded in inspirational frameworks
- ✓ Transform learning environments through the promotion of interdisciplinary approaches
- ✓ Be inclusive, by offering ways of engaging entire institutional and local communities in sustainability efforts

Objectives

The *Play Green!* recommendations are to address societal challenges of climate change & environmental sustainability by offering recommendations for:



Actions that contribute to the reduction of CO₂ emissions,



Other ways of contributing to answering the climate emergency, that can be addressed particularly and creatively by the HME sector.

This will be done by:

1

Offering pathways on:

- How to embed environmental sustainability in institutions
- How to inspire change leading to a shift in mindset

2

Supporting learning from each other and getting better ourselves by providing examples of good practices and suggestions for the first steps to green transformation

The recommendations are intended for both institutions



embarking on their sustainability journey,



and those prepared to make further efforts to reduce their environmental impact.

Recommendations for Green Transition in Higher Music Education

1 Embedding environmental sustainability: Green institutional management and operations

- Environmental policy
- Green travelling and commuting
- Sustainable daily functioning
- Green event organisation

2 Inspiring change: communication, promotion and raising awareness

- Education and students: Learning & Teaching for green transition
- Communication and raising awareness: research, artistic projects, performances
- Give more visibility to students and more student engagement

3 References, useful links and resources

- Relevant presentations and the AEC Annual Events
- AEC Publications
- Relevant publications
- Other useful resources

Inner structure of chapters:

- Recommendations from the existing practice and pockets for improvement from the survey report
- Word from colleagues / Recommendations with step-by-step approach
- Challenges
- Spotlight on good practices

1 Embedding environmental sustainability: Green institutional management and operations

Objective


Environmental Sustainability should be a core value: Embed environmental sustainability within the institutions, emphasising it in mission statements, curriculum objectives, and as part of ongoing student and faculty projects.


1.1 Environmental Policy


Main points

- Gain an **overview of the institution's environmental impact** and identify the biggest lever for improvement
- Take all **relevant activities** into account
- Develop a **systematic approach** towards improving the environmental impact
- Set **SMART improvement goals** - **S**pecific, **M**easurable, **A**chievable, **R**ealistic/Reasonable, **T**ime bound and corresponding actions for reaching the goals
- **Monitor progress**, adapt goals/actions if necessary
- **Communicate your activities** and support staff in implementing measures

Recommendations

 Start with **small first steps** towards greening your activities.

 **Create a Green Team:** Nominate a responsible to develop and oversee sustainability initiatives and build up a small group of people (among students, teachers and staff) who are already convinced and active on these issues to launch a dynamic team.

 **Create the position of an environmental/sustainability officer:** Competence, time & resources are needed for a successful implementation of a systematic approach for the improvement of the environmental impact at the organisational level.



Develop an Action Plan: Establish improvement goals and prioritise actions in relation to the insights from the self-assessment and realistic implementation.



Expand Networks: Collaborate with other institutions and organisations on sustainability initiatives. Share good practices as well as challenges and co-create innovative solutions for the local green transition.



Raise Awareness: Engage the institution's community through communication and training on environmental operation practices.



Establish a systematic environmental policy addressing the main activities of the institution: energy use, procurement, waste management, travel & commuting, events, canteen. Highlight your vision and strategic goals on how to improve the environmental impact of your institution and set ambitious but realistic goals for reaching climate neutrality.



Conduct a Baseline Assessment: Establish a system for measuring the institution's current environmental impact and start assessing the data (energy use, resource consumption, waste generation, travel activities...). Evaluate current carbon footprint [in CO₂-eq] and green practices to understand where improvement is needed.



Use data to report on the progress of actions taken: Spot the gaps between the goals and practice. Redefine goals if necessary. Check how measures taken could be more effective. State & communicate if you are making good progress.



Build up competence: Organise trainings for staff and management members. Inform about regional initiatives and funding which could support your efforts.



Monitor progress: Measure the impact of your actions. For example, how does energy consumption or CO₂ emissions from travel change over the years?



Integrate Sustainability in Teaching & Research: incorporate sustainability topics into the curriculum by identifying ways to teach and engage students on sustainability topics. Create courses, modules or projects that explore links between sustainability and the arts/music. (proposals for education - see below)



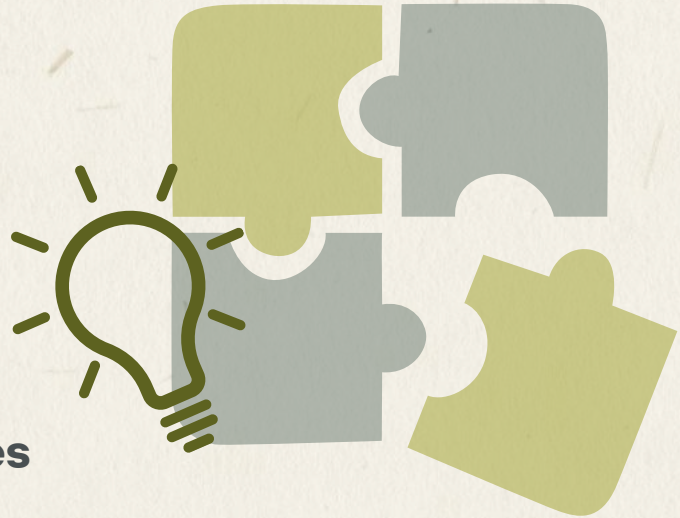
Expand raising awareness about artistic activities: What potential lies in our core business? How can music and other artistic approaches contribute to awareness raising, change of mindsets and taking action?



Establish an institutional sustainability framework: Establish goals for the institution that can align with broader sustainability goals like the 17 Sustainable Development Goals (SDGs). The sustainability framework and policy should include all three dimensions of sustainability - environmental, economic and social.

Challenges

- » **Prioritising the biggest focus points**
- » **Setting realistic improvement goals** & corresponding actions
- » **Why us?** Conviction that we all have to take responsibility for our activities
- » **Equally competitive with the institution's other priorities**
- » **Knowing where to start**
- » **Starting off**, task seems to be too big
- » **Lack of expertise and resources**
- » **It's a marathon not a sprint**, it takes patience and acceptance of the long term journey
- » **Lack of time and focus**
- » **Long term vision** and foresight decisions are needed



Spotlight on good practices

As outlined in the **Royal Irish Academy of Music's Climate Action plan**, the academy's sustainability efforts are guided by key groups: the Executive Sustainability Committee ensures strategic alignment with its mission, while the Sustainability Office coordinates initiatives across departments. Working Groups focus on thematic areas like energy and waste, proposing actionable projects.

The Student Sustainability Council advocates for student interests and promotes awareness, and the External Advisory Board offers expert advice, fosters collaborations, and supports resource acquisition for sustainability initiatives.

