

Gerd Stehr



**Political Education
Applications with Material**

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Foreword

In a time when complex challenges and societal upheavals confront us daily, political engagement is essential. Whether it is the fight for peace, the preservation of our natural resources, or the promotion of humanity and solidarity – the need to take action is greater than ever.

Those who work towards these goals require effective practical tools. Within the broad spectrum of political education, there is a wealth of methods and materials that can be tailored to the specific intentions of action. It is important to know these resources and use them purposefully in order to bring about the desired changes in society.

In this compendium, I have compiled a collection of current approaches and tools designed to help you develop and strengthen your political engagement. May this work provide you with confidence, energy, and the achieve the necessary success in your individual use. Let us stand together for a fairer and more sustainable world.

Yours, Gerd Stehr

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Introduction

The Federal Agency for Civic Education provides detailed information about the development of political education after 1945 in its reader (Sander 2014b). After World War II, political education became a central tool for democratization in Germany, with different expressions in East and West.

West Germany (FRG): Democratization through Education

- **Re-Education by the Allies:** The USA, in particular, relied on political education as a means of re-education and democratization. The goal was to establish democratic values and structures.
- **Introduction as a School Subject:** Hesse introduced a specific subject for political education as early as 1946. Other federal states followed hesitantly.
- **Education Expansion from the 1960s:** Protests against the educational emergency (e.g., 1965 in Stuttgart) led to a stronger institutional anchoring of political education.
- **Didactic Professionalization:** A scientifically grounded political didactics emerged with debates about goals, content, and methods.
- **Pluralism and Federal Differences:** The design of political education varied depending on the party-political governance of the federal states.

East Germany (GDR): Ideological Education

- **Citizenship Studies instead of Pluralistic Education:** Political education was focused on the ideology of the SED and served to consolidate ideology.
- **Institutionalization from 1957:** The subject "Citizenship Studies" replaced the previous "Current Affairs Studies" and was centrally governed.
- **Goal:** Loyalty to the socialist order: Political education was part of the comprehensive education toward a socialist personality.

Long-term Development and Empirical Studies

- **Quantitative Analyses:** Studies such as HISPOL show how weekly hours for political education have evolved across federal states since 1949.
- **Influence of Education Policy:** The political orientation of state governments influenced the intensity and content of political education.

Conclusion

After 1945, political education was key to societal transformation in Germany. In the FRG, it served democratization and pluralistic opinion formation; in the GDR, it served ideological education. To this day, it remains a contested field between educational aspirations, political steering, and societal relevance. For political practice, the Handbook of Political Education (Sander 2014a) and Volumes 1 – 6 Foundational Knowledge of Political Education are essential (Lange and Reinhardt 2007). Additionally, references should be made to the political didactic foundations of political education (in migration society) by Massing (Massing 2011; Massing and Niehoff 2014) and to seminar practice (Wilbert 2017).

There exists a vast array of methods and materials for political education that require continuous updating and enhancement. They can be applied according to the intended action. For actors advocating for peace, preservation of natural living conditions, humanity, and solidarity, the methods and materials presented further on are suitable. The author wishes for optimism, energy, and success in the respective application and usage.

Objectives

The creation and use of this document aim to achieve multiple goals within the framework of political training, study seminars, and societal cooperation contexts:

- Provision of strategy-bound, targeted, contemporary, and effective methods.
- Practice of the methods.
- Creation of materials.
- Reflection on usefulness and impact.

