

“Walkshop Nuclear Risks and Long-Term Peacekeeping”

26 June – 1 July 2025

Project Report

Financed by the
Apfelbaum Foundation



Organised by the
**Foundation for the Rights
of Future Generations**



WALKSHOP 

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1. Introduction

1.1 Summary of the 2025 Walkshop

From 26 June to 1 July 2025 (Thursday to Tuesday), the first *international* Walkshop, titled ‘Nuclear Risks & Long-term Peacekeeping,’ took place (63.5 km, Scotland, UK). This was the fifth Walkshop overall – the project had previously taken place four times in a national context.

¹

The period from the start of work to the end of the follow-up to the Walkshop 2025 was around 24 months, i.e. work began in the summer of 2023.

Overall, from the project team’s perspective (Jörg Tremmel, Lena Winzer, Grace Clover, and Christopher Isensee), all the goals they had set for themselves were achieved. Three high-quality discussion evenings took place, and two interesting learning stations were visited. Together with the curriculum, this ensured a significant increase in knowledge among the participants. This time, the FRFG found the participants it was looking for. Ten nationalities were represented, which also resulted in an intercultural exchange of opinions (in the sense of international understanding).

The intermediate steps (milestones) had been recorded in advance by the project team in a GANTT chart (see attachment).

1.2 Information about the FRFG

The Foundation for the Rights of Future Generations (FRFG) is an advocacy think tank situated at the intersection of science and politics. It was founded in 1997 by a non-partisan alliance of five young people aged between 17 and 26 and has been fighting for intergenerational justice and sustainability in politics, business and society ever since.

Website: <https://intergenerationaljustice.org/>

1.3 Structure of the report

This report documents the individual work phases and results of the Walkshop project.² Section 2 presents the methodology of the Walkshop concept and the specific topic chosen for 2025. The third section discusses the public relations work during the application phase, which was highly successful, with nearly four applications for each place. Section 4 presents the walks that were on the programme. Section 5 describes the auditory learning content (curriculum), Section 6 describes the learning stations, and Section 7 describes the discussion evenings (webinars). The factual report concludes with feedback from the participants of the Walkshop 2025 and an outlook.

¹ Previous Walkshops have focused on topics such as the climate crisis (110 km, in Brandenburg), the coal phase-out (44 km, in Saxony-Anhalt/Saxony), the search for a final repository for nuclear waste (40 km, in Lower Saxony) and social security (40 km, in Berlin).

² Conceptually, a distinction is made between ‘Walkshop’ (the five days from 26 June to 1 July 2025 in Scotland) and ‘Walkshop Project’ (the two years from the start of the initial project work to the end of the follow-up).

1.4 Acknowledgements

The FRFG would like to express its sincere gratitude to the Apfelbaum Foundation for its support of the project. It would also like to thank ICAN Germany for its sound advice and dissemination of documents.

2. Methodology of the Walkshop concept, selection of the 2025 theme

2.1 Methodology

The Walkshop format, first implemented in 2021, successfully combines knowledge acquisition (learning), political participation, sport, and community engagement. The aim of a ‘Walkshop’ (a combination of the words “workshop” and ‘walk’) is to empower young people through a new auditory learning method to act as multipliers for politically relevant topics in society. Participation on an equal footing requires a certain amount of familiarity with complex issues. Through its Walkshops, the FRFG trains young people to such an extent that they can then participate expertly in social debates (‘empowerment’). The topics, learning stations and walking routes are redefined for each Walkshop. The issues addressed in previous Walkshops have included the ‘climate crisis’, ‘coal phase-out’, ‘search for final nuclear repository sites’, ‘social security’, and ‘nuclear risks & long-term peacekeeping’.

This educational project provides young people with the opportunity to learn about the topic from various perspectives and form their own opinions. If they wish, they can then actively campaign for social reform in their respective area and serve as the driving force behind positive change. In their everyday lives, whether at school, in training, or at work, young people typically have few opportunities to engage intensively and practically with a topic over several days. A walkshop creates such a time window for the respective group of participants.

Methodologically, a ‘Walkshop’ always consists of several elements: firstly, a curriculum of digital teaching and learning materials (curriculum) that imparts knowledge to participants in the respective Walkshop topic. Secondly, this knowledge is deepened by visiting learning stations where participants gain a multisensory impression. Thirdly, participants take part in evening discussion events with experts from politics, business, science and civil society. The knowledge gained from the podcasts on the same day enables participants to question decision-makers and make substantial contributions of their own to the evening discussion. Over the course of this political education work, the FRFG is guided by the Beutelsbach Consensus on Political Education:³ both the compilation of digital learning materials and the composition of the panels at the evening discussion rounds are geared towards representing different, controversial positions.

The concept behind the Walkshops is also a response to changes in media usage in today's digital world: the range of audiobooks and podcasts available has grown exponentially over the last decade. The boom in audiobooks is mainly due to technical innovations brought about by digitalisation. Nowadays, you no longer have to buy a dozen CDs to listen to a 200-page non-fiction book.

Auditory learning/teaching materials are still underutilised in the education sector when it comes to specifically addressing auditory learners in addition to visual learners. They offer completely new didactic possibilities, e.g. learning while engaging in physical activity. In

³<https://www.lpb-bw.de/beutelsbacher-konsens>

principle, audiobooks and podcasts could also be consumed while sitting, but ‘learning while walking’ has many positive effects⁴ and is therefore a constituent, eponymous part of the ‘Walkshop’. In this respect, the project aligns with previous practices. Aristotle was known for thinking and teaching while walking – which is why his school in Athens was also called the School of the Peripatetics (‘Peripatos’ meaning ‘promenade’). The basic idea of the Peripatetics is that mental agility and physical movement are connected or should be connected. The benefits of this connection have been confirmed in studies.⁵ So far, there are only a few concepts that put the basic idea of ‘learning while walking’ into practice. Reading while walking is not possible, as you would quickly stumble; however, hearing or listening while walking is entirely possible, as your eyes can remain fixed on the path.⁶ After listening to the podcasts, their content is discussed (‘Walk & Talk in Nature’).

The Walkshop concept is subject to scholarly review and ongoing development.⁷

2.2 Topic selection 2025

Peace is not only a fundamental human need but also a key factor for the well-being and development of future generations. Only the absence of war enables an environment in which people can unfold their potential. This has direct implications for the quality of life and prospects of the next generation. The Charter of the United Nations (UN), signed on 26 June 1945, in San Francisco, begins with the words: “We the peoples of the United Nations, determined to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind [...]” The Charter was signed in the wake of the consequences of World War II, the historical event that resulted in the sharpest decline in human welfare in history. In the post-war period, humanity acquired the means to bring about its own demise in the form of nuclear weapons – not humanity as a whole, but certain nations. The number of such nations appears to be increasing in the long term, which is a significant concern. Although the number of nuclear warheads has been declining globally since the 1980s, the nuclear-armed states (the United States, Russia, the United Kingdom, France, China, India, Pakistan, Israel and North Korea) are modernising their arsenals. According to the Doomsday Clock – a vivid expert panel on the probability of nuclear war – the use of nuclear weapons is now more likely than at any time since 1945. Research into existential risks to humanity now

⁴ See also the ARTE documentary ‘Walking – a miracle cure for body and soul’
<https://www.youtube.com/watch?v=TYjRbhtCj-4>

⁵ Many examples can be found in *O'Mara, Shane (2021): The Joy of Walking. What science knows about it and why it is so good for us. Hamburg: Rowohlt.* Or in: *Wandern. Die Wege der Gedanken (Hiking. The Paths of Thought). Special edition of Philosophie Magazin, June 2018.* For example, those involved themselves attribute a higher quality to bi- or trilateral conversations conducted while walking than to conversations on the same topics conducted while sitting. Many scientists had their eureka moments when they were physically active (Heisenberg, Poincaré, etc.). The Irish mathematician Sir William Rowan Hamilton, for example, conceived the theory of complex numbers in three-dimensional space during his regular two-hour walks.

