

Understanding and Overcoming Barriers to Parents' Climate Action

LSE Public Research Partnership with Hope for the Future UK

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SECTION 1: Executive Summary

How can charities and other civil society organisations generate enthusiasm for political action and help parents overcome obstacles to democratic engagement? This report seeks to suggest an answer to this question by expanding on previous research conducted by Hope for the Future (hereinafter HFTF) regarding the kinds of training and education best suited for inspiring British parents to act against climate change. Moreover, this report seeks to understand the emotional, practical, and social obstacles to action that parents face and offers recommendations as to how HFTF can lower these barriers and further stimulate democratic participation.

Through the analysis of twelve interviews with parents from across the UK — eight recruited through Parents for Future and four through Contact, an organisation representing parents of disabled children — this report identifies three central themes:

1. Intense Emotions about Climate Change: Anxiety, Fatigue, and Hope
2. Climate Change as a Cross-Cutting Issue
3. The Importance of a Supportive Community

The first theme explores the emotional weight parents carry when confronting the climate crisis, revealing how their anxiety about their children's futures and fatigue from balancing advocacy with the demands of parenting can constitute a significant barrier to political engagement. Yet these same emotions can act as a significant motivating force when parents are provided with clear and accessible paths to action, suggesting that HFTF should focus on channelling parents' negative climate feelings into productive action. The second theme considers how parents experience climate change as entangled with their day-to-day concerns as well as the wider political, economic, and social landscapes they navigate, suggesting that the most effective strategies of organisation speak to both parents' immediate material conditions and larger systemic stakes. The third theme examines how isolation deters advocacy and underscores the importance of community in sustaining parents' political engagement.

Building on these themes, the report closes with six practical recommendations for HFTF, each aimed at helping parents move past a specific barrier to action:

1. Recognise and support parents' mental wellbeing.
2. Lean into the motivating power of intense emotions.
3. Frame calls to climate action in terms of economic and material well-being.
4. Contextualise climate issues in relation to the wider social, political, and economic systems with which they interact.
5. Strengthen community-building within climate advocacy spaces.
6. Anticipate that for parent-carers, climate action can conflict with caring activities and respond sensitively.

SECTION 2: Methodology

Between January and March of 2026, a team of undergraduate students at the London School of Economics and Political Science (LSE) conducted twelve interviews with British parents following their attendance of a political advocacy workshop hosted by HFTF. Eight of these interviewees were members of the organisation Parents for Future (hereinafter PFF), while the remaining four were recruited from Contact, an organisation representing parents of children with special needs and disabilities.

Recruitment of interview participants was facilitated by HFTF, who urged workshop attendees during and after the training sessions to engage in the interviews in order to share their honest feelings about the workshops and further reflections on climate action. In addition, a pair of student researchers attended each of the sessions to observe the training and make an additional call for volunteers. As an incentive and token of the research team's gratitude for their participation, each interviewee was awarded a £20 gift voucher to either The Ethical Shop or Sainsbury's.

Interviews were conducted in a semi-structured format, with students encouraged to engage with their interlocutor in open-ended and dynamic conversations while guiding the interview through five distinct topics, defined in these ways for PFF participants:

1. The parents' backgrounds, communities, and day-to-day lives
2. Their opinions and concerns about climate, especially relating to their role as parents
3. Prior experience engaging with climate issues and social action
4. Their reflections on the HFTF workshop and its impacts on them
5. Attitudes towards democracy and political advocacy in general

Parents recruited from Contact were asked a similar set of questions following the same overall structure and topics; however, the details and specific language of the questions were slightly revised to better understand the unique perspectives of parents of disabled children and their attitudes towards political action and the environment:

1. The parents' backgrounds, their children's disabilities, and day-to-day life
2. Experience as a parent of a disabled child and fighting for their rights
3. Their opinions and concerns about climate and how they connect to day-to-day parental challenges
4. Their reflections on the HFTF workshop and its impacts on them
5. Attitudes towards democracy and political advocacy in general

This semi-structured interview style gave students a clear focus without a rigid script, allowing them to explore the project's central research questions while letting the conversation flow naturally. As a result, interview length varied between 21 minutes at the shortest and 103 minutes at the longest, with the average interview lasting around 56 minutes. Using Zoom video

calls' in-built audio transcription software, students then created and anonymised interview records and analysed the collected data in thematic analysis documents.