In 2023 the Belgian region of Wallonia facilitated the introduction of the post of **Officer of Sustainable Development** in most of its HEIs, including the **Conservatoire de Liège**. Its main task includes designing and applying a Sustainability policy focusing on the implementation of SDGs.

The **Environmental Panel of the Academy of the Performing Arts in Prague (AMU)** was set up in 2020, it assesses its existing practice in terms of environmental impact and **suggests measures to minimise the impact**. The Environmental Panel works as an **advisory body** to the Rector and the Academic Senate of AMU and includes in its ranks renowned Czech artists to promote the Green shifter amongst students and staff.

Uniarts Helsinki supports sustainable daily choices with actions such as **openly communicating its environmental impact** on its website and **reducing the environmental burden of facilities** by optimising energy efficiency in cooperation with lessors and maximising facility utilisation. Achieving **carbon neutrality by 2030** is a key goal, requiring an ecologically sustainable culture where every member contributes to spreading sustainable practices. Collaboration and responsibility are central to reducing emissions and embedding sustainability across all activities.

The Royal College of Music (RCM) of London embeds sustainability across its operations, focusing on areas such as energy, water, waste, sustainable events, and performances. RCM is dedicated to environmental sustainability and **aims to achieve net zero carbon by 2035**. Key goals include reducing carbon emissions by 73% by 2026/27 from a 2005 baseline, maintaining campus waste below 15 tons annually, and achieving a recycling rate above 75% by the same year.

In 2024 the **AEC** joined 15 other **cultural networks to be part of the SHIFT eco-certificate**. After a three-stage audit, AEC achieved the SHIFT Eco-Certification for cultural networks. This achievement highlights AEC's commitment to the green transition and its willingness to adapt its actions to become more environmentally friendly and sustainable.

One of the first steps towards the eco-certificate is the implementation of the **Sustainability policy and action plan**. The AEC Sustainability policy was composed by the AEC Green Team and was approved by the **Council**.




1.2 Green travelling and commuting


Objectives


- Reduction of the negative impacts of mobility for institutional purposes, as transport is responsible for about a quarter of the EU's total greenhouse gas (GHG) emissions; it causes air pollution, noise, as well as habitat fragmentation.
- Regulation of travel activities and taking steps towards a more sustainable travel and commuting practice


Recommendations


 **Develop and implement a travel policy:** Design and implement a travel policy that regulates and gives guidance on traveling for institutional purposes. Key elements should be:

- Rethinking travel purposes and opting for virtual meetings if possible
- Choosing low-carbon modes of transportation, e.g. trains instead of flights
- Reducing the number of short-distance flights as these create a disproportionately high amount of CO₂ emissions.
- Reducing the use of cars, taking public transportation instead

 **Encourage alternative modes of commuting:** Staff and students are dependent on local infrastructure. Offer opportunities that make it easier to change habits and switch to low carbon means of transportation, such as charging stations for e-cars/e-bikes or convenient bike parking spaces close to the institution.


 **Cooperate with local authorities:** Communal infrastructure as secure and convenient bike or walking paths support the shift towards more eco-friendly and healthier commuting habits. Local renting and service facilities could be promoted.

 **Rethink car park management:** Car parks are well established services for staff members. Consider offering support for public transportation tickets instead, or at least on an equal footing. Create incentives for the reduction of individual car use with e.g. organising carpooling or mobility services for staff members.

 **Reduce travel/commuting** to the institution:

- Consider online sessions if fitting for the purpose to avoid travelling

- Internationalisation at home: emphasise virtual and blended Erasmus+ mobilities in combination with real-life exchanges.
- Set up more flexible working/study schedules, e.g., by combining in-person and online classes/working sessions.
- Establish teleworking as an opportunity for a definite part of working time and tasks, e.g. 2 days per week for full time employment.
- Consider inviting visiting professors/artists from an agreed distance (e.g. within 10 hours of travel distance)

 **Calculate the CO2 emissions related to mobility activities.** Discuss and share the results with all stakeholders and develop an institutional travel policy. Benchmark with other institutions of similar size to use the data as a reference and make use for themselves.



Build up infrastructure:

- Consider a bike park for sharing amongst staff & students
- Offer convenient bike parking close to the institution
- Explore the possibility of electric bikes for local transport purposes
- Consider service stations with tools and spare parts (free or at one's own costs)
- Think of organising repair & service checks for bikes
- Explore the possibility of installing showering facilities
- In case you run your own fleet: consider purchasing e-cars or transporters in case of replacement/new orders




Create financial incentives:

- Consider collecting extra sums for air travel, earmark the money for the specific purpose of supporting public transportation or night train tickets
- Offer seasonal public transportation tickets as part of the employment contract.



Challenges

- 
- » **Time expenditure:** while transporting musical instruments (e.g. for a concert) one should as well consider additional time to resting
 - » **Address the Erasmus+ mobility** top-up for green travels: advocate for a meaningful mirror of the practical needs
 - » **Financial constraints:** e.g. flights might be cheaper than train tickets, but not necessarily
 - » **Geographical location:** alternative travel choices tend to be more time-consuming and eventually non-compliant to existing travel regulations
 - » **Adaptation of established routines:** adapt performing schedules, align with alternative travel modes e.g. plan more resting time between performances as travel takes longer and resting time will be shorter - consider personal resources!
 - » **Lack of convenient public transportation infrastructure:** Not all European countries or regions have well-developed infrastructure, which can make sustainable travel planning more complex.
 - » **Choice of CO2 calculator:** There are various carbon footprint calculators available, and it is difficult to choose one.

Spotlight on good practices

Open Your Eyes and Tell Me What You See (OYE) project engaged students from **RIAM, Guildhall School of Music & Drama, Conservatoire de Paris, and Mozarteum University Salzburg** in addressing the climate crisis through artistic expression inspired by the 17 UN SDGs. The program features works by underrepresented composers and poets, ensuring diverse perspectives. To minimise environmental impact, **meetings and rehearsals were held online, and travel was primarily by boat and train**, with public transport used whenever possible. Accommodations were chosen for their **eco-friendly certifications** and proximity to performance venues.

Students and employees of the **Academy of Performing Arts in Prague (AMU)** can participate in the free **bike-sharing project** organised by Prague municipality. Short rides between AMU buildings thus can be free of charge. At the same time, AMU continuously motivates students and staff to choose a more sustainable mode of commuting.

Royal Irish Academy of Music encourages the employees to cycle to work thanks to a scheme allowing them to **purchase, via their employer, a bicycle** and approved safety equipment. This purchase operates as a tax incentive scheme and is not liable to tax, PRSI or USC, which can give a **saving of up to 51%** on the purchase of a new bike.