⁶ The auditory learning method is also interesting from an ophthalmological perspective. Eyes adapt to lifestyle habits. Reading at close range in books or on screens changes the length of the eyeball and leads to myopia on a large scale. Frank Schaeffel from the Centre for Ophthalmology at the University of Tübingen: "It is safe to say that educational status has a major influence on myopia. There is a strong correlation between the number of years of education and the average degree of myopia: for every year of study or school, you become about a quarter of a dioptre more short-sighted." From the point of view of preventing myopia, it would therefore make sense to establish auditory learning as a supplement to conventional visual learning.

⁷ See the FRFG study (in German) *Lernen in Bewegung: ein explorativer Methodenvergleich.*
<https://generationengerechtigkeit.info/aktuell/srzg-studie-zum-lernen-in-bewegung/>

considers it probable that nuclear weapons will be used on a large scale within the lifetime of a child born today. It is therefore high time to bring this topic into discussions and theories about intergenerational justice. While a global climate council is at least looking for solutions to the climate crisis, the ‘arms crisis’ is treated as if nothing can be done about it. The Walkshop offers the opportunity to take a closer look at some fatalistic theses (‘War is eternal!’) and search for solutions.

3. Application phase, including public relations

The following section discusses the preparatory phase, which lasted several months. First, the project website is presented, followed by a discussion of the social media activities. This is followed by a description of the statistical characteristics of the applicants who ultimately participated in the Walkshop.

3.1 Website

The project website is its calling card. It makes the project tangible for various target groups, e.g. cooperation partners, experts, learning location managers, or future participants. For example, it is an excellent advantage for participant recruitment if the website is ready very early on, as this allows all the necessary information for interested parties to be available in one place. After all, potential participants who are permanently employed have to take holiday leave for such a project, and some employers plan their employees’ annual leave well in advance. For the Walkshop 2025, the website was discussed with the web designer in September 2024 (approximately 9 months before the Walkshop) in an intensive exchange process. As in previous years, the agency ‘Gedankenstrich’ (<https://www.gedankenstrich.net/>) was responsible for this. There were still some adjustments and improvements to be made until January 2025, but by then, the website was already online and ready to be presented. Unlike in previous years, an English-language website was necessary this time because the Walkshop was advertised internationally for the first time.

Page structure: The tabs displayed (at the top, from left to right) were: ‘Home’ (as the entry point to the new page), ‘Project’, ‘Apply’, ‘Route’, ‘Discussion Evenings’, ‘Press’, and ‘About us’. The table shows the main content (as of March 2025):

<i>Home</i>	<i>Project</i>	<i>Apply</i>	<i>Route</i>	<i>Discussion Evenings</i>	<i>Press</i>	<i>About us</i>
- general introduction to the topic - WS25 Highlights	- Explanation of the Walkshop-concept - Links to previous	- how to apply - why should you apply - Alumni-Network	- detailed hiking route - hostels - getting to/from Glasgow	- Introduction to the 3 webinars with speakers and topics - link to register for the discussion evenings	- contact for press inquiries - Q&A section	- introduction FRFG - introduction Orgateam - prevention concept for the project ⁸

⁸ The prevention concept describes the FRFG’s goal of providing a “safe space for trust and learning” and also contains the contact details of the FRFG’s prevention officer in case any boundaries are crossed during this intensive project. Fortunately, however, there were no such incidents.

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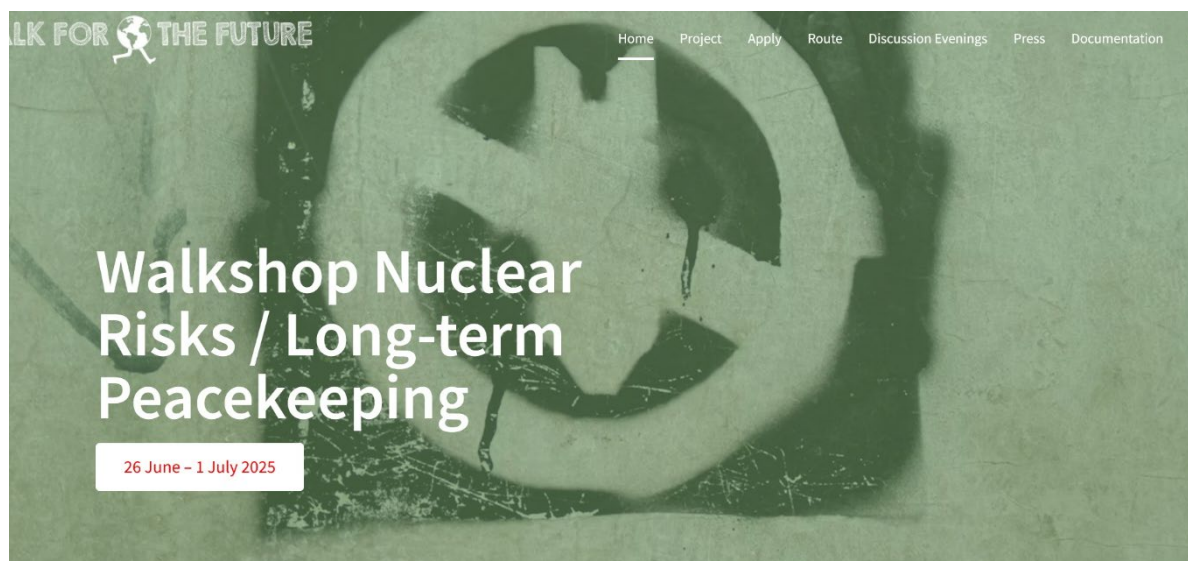


Image 1: Home page of the Walkshop 2025 website

After the project was completed, the ‘Documentation’ tab was added. This tab contains a multi-page review, as well as embedded links to the webinar recordings, the YouTube channel, and further information on partner organisations and topics. This comprehensive digital documentation ensures that both participants and external interested parties will have long-term access to the information and additional resources.

The logos of the Apfelbaum Foundation,⁹ which provides financial support for the project, and the cooperation partner, ICAN Germany,¹⁰ can be seen at the bottom of the footer of the official Walkshop website (on every single web page).

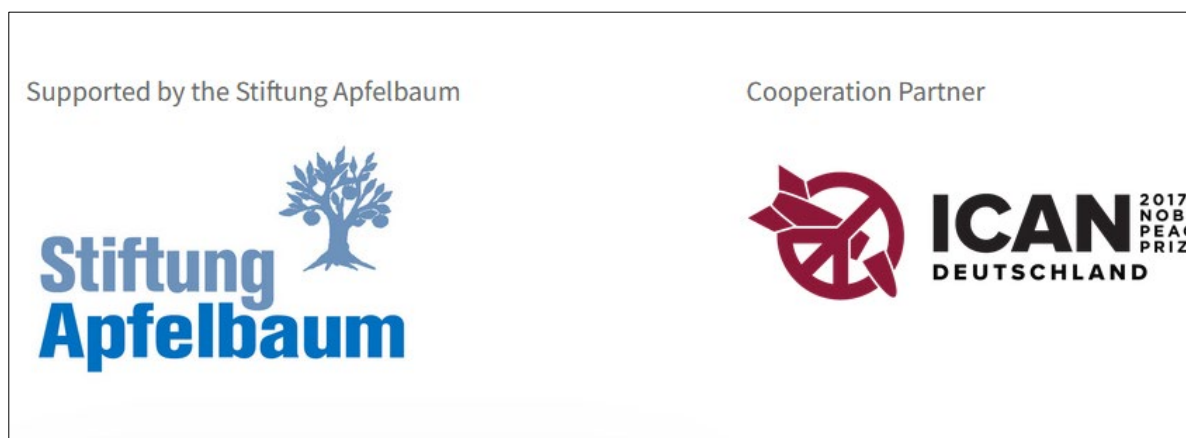


Image 2: Footer of the Walkshop 2025 website

Content was published not only on the new WalkShop project website (<https://walk-for-the-future.info/5.walkshop-peacekeeping/home.html>), but also on the two permanent FRFG

⁹ <https://www.stiftung-afelbaum.de/>

¹⁰ <https://www.icanw.de/>

websites. Two longer blog posts were published on the German-language FRFG website (<https://generationengerechtigkeit.info>) under the heading ‘Aktuell’ (Current),

1. ‘One Week to Go: The 2025 Walkshop on Nuclear Weapons and Long-term Peacekeeping’ (20 June 2025). The article describes the route, topics, partner organisations and educational concept of the project. Readers also received direct Zoom links to register for the digital dialogue evenings.
2. ‘The 2025 Walkshop on Nuclear Risks and Long-Term Peacebuilding: A Look Back’ (10 July 2025). This article documents the results and impressions of the Walkshop. It also refers to the availability of the recorded webinars and the project film on the FRFG YouTube channel.