Building on this stage of the research, I undertook a review of these individual analyses and interview transcripts in my capacity as summer intern, identifying the most prominent motifs, attitudes, and themes across interviews into a consolidated thematic analysis and accompanying summary of practical research implications and recommendations.

SECTION 3: Analysis of Interview Themes

Theme 1: Intense Emotions about Climate Change: Anxiety, Fatigue, and Hope

By far, the most common and striking feature of nearly every interview was the expression of deep, emotional reactions to climate change from parents. Prevalent in relation to both their feelings regarding their children's futures and their reflections of their own actions and activism, intense emotions clearly have a profound effect on parents' outlooks and opinions and play a vital role in motivating further climate actions.

Therefore, Hope for the Future faces an emotionally charged affective landscape that cannot be ignored. Its advocacy workshops must be sensitive to parents' overwhelmingly negative feelings about the reality of the climate crisis and its role in shaping how parents approach and conduct climate action.

Analysis of the role of emotions in parents' climate advocacy can be understood in three ways:

Theme 1a — Climate anxiety and declining mental health

Theme 1b — Climate action and fatigue as additional stressors to everyday parent life

Theme 1c — The strength of emotion in motivating action

Theme 1a — Climate anxiety and declining mental health

The first dimension of parents' emotional reactions to climate change is **anxiety** and its detrimental effect on parents' mental health. Described by UNICEF as the "heightened emotional, mental or physical distress in response to dangerous changes in the climate", climate anxiety is recognised by the NHS as a form of mental distress (Nagesh & Rannard, 2026; UNICEF, 2026). Several of the parents interviewed reported feeling deep senses of worry, sadness, and hopelessness when thinking about the current climate crisis and their children's

futures. These attitudes fed into a feeling of helplessness for many parents, as they struggled to articulate how they would explain the climate situation to their children when they themselves could not provide any answers. This difficulty was echoed outside the formal interviews as well — a parent in Sheffield described a similar struggle to find the words to explain climate change to their children when they grew older. Feelings of helplessness and frustration are further exacerbated by unsuccessful or negative experiences attempting to take action, further contributing to parents' anxieties about the future and their power to shape it.

- “I was already kind of climate concerned before I had my son, but then it just like escalated hugely and like to the point it's affected my mental health a lot. I was having panic attacks when I was thinking about like his future in the world and the way things might be.” (Parent H)
- “I think the biggest way it affects me now, it's probably... Concern, so anxiety about it, and quite frankly, sadness about it, and knowing that my children know some of those things, and they must also have some of those feelings... And I don't have the solutions for them. And that feels quite difficult, as a parent... it's more the emotional impact that affects me right now, and maybe affects them.” (Parent E)

As parents feel more anxious about their children's futures and powerless to stop climate change, it may be easy for them to abandon all climate efforts entirely, as they feel that they are helpless to make a real difference. **Thus, it is imperative that HFTF recognises how emotion and climate anxiety impact parents' attitudes and offer support to parents struggling with these feelings.** A few parents explicitly expressed that the community spaces provided by organisations like HFTF and PFF could offer a valuable outlet for these feelings and an opportunity to come to terms with what they mean.