The **Cellissimo Festival**, organised by Music for Galway, is an international event with **sustainability as a core value**. It focuses on promoting **eco-friendly practices for both attendees and performers**. The festival encourages sustainable travel options by partnering with Irish Ferries and Irish Rail, suggesting train travel over flights wherever feasible to minimise the carbon footprint. The programme, rich in classical cello performances, also includes themes of climate, migration, and empathy through art. The festival only runs once every three years, making its sustainable practices part of a long-term commitment to **reduce environmental impact while celebrating classical music** in an innovative format.

In 2021 Universität der Künste Berlin introduced a "chart" of self-commitment not to fly distances less than 1000 km or less than 12 hours travel time,

The environmental step of adapted hours has already been introduced in 44% of the institutions, whilst 59% of the institutions would suggest doing so.

Mozarteum University in Salzburg implemented a travel policy in 2024 focused on **economic efficiency and climate protection**. The policy aims to minimize CO2 emissions by **restricting short-distance flights under 750 km**, which are considered high in emissions, and prioritising direct flights to reduce the environmental impact of takeoffs and landings. For journeys under 6 hours one-way, train travel is mandatory, and for journeys up to 11 hours, it is preferred.

In 2023, **CNSMD Lyon calculated its carbon footprint** with a few selected arts HEIs of different sizes through a 4-month program financed by the Ministère de la Culture in order to set examples and draw recommendations for all the other HEIs. Find the links to **free guides by WeCount** for Performing arts institutions and for higher education institutions.

The **AEC Council** has recently approved the **AEC Travel Policy**, which encompasses key practices for travel not only for the AEC office team but also for all Working Group (WG) and Task Force (TF) members, as well as anyone for whom AEC holds financial responsibility regarding travel. Moreover, the **AEC office calculates the travel-related CO₂ emissions** of its team members and all individuals whose travel is financed by the association, with the aim of reducing the organisation's carbon footprint annually. In terms of commuting, the **AEC encourages its staff to use public transport** by offering an incentive for this and has implemented flexible office arrangements, further reducing employee travel-related emissions.

1.3 Sustainable daily functioning

1.3.a General Procurement

Objective

Establish a framework for the institution that provides clear orientation and general recommendations for making responsible purchases. Every purchasing decision has an impact, so it's essential to minimise negative effects and strive to create positive ones. This involves making conscious choices that support sustainability and ethical practices.

Recommendations



Introduce a procurement/purchase policy/guideline as an outstanding document or as a part of the Green/Sustainability policy. In the policy suggest to prioritise buying third-party verified eco-labelled products (e.g. EU Ecolabel, Nordic Swan, Blue Angel) or from suppliers certified with an eco-management scheme (e.g. EMAS or ISO 14001). We encourage making sustainable, reflected choices in terms of actual needs.

Challenges

- » **Time constraints** and need for planning and research
- » **Restrictions** from buying from certain outlets due to the status of the institutions
- » **Availability** in certain regions
- » **Lack of knowledge** of the sustainable market
- » Sustainable products could **sometimes cost more**



1.3.b Procurement of instruments

Recommendations



Buy local, cooperate with local dealers and instrument makers



Buy good quality instruments, take care of them for long lasting usage



Raise awareness: many instruments are outstanding long lasting products if treated properly. Instruct students to treat them well.



Sustainable sourcing: use instruments made from certified wood like FSC (Forest Stewardship Council), which doesn't endanger species or specific conservation projects.



Upcycle non-functioning instruments (such as furniture, decorations) or donate them.

Conservation projects are one of the initiatives of the Orchester des Wandels (Orchestras of Change), an organisation of musicians of professional orchestras in Germany. As musicians, they view the protection of the climate, nature and species as part of our cultural mission. They perform for climate, nature and species protection and thus confront the current crisis in creative ways through music.

The illegal cutting and trade of precious woods is a major global problem, and in some places contributes to the disappearance of, or threat to, entire ecosystems. Some of these threatened woods are used for instruments, so the protection of these woods and their ecosystems lies near the musicians' hearts. To ensure that this protection has a lasting effect, the conservation projects in Madagascar and Brazil focus on ecology, economy and social issues for the local people.

How to recognise sustainable products?

- Long-lasting, high quality
- Repairable, available spare parts
- Easy to use, easy to maintain/clean
- Low/efficient energy use
- Contain no harmful substances
- Based on non-fossil materials
- Certified with independent eco-labels like
- Blue Angel, Nordic Swan, EU Ecolabel, ...
- Cooperate with local dealers, manufacturers








1.3.c Reduction of paper use



Objective


Reduce unnecessary printing, and make conscious choices when printing is unavoidable

Recommendations

-  **If printing is unavoidable**, use eco-labeled certified paper
-  **Track the number of printed pages**, with automatic email informing on a certain number of printed pages
-  In case of printing in large numbers (reports, books, concert programmes), **start printing from a small number**, then re-print, only if necessary
-  For **posters consider using screens**, introduce the usage of tablets instead of printing music sheets
-  **Print in demand:** e.g. ask the students if they need the music sheets before printing them.

Challenges

-  Printing is easy; printed material is more direct, marketing-friendly and appealing
-  Potentially eco-labelled paper could cost more





 The reduction of printing is one of the practices that is largely implemented across AEC membership: 60.5% of respondents to the survey on Sustainable Needs and Practices conducted in the summer of 2023 stated that their institutions practice reducing printing by downloading and reading sheet music and scores from electronic devices.

1.3.d General waste

Objective

Reduce the generated waste

Recommendations

-  Implement a **composting programme for organic waste** from cafeterias and green spaces
-  Ensure that **recycling bins are easily accessible** and are well-marked
-  **Organise regular waste audits/analysis** to identify opportunities for waste reduction and improve recycling rates
-  **Expand recycling programs** to include paper, plastics, glass, metals, and electronic waste











1.3.e Energy and resource efficiency and low consumption:

Objective

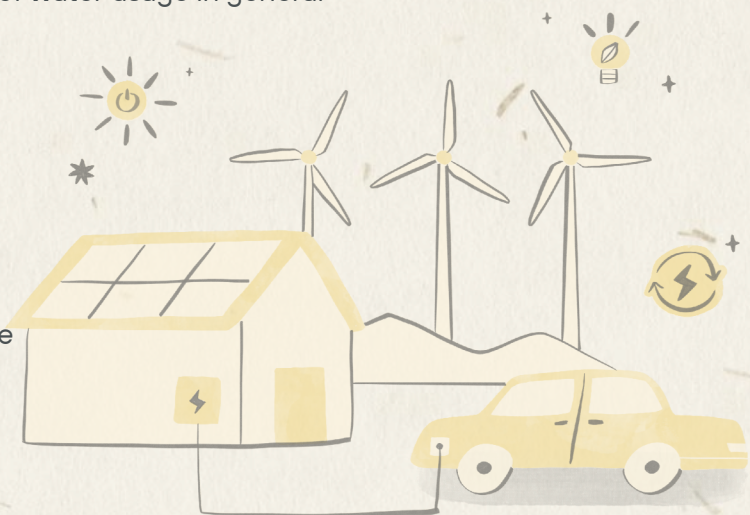
Reduce the energy consumption

Recommendations

-  Daily maintenance: Switch off electronic devices and music equipment after use
-  Reduce room temperature in case of heating (1 degree saves 6% of energy), insert temperature regulation, increase room temperature in case of cooling
-  Organise general inspection of the building, try to identify energy loss points, track costs, and consumption, and detect unusually high consumption
-  Create the checklist for the last person leaving the room (close the doors, switch off the lights...)
-  Install LED bulbs (it allows 80% electricity reduction)
-  Consider creative initiatives e.g. "Climate days" when the heating in the building is reduced considerably (as Big Sweater Day in Belgium and in other countries)
-  Explore ways of modernising the building
-  Optimise bathroom water use and be mindful of water usage in general