The English-language FRFG website (<https://intergenerationaljustice.org>) mirrored the same two articles in English translation to appeal to and inform an international audience. Here, too, all relevant links to the project page, Zoom webinars and video documentation were embedded.

3.2 Social Media (Instagram and LinkedIn)

To reach a young target group, a comprehensive social media plan was developed and implemented via Instagram, LinkedIn and the project website (see above). The aim was to promote the Walkshop effectively during the application phase, while it was taking place and afterwards, to provide insights into the topics and discussions, and to increase the project’s reach.

Instagram

Instagram was the leading social media platform for the Walkshop, as this is where most of the internet-savvy and politically engaged target group between the ages of 18 and 35 can be found. The posts, stories and reels published on the FRFG’s Instagram channel served to:

- encourage young people to apply for places on the Walkshop,
- highlight the main topics of discussion and learning stations,
- document the progress of the project in real time,
- provide insights into the atmosphere of the Walkshop, and announce and link to blog posts and online events.

During the application phase, a detailed explanatory post was created that outlined the concept and structure of the project, also highlighting the intergenerational dimension of nuclear armament/disarmament. To recruit participants, we also published two collaborative posts with our cooperation partner, ICAN Germany (@icangermany), simultaneously on both organisations’ channels. Collaborative posts allow posts to be presented as joint publications by two accounts, meaning they appear in the feeds of both profiles. This significantly increases the reach, as the followers of both accounts are reached. At the time of publication, ICAN Germany had 2,525 followers, and our own channel had 480.¹¹

¹¹ The first of these collaborative posts served to give a general introduction to the project and promote the walk shop. The second announced the online dialogue evenings with a detailed description of the content and dates.

During the Walkshop, short clips and pictures of the hiking stages, discussions and learning stations were shared daily in Instagram Stories as a Walkshop ‘diary’. After the official project was completed, a final feed post with pictures and insights into the entire project was uploaded. Additionally, a reel was created for each Walkshop day, reflecting the schedule and providing insights into the atmosphere, accompanied by background music and short clips seamlessly strung together.

In total, our Instagram activities related to the Walkshop (posts, stories and reels) were viewed 8,694 times and reached 844 accounts.

LinkedIn

LinkedIn was also explicitly used to target young professionals (as well as experts and students) in the fields of international politics, security and law. Selected content was posted via the FRFG channels (as well as those of the organisers), including in particular:

- the announcement of the Walkshop and the start of applications,
- references to the three online discussion evenings,
- a review post featuring a group photo and key takeaways.

In total, our Walkshop posts on LinkedIn were viewed 1,752 times during the specified period (impressions, i.e., the number of times a post was visible in the feed or via a search). The posts also received numerous reactions (likes, applause, hearts, etc.) – this is an essential indicator of the interaction rate, as it expresses how appealing the shared content is to the audience.

3.3 Mailings during the recruitment or application phase

Parallel to the launch of the website and social media activities, the Walkshop was also promoted through letters (sent via email) to all relevant institutions. The organisation team (OT) contacted universities, youth organisations and associations throughout Europe, particularly in the United Kingdom, Ireland, Germany and Austria. One focus of the FRFG’s information campaign was on universities and colleges, especially those with faculties in peacekeeping and international relations, where numerous student councils and faculty councils were contacted via email. There was also collaboration with ICAN Germany, which promoted the Walkshop via its mailing list and on its website.

In this way, over 200 emails were sent. All organisations received a tailored invitation email:

To XYZ: Apply for the Nuclear Risks and Long-Term Peacekeeping Walkshop (26.6-1.7.25)

Dear [personal salutation],

We are excited to invite your students to apply for the **2025 Nuclear Risks and Long-Term Peacekeeping Walkshop**. This is an advocacy, educational experience that combines hiking with in-depth discussions and an audio curriculum on nuclear disarmament, international security, and peacebuilding. Taking place in **Scotland from 26 June to 1 July 2025**, this Walkshop offers participants the opportunity to embark on a five-day expedition around Loch Lomond. We will pass the HM Naval Base Clyde and visit the Peace Camp in Faslane, offering first-hand exposure to the stark realities of nuclear deterrence and its effects on local communities. Through guided hikes, interactive learning sessions, and struc-

tured discussion evenings with leading experts, activists, and policymakers, participants will deepen their understanding of nuclear risks, arms control, and the challenges of long-term peacekeeping.

Who can apply?

This Walkshop is open to students and young professionals ages 18 to 35 from all disciplines with an interest in international relations, peace studies, security policy, law, or environmental studies. No prior experience is required, just a passion for hiking and an eagerness to learn about and engage with global issues.

Funding

Thanks to the generous support of the Apfelbaum Foundation, the Foundation for the Rights of Future Generations (FRFG) is able to provide accommodation, travel in between learning stations, and meals for the entire duration of the Walkshop for successful applicants. Participants are responsible for arranging and covering their own travel to and from Glasgow.

We would greatly appreciate it if you could share this opportunity with your students via email, social media, or university newsletters. We have also attached a flyer for distribution.

For further details and to apply, students can visit: <https://walk-for-the-future.info/5.walkshop-peacekeeping/home.html>. The deadline for applications is **31 March 2025**.

If you have any questions or require additional materials, please feel free to reach out.

Thank you for helping us promote this learning experience!

Best regards,

The Team at the FRFG

It remains unclear how many universities and colleges have forwarded our information. In any case, the following organisations and faculties have responded positively and agreed to inform their students and members about the event:

Careers Service @University of Dundee

Security, Intelligence & Strategic Studies (IMSISS) IntM students @Uni Glasgow

School of Social and Political Science @University of Edinburgh

War Studies Department @KCL

Fachbereich Soziologie und Sozialgeographie @Paris Lodron Uni Salzburg

Conflict and Peace Studies @Uni Innsbruck

In summary, between 1 February and 31 March 2025, the most significant milestone was to generate a large number of applications by the application deadline, thereby filling all places with qualified participants.

3.4 Selection and composition of participants

A total of 14 places (= beds) were available – the budget did not allow for more. Four places were reserved for the organising team (OT), including the project manager. The FRFG received a total of 36 applications for the remaining 10 spots. This meant that there were almost four applications for each place. This is one of the most successful recruitment phases in the history of the Walkshops.

One application came from a working professional, two from doctoral students and the rest from BA students (12) and MA students (21). The applications often came from fields such as international relations and politics, as well as from peacekeeping studies programmes.

In addition to the criterion that the selected individuals had to be interested in the topics of peacekeeping and nuclear risk management, as well as in the project, the OT wanted the group to have a certain diversity in terms of age and experience to make the discussions as varied as possible. For the same reason, it was also crucial to the OT that a diverse range of nationalities was represented.

We then selected ten people and sent out the confirmations. One lesson we had learned from previous Walkshops was that many young people want maximum flexibility. The organising team, on the other hand, did not wish to have any last-minute cancellations that would leave places empty at the end. So we sent out a carefully worded email:

To [First Name_Surname]: Congratulations on successful application to join the Walkshop (26 June – 1 July 2025)

Dear [persönliche Anrede],

Thank you once again for your application and for your interest in our upcoming 2025 Walkshop with the theme Nuclear Risks and Long-Term Peacekeeping.

This year there was incredibly strong field of applications, with a wide range of expertise and experience being showcased and more than four applicants for each space. Your application was among some of the most persuasive and impressive: We are pleased to announce that we would be honoured to offer you a space on the Walkshop! We are very much looking forward to meeting you properly in the summer. Due to the strength of selected participants, the quality of discussion promises to be very high – we look forward to a fruitful and engaging project with you all, as we interrogate the issue of peacekeeping and nuclear risks through the lens of long-term thought and anti-presentism.