- “I also can't really have the deeper conversation about how it's personally affected me, how it's affected my mental health...and I think that's probably what finding a new set of friends or new community has helped... so being with groups like Parents for Future... being able to openly just talk about concerns, fears, grief, and all of it that comes with understanding the future that I'd hoped for my children isn't going to materialize quite the way I'd expected.” (Parent K)
- “What does, Hope for the Future...what initiatives did they have? What support networks?... Do they have any focus groups? Do they have any listening circles? Do they have any peer support?... What tips do they have to... support parents who are constantly fighting, are constantly trying... to get decision makers to look at the policy and the legislation that just isn't working" (Parent F)

Theme 1b — Climate action and fatigue as additional stressors to everyday parent life

While almost every parent interviewed shared this anxiety surrounding climate change and the future of their children, they did not all agree on how it affected them or how to resolve it. For some, a sense of duty to act compounds and conflicts with the responsibilities of a parent, causing overwhelming fatigue. Multiple parents noted that while they had a strong desire to take part in climate action, the cost of doing so on their own mental health and limited capacity to simultaneously manage day-to-day parental challenges and responsibilities constituted a major barrier to continued action.

- “[W]hat tends to happen is just that mental fatigue.... and those signs of burnout turn up, where just getting out of bed just feels like, oh God, I can't do another day... but it does reach a bit of a breaking point, and then it sort of cycles back where it's a correction that I'm doing more at home, and less thinking about this until it reaches a point where it feels like... [I] haven't done anything active for a while, and then it starts swinging back.” (Parent K)
- “And you have to keep all of those hats on, or those plates spinning... It just gets tiring, and then you lose yourself as a person, you don't know who you are” (Parent F)

While it is important to emphasise to parents that all forms of political participation, no matter how large or small, are vital to making a greater impact on managing climate change, **it is equally important that HFTF remain sensitive to the strain constant advocacy and pressure to act can have on parents’ emotional wellbeing and existing daily responsibilities.** Parents face both external and internal pressures, forcing them to make decisions based on what they believe is most important for both their families and their own well-being. Often, these choices place the decision to take climate action in direct conflict with their obligations as a parent, especially when managing the added responsibilities of being the parent to a disabled child. As Parent F noted, everyday efforts to take climate-conscious steps like recycling or reducing plastic usage are hindered by the fact that medical-related equipment and waste are often made of single-use plastics. Additionally, parents of disabled children must prioritize their children's immediate healthcare needs, making it difficult for them to consistently fight for climate issues when they must constantly fight for their children’s rights.

- “The thing that frustrates me is a lot of my daughter's medical supplies [are] all plastic and non-recyclable. So, it's really annoying that on one hand everything within our kitchen are all recyclables and compostable things, and then her tubing... It's just plastics, and it's not recyclable.” (Parent F)
- “You always feel like you have to fight for everything. Everything is just a constant fight, so you have to sort of pick your battles one at a time.” (Parent D)

Therefore, sensitivity to the complexity of experiences and responsibilities that parents face is extremely important — both to provide support to overwhelmed parents and to prevent parents

interested in climate issues from being scared away from taking action by a false presumption that doing so would be too demanding on their already busy lives.

Theme 1c — The strength of emotion in motivating action

Despite the very real feelings of stress and hopelessness reflected in our interviews, there is still an opportunity to motivate parents towards further action. As Whitmarsh et al. (2022) noted, climate anxiety is not always negative, and “higher climate anxiety is predictive of higher frequency of some pro-environmental behavior”. While parents reported feelings of overwhelming climate anxiety and helplessness to make a significant change, they did not want to remain stuck there — instead, they were motivated to act in spite of those feelings as a way of pushing back against them. Therefore, HFTF’s capacity as an organization offering education to parents on how exactly to act places it in the ideal position to help fight these negative feelings by clearly and effectively communicating to parents accessible and actionable steps they can take.

- “[I]f you give people something to do amongst all the doom and gloom and anxiety, give them a clear thing they can do, then I just think that can translate into hope, and obviously action... So I thought the workshops were really good in that respect. They made it really clear about what someone can do, how they can do it.” (Parent E)
- “[W]hat [Hope for the Future] really provided was hope that being able to engage politically isn't a lost cause... [They] outline the ways that it does still matter, and the reasons why MPs do still need to hear from us.” (Parent K)

Interestingly, one parent offered a unique approach to transforming parents’ powerful emotions into climate action. Reflecting on an experience seeing young children at a protest in Trafalgar Square, Parent A noted that messages and imagery which triggered the most visceral emotions were the most effective motivators. For this parent, bringing together the typical scientific evidence-based calls to action with heavy emotional motivators forms a new and compelling approach to climate organizing that might expand the reach of organizations like HFTF and PFF.