Challenges

- » Old/historically protected building
- » Investment for infrastructure
- » Rented buildings = no priority to invest
- » Different cultures - not so easy to reach people
- » Technically inflexible building



Spotlight on good practices


The **Janáček Academy of Performing Arts** in Brno, Czech republic, in cooperation with the local municipality has implemented a cutting-edge and innovative system of geothermal heating system for its buildings.


1.3.f Green digital actions


Objective


Reducing the digital footprint, introducing digital green literacy and awareness


Recommendations


 **Move to the Cloud:** Transition to cloud computing to cut emissions, as it can reduce carbon impact by 72-93%. Choose providers that use renewable energy sources for enhanced sustainability.


 **Use Green Web Hosting:** Opt for web and cloud services that are powered renewably, and prioritise providers with transparent energy and emission policies.


 **Extend Device Lifespan:** Before buying new devices, consider using your current ones longer, repairing them, or opting for refurbished devices to conserve resources and energy.


 **Support Circular Economy:** When purchasing devices, choose brands with sustainable practices, (e.g. Fairphone), which use modular, recyclable materials and promote trade-ins.


 **Recycle Responsibly:** Recycle broken or obsolete devices through country-specific programs

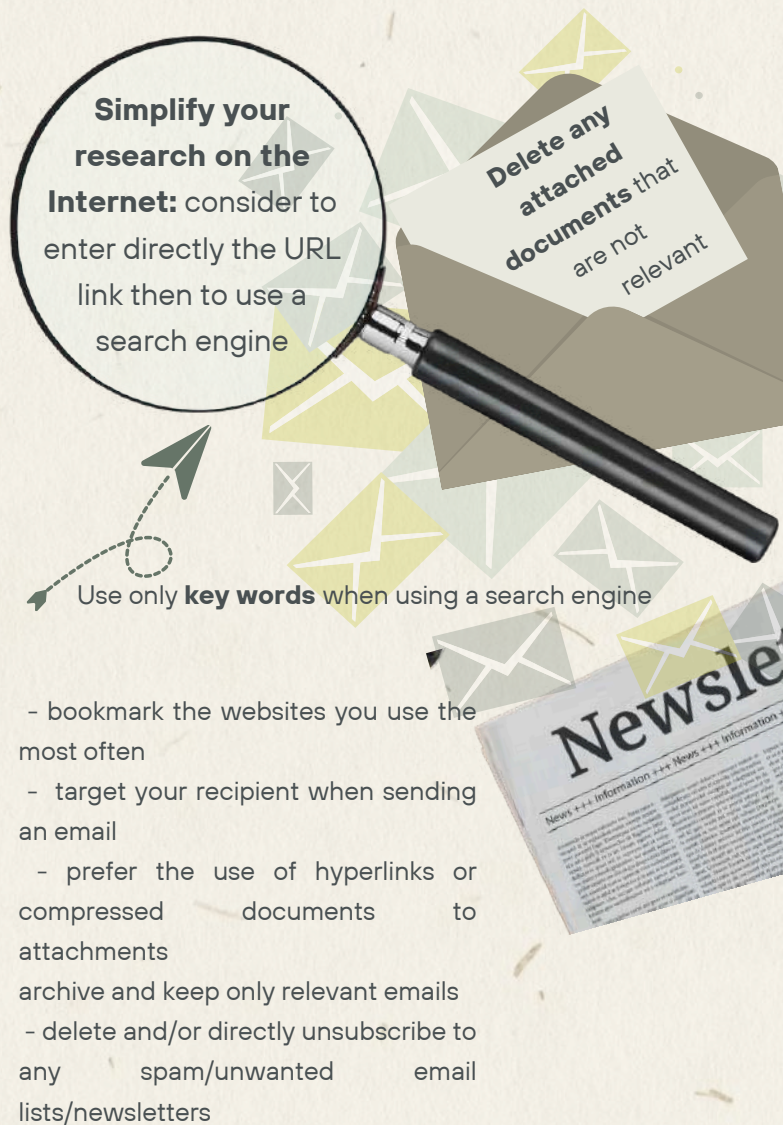
 **Avoid Device Hoarding:** Donate or recycle unused devices to prevent resource waste and maximise their lifespan.

 **Choose Smaller Devices:** Smaller screens consume less energy. For online meetings or streaming, use a phone instead of a laptop or TV whenever possible.

 **Use Wi-Fi Instead of Data:** Whenever possible, connect to Wi-Fi, as 4G consumes four times more energy.

 **Use green search engine:** Consider using search engines that contribute to the planet and are sponsoring solidarity projects: [Ecosia](#), [Ocean hero](#), [Lilo](#)...

 Take small everyday actions to reduce our digital footprint:



Simplify your research on the Internet: consider to enter directly the URL link then to use a search engine

Delete any attached documents that are not relevant

Use only **key words** when using a search engine

- bookmark the websites you use the most often
- target your recipient when sending an email
- prefer the use of hyperlinks or compressed documents to attachments

archive and keep only relevant emails

- delete and/or directly unsubscribe to any spam/unwanted email lists/newsletters


This section is based on the Julie's Bicycle briefing; read more [here](#).

1.3.g Catering

Objective

Encourage the adoption of plant-based alternatives and support local food sources to reduce the environmental footprint linked to long-distance food transportation and the impacts of meat-based diets.

Recommendations



Make agreements with canteens to provide:

- good quality vegetarian options (preferably cheaper than the meat options)
- certain share of local, organic, seasonal food
- incentive for reusable options, allowing one to save money when using their own mug
- only reusable dishes and glass bottles for drinks



Avoid discarding food; instead, consider sharing or donating leftovers, **consider a leftover policy**



Encourage the **use of water fountains**



Daily consumption: Encourage bringing own mugs, water bottles

Challenges

- » Cultural differences and habits
- » Miscalculations in food preparation
- » Reluctant community

Spotlight on good practices

The AEC embedded **environmentally-responsible and sustainable activities to their daily functioning**. Whenever possible, the AEC follows the Reuse-Reduce-Recycle approach: we reuse badges from previous events, donate rather than discard items, reduce our energy consumption, and actively work to decrease our carbon footprint. We recycle waste and purchase second-hand electronics.

