



# CIRCULAR ECONOMY IN DIGITAL STORYTELLING

*Digital Storytelling  
Training for Teachers*

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



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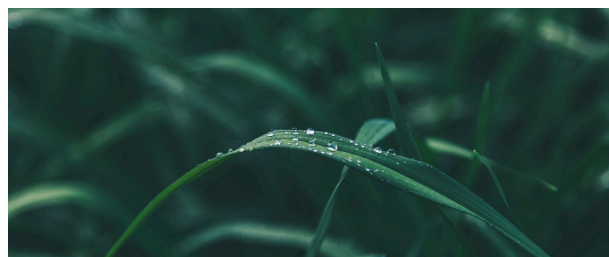
## From Multiplier Events to Lasting Impact The Results of CEDIS

Towards the end of the Erasmus+ project CEDIS – Circular Economy in Digital Storytelling, a series of **Multiplier Events** was organised across the partner countries. These events marked the **final phase of the project** and focused on presenting, explaining and disseminating the results developed during the CEDIS piloting phase. At this point, we would like to reflect on these activities and briefly report on how the project outcomes were shared with educators and other interested stakeholders.

**All CEDIS partner organisations held their own Multiplier Events**, addressing teachers, educational professionals and further interested audiences in their respective national contexts. The aim of these events was to introduce the CEDIS project, demonstrate how digital storytelling can be used as an educational method and, in particular, to present the materials and tools developed within the project. While each event had its own focus and character, all of them were designed to encourage exchange, generate ideas and spark curiosity about innovative approaches to circular economy education.

This newsletter highlights selected **Multiplier Events from the CEDIS project**, presenting two examples in more detail through reports from **LernBar Europa** in Germany and **Danmar Computers** in Poland. Each report reflects on the respective event and the experiences gained.

The newsletter also includes a **consolidated overview of the CEDIS project results**, bringing together the key outputs developed and shared during the final phase of the project.





## Multiplier Event by LernBar Europa

Circular economy quickly became more than an abstract concept during the Multiplier Event in Lingen. It sparked vivid discussions, personal memories, and reflections on everyday practices – showing how closely the topic is connected to people's own lives. The topic Circular Economy sparked vivid discussions. One woman said her grandparents had been practising circular economy long before the term became known. Others shared habits they adopted during the Covid period, such as growing vegetables, composting, or sewing bags from old trousers. More than half of the participants said they regularly buy and sell second-hand items on online platforms. One participant was initially sceptical about whether digital storytelling could really be useful, seeing it as “playing around”. This opened a lively debate. Thanks to strong feedback from teachers who tested our materials, we showed that students working on digital stories really engage with the topic, become creative, and develop clear, confident messages. The examples we presented at the end demonstrated how well students can communicate complex issues in a personal and accessible way. Participants also said they particularly liked the Practical and Technical Manual. The exercises inspired them to see how digital storytelling can support cross-curricular teaching of circular economy in almost any subject.



## Multiplier Event by Danmar Computers

On October 30th in Rzeszów, we gathered 32 educators, teachers, teachers-to-be, school administrators, educational centres and NGO representatives who arrived looking for new teaching tools but left with a renewed perspective on student engagement. While the theory was necessary, the room truly came alive during the screening of the student-made digital stories on circular economy.

The genuine student voices in the videos sparked the most discussion, proving that peer-to-peer storytelling resonates far more than standard lectures.

Many teachers admitted they were intimidated by video editing. They were pleasantly surprised to find the CEDIS Toolkit so user-friendly, realising the tech barrier was much lower than they expected.

Participants embraced digital storytelling not just as a creative task, but as a crucial method for translating complex Circular Economy concepts into relatable narratives.

The most meaningful moment occurred during the discussion, where we saw the participants actively exchanging contact details and ideas on how they could use the project results in their work.



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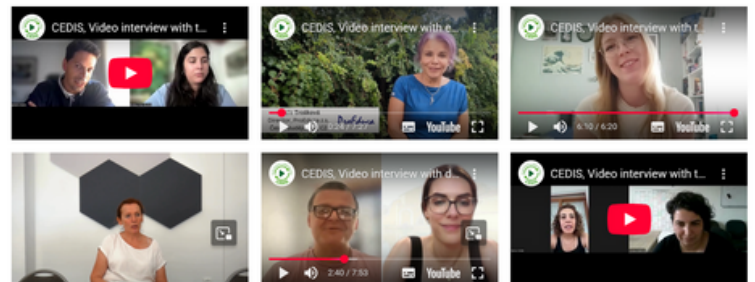


With the completion of these dissemination activities, the project CEDIS has now formally come to an end. All materials and results remain freely available and can continue to be used by teachers, educational institutions and other interested stakeholders. To ensure broad accessibility across Europe, the project outputs are available in English, German, Turkish, Portuguese, Spanish, Italian and Polish.