- “Children [are] quite visceral... Science, meh, whatever. Little kids and a parent going, are you going to protect my child? And the little kid going. My future in your hands, it's a little bit more difficult.” (Parent A)
- “[T]hat’s very much my interest in Parents For the Future. How can we have small children adding that visceral element that may unlock action? And it's almost like, if you flick that switch in their head, actually taking the science... Because they go, oh my god, this is awful, I feel terrible. I should do something. One of the things I'm gonna do is I'm gonna read that article about the science but with an open mind, and actually take it in and go, oh my god... Because now you've kind of unlocked a piece of agitation, or kind of an appeal to logic or empathy.” (Parent A)

Taken together, these findings point to an emotion-aware approach to climate organizing that takes seriously the mental distress and conflicting responsibilities parents face, while channeling their desire to escape hopelessness into action. **HFTF can harness this anxiety productively by pairing emotionally resonant calls to action — through 'visceral' imagery or direct appeals to parents' fears — with concrete tools and pathways that let parents act on those emotions rather than be consumed by them.** In addition to this, promoting community spaces for parents to discuss these emotions can likewise help to alleviate these mental stressors as well as further facilitate action.

Theme 2: Climate Change as a Cross-Cutting Issue

Climate change and environmental issues do not occur in a political or social vacuum. Not only is the present climate crisis devastating for the natural world, but it has profound effects on food supply chains, human migration, economic development and stability, and global politics.

Almost every parent interviewed acknowledged this entanglement between climate and social issues, suggesting that parents experience the consequences of climate change on two levels: one immediate and personal, where climate change bears directly on the material conditions of daily life, and one systemic, where it connects to the wider social, economic, and political landscapes that parents face. Consequently, motivation for climate advocacy may best be understood as the combined effect of these interactions, and efforts to drive action should address both the day-to-day pressures parents face and the larger social stakes shaping their families' futures.

This part of the analysis has two key practical implications. First, individuals will probably respond well to appeals to action which take their material circumstances and concerns into consideration. Second, Hope for the Future can further motivate people by underscoring the connections of climate change to other large-scale global, political, and economic issues that concern parents.

A — Parents respond best to appeals which take their immediate material concerns into account.

- “[F]ood inflation, the way things have definitely got quite a lot more expensive very quickly... I think that's the one that's sort of most directly impacting my life on a day-to-day basis.” (Parent L)
- “I worry about... What sort of future that there will be in terms of jobs? In terms of what will happen with the economy, what will happen with resources... will this house even be here? It will be flooded?” (Parent E)
- “[I]f you could work out how much a council could save on green technologies and then tell them how many potholes they could fill in with those savings — I think that would be

a really great way of getting people to appreciate it... It's about making those economic connections in ways that resonate with people's everyday concerns.” (Parent D)

Most parents reported that the most notable impact of climate change on their lives and concerns for the future was visible in grocery store aisles, home insurance rates, or the job market.

Because climate change threatens parents’ immediate economic and physical security through the rising cost of living and heightened danger of natural disaster, parents view climate issues through a far more personalised lens. Accordingly, this insight encourages us to recognise that **the most effective calls to action will highlight this personal and immediate impact of climate change on parents’ material conditions.**

B — Climate change should be understood, explained, and spoken about in relation to global economic and political issues, especially food scarcity, immigration, and global justice, as well as the ways the extreme right has gained ground through its rhetoric about such issues.