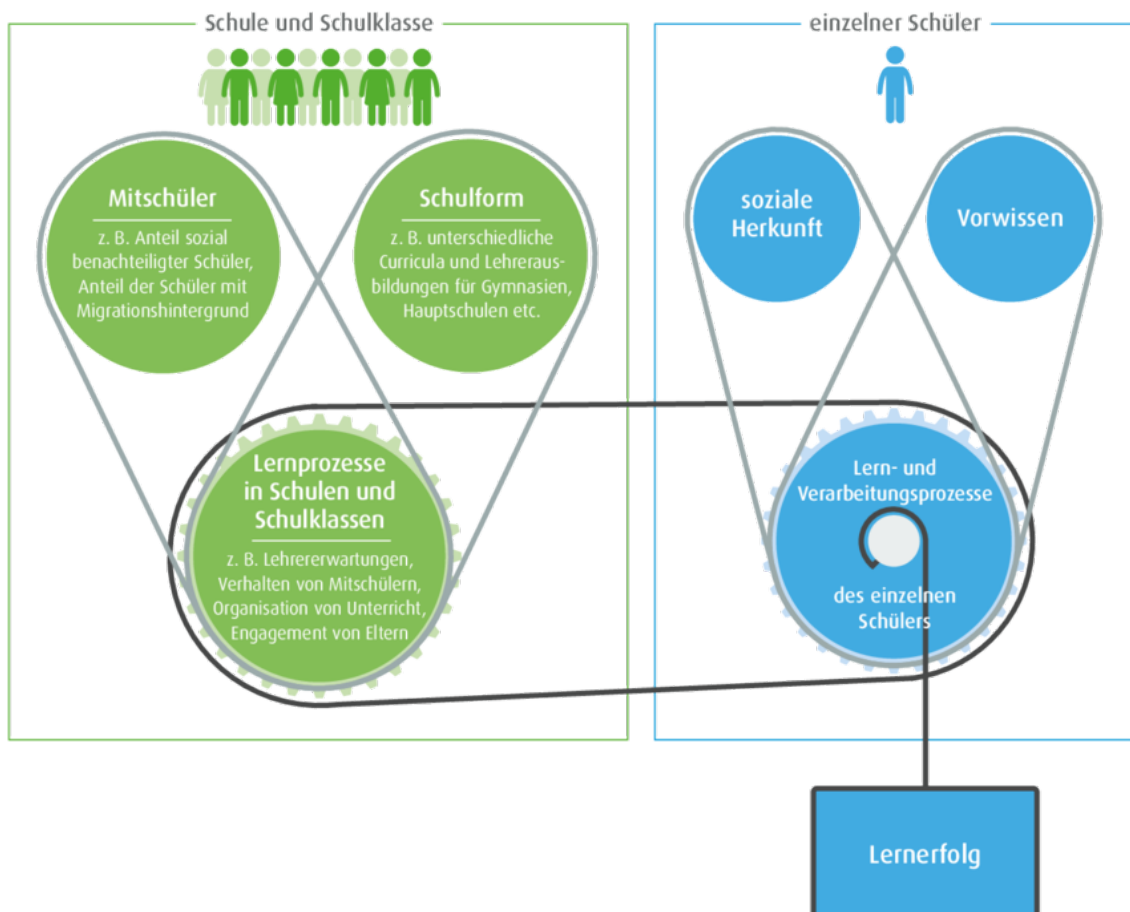
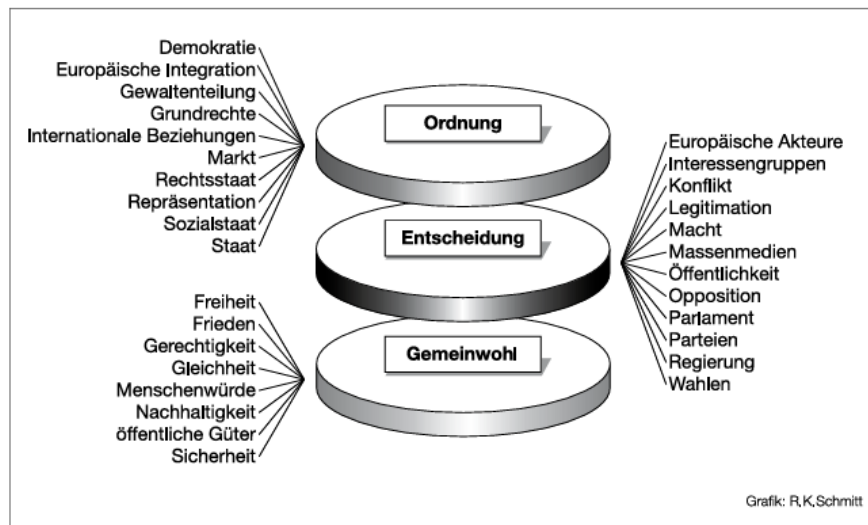
Target groups include (upper secondary) students, learners, politically interested individuals, as well as practitioners and political decision-makers.

Methods

Relevant literature is referenced in the introduction (see above). As a teaching model, the competence model “Concepts of Politics” (Weißeno et al. 2010, p. 12) is suitable, and many teaching and learning materials from the Federal Agency for Civic Education (e.g., Achour 2020) are available for methodological training for political education.

