



# **CIRCULAR ECONOMY IN DIGITAL STORYTELLING**

*Digital Storytelling  
Training for Teachers*

<https://cedis.erasmus.site/>



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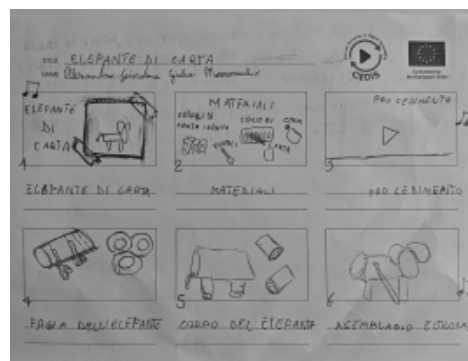


## Testing Innovation: Piloting Digital Storytelling for Circular Economy Education Across Europe

As the CEDIS project enters its final and most impactful phase, the spring 2025 piloting activities marked a significant milestone in the project's journey. These activities were the important real-world implementation of the CEDIS Digital Storytelling Set of Educational Tools for Teaching Circular Economy, bringing theory to life in diverse classrooms across Europe.

Over the testing phase, more than 400 students and dozens of educators from Türkiye, Italy, Poland, Portugal, Spain, and Germany actively engaged in dynamic, locally tailored pilot sessions. These included classroom lessons, creative workshops, and collaborative mini-projects—all designed to test, adapt, and validate the effectiveness of the CEDIS approach. Each partner country applied the methodology in a unique way, ensuring that the educational tools were responsive to national curricula, student interests, and institutional needs.

The results not only demonstrate the flexibility and adaptability of the DST methodology, but also underscore the transformative power of storytelling to enhance sustainability education. Through digital media, students became creators of their own narratives—exploring, questioning, and reflecting on Circular Economy principles in ways that traditional methods rarely allow. This European pilot phase has proven that Digital Storytelling is more than a technique—it's a pedagogical bridge that connects innovation with inclusion, creativity with critical thinking, and environmental awareness with personal agency.







## GERMANY

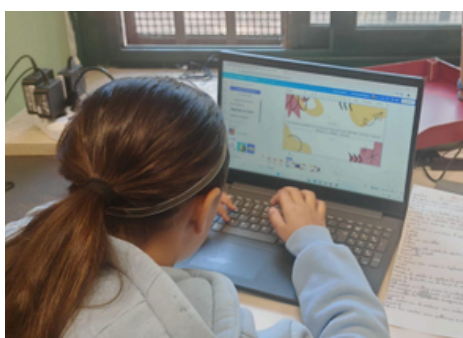
### A Teacher Trainer's Reflection on Transformative Learning

In April and May, Lernbar conducted several mini-workshops in two classes where students aged 14-15 created digital stories. The students enjoyed getting creative and creating digital stories themselves. They showed great commitment throughout the entire process.

Besides a German teacher trainer involved in reviewing the CEDIS materials shared powerful insights. Although she retired from classroom teaching, she emphasised the long-term value of storytelling in shifting students' mindsets.

*"I always tried to incorporate interviews and creative methods to make learning meaningful. The CEDIS project reminded me how storytelling can help transition from a linear to a circular economy."*

She appreciated the modular and practical design of the CEDIS teaching materials.



## ITALY

### Inclusive Digital Storytelling in Rome

The Italian pilot project took place in Rome, coordinated by Archivio della Memoria at the Donato Bramante Secondary School, and in Cagliari, at IIS Michele Giua, a partner of the CEDIS project. Approximately 100 students, aged between 11 and 18, participated alongside teachers, including specialized educators. The students engaged in interactive sessions both in the classroom and in the computer lab, using the CEDIS Toolkit to explore circular economy concepts through digital storytelling. Teachers tested resources such as "Digital Tools for Students and Teachers" and "Implementing Circular Economy in Schools," achieving very positive results in terms of engagement, creativity, and the ability to effectively address the diverse needs of the students.



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## POLAND Empowering Eco-Literate Storytellers

Danmar Computers led the piloting at Zespół Szkół Agro-Technicznych im. W. Witosa in Ropczyce. Under the guidance of Małgorzata Pięta and Elżbieta Ukalska, classroom sessions took place on May 22–23, 2025. Students continued their work both at school and home, producing digital stories on local environmental topics by the end of May. The Polish pilot emphasized curriculum adaptation, integrating the CEDIS materials into national education standards and allowing students to engage deeply with sustainability through the lens of their own experiences.



## SPAIN Storytelling for Sustainability in Action

The Spanish piloting, led by the European Learning Centre, was implemented with secondary school students aged 13–15. A total of 48 students participated in a series of classroom sessions, workshops, and mini projects held in spring 2025. Using the CEDIS toolkit, students explored how their everyday actions relate to sustainability and waste reduction. Working in small teams, they created 9 digital stories, showcasing creative approaches to circular practices such as upcycling, responsible consumption, and local environmental activism. Teachers noted that the project helped students connect personal experiences with global challenges, while improving digital literacy and collaboration.



## PORTUGAL Ethical AI Meets Sustainability

The Portuguese pilot phase took place in parallel sections managed by the two project partners, Agrupamento de Escolas Marinhas do Sal in Rio Maior and EIA SA - Atlântica. At Agrupamento de Escolas Marinhas do Sal, the pilot ran from April to June 2025, involving 45 students aged 14 to 16, together with their teachers. Meanwhile, in May, EIA SA - Atlântica conducted its own pilot in two sessions, involving 47 students and 2 teachers, further enhancing the students' digital and creative skills.

Students participated in workshops and mini-projects, producing a series of digital stories with a special focus on the ethical use of Artificial Intelligence in the creative process and on circular economy themes. Teachers guided them to critically compare AI-generated content with textbook knowledge, providing a rich and stimulating learning experience.





## TÜRKİYE Inspiring Young Voices Through Circular Narratives

At Menteşe Borsa İstanbul Secondary School in Muğla, the Turkish piloting was facilitated by SBTC and the teachers. On June 11, 2025, 60 students aged 13–15 participated in face-to-face workshops introducing them to Circular Economy concepts and the DST methodology. Following classroom sessions, students developed 8 original digital stories as group homework, collaborating online using Canva and other creative video tools. The teacher provided continuous digital feedback, guiding students toward completion. This pilot not only introduced students to sustainability concepts but also strengthened digital skills and teamwork.



## NEXT STEPS

With piloting successfully completed across partner countries, the CEDIS consortium is now:

- Finalizing revisions to the educational toolkit based on teacher and student feedback
- Publishing student-created stories on the [CEDIS YouTube Channel](#)
- Preparing national and EU-level dissemination events

From digital tools to ethical AI, from inclusive classrooms to schools, the pilot phase has shown that Digital Storytelling is a universal and transformative method for engaging youth with the Circular Economy.

 Visit us online: [cedis.erasmus.site](https://cedis.erasmus.site)

 Watch our stories: [CEDIS YouTube Channel](#)



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