- “[W]hat really comes to mind is resources and justice and fairness in the world. Like I feel like there's just going to be so much more inequality and people really fighting for resources and the things that come with that...whether it's through like cost of living or migration.” (Parent H)
- “[T]he thing that worries me most of all is our ability to sustainably generate food for ourselves as a global community, because I'm fully aware that people starving in, say, Africa because of a drought – because of the way our world's economy works. It's not just a local tragedy, but will also then ripple out into food price changes all over the world.” (Parent C)
- “I'm concerned about the sort of public discourse around migration and immigration, and I think a lot of that is fueled by climate change, because a lot of people are having to flee because there's wars about oil, or because they can't feed themselves because of extreme weather. And so then they understandably try to find safety somewhere else, and then it's polarizing the public discourse, and it's fueling this kind of, like right wing turn in politics, which is quite scary.” (Parent L)

Thus, many parents expressed climate concerns beyond the impact felt by their own households, linking ecological issues to the wider economic and political challenges affecting society today. As climate change will continue to disrupt longstanding global systems, exacerbate inequalities, and bring communities into conflict, this analysis points towards the value of discussing climate change as a broader, cross-cutting issue. While it is possible that doing so can make climate advocacy appear to be too large of a problem for ordinary citizens concerned about their everyday lives, the parents in our study indicate that people are already making these large-scale connections. Indeed, recognising the intersection of climate change with other big issues can give the climate movement strength — allowing climate organisations to bring more participants

under the umbrella of climate action while maintaining individuals' specific social concerns within the movement. In short, the environment is not a single-issue concern and should not be treated as such.

Theme 3: The Importance of a Supportive Community

When asked to reflect on what they liked about the HFTF workshops, many parents mentioned the comfort and encouragement that came from being a part of a collective of like-minded parents. Similar to how a feeling of community helped some parents face their climate anxiety, a strong sense of community can also act as an energising motivator to get parents involved in climate action by reassuring them that they are not alone and that support is readily available. This theme emphasises the importance of collective action efforts being and feeling truly collective, inviting participants into a supportive space where working together to further a greater cause counteracts helplessness and apathy.

- “I feel like it needs to have a more personal or social element to it... it would be more energizing for me to take part in a community or some sort of action that's focused on building the alternative, and I just haven't quite found the right sort of network or community that is accessible for me that does that.” (Parent L)
- “[The workshop] was quite motivating and it made you feel like you weren't alone... I think it's nice when people get together, and you feel like you've got more people behind you to actually push forward and push for change. (Parent D)
- “What makes it easier is feeling like there's support, feeling like other people are doing the same, and I didn't feel like I had that when I went on those protests. I actually didn't feel very connected to the XR community... maybe it's just for me, but it feels really important for people to find their group and that's going to motivate people to try and do something, but also it's going to give them hope and connection.” (Parent E)

While it is encouraging that most parents felt uplifted by the community the workshops fostered, community and support needs appear far more complicated for parents of disabled children. This group often described a marked absence of community, or greater difficulty in seeking it out, as their fights for their children's basic healthcare rights and navigation of the public healthcare system are often without any outside guidance or support. While local groups and organisations like Contact do exist to serve these deficiencies, they can be difficult to access for some due to their primary outreach methods being online and on social media. Conversely, in-person meetings and events can also be difficult for mobility-limited and house-bound individuals to attend. Taken together, the primary responsibility of parents of disabled children to fight for their healthcare rights in already isolating processes combined with a limited capacity to access the community spaces available contributes to a distinct sense of alienation.

- “I’ve sat in a waiting room, nobody even looks at you or talks to you. Likewise on public transport... The culture is very isolationist, there’s no sense of community when there should be” (Parent B)
- “[I]t’s quite frustrating, because a lot of parent carer groups saw Facebook only, which I don’t use... But if you’re not online, then what’s going on in your community? I went to a carers group yesterday... It’s a drop-in place, it’s local, I can walk there... But the official carer group in our area is in a different area, and there’s no parking, and I’ll stop going.” (Parent B)
- “[My son’s] school wasn’t able to meet his needs. So he’s had to go to two specialist schools, which are miles away... because of that, I don’t feel particularly connected [to my community].” (Parent G)

Just as a missing sense of community fuelled parents’ climate anxiety, the absence of a welcoming community taking action also creates a barrier to further engagement. Parents from both the Contact and PFF cohorts expressed this, highlighting the benefit of creating community-building initiatives that both inspire parents to act and motivate them to remain engaged.