Modern evaluation methods in political education are impact-oriented, empirically founded, and increasingly digital. They combine classical and innovative approaches to comprehensively capture the quality and impact of educational offerings. Additionally, with regard to implementing projects, reference is made to the following Community Tool Box and accompanying toolkits developed by staff at the Center for Community Health and Development at the University of Kansas.

Schaubild 1: Basis- und Fachkonzepte der Politik



Modern evaluation methods in political education are impact-oriented, empirically based, and increasingly digital. They combine traditional and innovative approaches to comprehensively assess the quality and effectiveness of educational offerings.

Additionally, for education through project implementation, reference is made to the Community Tool Box and the associated toolkits, which were developed by staff at the Center for Community Health and Development at the University of Kansas.

Toolkits

Toolkits help you get a quick start on key activities in community work.

Select the work closest to what you are doing to see an outline of key tasks, examples, and links to more detailed instructional sections.

1. CREATING AND MAINTAINING COALITIONS AND PARTNERSHIPS

This toolkit provides guidance for creating a partnership among different organizations to address a common goal.

2. ASSESSING COMMUNITY NEEDS AND RESOURCES

This toolkit provides guidance for conducting assessments of community needs and resources.

3. ANALYZING PROBLEMS AND GOALS

This toolkit helps in analyzing personal and environmental factors that influence the problem to be addressed.

4. DEVELOPING A FRAMEWORK OR MODEL OF CHANGE

This toolkit helps in developing a picture of the pathway from activities to intended outcomes.

5. DEVELOPING STRATEGIC AND ACTION PLANS

This toolkit aids in developing a vision, mission, objectives, strategies, and action plan for the effort.

6. BUILDING LEADERSHIP

This toolkit helps in developing a plan for enhancing leadership and its core tasks.

7. DEVELOPING AN INTERVENTION

This toolkit provides supports for developing core components of a community intervention and adapting them to fit the context.

8. INCREASING PARTICIPATION AND MEMBERSHIP

This toolkit provides guidance for increasing participation and engaging stakeholders in change efforts.

9. ENHANCING CULTURAL COMPETENCE

This toolkit aids in assessing and enhancing cultural competence in your organization or community effort.

10. ADVOCATING FOR CHANGE

This toolkit supports planning for advocacy efforts and responding to opposition.

11. INFLUENCING POLICY DEVELOPMENT

This toolkit provides guidance for bringing about policy change in organizations and communities.

12. EVALUATING THE INITIATIVE

This toolkit aids in developing an evaluation of a community program or initiative.

13. IMPLEMENTING SOCIAL MARKETING

This toolkit assists in developing a social marketing effort to promote adoption and use of innovations.

14. APPLYING FOR GRANTS

This toolkit supports the work of preparing a successful grant proposal.

15. IMPROVING ORGANIZATIONAL MANAGEMENT AND DEVELOPMENT

This toolkit provides guidance for enhancing your organization's governance structure and improving communication.

16. SUSTAINING THE WORK OR INITIATIVE

This toolkit supports planning for using different tactics to sustain your organization or community initiative.

Abbildung: 1 Toolkits of Community Development⁸⁹

⁸⁹ Siehe <https://ctb.ku.edu/en/toolkits> ; abgerufen am 23.02.2020.

Applications

In practice, many forms of design are applied. Here, several are listed as examples:

- Introductory days at the university; participation in research and teaching.
- Practical excursions and internships.
- Open communication offerings such as Open Space.
- Project developments and Community Development.

Materials

Storyline for a Political Simulation and a Structured Basis for a Strategic Presentation, Based on the Scenario “EU in 2035 under the Influence of BRICS+.”

Storyline for a Political Simulation:

“Europe 2035 – Between Cooperation and Competition”

Background

By 2035, the world order has changed significantly. BRICS+ has become a geopolitical power center, uniting the Global South and challenging Western institutions. The EU is faced with the choice of confrontation, adaptation, or strategic realignment.

Roles & Actors

- EU Commission: Must balance economic competitiveness and values-based foreign policy.
- BRICS+ Coordination Council: Negotiates new trade agreements and demands reforms of global institutions.
- Multinational Corporations: Push for stable trade relations and technological standards.
- Civil Society & NGOs: Demand sustainable development and human rights – also in relation to BRICS countries.
- Think Tanks & Media: Influence public opinion and political decision-making processes.