Now onto some administrative details. Please read on about the next steps for confirming your attendance at the Walkshop:

- 1) **Please fill in the attached form by Sunday 20 April** (this can be done directly in the PDF “Permission Form Walkshop 2025 [First Name_Surname]”). This form is to confirm some more details about you, as well as to give your permission for us to take and publish digital content throughout the project and add you to a Whatsapp group with the other participants.
- 2) **At 19:00 (British Summer Time) on 22 May, we will have a preliminary video call to get to know each other** and to discuss some important details for the project. Please put this date in your calendar now! An agenda for this Zoom call is attached.
- 3) As this year’s application process was extremely competitive, we have a long waiting list of people who would still like to attend. To confirm that you will be attending and to avoid last-minute cancellations, we kindly ask that you **please book your travel to Glasgow by 24 May (five weeks prior to the start of the Walkshop) at the latest and provide proof that you have done this**. If you are unable to do this by this date, we will unfortunately have to offer your slot to someone on the waiting list. We have set this early deadline to allow time for people on standby to book travel themselves, should this be necessary. Thank you for your understanding about this! Booking soon should also help keep your travel costs low as possible (please see attached file “Travel Recommendations Walkshop 2025” for more details about cheap and sustainable travel).

Your accommodation for all the nights is already booked and paid for you, in Glasgow and around Loch Lomond. Please keep looking at our website (<https://walk-for-the-future.info/5.walkshop-peacekeeping/home.html>), where we will be regularly posting new updates about the discussion evenings, learning venues, and much more 😊.

Please get in touch if you have any questions in the time being. We look forward to receiving your signed forms next week, as well as seeing you for our Zoom call on 22 May. Congrats again for being accepted into the project, and thank you for your continued interest in the topic ‘Nuclear Risks and Long-term Peacekeeping’.

Best wishes,

Your Walk for the Future Team (Grace, Christopher, Lena and Jörg)

The group that was ultimately selected consisted of 60 per cent females and 40 per cent males. The average age of the group was 24, with the oldest participant being 30 and the youngest 20. Ten different nationalities were represented: Germany, Great Britain, France, Malaysia, Pakistan, Colombia, Mexico, Romania, India and the USA.

The following figures show the statistical characteristics of the participants.

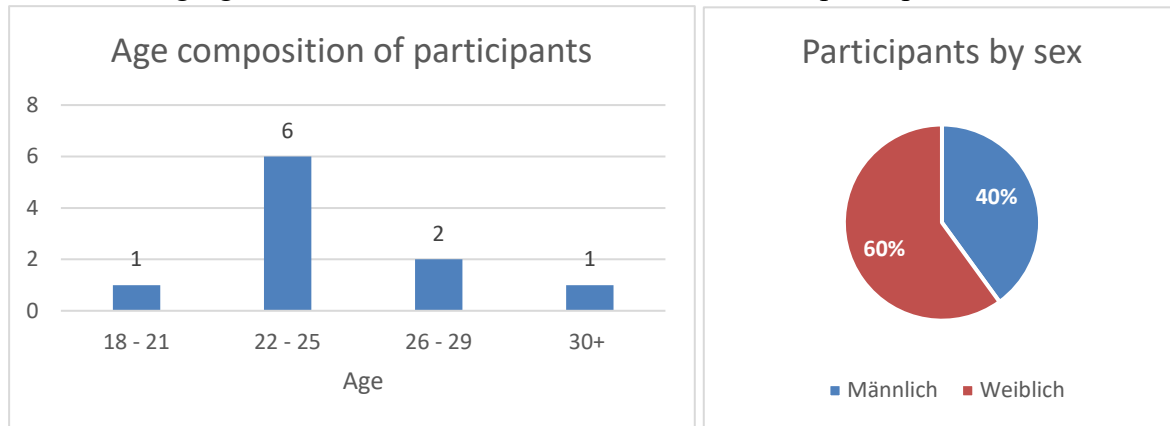


Image 3 – participant composition based on age and sex

3.5 Preparatory Zoom meeting with the participants

On 22 May 2025 (7–9 p.m.), an online preparatory meeting was held via Zoom with all selected participants. The meeting was moderated by Grace Clover, board member of the foundation and member of the organising team.

First, there was a round of personal introductions, allowing the participants to get to know each other. Then the Walk for the Future team presented the project and explained the goals of this year’s Walkshop. Next, the packing list was discussed – what should be packed in the rucksack for the week? All participants were reminded to bring their own headphones and multi-plug adapters (hubs). It was also emphasised that, unlike the project in 2023, participants would have to carry all their personal belongings with them during the hike, as this was a multi-day hike (without returning to the same accommodation each evening)! An overview of the Walkshop schedule was then provided to give participants an idea of the programme for the week. Individual questions were answered in an open Q&A session.

Finally, Jörg Tremmel introduced the work of the FRFG and presented the concepts of ‘generational justice’ and ‘(anti-)presentism’. In this way, the organising team wanted to ensure that all participants, regardless of their previous experience, had the same basic knowledge. As mentioned above, one of the FRFG’s goals was to frame the issue of peacekeeping as a matter of intergenerational justice.

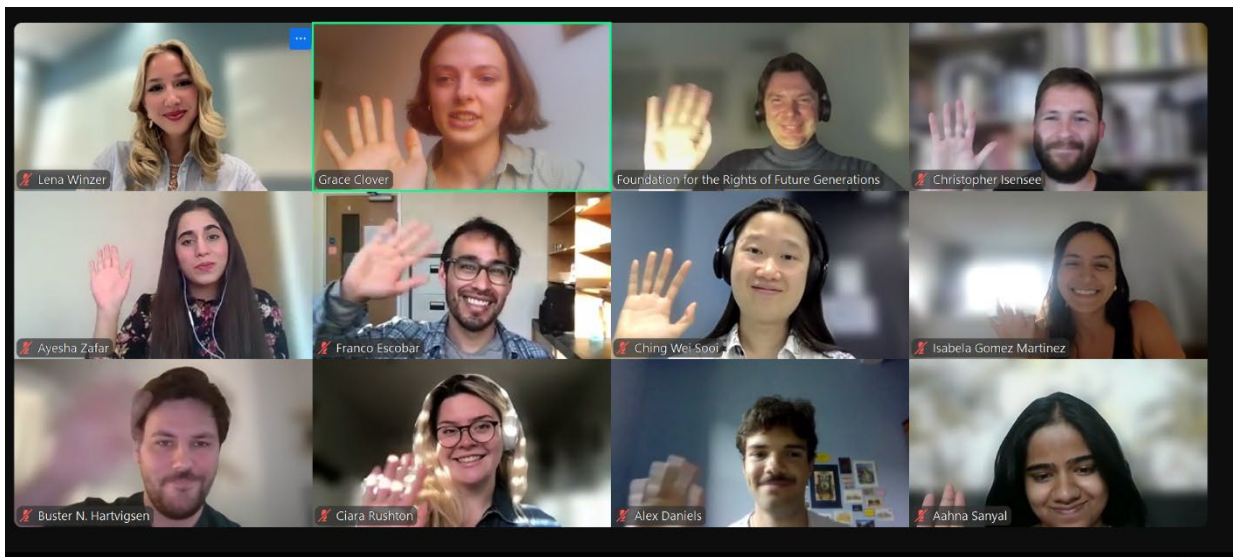


Image 4 – Zoom meeting with the participants

4. On-site implementation: Kick-off and hikes

4.1 Meals

The organising team had decided that no meat would be eaten during the Walkshop to make the project as climate-neutral as possible. Nevertheless, each restaurant offered a choice of three dishes (some of which included fish). After the Zoom meeting, a link to a Google form was shared, in which participants were asked to enter their meal preferences. This enabled the organising team to place orders in advance with the pre-booked restaurants. The advantage of this for the on-site schedule was that the restaurants had already started preparing the food by the time the group arrived. This significantly reduced the time the group had to wait for their food, and all participants were always on time for the subsequent dialogue evening.