- “I don’t feel like there’s a big group of friends that would come with me, and I would feel a bit daunted... Like, I don’t know anyone, and so, maybe it would be helpful for them to put you in contact with someone and say, look, have a chat with this person, they might be your buddy or something, and you can ask them some questions, and then on the day, they’ll look out for you and introduce you to some others.” (Parent E)
- “[M]aybe if there were specific actions built in — a project you could work on — and then in three or six months you’d come back altogether and say, ‘I spoke to my MP and they said this,’ and take it further and further. After the workshop, you sort of feel like it was nice to have been part of something, but then you’re on your own again. You don’t feel like you’re alone during the workshop, but afterwards that feeling can return.” (Parent D)
- “All counsellors have a monthly surgery where you can go and meet them and talk to them about what concerns you. And I think I would be more likely to do that if, for example, I was going together with a group... So having some sort of way of connecting people on the kind of hyper-local level, I think might be useful.” (Parent L)

Our interviews revealed that community is a key driver of political participation among parents, reassuring them that they are not alone and connecting them with others that share both their goals and lived experiences. This aspect of the analysis thus suggests a relatively low-cost strategy of motivation and engagement for HFTF: **foster more spaces for parents to share their reflections on climate action with one another**. Parents of disabled children need more specialised outreach and support, however, as they are often already isolated from their broader communities. HFTF, PFF, and Contact should therefore consider developing more targeted and

accessible programming to ensure that this group is not further excluded from the benefits of a supportive community.

SECTION 4: Practical Research Implications & Recommendations

Drawn from the preceding thematic analysis, the following offers a summary of recommendations for HFTF and the *A Future for All* program.

Recommendation 1 — Recognise and support parents' mental well-being

Recognising the effects of climate anxiety and fatigue on parents' mental health and how they can discourage climate action is essential to developing a holistic picture of parents' motivations to act. Alleviating these stressors and the perception of helplessness they produce therefore demands greater mental health support. While I understand that it is unlikely that HFTF can establish entirely new mental health-focused initiatives given a strain on time and resources, alternative strategies for mental health support might instead include:

- Providing a list of other organisations that can provide the support and resources HFTF cannot provide
- Sponsoring HFTF-run online discussion groups and listening circles where parents can discuss their feelings surrounding climate anxiety and offer one another support
- Acknowledging the toll political advocacy can take on the individual during workshops and sharing tools accessible to parents who are struggling
- Sharing simple, everyday strategies for stress relief: breathing exercises, mindfulness, journaling, physical exercise, time outdoors, etc.

Recommendation 2 — Lean into the motivating power of intense emotion

While climate anxiety can hinder further action, the emotions which underlie it can also be a powerful catalyst. HFTF can harness this by using strategies which trigger these strong emotions— whether through 'visceral' imagery or appeals to parents' worries and hopes for their children's futures. While utilising these strategies of appeal, however, HFTF must concurrently give parents a way to act on these feelings. This could take the form of a "menu" of advocacy options — ranging from signing a petition or emailing an MP to attending an in-person event or protest — so that parents can choose a clear and accessible course of action that fits their particular time and resource constraints.

Recommendation 3 — Frame calls to climate action in terms of economic and material well-being.

Parents consistently linked their greatest climate concerns to tangible, everyday concerns — rising food prices, inflation, job security, physical safety from natural disasters, and housing costs. HFTF should frame its messaging around these material stakes, for example, by

highlighting how green initiatives could save local councils money and fund better public services or infrastructure. Translating environmental action into these terms can make climate advocacy feel more urgent, relevant, and actionable to a wider audience.