Objective of the Simulation

Participants should:

- Develop strategies to safeguard the EU's interests in a multipolar world.
- Role-play scenarios: e.g., BRICS+ blocks UN resolutions, EU loses influence in Africa, BRICS currency gains significance.
- Make decisions on energy policy, trade agreements, digital regulations, and global diplomacy.

Strategic Presentation: “EU vs. BRICS+ – Scenario 2035”

Introduction

Overview of BRICS+ expansion and its geopolitical significance.

Goal: Assessment of impacts on the EU and derivation of strategic options.

Macro Trends 2025–2035

- Multipolarity & Block Formation
- Digitalization & Technological Sovereignty
- Resource Policy & Climate Change
- Demographic Dynamics

SWOT Analysis of the EU

- Visualized Matrix (as shown above) focusing on internal reform needs and external action options.

Scenario “Europe 2035”

- Trade Landscape: BRICS+ dominates Africa and Asia.
- Financial System: BRICS currency establishes itself in commodity trade.
- Energy Policy: EU focuses on green hydrogen and African partnerships.
- Diplomacy: EU cooperates with ASEAN, AU, and Mercosur to maintain influence.

Strategic Options

Option	Description	Opportunities	Risks
Bilateral BRICS Cooperation	Focus on India, Brazil	Economic synergies	Political tensions
Strengthening EU Block	Deepening integration	Cohesion & resilience	Slow implementation
Expansion of Global Gateway	Infrastructure in the Global South	Gains in influence	Competition with China
Technological Leadership	AI, Green Tech, Standards	Norm-setting	Investment needs

Conclusion & Recommendations

The EU must redefine its role as a mediator, innovator, and strategic partner. Values-based politics remain important, but pragmatic alliances are essential.

Speech Manuscript for a Strategic Presentation and a Compact Briefing Document for Political Decision-Makers, Based on the Scenario “EU in 2035 under the Influence of BRICS+.”

Speech Manuscript:

Title: “Europe 2035 – Strategic Responses to the Geopolitical Challenge from BRICS+”

Target Audience: EU Parliamentarians, Ministries, Think Tanks, Economic Delegations

Duration: approx. 8–10 minutes

Introduction

“Ladies and gentlemen, we stand today at a geopolitical turning point. The expansion of BRICS countries into BRICS+ has redrawn the global order. Countries like Saudi Arabia, Iran, Egypt, and Ethiopia are now part of a bloc that unites over 46% of the world’s population and a significant share of global resource reserves.

What does this mean for Europe? How does the EU assert itself in a world that is no longer defined solely by East and West, but by multiple power centers?”

Situation Analysis

“BRICS+ is not just an economic alliance – it is a political message: The Global South wants more say, more autonomy, and less dependence on Western-dominated institutions.

The EU must face this reality. Our economic strength, our values, and our innovative capacity are still recognized worldwide – but they are not enough if we do not act strategically.”

Opportunities for the EU

“The good news is: Europe has options.

We can strategically cooperate with moderate BRICS countries like India or Brazil. We can expand our Global Gateway initiative and carry out infrastructure projects in the Global South – as an alternative to the Chinese Belt and Road Initiative. And we can utilize our technological leadership to set standards in AI, Green Tech, and data protection.”

Risks and Challenges

“But we must not underestimate the risks:

The block formation between BRICS+ and the West could weaken our position in multilateral forums.

The discussion about a BRICS currency and de-dollarization could long-term impact the Euro as well.

And our dependence on energy imports – particularly from BRICS countries – remains a strategic risk.”

Recommendations for Action

“What needs to be done?”

Firstly: The EU must make its foreign policy more coherent – with clear priorities and coordinated positions.

Secondly: We need a strategic raw materials policy that focuses on diversification and partnerships.

Thirdly: We must secure our technological sovereignty – through investment, education, and international standard-setting.

And fourthly: We should not abandon our values – but convey them pragmatically.”

Closing Statement

“Europe has shown in the past that it can shape change. The expansion of BRICS+ is not a cause for worry – but a wake-up call.

A wake-up call to utilize our strengths, to recognize our weaknesses, and to actively shape our future.

Thank you very much.”

Briefing Document for Decision-Makers

Title: “Strategic Positioning of the EU in the Context of BRICS+”

Format: 1-page overview for ministries, committees, or delegations

Background

BRICS+ encompasses over 46% of the world’s population and controls large parts of global energy and commodity markets.