## Combined Secondary Research Report

One of the first major outcomes of the CEDIS project is the combined secondary research report, developed at the start of the project to inform all subsequent activities. The research examined how digital storytelling and circular economy education are addressed across European education systems, including the use of digital tools, pedagogical approaches and the integration of circular economy concepts into curricula and policy frameworks.

In addition, the report brings together selected best-practice examples from different countries, showing how digital storytelling and sustainability education can be effectively combined in both formal and non-formal learning contexts.



## Best-Practice Examples and Expert Interviews

The research was enriched through interviews with experts from education, sustainability and digital storytelling, providing valuable insights into current challenges and future needs. Overall, the secondary research report established a solid knowledge base for the project and highlighted areas where teachers benefit most from structured guidance, practical examples and accessible teaching materials.

## Combined Desk Research



## Toolbox for Teachers on Digital Storytelling for Circular Economy

Building on the research findings, the project team developed the toolbox for teachers on digital storytelling for circular economy, which represents the core pedagogical outcome of CEDIS. The toolbox supports teachers in combining circular economy content with digital storytelling and links sustainability knowledge with the principles of Education for Sustainable Development.

Alongside theoretical input, it offers practical didactic and methodological guidance, addressing digital tools as well as creative, cooperative learning formats. This enables teachers to integrate digital storytelling into their lessons in a purposeful, inclusive and age-appropriate way while fostering key competencies such as media literacy, critical thinking, creativity and collaboration.

Welcome to  
**Digital Storytelling Set of Educational Tools for Teaching Circular Economy in Secondary Schools**

Are you a teacher in secondary school?  
Are you seeking for resources to teach about circular economy?  
What do you know about storytelling?  
What digital tools are you using?

Dig in deeper to check out what we have in store for you!

- Teaching resources for teachers
- Practical and Technical Manual for teachers
- Digital Stories



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## TOPIC LIST



## Teaching Resources for Teachers



### 1. Circular Economy explained

Explore



### 2. Preparing for DST

Explore



### 3. Digital Tools 4 Teachers

Explore

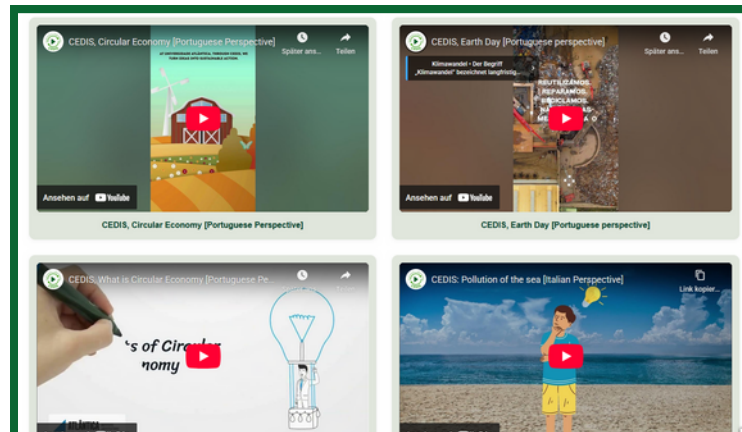
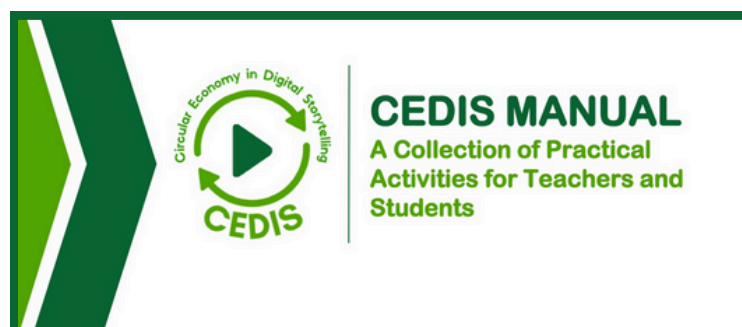
## Digital Stories

The outcomes of the CEDIS project become particularly tangible through the digital stories created during the project. Developed jointly by teachers, trainee teachers and students from the partner countries, these stories reflect diverse perspectives on circular economy and sustainability. By drawing on personal and local experiences, they show how digital storytelling can turn abstract sustainability concepts into relatable narratives and support learners in becoming active creators of knowledge.

## Practical and Technical Manual

To support the practical application of the toolbox, it is complemented by a practical and technical manual with a strong focus on implementation. While the toolbox explains the pedagogical “why” behind digital storytelling, the manual focuses on the “how” and guides teachers step by step through the entire process, from idea development and story planning to the creative use of text, images and sound.

The manual also addresses key technical aspects, including the use of digital tools, basic audio and video editing and the presentation of finished digital stories. Practical exercises and reflection prompts accompany each stage, enabling teachers to gain hands-on experience and confidently apply digital storytelling in their own teaching practice.



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