A key step towards sustainable practices for the AEC office was the adoption of the internal **Purchase Policy, alongside the Sustainability Policy**. As per the Purchase Policy, the AEC prioritises products with recognised eco-labels or those sourced from local producers while avoiding purchases from companies known to contribute to the climate emergency.

Royal Irish Academy of Music (RIAM) has partnered with Airfield Estate, Dublin's sustainable food hub, to **spread awareness about food citizenship and food waste**. Awareness campaigns are planned with RIAM's community in 2025 around limiting food waste, **sourcing locally grown products, and biodiversity**. RIAM students performed in Airfield Estate, including music by underrepresented composers in these concerts.



A good example of national and regional support for the **green transition of the music conservatoires** is the construction of a new state-of-the-art building of the **Giuseppe Verdi Conservatory in Milan**, known as Bosco della Musica (Forest of Music). The new **building is focused on the integration of green policies, sustainability**, technology and enhancement of the local environment. The design emphasises sustainability through the use of renewable energy sources and the integration of green roofs on the pavilions.

Four **students** of the **Lyon national conservatoire (CNSMD Lyon)** carried out a project of **setting up a compost bin for the building**. They got in contact with different local associations and projects who were interested in helping logistically and explaining the whole process. With their help, students built the compost bin themselves and launched it in October 2022. Now, it is in daily use and small amounts of good compost have been distributed among students for their home plants or have been **used in the conservatoire garden** to grow tomatoes, potatoes, cabbages or seasoning herbs.

A similar example is the newly completed campus of the **National Academy of Music "Gheorghe Dima" in Cluj-Napoca in Romania**. It has revitalised a once-overlooked area. **This initiative focuses on implementing sustainable solutions to enhance energy efficiency**, resource conservation, and environmental responsibility. By integrating renewable energy technologies, eco-friendly systems, water-saving measures, and energy-efficient heat pumps, it aims to **reduce reliance on traditional energy sources** while minimising the ecological impact.

The Royal Conservatoire, Hague teamed up with their **canteen to promote environmentally conscious choices**. E.g. the canteen serves more vegan and vegetarian options and labels them with green stickers to make them more visible. The **canteen banned almost all plastic** and replaced it with more sustainable options (e.g. bamboo spoons, paper plates, paper straws). The canteen now also offers a discount for customers who bring their own mugs, plates, and cutlery. Also, the cleaning company employed by the Conservatoire is committed to use eco-friendly cleaning products packaged in recycled plastic.

1.4 Green event organisation

Objective

Consider that music events create their additional impact, but there are practical actions to reduce it. This covers transport & logistics, catering & services, resource & energy consumption and waste generation.

Recommendations



Location of the event: choose a venue that is connected to public transportation and offers accommodation and services nearby.



Know your venues: Collaborate with certified green event venues, whenever possible. Venues that have strong sustainability policies, promote zero-waste events, and ensure that (all) equipment used is energy-efficient. Also, rely on your partnerships to encourage venues to adopt energy-efficient lighting and sound systems, implement waste reduction programmes, and use renewable energy sources (Source: [Music Declares Emergency Climate pack](#)).



Add a sustainability clause in the cooperation agreement with the venue/event host institution (the clause can include points on waste management, going paperless, sustainable catering, a ban on promotional material and plastic bottles, etc.).



Encourage use of public transport and sustainable transport modes to the audience: communicate sustainable transport options in event brochures and online (such as public transport options, access to a bicycle park, add a section such as “how to reach us” by bus, train, etc).



Sustainable event and promotional material: Go for digital tickets and programmes, use events app, consider QR codes and digital screens; and use recycled paper if printing is unavoidable. For promotional material: consider a balance between the promotional message, quantity, and materials they are made of. This in particular concerns the badges.



For events such as conferences that include accommodation and meals: Choose suppliers that provide local, more plant-based vegetarian, seasonal products - when possible while respecting cultural differences and specifics), and choose hotels with [green certificates](#) or those implementing green practices.



Consider organising **satellite events/regional hubs** to reduce travel.



Consider **streaming or recording**, and/or making the event hybrid.



Explore ways of **tracking CO2 emissions for events**.



Avoid single-use packaging and provide waste-separation points.



Communicate all that you do to make your events green to raise awareness of the impact.

Challenges

- » **Organisational matters**
- » **Financial and human resources**
- » **Existing established long-term cooperation** with local suppliers that are not “green”
- » **Music venues** that satisfy music characteristics but are not green



Spotlight on good practices

Since 2017, the mdw (**University of Music and Performing Arts, Vienna**) has been certified with the **Austrian Ecolabel for Green Meetings** which emphasises environmentally conscious venues and accommodations, resource conservation in planning and process, waste prevention and separation instead of mountains of garbage, reduction of CO₂ emissions, social responsibility for employees and participants and strengthening the regional economy and culture. **Events conducted at the mdw** can apply for **certification as Green Meetings** by contacting the initiative [Green mdw](#).

The **AEC events** organised in recent years have been marked with attention to **sustainable and environmentally friendly approaches**. Examples of such events include the AEC Congress and General Assembly 2023 hosted by the Royal Conservatoire, The Hague. This event, which gathered a record number of 470 participants, **exceptionally offered a vegan menu** for the lunch break, with vegan/vegetarian options for the dinners. Such green practices as waste separation stations, reusable badges and the ban on one-usage cups and dishes were also implemented. The event was hosted in the cutting-edge and fully sustainable premises of Amare.

Another good example of a green event is the IRCs meeting organised in RIAM (Dublin) in September 2024. The organisation took every step to **minimise the environmental impact** of the event. Only around 40 pages were printed for the entire event; the signs helping the participants to find the needed rooms were reused by the institution for the next events. The event app **helped to organise carpooling** for the participants from the airport. All new purchases for this event were made from natural materials.

For both events, the speakers and the AEC team stayed at a Green Key **eco-labelled hotels**, all the participants were encouraged to take public transport or walk to the event venue.