The group demands reform of international institutions and strives for financial independence from the West.

Opportunities

- Cooperation with India, Brazil, and South Africa
- Expansion of Global Gateway as a counterbalance to the Belt and Road Initiative
- Setting standards in AI, Green Tech, and data protection

Risks

- Block formation in international forums (UN, WTO)
- Currency competition through BRICS payment systems
- Energy dependence and geopolitical tensions

Recommendations

- Strengthen coherence in foreign policy
- Expand strategic raw material partnerships
- Secure technological sovereignty
- Pragmatically shape values-based diplomacy

Concept for a Simulation Game on the Theme “BRICS+ and the EU – Geopolitics in Transition”,

specifically tailored for upper secondary students or university students in the fields of politics, economics, or international relations.

Title: “World Order 2035 – The EU in the Tension Field of BRICS+”

Objective of the Simulation Game

Participants should:

- Understand the dynamics of a multipolar world order
- Analyze the interests and strategies of various actors
- Simulate negotiations and make political decisions
- Develop critical thinking, teamwork, and diplomatic skills

Role Distribution (Groups of 3–5 persons)

Role	Description
EU Commission	Develops a common strategy for positioning the EU towards BRICS+
BRICS – Coordination Council	Represents the interests of the extended BRICS states, e.g., energy policy, financial reform
USA & G7 Delegation	Observes and influences multilateral processes, focusing on Western values
African Union (AU)	Negotiates with EU and BRICS+ on infrastructure, trade, and development
Multinational Corporations	Demand stable trade conditions, access to markets, and digital standards
NGOs & Civil Society	Raise themes of human rights, climate protection, and social justice

Process of the Simulation Game (approx. 3–4 hours)

- Phase 1: Introduction (30 Min)
Brief presentation on BRICS+ expansion and global power shift.
Introduction of roles and objectives.
- Phase 2: Group Work (45 Min)
Each group develops its position, interests, and strategy.
Preparation of statements and negotiation points.
- Phase 3: Summit Meeting & Negotiations (90 Min)
Simulated international forum with a moderated debate.

Topics:

- Reform of global institutions
- Energy and resource policy
- Digital regulation & technological standards
- Trade agreements & currency issues

- Phase 4: Conclusion & Reflection (45 Min)

Presentation of results: Who prevailed? What compromises were made?

Reflection on power, interests, and values in international politics.

Didactic Value

- Promotes political judgment and strategic thinking
- Connects economy, diplomacy, and ethics
- Enables perspective shifts and intercultural understanding

Concept for a Didactically Based Supplement

to the Simulation Game on the Theme:

“World Order 2035 – The EU in the Tension Field of BRICS+.”

This material is suitable for upper secondary students or students in politics, economics, international relations, or geography. It includes:

1. Supplementary Booklet – Overview & Structure

- Objective of the simulation game
- Understanding geopolitical power shifts
- Analysis of international interests and conflicts
- Promotion of negotiation skills, perspective shifts, and teamwork

Duration & Process

Phase	Time	Content
Introduction	30 Min	Background, role distribution
Group Work	45 Min	Strategy development
Summit	90 Min	Negotiations & statements
Conclusion	45 Min	Presentation & reflection

2. Role Cards (Selection: 6 Roles)

Role	Objective	Strategy
EU Commission	Preservation of European interests, values, and economic strength	Cooperation with moderate BRICS states, expansion of Global Gateway, securing technological standards
BRICS+ Coordination Council	Reform global institutions, de-dollarization, geopolitical independence	Expansion of the New Development Bank, strategic raw material policy, block formation against G7
USA & G7 Delegation	Maintain Western leadership role, protect liberal values	Sanctions, diplomatic pressure, technological alliances
African Union (AU)	Infrastructure, development, fair partnerships	Negotiations with EU and BRICS+, demand investments without political conditions
Multinational Corporations	Market stability, access to resources, digital standards	Lobbying, influencing regulations, promoting free trade
NGOs & Civil Society	Human rights, climate protection, social justice	Public relations, pressure on governments, demand for transparency

Each card contains:

- Background information
- Interests & objectives
- Negotiation tactics
- Conflict lines with other groups

3. Moderation Guide

- Preparation
 - Room arrangement: Circle or conference table
 - Materials: Role cards, worksheets, timer, name tags
- Process Management
 - Introduction: Brief presentation on BRICS expansion
 - Group phase: Moderator supports strategy development
 - Summit phase: Moderator leads the debate, monitors speaking time & fairness
 - Conclusion: Reflection with guiding questions (e.g., “What was surprising?” / “What compromises were necessary?”)