4.2 Getting to know each other and an introduction on the first evening

The group arrived at Glasgow Youth Hostel, a former Victorian townhouse overlooking Kelvingrove Park in the city's West End. After checking in, the group met in the lobby and then walked together through the park to a nearby pizzeria. This first dinner together created a relaxed atmosphere and fostered a sense of group spirit.

To get to know each other, there was a round of introductions. Things got particularly lively during the subsequent movement game, in which participants had to quickly change places to signal nonverbally whether they agreed or disagreed with certain statements – a playful method of discovering common ground.¹²

¹² Another icebreaker that followed was the game 'Two Truths and a Lie'. By the next morning, everyone had posted these three (non-)facts about themselves as riddles in the shared WhatsApp group – an activity that provided plenty of conversation and surprises throughout the week. The claimed facts ranged from 'I kissed a stingray' to 'I speak seven languages'.

On the evening of the first day, the MP3 players were distributed, and the liability forms were filled out. Finally, the OT members guided the group through the planned programme for the walk shop. They presented the route for the first hike the following day and gave an overview of the upcoming programme items.

4.3 Hiking stages

The hiking stages for each Walkshop are planned with several, sometimes conflicting goals in mind:

- a) Hiking should not be an end in itself, but rather an opportunity to absorb specialist knowledge via podcasts and audiobooks during the hiking sessions. The route should also be such that participants can walk side by side in groups of two or three and discuss what they have learned. This rules out steep, dangerous trails or bumpy root paths. Instead, forest paths, gravel paths and quiet roads are the focus of planning for a Walkshop. It is not a bad thing, but rather an advantage, if the landscape is monotonous, because it allows participants to concentrate better on the cognitive processing of the learning content.
- b) The hiking stages must be planned sensibly from a purely sporting point of view. If they are too long, exhaustion sets in. However, a certain amount of physical activity is expressly desired in the Walkshop concept. After all, the basic idea is that mental agility and physical exercise are linked or should be linked (see section 2).
- c) Where possible, the ‘learning locations’ should be integrated into the hiking route in a meaningful way so that a new learning location is visited at each stage.

The tracks for the three daily stages are listed below, along with a summary table of the sporting aspects of each stage. However, the learning locations were not evenly distributed across the stages; the first learning location was in Helensburgh, and the second was in Glasgow, which was only visited after the hike was completed.

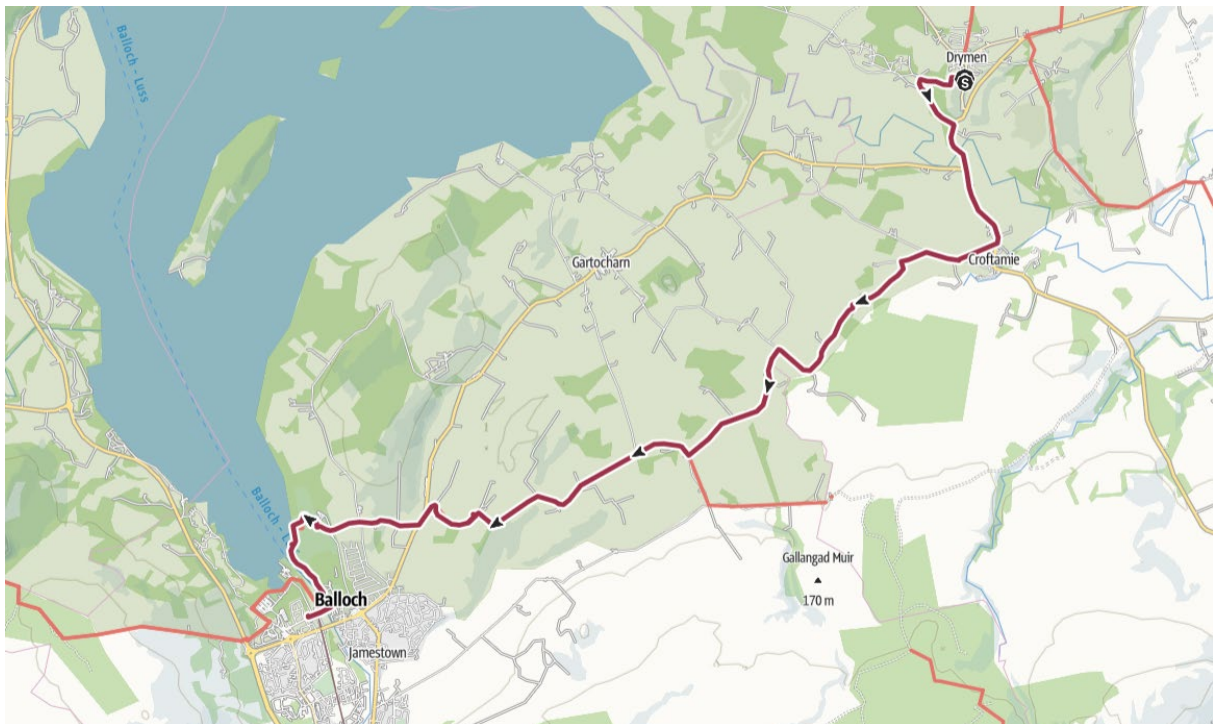
1. Hiking stage: West Highland Way from Milngavie to Drymen

Route	Ascent	Descent	Ø Speed while moving	Hiking time of the group with breaks
21,5 km	201 m	206 m	4,9 km/h	6-7 h



2. Hiking stage: West Highland Way from Milngavie to Drymen

Route	Ascent	Descent	Ø Speed while moving	Hiking time of the group with breaks
17,1 km	125 m	159 m	4,8 km/h	5,5-6,5 h



3. Hiking stage (29.6.25): Three Lochs Way from Balloch to Helensburgh

Route	Ascent	Descent	Ø Speed while moving	Hiking time of the group with breaks
15,2 km	301 m	310 m	4,5 km/h	5-6 h



The recorded route was 54 km long (21.5 km + 17.1 km + 15.2 km). In fact, about 9.5 km more were walked, especially on the third day when moving from the Peace Camp to the Falslane military base. The total distance walked during this walk shop was 63.5 km.

5. Curriculum

The first pillar of every Walkshop project is the digital, audio-based curriculum. Here, it is essential to ensure that the learning/teaching materials are presented in a logical order (i.e. loaded onto the MP3 players). In addition, there should be a balance between podcast listening time (passive) and discussion walks (active). The organisers had planned around 12 hours of listening time and 3 hours of discussion time (i.e. a ratio of 4:1) for the approximately 15 hours of walking time (excluding lunch breaks, drink breaks and other breaks).¹³

The curriculum had the following structure:

- Several podcasts on the extent of destruction in the event of a full-scale nuclear war,
- several podcasts on the increasing likelihood of a nuclear war being triggered, whether accidentally or intentionally, in view of the growing number of nuclear-armed states and international conflicts,

¹³ During the feedback session (see section 8), some participants requested more time for discussion. Here, a balance must be struck between 'more input' and 'more discussed input', just as when compiling a reading list for a university seminar.

- several historical podcasts on how humanity could have ended up in the absurd situation of possible self-destruction, as well as the war games that nuclear strategists in various countries have had and still have,
- several special topics (the Pahalgam attack and tensions between India and Pakistan; the Iran Nuclear Deal, the role of networking in the indefinite extension of the NPT in 1996, etc.),
- a detailed examination of British nuclear strategy (history, relationship with Scotland),
- several mentions of anti-nuclear activism (mostly within other podcasts).

Overall, it was an interdisciplinary and varied curriculum. Where possible, the podcast topics were aligned with the issues discussed during the dialogue evenings. For example, during the day, participants listened to a series of podcasts on British nuclear strategy, and in the evening, the dialogue evening (webinar) on the same topic took place.