Inspiring change: Education, communication, and raising awareness

2.1 Education and students: Learning & Teaching for green transition

Objectives

- One of the primary objectives of a greener curriculum is to **embed environmental awareness into music education**. This includes teaching students about sustainability and understanding the role that music can play in fostering ecological consciousness. By addressing environmental themes through music theory, production, and performance, students learn to use their artistic endeavours as a platform for social and environmental change. Integration of environmental awareness into the music curriculum, emphasising sustainability and the role of music in society is among the recommendations from Greening of the Creative Europe Programme Guide.
- **HMEIs should not only prepare students for successful careers in the music industry but also guide them towards more sustainable career paths**. A comprehensive approach is needed to integrate environmental responsibility into career development, ensuring that students enter the workforce with a strong commitment to sustainability, whether they pursue careers as performers, educators, or industry professionals.
- **Include green knowledge and skills in lifelong learning offers for teachers and staff**
- **Addressing the gap in practices**, the AEC Goes Green survey report reads: “An overwhelming majority of the respondents (86%) declare that green skills and sustainability topics are non-existent in the music studies curricula, with an additional 7% reporting being unaware if there are any. Nonetheless, 65% of them think those topics should be included in music studies.”



Recommendations



Encourage interdisciplinarity: Create a learning environment that promotes interdisciplinary learning, including green skills and knowledge, focusing on how the arts can contribute to and benefit from sustainability. It can combine music theory, music production (using modern technology, digital and green skills), and education for sustainability (in music research programs). Explore intersections of music and the environment/ecology, such as ecomusicology, soundscape studies, and acoustic ecology.



Integrate **Green skills**, particularly in entrepreneurship-oriented courses and programmes. Also, provide training for staff and procurement staff, offer training in procurement guidance for everyone who has the option of ordering, budget allocation authority or other powers related to procurement.



Sustainable music production: Teach students about eco-friendly recording and production techniques, such as minimising energy usage in studios, using sustainable equipment and materials, and exploring the environmental impact of digital versus physical music distribution.



Guest lectures and workshops: Inviting professionals from the green music industry (eco-conscious artists, event organisers, sound engineers) to provide students with practical, real-world insight into sustainable practice and knowledge sharing.



Creating and learning about green music: Promote creating, studying and performing music focused on issues of environmentalism. Consider assignments where students create music pieces or performances that highlight climate change, biodiversity loss, or renewable energy themes.



Student Green Artistic Projects: Encourage student green artistic projects exploring the link between music, art and sustainability. Encourage students to initiate green music projects or participate in community outreach programmes that combine music and environmental activism. This could involve creating soundscapes for nature reserves or composing pieces that advocate for ecological awareness.

For students: include event management courses emphasising green practices in organising music festivals, concerts, and other events. This could cover sustainable venue management, waste reduction strategies, and eco-friendly event materials. Example: Students could design a mock sustainable music festival, incorporating energy-efficient lighting, biodegradable materials for marketing, and zero-waste food options for attendees.



Integrate Green Entrepreneurship into HMEI's curriculum: In case you provide courses on entrepreneurship, consider integrating good green practices in the curriculum.

Spotlight on good practices

"Arts Management, society, and creative entrepreneurship" is a master's program (MA) implemented by **UNIARTS Helsinki** in 2021. It addresses sustainability, ecology, and digitalisation as interdisciplinary issues in the performing arts and music industry.

The curriculum includes courses such as "Art, work and Sustainability," **"Art, ecology and social justice,"** and **"Ecology, music and Sound,"** where students can learn about ecological sustainability, eco-philosophy, acoustic ecology, and ecomusicology and apply **future-oriented thinking** to cultivate ecologically and socially sustainable working practices.

In 2024, the program was restructured considering contemporary global challenges such as climate change, the energy crisis, economic turmoil, and pandemics to develop a more inclusive and responsible academic environment for teachers, researchers and students of the sector.

The Escuela Superior de Música Reina Sofía's "GreenME" programme promotes synergies between **music and environmental commitment,** to raise environmental awareness.

The main curriculum activities are a **green conference** and green week at the institution, a theoretical-practical module on music and environment, and the design, development and implementation of a real project at the intersection of these two subjects.

Furthermore, "Paseos Sonoros" was produced as part of the ADAR Festival, a music festival bringing the arts to the rural environment. These sound walks aimed to encourage **conversation with nature** by bringing together history, land, and communities while energising the bond between people and the natural world. Therefore, the **concerts held in these rural environments** were accompanied by environmental awareness-raising actions, including the participation of artists and audiences in activities such as collecting rubbish and cleaning up the forest, promoting the conservation of the region's natural environment.

The Lectures for Future (L4F) is a **cross-university, interdisciplinary lecture series** organised by the **University of Music and Performing Arts Vienna (mdw)**. These lessons provide current insights about sustainable development goals (SDGs) and deal with the **connections between art, science and sustainability.** Moreover, this series asks about the potential of artistic design processes for socio-ecological transformations and looks for interdisciplinarity, networking approaches and solutions to strengthen active future thinking and knowledge (or literacy).

Since the winter semester 2021/22, this course has been offered at the university as an elective subject for all kinds of students and as further training for mdw members.

By questioning existing systems and attitudes of thinking or acting, these lectures foster an understanding of such complexities, rethinking and exploring new paths of inspiration through art practice and research.

The resulting knowledge **inspires new individual and collective artistic paths** and aims to remove the division between art and science, between thinking and acting, being human and being an artist.

Lecture recitals were held to show sustainability and collective leadership culture on stage through projects such as #bechange and #freesolo.

In particular, #bechange **focused on the mindful approach to oneself**, the world, and art as an essential part of the orchestra's identity by using **17 Sounds of Sustainability** aligning with the UN's 17 Sustainable Development Goals and four historical composers in 16 workshops, 4 premieres and a new "Symphony of Change". Instead, #freesolo explored the topic of **leadership culture** and power structures in the deconstruction and (re)construction of the solo concert, examining forms of **collaboration** and the interplay of different leadership styles.



The Danish National Academy of Music (SDMK) in Odense emphasises sustainability within its **entrepreneurship course**, preparing students for environmentally responsible artistic careers. The programme blends theoretical education with practical application, focusing on Artistic Entrepreneurship that encourages sustainable practices in the music industry. SDMK's commitment to sustainability is further enhanced through workshops and career days that address **eco-friendly business models and industry standards**.

Additionally, the **Entrepreneurship Prize** acknowledges student initiatives that foster cultural, social, or economic value, reinforcing the conservatory's mission to **promote sustainability and environmental consciousness in artistic endeavours**. By integrating these principles into its curriculum, SDMK aims to cultivate a new generation of musicians who are not only skilled artists but also responsible stewards of the environment, prepared to navigate the evolving landscape of the arts.

In 2023, the **Paris Conservatoire (CNSMDP)** committed to building its **carbon footprint** as part of the French Ministry of Culture's strategy for ecological transition.

One of the priority actions delegated to the Conservatoire was to ensure the **training of its staff on the challenges of ecological transition**.

Carried out in December 2023 in the form of 3-hour participatory workshops, "La Fresque du Climat" (The Climate Fresco) aimed to **raise awareness** among participants about climate change through a gamified educational approach.