Tips

- In case of conflicts: Stay neutral, redirect to the subject.
- In case of passivity: Activate roles with targeted questions.
- In case of time pressure: Suggest prioritizing topics.

4. Worksheets

- Worksheet A: Interest Analysis
 - What goals does your role pursue?
 - With which groups can you cooperate?
 - Where are potential conflicts?
- Worksheet B: Negotiation Strategy
 - What demands do you make?
 - What compromises are conceivable?
 - What arguments do you use?
- Worksheet C: Reflection
 - What have you learned about international politics?
 - Which role did you find sympathetic – which challenging?
 - How might the real EU react to BRICS+?

Optional: Extensions

- Mini-lecture on the history of BRICS as an introduction
- Quiz or Kahoot to review geopolitical terms
- Scenario generator: Random events such as raw material crises, UN vetoes, cyberattacks to dynamize negotiations

Presentation Template for Teachers

accompanying the Simulation Game

“World Order 2035 – The EU in the Tension Field of BRICS+.”

It is suitable for use in upper secondary or higher education and can be used with PowerPoint, Google Slides, or as a PDF.

Presentation Template: “World Order 2035 – The EU and BRICS+”

Slide 1: Title & Introduction

- Title: World Order 2035 – The EU in the Tension Field of BRICS+
- Subtitle: Simulation Game on International Politics and Strategic Decision-Making
- Visual: World map with highlighted BRICS+ and EU countries
- Starting Question: “Who shapes the world order of tomorrow – and how does Europe react?”

Slide 2: Learning Objectives

- Understanding geopolitical power shifts
- Analysis of international interests and conflicts
- Promotion of teamwork, argumentation, and perspective shifts
- Application of political and economic concepts in simulation

Slide 3: Background Knowledge

- What is BRICS+?
- Originally: Brazil, Russia, India, China, South Africa
- Expansion in 2024: Saudi Arabia, Iran, Egypt, Ethiopia, UAE, Argentina
- Goals: Reform of global institutions, de-dollarization, geopolitical independence
- EU in comparison: Values-based foreign policy, internal market, technological leadership

Slide 4: Process of the Simulation Game

Phase	Time	Content
Introduction	30 Min	Role distribution, background
Group Work	45 Min	Strategy development
Summit	90 Min	Negotiations & statements
Conclusion	45 Min	Presentation & reflection

Slide 5: Roles in the Simulation Game

- EU Commission
- BRICS+ Coordination Council
- USA & G7 Delegation
- African Union
- Multinational Corporations
- NGOs & Civil Society

Tip: Roles can be adjusted or combined depending on class size.

Slide 6: Example Topics for Negotiations

- Reform of the UN and WTO
- Energy and resource policy
- Digital regulation & technological standards
- Trade agreements & currency issues
- Human rights & climate protection

Slide 7: Reflection Questions

- Which interests were particularly contentious?
- What compromises were necessary?
- How realistic was the simulation?
- What does this mean for the EU in real-world politics?

Slide 8: Didactic Value

- Link between theory and practice
- Promotion of critical thinking and argumentative skills
- Strengthening social competence and role understanding
- Ideal for interdisciplinary teaching (politics, economics, geography)

Slide 9: Materials & Further Information

- Role cards & worksheets (provided)
- SWOT Analysis EU vs. BRICS+
- Scenario 2035 as a discussion basis
- Optional: Quiz, mini-lecture, Padlet support

Padlet Concept for Digital Support of the Simulation Game

“World Order 2035 – The EU in the Tension Field of BRICS+.”

It is suitable for use in the classroom or in seminars and offers an interactive, collaborative platform for students.