Recommendation 4 — Contextualise climate issues in relation to the wider social, political, and economic systems with which they interact.

HFTF should reinforce parents’ existing recognition that climate change is not a one-dimensional issue but a threat to multiple aspects of contemporary existence globally. In workshops, events, newsletters, and email communications, HFTF should draw out the causal links between climate crisis and food security, migration, inequality, geopolitical instability, and social upheaval, such as the relationship between climate-driven scarcity and rising anti-immigration sentiment. By presenting climate change as embedded within the broader systems parents already care about, HFTF can broaden the climate movement’s appeal.

Recommendation 5 — Strengthen community building within climate advocacy spaces.

Our interviews revealed that parents felt motivated by HFTF events only to feel isolated again once they ended, suggesting that community-building efforts must extend beyond the workshops themselves. HFTF should, therefore, consider relationship-based programmes that translate short-term energy into long-term engagement — for example, pairing participants with a ‘buddy’ for support and accountability or forming smaller regional groups that meet periodically to share progress and experiences. Such programmes can sustain motivation by helping parents feel part of a ‘team’, so they continue to experience climate advocacy as a collective effort rather than a solitary one.

Recommendation 6 — Anticipate that for parent-carers, climate action can conflict with caring activities and respond sensitively.

Carrying significant responsibilities as carers, along with the added mental, physical, and financial strain that caregiving requires, places parents of disabled children at a unique disadvantage when it comes to engaging in climate action. Their caregiving roles can also directly conflict with their climate goals, as their children’s immediate healthcare needs and rights take precedence over other forms of advocacy. HFTF must therefore stay sensitive to these conflicts and continue to work closely with organisations like Contact to alleviate these pressures and respond to parents’ needs. Concretely, this may involve:

- Climate advocacy workshops specifically tailored towards parents of disabled children
- Dedicated advocacy pathways accessible to those who might be limited by time, resources, or mobility
 - Ex. Pre-drafted template letters to MPs which mention both climate and healthcare policies, pointing out the interactions between them

SECTION 5: Conclusion

This report set out to understand the obstacles that stand between climate-concerned parents and sustained political involvement, drawing on twelve interviews with British parents to surface the recurring attitudes, concerns, and realities shaping their capacity and motivation to engage. What emerges is a picture of parents who are deeply interested in acting on their climate concerns but faced with significant emotional, material, and social barriers that stand in their way.

Emotionally, many parents described carrying deep distress about the climate crisis that, without a clear outlet and support, can just as easily discourage action as inspire it. Materially, the demands of daily parent life, and especially the added responsibilities of caring for a disabled child, leave many parents with little spare capacity for sustained advocacy despite their strong concern. Socially, parents who lack supportive networks of those who share their experiences and pressures find it harder to sustain their engagement and find a place for themselves within the wider climate movement, leading the initial enthusiasm and momentum that workshops produce to fade.

Our research suggests that HFTF is already addressing these barriers with some success. Parents spoke highly of the workshops and HFTF's provided resources precisely because they offered clear paths to action and helpful guidance to those struggling to translate their concern for the climate into concrete advocacy. Looking forward, this report's findings indicate that HFTF can build upon this momentum by extending its support to parents emotionally and socially, offering them supportive community spaces where they can connect with like-minded parents, access mental health support, and find concrete, accessible steps for continued advocacy that are sensitive to their specific time, resource, and capacity constraints. In addition, this report suggests that HFTF can strengthen its outreach efforts by organising calls to action that appeal to parents' strong emotional responses to the climate crisis and by framing climate change in relation to the daily material and broader social concerns that parents already connect it to.

Ultimately, this report finds that sustaining parental engagement with climate advocacy depends on how effectively HFTF speaks to parents' lived experiences and emotions as well as the ongoing support it offers parents who are already engaged. It is my hope that this analysis and its recommendations can support HFTF in strengthening both.

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