During the workshop, participants linked cause and effect and integrated climate issues through a pedagogically collaborative approach based on collective intelligence. The first phase encouraged reflection through a flash card game using data from the Intergovernmental Panel on Climate Change (IPCC). The second phase focused on creativity, while the third promoted discursive moments, encouraging individual and collective reflection.

This action was included in the Conservatoire's **lifelong learning plan** from 2023.



The **Norwegian Academy of Music (NMH)** has made notable progress in its sustainability efforts since earning the **Eco-Lighthouse certification**. This milestone acknowledges NMH's comprehensive efforts to **reduce energy consumption, enhance waste management, and incorporate eco-friendly practices into their operations**.

The Academy's commitment extends beyond administrative practices to influence educational programmes, encouraging students and staff to adopt sustainable behaviours. By embedding these principles into its daily activities, NMH aims to set a precedent for environmental responsibility within the music community and beyond.

Furthermore, the institution has successfully **reduced electricity consumption and nearly halved paper usage** while increasing the purchase of eco-labeled products. A **new bicycle workshop** supports green transportation by providing tools for cyclists.

Despite a rise in overall CO2 emissions due to increased car travel and inefficient waste sorting, NMH is actively working to address these issues. Future objectives include reducing air travel and improving waste management.

NMH emphasises the importance of community involvement and innovative approaches in its environmental advocacy efforts.

The Environmental Sustainability Guide for Enterprising Musicians is a publication by the **Escuela Superior de Música Reina Sofía** on environmental impact reduction for music performers and entrepreneurs.

The guide comprises of **seven focus areas** such as sustainable travelling, accommodation, food and beverages, acquisition of tangible goods, human resources, waste management, communication and motivation campaigns.

This publication **tackles these issues pragmatically, providing practical solutions**, including green **alternatives** and clarifying the subject matter.

This volume prioritises enterprising musicians and their needs, providing an honest, efficient, and functional outlook on reducing one's environmental impact when touring or playing, encouraging self-reflection, training, and rethinking as a way forward.







This document is part of the [GreenME](#) project co-funded by the European Union through the MusicAIRE programme.

2.2 Communication and raising awareness: research, artistic projects, performances

Objectives

- **Music as a tool for environmental activism:** (encouraging students, teachers, and staff) on the one hand to use music as a tool for environmental activism and raising awareness through research, artistic projects and performances that advocate for sustainability through the arts. On the other hand, to use their platform to address the topic (through interviews, social media, events, concerts) as they, compared to many, have a platform to reach, influence, and be heard.
- **Inspire change by promoting the voices of artist-students** and by showing examples of environmental artistic choices, new career paths, landmark decisions from institutions such as orchestras or HMEIs towards environmental issues.

Recommendations

-  Use all your communication platforms and tools to raise awareness - in general, and of your actions - in internal and external communication channels.
-  Make sure your Green team and/or Sustainability officer works closely in cooperation with the Communication team to regularly communicate the institutions' efforts towards the green shift.
-  Instead of deleting all paper options in your communication tools, use it wisely: in some situations paper is more efficient than digital, more appropriate for the targeted audience, choose eco-friendly papers and inks, and think of the afterlife of your communication product : can it be reused (best case), recycled, or collected as a souvenir or a gift? Don't forget: digital tools could also have an environmental footprint.
-  Train your communication team: they need to understand the full picture to do their job well and in the greenest way possible (know the dos and don'ts of green communication).
-  Avoid greenwashing, be responsible and humble: keep a realistic eye on your actions and what is at stake. All your green actions do not need publicity: less is more. Also note that the public eye is more challenging on the matter than ever (every brand seems green and yet, climate change is still happening...).
-  Set an environment monitoring internally and externally : keep eyes and ears open, there is plenty to know and share already.

Spotlight on good practices

CNSMD Lyon's internal newsletter (which is sent each Monday to students, teachers, and staff) **regularly shares environmental-related news:** actions, projects, and decisions from the institution, but also reports or gives data about climate change, state-sponsored **programmes or projects to which students can apply**, inspirational quotes, local events or initiatives... The head of communication has been trained on environmental issues and eco-friendly actions in communication and she keeps an active environment monitoring to find these contents.)



Percussion Meets Environmentalism: A method of performance for environmental awareness (2023) by Porter Ellerman.

This study lays the groundwork for future explorations and performances centered on **percussion-based environmentalism**. It investigates four distinct pieces chosen for their potential to address various environmental issues by modifying performance variables such as location, instrumentation, personnel, and contextual material. **This research showcases one of many possible approaches to advocating for the environment through music**. By emphasising decisions related to sound production and integrating context or subtext within each piece, the study provides a rationale for performance choices grounded in modern musical activism and theories of promoting positive behaviours. Additionally, it explores **contemporary musical activism** in popular music and the emerging genre of ecoacoustics.

AMU organises various activities to raise awareness on the climate emergency: the Environmental panel organises the **annual Environmental Day**, which pairs **interactive activities related to climate issues with various performances**. Students play a key role in the Environmental panel's actions: they participate at the HEIs' Strike for action, and even put their skills to spread the word, such as creating short animation on the recycling.

Green Music Posters is an initiative by the **ARTEMIS – AEC Goes Green Working Group** covering topics such as : ecomusicology to sustainable art, soundscape composition to eco-friendly touring. **15 digital postcards featuring compositions** inspired by or connected to nature are used to raise awareness of climate change and the environmental challenges our planet faces daily. These posters were showcased during AEC events 2023 and is mainly aimed for institutions.

Give more visibility to students and more student engagement

In our efforts to foster sustainability, we recognise that students play a critical role as both visionaries and advocates for change. Engaging students in green practices not only helps raise awareness but also encourages the development of innovative solutions tailored to their institutions and future professions.

- **Integrate Green Topics into Student Councils:** If a student council or similar body exists, introduce environmental issues as a regular topic of discussion. This can be a platform to conduct brainstorming sessions where students can freely explore ideas and strategies for promoting sustainable practices.
- **Invite Student Input on Sustainability:** Students often bring fresh and creative perspectives to complex issues. Encourage students to share their ideas on improving green practices within their institutions. This approach not only empowers young minds but also allows for practical, innovative solutions that may otherwise be overlooked.
- **Conduct a Student-Led Survey on Green Practices:** Organise a survey designed and led by students to gather feedback and insights on current green practices. This can be instrumental in identifying areas for improvement and understanding students' priorities and concerns.
- **Support Student Ideas with Resources:** Providing students with tools, resources, and mentorship to turn their ideas into action demonstrates a commitment to sustainability. Where possible, allocate resources or seek partnerships that help students bring their projects to life.
- **Host a Green Student Meeting:** Organise an event specifically for students to discuss environmental topics. Such a gathering can inspire students, create a sense of community, and spark collaboration on green projects across different institutions.