Objective of the Padlet

- Structured support of the simulation game
- Collection of materials, results, and reflections
- Promotion of digital collaboration and documentation

Padlet Structure (Column Overview)

1. Introduction & Background Content:

- Short introductory videos or infographics about BRICS+ and the EU
- SWOT analysis as PDF or image
- Link to presentation template for teachers
- Guiding question: “How does BRICS+ change the world order?”
- Format: Video, image, text, link

2. Role Overview Content:

- Role cards as PDFs or text fields
- Profiles of actors (EU, BRICS+, G7, AU, NGOs, etc.)
- Interactive survey: “Which role do you sympathize with the most?”
- Format: Documents, survey, comments

3. Group Work & Strategy Content:

- Upload function for group strategies
- Worksheets A & B as templates
- Comment function for peer feedback
- Format: Text, file upload, comments

4. Summit Meeting & Negotiations Content:

- Live protocol or chat log of negotiations
- Voting on compromise proposals
- Visualization of alliances (e.g., mind map or diagram)
- Format: Text, voting, image

5. Reflection & Evaluation Content:

- Worksheet C for reflection
- Personal statements: “What did I learn?”
- Padlet survey: “How realistic was the simulation?”
- Link to further articles or podcasts
- Format: Text, survey, link

Bonus: Scenario Generator Content:

- Random event cards (e.g., raw material crisis, UN veto, cyberattack)
- Groups respond in writing or via audio
- Discussion: “How does this event change your strategy?”
- Format: Cards, audio, discussion

Technical Notes for Teachers

- Padlet can be set up as a “Wall” or “Column Layout.”
- Contributions can be moderated or posted freely.
- Ideal: Access via QR code or link in the classroom.
- Optional: Export as PDF for documentation.

Concrete Text Blocks for Each Column of the Padlet

for Digital Support of the Simulation Game

“World Order 2035 – The EU in the Tension Field of BRICS+.”

You can directly insert them into the respective columns or use them as templates for contributions, tasks, and interactions.

Column 1: Introduction & Background

- Post 1 – Welcome to the Simulation Game:

“Welcome to our simulation game ‘World Order 2035.’ You will take on the roles of international actors and shape the future of global politics. The aim is to recognize interests, develop strategies, and negotiate compromises.”

- Post 2 – What is BRICS+?

“BRICS+ is an association of Brazil, Russia, India, China, South Africa, and new members such as Saudi Arabia, Iran, and Egypt. Together they demand a multipolar world order and more influence for the Global South.”

- Post 3 – Guiding Question

“How can the EU assert itself in a world that is no longer dominated by the West?”

Column 2: Role Overview

- Post 1 – EU Commission

“You represent the interests of the European Union. Your objectives: economic stability, values-based foreign policy, and technological leadership.”

- Post 2 – BRICS+ Coordination Council

“You represent the BRICS states. Your goal: reform global institutions, de-dollarization, and geopolitical independence.”

- Post 3 – USA & G7 Delegation

“You stand for Western values, liberal democracy, and economic leadership aspirations. Your focus is on stability and influence preservation.”

- Post 4 – African Union (AU)

“You demand fair partnerships, infrastructure investments, and political participation – from both the EU and BRICS+.”

- Post 5 – Multinational Corporations

“You want stable markets, access to resources, and clear digital standards. Economic interests come first.”

- Post 6 – NGOs & Civil Society

“You fight for human rights, climate protection, and social justice. Your goal is to uphold ethical standards in international relations.”

Column 3: Group Work & Strategy

- Post 1 – Assignment

“Develop a strategy for your role: What goals do you pursue? With whom can you cooperate? What conflicts are foreseeable?”

- Post 2 – Upload Your Strategy

“Upload your strategy here as text or PDF. Use Worksheets A & B for this.”

- Post 3 – Peer Feedback

“Comment on the strategies of other groups: What is convincing? Where do you see weaknesses or contradictions?”

Column 4: Summit Meeting & Negotiations

- Post 1 – Live Protocol

“Here we document the main statements, compromises, and conflicts from the summit meeting.”

- Post 2 – Voting: Compromise Proposals

“Vote: Should the EU recognize BRICS+ as an equal partner? Should a common digital charter be developed?”

- Post 3 – Visualization

“Create a mind map or graphic: What alliances have formed? What interests overlap?”

Column 5: Reflection & Evaluation

- Post 1 – Personal Reflection

“What did you learn? Which role did you find sympathetic? What was challenging? How realistic was the simulation?”

- Post 2 – Worksheet C

“Use the reflection sheet for written evaluation. Upload it here or post your thoughts directly.”