6. Learning stations

The second pillar of every Walkshop is visiting learning stations. These took place on the third day (29 June 2025) and the fourth day (30 June 2025). The places of learning were:

- 1.) Faslane Peace Camp and view of HMNB Clyde
- 2.) Glasgow Women's Library

6.1 First learning station: Faslane Peace Camp and view of HMNB Clyde

The first place of learning was the Faslane Peace Camp on the shores of Gareloch, right next to the British naval base HMNB Clyde (also known as Faslane). This is where the United Kingdom's nuclear-armed submarines are stationed. The four Vanguard-class submarines (HMS Vanguard, HMS Victorious, HMS Vigilant and HMS Vengeance) form the UK's nuclear deterrent fleet.

The camp (caravan and tent settlement), located about 500 metres away on the other side of the road, is a peace camp that has been occupied continuously since 1982. At times, the camp was well-equipped with running water, a large kitchen, and a standard room, but much of this no longer exists. There have been repeated phases of high activity and then less engagement, as attention and interest in nuclear risks have fluctuated over the years. Sometimes there were organised press and protest actions (e.g., before the 2012 Scottish independence referendum, when the independence movement strongly emphasised its rejection of nuclear weapons); sometimes, only a passive presence was maintained. The aim of the camp and the activists living there is to maintain a constant presence on site to keep alive the hope for a nuclear-free world.

When we arrived, the camp was emptier than we had expected. However, the group was warmly welcomed by two activists who offered us a bowl of cauliflower soup. Both of our conversation partners expressed their frustration with politics and official political channels, but also their belief that a constant presence in the camp next to the naval base keeps their message alive. Precisely because the overall mood was rather gloomy, it was a very memorable experience for

the Walkshop participants. It was interesting for them to see with their own eyes what activism can look like in this form, as well as how it is subject to fluctuations.

Afterwards, the group walked along the shore until they had a view of HMNB Clyde. This made



Image 5 – Visit to the Peace Camp in Faslane

the stark contrast obvious: the beautiful, peaceful Scottish countryside right next to a massive military base where deadly weapons with enormous destructive potential are stored.



Image 6 – HMNB Clyde

6.2 Second Learning station: Glasgow Women’s Library and the ‘For Peace!’-Exhibition

A particular highlight for many participants was the visit to the Glasgow Women’s Library, where Dr Catherine Eschle accompanied us from the University of Strathclyde and Jenny Noble and Dr Caroline Gausden from the museum team. Together, they guided the group through the current exhibition, entitled ‘For Peace!’, which explores a range of protest movements for peace and disarmament, with a particular focus on the role of women in these movements.

During the tour, the group was presented with an impressive range of historical peace protests. Among other things, protests in Northern Ireland during the Troubles and numerous anti-nuclear movements in Scotland and the United Kingdom were discussed. Particularly impressive were the displays on Greenham Common, the Faslane base and the activities of the so-called ‘Glasgow Eskimos’. Protest actions at the Rolls-Royce factory, where people campaigned against the delivery of weapons to the Pinochet regime in Chile, were also discussed and impressively staged. In addition, the group learned about the history of the Women’s Library, which, since its foundation, has been dedicated to making intersectional women’s history visible and promoting feminist perspectives on social and political movements. In terms of content, particular emphasis was placed on the ecological and social consequences of nuclear weapons testing. Even in a world where atomic deterrence is supposed to prevent their use, the possession and storage of these weapons remains a real threat. In this context, we were introduced to the concept of ‘nuclear colonialism’ – the practice of conducting nuclear tests in geopolitically disadvantaged regions, which has serious and long-term consequences for the environment and the population. Particularly impressive in this context was the presentation by Dr. Catherine Eschle on French nuclear tests in the South Pacific.

7. Discussion Evenings/Webinars

The third pillar of every Walkshop is the dialogue evenings. At Walkshop 2025, the experts joined via Zoom in a webinar format, while all participants gathered in the conference rooms of their respective hostels and hotels. The event was therefore also open to a broader audience, who could register online via a link. The aim was to gain insight into various perspectives on long-term thinking and peacekeeping. It was also crucial to the FRFG to initiate a cross-generational dialogue. For this reason, renowned experts were invited, and a ‘free chair’ was provided where the young participants of the Walkshop could sit and join in the debate.

7.1 First Discussion Evening: *Nuclear arms control in an increasingly nationalistic world*

The first dialogue evening took place on 27 June 2025 and began at 7 p.m. It was moderated by Lena Winzer, the project coordinator of the Walkshop. The invited speakers were:

- Dr Tong Zhao – *Senior Fellow with the Nuclear Policy Program and Carnegie China*
- Andrey Baklitskiy – *Senior Researcher in the WMD Programme at UNIDIR*
- Matt Korda – *Associate Director of the Nuclear Information Project at the Federation of American Scientists*
- Prof Benoit Pelopidas – *Founding Director of the Nuclear Knowledges program and Chair of Excellence in Security Studies at CERI, Sciences Po*
- Jack Crawford – *Research Fellow with RUSI’s Proliferation and Nuclear Policy Research Group*

The webinar discussed key issues relating to the future of nuclear arms control and disarmament. The focus was on how effective control mechanisms can be maintained amid today’s geopolitical tensions and what role nuclear weapons should still play in national security strategies.

The debate centred on whether, in light of nuclear proliferation in recent decades, the concept of ‘deterrence’ remains relevant in the 21st century and in what political context it can be applied today. In view of the global resurgence of nationalist politics – for example, in Russia, China, but also in the USA and many other countries – the extent to which this development is hampering diplomatic efforts to limit the number of nuclear-weapon states was questioned. Among the existing nuclear weapon states, the current trend is not towards disarmament, but towards a new arms race, which also runs counter to the goal of *the Treaty on the Non-Proliferation of Nuclear Weapons* (NPT).

The panel expressed concern about increasing opacity amid the simultaneous modernisation of nuclear arsenals, particularly in China. They discussed whether legal instruments, such as the relatively new *Treaty on the Prohibition of Nuclear Weapons* (TPNW), have a realistic chance of influencing nuclear-armed states or whether they are more likely to contribute to a division in the global disarmament discourse.

At the end of the webinar, participants asked questions, including Ching Wei, who wanted an assessment of the Golden Dome missile defence initiative.

The first webinar is available on YouTube at the following link:

<https://www.youtube.com/watch?v=Sl2hcD5Kqh0>

7.2 Second Discussion Evening: Nuclear risks for future generations

On 29 June 2025, the second dialogue evening took place, focusing on the topic of ‘Nuclear risks for future generations’. Jörg Tremmel, project manager of the Walkshop, moderated the event. The panel for the evening consisted of:

- Susi Snyder – *Programme Coordinator at ICAN & 2017 Nobel Peace Prize Winner*
- Dr Seth Baum – *Executive Director at the Global Catastrophic Risk Institute*
- Dr Matthew Rendall – *Lecturer in Politics and International Relations at the University of Nottingham*
- Shari Goy – *Project Leader & Fellow in Strategic Foresight at the Next Generation Foresight Practitioners*

The webinar brought together experts from the fields of disarmament, risk analysis, international relations and strategic futurology. The aim was to address the ethical foundations of nuclear deterrence from a philosophical perspective, rather than solely from a political science perspective. The webinar also addressed the question of how great the risk of a nuclear bomb being used (for the first time since 1945) really is, and in what context a nuclear weapon would be most likely to be used in the future.

Moderator Jörg Tremmel opened the discussion with a philosophical thought experiment. He asked the panellists to consider in which world they would prefer to see their own grandchildren grow up:

Thought experiment 1:

- *World 1*: Two states each possess 5,000 nuclear warheads.
- *World 2*: Eight states each possess 1,000 nuclear warheads.

Thought experiment 2:

- *World 1*: Eight states possess nuclear weapons, all of which are democracies.
- *World 2*: Six states possess nuclear weapons, three of which are democracies and three of which are non-democracies.

Through these scenarios, the moderator wanted to highlight the risk scenarios – beyond an ideal state of complete disarmament – and discuss which world would be less dangerous for future generations. In the ensuing discussion about the second thought experiment, Dr Rendell took up the cudgels for World 1, but the issue remained controversial.

In another part of the discussion, the two human problems of rapid climate change and the nuclear threat were compared, revealing significant differences.