The **ARTEMIS AEC Goes Green Working Group** exemplifies **student engagement** by including students as active members. Currently, 3 out of the 7 members of this group are students, bringing fresh perspectives and firsthand insights into our discussions and initiatives.

Together, these **students provide an essential perspective**, ensuring that student voices shape our green initiatives and that the work we do aligns with the priorities of the next generation. Their involvement reinforces the importance of student representation in sustainability conversations, inspiring others to engage in impactful ways.

By prioritising student engagement, we can create a **more sustainable, inclusive, and forward-thinking approach to environmental responsibility** within educational institutions.

5 References, useful links and resources

Relevant presentations at the AEC annual events

- [Play Green! Implementing the Green Shift in HMEIs](#), by ARTEMIS AEC Goes Green Working Group, AEC Annual Congress 2024 [Video recording](#)
- [Green Citizen Artists: Integrating Sustainability into Music Performance and Education](#), by ARTEMIS AEC Goes Green WG and Anna Lardi (Cellissimo Festival) Annual Meeting for International Relations Coordinators 2024 [Video recording](#)
- [Toward the green transition in higher music education](#), by AEC Goes Green Working Group and Esther Vinuela, Porter Ellerman, and Morten Qvenild, AEC Annual Congress 2023 [Video recording](#)
- [Going Green](#), by ARTEMIS AEC Goes Green Working Group, Annual Meeting for International Relations Coordinators 2023
- [Going Green Together](#), by ARTEMIS AEC Goes Green Working Group, Maria Hensen (ELIA) and CNSMD Lyon students, AEC Annual Congress 2022

AEC Publications

- ARTEMIS AEC Goes Green WG: [Green Music posters](#)
- ARTEMIS AEC Goes Green WG: [AEC Goes Green Survey Report: Data Collection and Analysis of Environmentally Sustainable Practices and Needs in Higher Music Education Institutions \(2024\)](#)
- Dimitrios Marinos, [Building a shared roadmap for Sustainability](#). (2021)

Relevant publications (a selection)

- European Commission. [Implementation Guidelines - Erasmus+ and European Solidarity Corps Green Transition and Sustainable Development Strategy](#). Publications Office of the European Union, 28 Nov. 2024.
- Araujo, A, López, R, Viñuela, E (2023). [Environmental Sustainability Guide For Enterprising Musicians](#). Digital Music Observatory. <https://www.doi.org/10.5281/zenodo.10379856>

- [Building a Shared Roadmap for Sustainability and Green Strategies](#) by Dimitrios Marinos, AEC Annual Meeting for International Relations Coordinators 2020
- European Commission: Directorate-General for Education, Youth, Sport and Culture, Kruger, T., Mohamedaly, A., Muller, V., Rodriguez, A. et al., Greening the Creative Europe Programme – Final report, Kruger, T.(editor), Mohamedaly, A.(editor), Muller, V.(editor), Rodriguez, A.(editor), Feifs, T.(editor) and Buiskool, B.(editor), Publications Office of the European Union, 2023, <https://data.europa.eu/doi/10.2766/625636>
- European University Association. [A Green Deal roadmap for universities](#), 18 Oct 2023.
- Voices of Culture. [Culture & Creative Sectors & Industries Driving Green Transition and Facing the Energy Crisis: Brainstorming Report](#). European Commission, 2023._
- European Commission: Directorate-General for Education, Youth, Sport and Culture, Kruger, T., Mohamedaly, A., Muller, V., Rodriguez, A. et al., [Greening the Creative Europe Programme – Final report](#), Kruger, T.(editor), Mohamedaly, A.(editor), Muller, V.(editor), Rodriguez, A.(editor), Feifs, T.(editor) and Buiskool, B.(editor), Publications Office of the European Union, 2023, <https://data.europa.eu/doi/10.2766/625636>
- [European Union Council Recommendation of 16 June 2022 on learning for the green transition and sustainable development 2022/C 243/01](#)
- European Commission: Directorate-General for Education, Youth, Sport and Culture, [Learning for the green transition and sustainable development – Staff working document accompanying the proposal for a Council recommendation on learning for environmental sustainability](#), Publications Office of the European Union, 2022, <https://data.europa.eu/doi/10.2766/02392>
- Royal College of Music. [Education for Sustainable Development \(ESD\) Strategy](#). 2022.
- [Guide to a Greener Exchange](#). Haaga-Helia, Laurea, and Metropolia Universities of Applied Sciences, 2022.

Other useful resources

- **Julie's Bicycle** focuses on integrating sustainability into the creative industries by addressing specific topics such as carbon reduction, climate justice, and sustainable touring. They provide tools like carbon calculators, frameworks, and tailored guidance to measure and manage environmental impacts. Through detailed reports, they explore areas such as circular economy, renewable energy use, and eco-conscious cultural practices. See more [here](#)
- **EcoArts Nexus** fosters cross-sector partnerships between artists, cultural entities, and environmental professionals, aiming to promote sustainability in the arts. It focuses on creating synergies that drive positive change through creative and environmentally conscious practices. See more [here](#)

- The **SHIFT Eco-Guidelines** for Networks provide a comprehensive framework for cultural networks to minimize their ecological footprint and adopt environmentally sustainable practices. These guidelines address key operational areas, including management policies, travel, and events daily operations. While specifically designed for cultural networks, the recommendations are adaptable and can serve as a valuable reference for any institution, including HMEIs, aiming to implement sustainable practices. See more [here](#).
- **CreaSus** focuses on creating sustainable business models for the Cultural and Creative Sectors (CCSIs). It aims to support organizations in adopting environmental, social, and economic sustainability practices. The platform offers resources and strategies for creative businesses to thrive while minimizing their ecological impact. See more [here](#)
- For general knowledge on the EU Green Deal, the **GreenDeal-NET project** offers a free, self-paced online course titled "Understanding the European Green Deal – History, Challenges, and Opportunities." This course is designed for individuals with prior knowledge of EU institutions and climate-related issues, and it includes quizzes and reflection exercises to enhance the learning experience. It is accessible to all and takes approximately 23-28 hours to complete. See [here](#)
- The University of Graz has launched a unique service concerning the greenhouse gas emissions of travel. The free **CarbonTracer** for mobility maps travel processes holistically and calculates the emissions according to the latest scientific standards. The aim is to raise awareness of the issue and increase climate protection success. CarbonTracer is based on a science-based professional system, which works with real partial journeys, stopovers, changes of means of transport etc. See here: <https://carbontracer.uni-graz.at/>

Play Green!

Recommendations for Green Transition in Higher Music Education

The Association Européenne des Conservatoires, Académies de Musique et Musikhochschulen (AEC) is a European cultural and educational network with around 300 member institutions for professional music training in 57 countries. The network is co-funded by the Creative Europe Programme.

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