- Post 3 – Further Links

“Podcast: BRICS+ Explained

Article: The EU in the New World Order

Video: Understanding Multipolarity”

Column 6: Scenario Generator (Optional)

- Post 1 – Event Card: Raw Material Crisis

“A BRICS country halts oil exports to the EU. How does your group respond?”

- Post 2 – Event Card: UN Veto

“BRICS+ blocks a resolution on the human rights situation in Ethiopia. What does this mean for your position?”

- Post 3 – Event Card: Cyberattack

“A multinational corporation falls victim to a cyberattack from a BRICS country. What diplomatic steps are necessary?”

Design Proposal for the Padlet Layout

for the digital support of the simulation game

'World Order 2035 – The EU in the Tension Field of BRICS+'.

The layout is visually clearly structured, intuitive to use, and promotes collaborative work.

Basic Structure: Column Layout ('Shelf')

Ideal for a linear process with clear role and topic assignment. Each column corresponds to a phase or function of the simulation game.

Color Concept (Column Colors & Mood)

Column	Color	Effect
Introduction & Background		Blue Neutral, informative, trustworthy
Role Overview Yellow		Activating, differentiating
Group Work & Strategy		Orange Creative, dynamic
Summit Meetings & Negotiations		Red Focus, tension, decision-making
Reflection & Evaluation Green		Calming, thoughtful
Scenario Generator Purple		Surprising, speculative, creative

Icons & Visuals (for posts and column headings)

Content	Icon- Suggestion
Introduction	 or 
Overview of Roles	 or 
Strategy Development	 or 
Negotiations	 or 
Reflection	 or 
Event Cards	 or 

 Icons can be used in column titles or post headings, e.g.:

 Group Work & Strategy

 Scenario Generator

Structured Column Headings (with Subtitles)

1.  Introduction & Background

What is BRICS+? Why is the EU affected?

2.  Overview of Roles

Who are you? What interests do you represent?

3.  Group Work & Strategy

Develop your position and tactics.

4. 🗣️ Summit & Negotiations

Discuss, negotiate, decide.

5. 🔍 Reflection & Evaluation

What have you learned? What was surprising?

6. 🎲 Scenario Generator (optional) Unexpected events – how do you respond?

👤 **Additional Design Tips**

- Header image: World map with marked BRICS+ and EU countries
- Background color: Light gray or white for readability
- Font: Sans Serif (e.g., Arial, Open Sans) – clear and modern
- Post structure: Use emojis, paragraphs, and bold text for organization
- Moderation: Posts can be commented on, liked, or prioritized

Example: Impact-Oriented Evaluation of a Digital Education Project

Project: An online workshop for promoting democracy among youth.

Evaluation Method: The Impact Levels Model (according to Corinna Dolezalek, Wyn Brodersen, Luisa Schmidt 2024).

Process of the Evaluation:

- Level 1 – Implementation of the Offering:

Documentation of how many workshops took place, how many participants there were, and which content was covered.

- Level 2 – Reaching the Target Group:

Analysis of whether the desired target group (e.g., youths from certain regions) was actually reached.

→ Online survey after the workshop: “How did you learn about the offering?”

- Level 3 – Acceptance of the Offering:

Assessment of whether participants found the offering useful and helpful.

→ Short feedback form directly after the workshop.

- Level 4 – Change in Awareness and Skills:

Measurement of whether attitudes or knowledge have changed.

→ Pre- and post-questionnaire on understanding of democracy and political competencies.

- Level 5 – Change in Behavior:

After a few weeks: Follow-up survey on whether participants became politically active (e.g., participation in discussions, engagement in youth groups).

- Level 6 – Change in Living Conditions:

Long-term observation of whether the offering has changed the living situation or political engagement of the target group (e.g., through qualitative interviews after 6 months).

Particularities:

- The evaluation is digitally supported (online surveys, digital tools).

- It combines quantitative (questionnaires, participation figures) and qualitative methods (interviews, open feedback).

- The results are used to further develop the offering and specifically address the needs of the target group.

Further Practical Methods:

- The 6-3-5 method for idea development in groups.

- The beam balance method for teaching democracy to younger students.

- Relations to daily life: sketch routines and reflect on political situations.

Materials and further examples can be found here:

Evaluation Methods for Impact-Oriented Digital Political Education (PDF)

[Evaluationsmethoden_digitale_politische_Bildung.pdf](#)

Method Collection from the Democracy Center Vienna

[Methodensammlung - Demokratiezentrum Wien](#)

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