In the open discussion at the end of the webinar, questions were raised by participants from various countries, including:

- Isabela Gomez from Colombia asked about the role that nuclear weapons have played – positively or negatively – in the phase of war prevention, particularly in the South American context.
- Franco Escobar from Mexico asked Dr Seth Baum why indices of positive and negative peace do not take greater account of nuclear weapons.

The webinar opened up a multifaceted debate on the ethical foundations and strategic risks of nuclear deterrence.

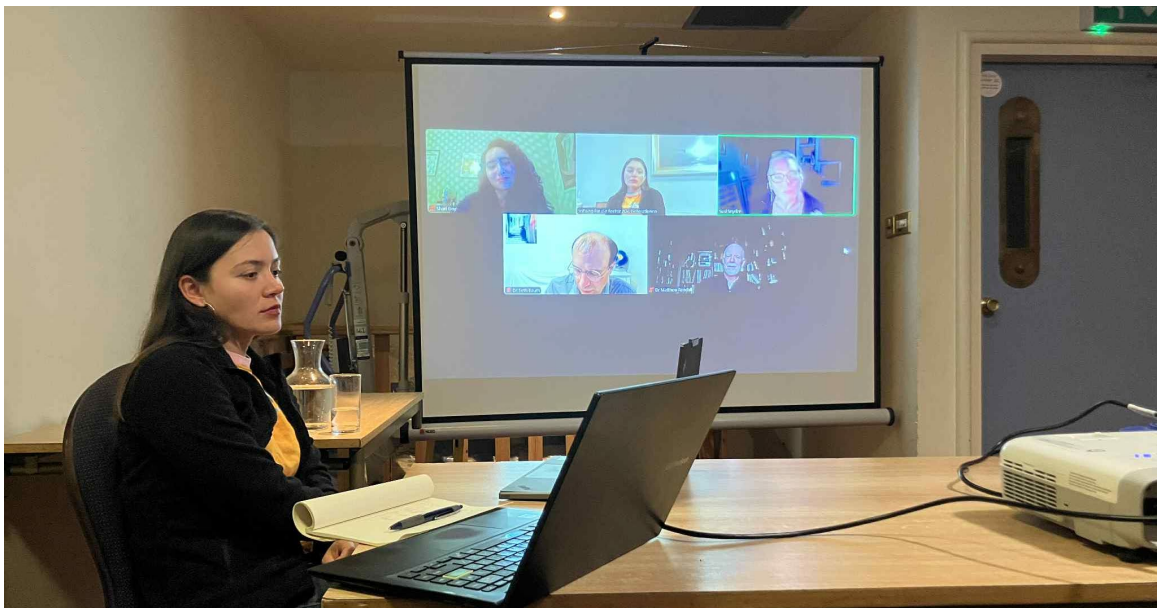


Image 7 - Isabela Gomez (participant) asking a question

The second webinar is available on YouTube at the following link:

<https://www.youtube.com/watch?v=jaPqTwnfvp4>

7.3 Third Discussion Evening: *Scotland and the UK's Nuclear Role*

The last dialogue evening took place on 30 June 2025 and focused on the topic of ‘Scotland and the UK’s Nuclear Role’. Grace Clover, a member of the FRFG Executive Committee, moderated it. The panel consisted of:

- Dr Tim Street – *Secretary of British Pugwash (Speaking in a personal capacity)*

- Elena Kerr – *Youth Delegate from Norway to the Congress of Local and Regional Authorities of the Council of Europe*
- Dr Nick Ritchie – *Professor in International Relations and International Security at the University of York*
- Bill Kidd – *Member of the Scottish Parliament and Convenor of the Cross Party Group on Nuclear Disarmament*

After three days of intensive joint hiking and discussions, the participants came together again – tired, but still with great interest and commitment. The focus was on the role of the United Kingdom – and Scotland in particular – in the context of nuclear deterrence and global disarmament efforts.

The discussion began with the hypothetical question of how Scottish independence might affect the United Kingdom’s nuclear deterrence policy. Bill Kidd emphasised the Scottish public’s apparent rejection of atomic weapons. In this context, Nick Ritchie pointed out Scotland’s strategic and symbolic importance for the British nuclear architecture – especially since there are currently few realistic alternative locations for the Trident system. At the same time, the panel discussed whether Scotland, in the event of independence, could play a role similar to that of New Zealand, which has positioned itself internationally as an active disarmament actor. The democratic aspect was also addressed: can a nuclear strategy be legitimate if it constantly contradicts the majority opinion of a part of the country? An intergenerational perspective was also brought into the discussion: Does adherence to nuclear deterrence create security in the present at the expense of future generations? Among other things, the discussion focused on the accident risks posed by British atomic weapons, as well as their long-term environmental consequences and economic costs.

The discussion then shifted to civil society movements, such as those exemplified in British post-war history by the Faslane Peace Camp or the protests at Greenham Common. Although these movements have not always achieved direct political success over the decades, the panel believed that they have made a decisive contribution to raising public awareness.

Finally, the webinar explored the extent to which nuclear policy in the United Kingdom is integral to the country’s national identity. Among other things, it was discussed how politicians with masculine connotations are associated with nuclear power in the media, while advocates of disarmament, such as Jeremy Corbyn, are often portrayed in the British press as ‘weak’ and deviating from the social image of masculinity.

At the end of the round, some participants asked various questions:

- Ayesha Zafar: Many people in Scotland are against the deployment of nuclear weapons. To what extent is Scottish nuclear rhetoric capable of influencing British atomic policy as a whole?
- Ching Wei: In the discussion on arms control, we often hear about the measures taken by the US and Russia. What role has the UK played in this context? Were there any special measures or communication channels, such as hotlines, in place?
- Franco Escobar: Who are the leading figures in the nuclear disarmament movement today, comparable to Oppenheimer in the past? What role do memory and education play in current nuclear policy? Who are the influential scientists in this field?

The third webinar is available on YouTube at the following link:

<https://www.youtube.com/watch?v=90ySRLFIAuc>

8. Participant Feedback

The third and final part of a Walkshop, no less important than the other two parts – welcome and actual implementation – is always the feedback section at the end. During the previous Walkshop days, short ‘well-being rounds’ had taken place every morning. Here, everyone took turns answering the question (‘How are you feeling right now? What is your inner weather report?’). These short rounds typically took place just before departure. The answers were always very positive (apart from increasing fatigue due to lack of sleep).

There were two methods of collecting feedback: an open discussion on the last morning of 1 July and an anonymous online questionnaire sent out three days after the end of the Walkshop.

8.1 Open Feedback Round

During the open discussion, participants were asked to identify one highlight (or lowlight) and one key learning point (something they had gained). The feedback was almost exclusively positive and also provided valuable suggestions for future Walkshops.

Many said that this had been their first intensive encounter with the topic of nuclear weapons and international security relations. Given its importance, this topic is criminally neglected at universities. Concerning the Walkshop, the careful organisation was repeatedly highlighted: accommodation, meals, transfers and communication of the programme items via the WhatsApp group were so well planned that participants were able to concentrate fully on learning and exchange.

The visit to the Women’s Library was described as particularly enriching – especially the intersectional approach taught there, which opened up new perspectives. The quality of the panel discussions was also emphasised several times: the expertise and accessibility of the speakers, as well as the depth of the discussions, were greatly appreciated. In addition, the diversity of the participant group itself was perceived as a big plus. Instead of just talking technocratically about international nuclear strategies and war games, we always kept in mind that this was about real people (present and future generations) and human suffering (or the prevention thereof).

A small but memorable highlight was the unexpected coffee break with an elderly couple in a cottage on the West Highland Way – a moment of spontaneous hospitality.

In addition to the positive feedback, constructive suggestions for improvement were also made: four panellists per evening was considered ideal – enough for diversity, but still manageable. The longest hike should take place on the first day, as fatigue increases over the course of the week. In addition, more short breaks during the hikes and slightly less podcast material per stage were requested to create more space for structured discussions or a recap of the content just heard while walking.

8.2 Written Feedback

The following questions were asked in the English anonymous feedback form:

1. Has the Walkshop helped shape or change your understanding of nuclear risks and long-term peacekeeping? If so, in what way?

2. In what ways, if at all, might you use the knowledge you have learnt through the Walkshop to become a ‘multiplier’ about the topics of nuclear risk and long-term peacekeeping?
3. Before the Walkshop, what was your main method of learning (eg. reading articles, watching lectures etc)? How was your experience of learning through listening and discussing whilst walking? Will you consider experimenting with different methods of learning in the future?
4. What was a highlight for you from the Walkshop?
5. What feedback would you give so that we can improve the Walkshop project next time?
6. Would you like to stay in touch with the group, and if so, in what way? (Eg. Group chat, reunion call etc)
7. Do you have any further comments that you would like to share with us about the project? (About the curriculum, the organisation, or anything else!)

Here are a few excerpts from both the positive and constructive feedback:

1. Has the Walkshop helped shape or change your understanding of nuclear risks and long-term peacekeeping? If so, in what way?

„It was a once in a lifetime event. I learned so much. I didn’t know much about nuclear weapons and threats before. But due to the curriculum (which was excellent) my knowledge is now much deeper than it was before.”

„Before this experience, I had never engaged so deeply in conversations about nuclear risk or deterrence. The format of the Walkshop — walking and talking in nature — made the discussions feel more personal, reflective, and meaningful. It helped me understand nuclear deterrence not just as a political or military strategy, but as a complex ethical, philosophical, and humanitarian issue. [...] I now feel more motivated to stay informed and possibly contribute to efforts aimed at disarmament and peace-building. Overall, the Walkshop was an eye-opening and transformative experience that deepened both my understanding and emotional connection to the issue.”

“Completely - I came to the Walkshop having little knowledge in nuclear weapons and with a relatively open mind to hear different perspectives. I learned so much both about the practicalities of a nuclear attack and what that would mean for the world at large, as well as the theory behind deterrence and its conceptual flaws.“

2. In what ways, if at all, might you use the knowledge you have learnt through the Walkshop to become a ‘multiplier’ about the topics of nuclear risk and long-term peacekeeping?

“I have a few upcoming research projects, papers, and conferences where I plan to draw on the insights from the Walkshop to deepen my reflections and contributions on nuclear risk and peacekeeping.”

“It has already triggered many discussions in my personal friends- and family circle. I could also imagine to attend more events connected to the topic or to research more in-depth about it.”

“I have already shared so much of what I’ve learned with my peers at university and will continue to do so. I also made efforts to stay in touch with our speakers to learn more about what is happening in the field and find more ways I can contribute.”

3. Before the Walkshop, what was your main method of learning (eg. reading articles, watching lectures etc)? How was your experience of learning through listening and discussing whilst walking? Will you consider experimenting with different methods of learning in the future?

“To be very honest, this was my first time participating in such a unique learning activity — I had never even heard of the concept of a Walkshop before. I was amazed at how effective this method was, not just for me, but for my fellow participants as well. It created a relaxed yet deeply engaging environment for exploring complex issues. [...] walking and talking in nature opened up a whole new way of engaging with these sensitive and critical subjects. The informal setting made space for honest, reflective, and cross-cultural dialogue. It was a truly enriching experience to interact with people from diverse nationalities and hear their perspectives — something I don’t often get to do in more traditional learning formats. Being in nature also added a powerful layer to our conversations. As we walked through beautiful landscapes, I couldn’t help but reflect on how investments in nuclear weapons threaten not only human lives but also the environment around us. [...].”

“For me, listening while walking was not the best method of learning, I realised that I was not able to absorb as much information. especially because the landscapes were really pretty :) but nevertheless, I think it is really useful to change learning methods from time to time and try new ones [...].”

“I was already a pretty big fan of podcasts, but I think this experience really made me want to explore different content creators more, even if from the comfort of my living room, rather than on a hike.”

4. What was a highlight for you from the Walkshop?

“The highlight of the Walkshop for me was definitely the combination of the webinars after our hikes and the powerful learning stations we visited along the way. I could never have imagined, outside of this experience, getting the chance to visit places like the Faslane Peace Camp and the HMNB Clyde Naval Base in person. Seeing how activists are persistently working on nuclear issues — even in small numbers — was a strong reminder that the presence of activism is proof that nuclear risks are real and still very much discussed. Visiting the Glasgow Women’s Library was also incredibly impactful, allowing us to explore the feminist perspective on nuclear issues and learn how women

have historically played key roles in anti-nuclear movements. Throughout the hike, we listened to thought-provoking podcasts on deterrence, nuclear proliferation, and global security, which we later connected to in-depth during our webinar sessions with leading experts such as Dr. Tong Zhao, Andrey Baklitskiy, Matt Korda, Prof. Benoit Pelopidas, Jack Crawford, Susi Snyder (Nobel Peace Prize winner), Dr. Seth Baum, Sophie Bolt, Dr. Tim Street, Elena Kerr, Dr. Nick Ritchie, Bill Kidd, Dr. Matthew Rendall, and Shari Goy. These were globally renowned figures representing perspectives from the UK, USA, China, Norway, and beyond. I cannot thank the entire team at Stiftung für die Rechte zukünftiger Generationen (SRzG) enough for this once-in-a-lifetime opportunity — it was truly unforgettable, and I'm beyond grateful."

5. What feedback would you give so that we can improve the Walkshop project next time?

"I don't have much to suggest in terms of improvement — everything was very well-organised and thoughtfully managed, and I'm truly thankful to the entire team for making this experience so meaningful. If there's one small suggestion, it would be to limit the number of podcasts during the hikes to around 2 or 3 per day. This would give participants more time to discuss the content in depth and exchange perspectives within the group. At times, having 5 or 6 podcasts felt a bit rushed, as it became more about finishing them than fully absorbing the information — especially since everyone has a different pace and retention capacity.[...]"

"Less podcasts, more discussions, stick together as a group during the hike"

"[...] I don't understand why we did not take more breaks, as especially in day 2 the time was more than sufficient to complete the hike. [...]"

"Expectation-setting is something that I feel lacked. Particularly in Peace Camp, where many didn't seem to know what we were going to encounter. Some dialogue facilitation could have been helpful too, so that we could introduce ourselves to the community we were visiting."

6. Would you like to stay in touch with the group, and if so, in what way? (Eg. Group chat, reunion call etc)

"Yes! definitely. Both through group chats and reunion calls. We all already connected with each other via LinkedIn so that's great as well."

“Group chat and reunion call sound great. But also, what if we could make/produce something collectively? Whether a blog, a digital art piece, something for Hiroshima day on August 6, etc.”

7. Do you have any further comments that you would like to share with us about the project? (About the curriculum, the organisation, or anything else!)

“Thank you for giving us such a wonderful opportunity :) Huge shout out to Leena, Grace and Jorg Tremmel for their management and hard-work, and to the funding institutes as well.”

“I would genuinely like to thank you so so much for all the work you have put into this project. You are such professional, inspiring, and capable people and I am beyond grateful that I got to meet you. All the restaurants and hotels were amazing, and I can imagine how stressful it must have been to book everything from a distance. You did an incredible job and brought to life an amazing experience that we will all gladly remember. Thank you again, and I can’t wait to see you again!!”

8.3 Debriefing Meeting of the Organising Team

Once all participants had departed, the organising team gathered in a pre-booked meeting room to review the project. The discussion focused on the quality of accommodation, curriculum, dialogue evenings (webinars), learning sites, walking stages, the selection process, and the group atmosphere among participants. Those members of the team who had previously organised several Walkshops described the 2025 Walkshop as the best to date. It was regarded as exceptionally fortunate to have had Lena Winzer in the team as manager, an expert in social media and film who is also studying International Peace & Security at King’s College London.

9. Outlook

The Walkshop experience does not conclude for participants once the event ends; instead, it marks the beginning of an intellectual and professional network. As alumni of the programme, participants now have the opportunity to remain connected with the Foundation for the Rights of Future Generations, continuing their dialogue and collaboration in the field of peace and security. To support this ongoing exchange, an annual alumni videoconference will provide a space for reflection, sharing personal projects, and continuing the discussions initiated during the Walkshop.