

# Home Visiting; Educating families, educates ourselves

Early Learning Initiative & Equality Diversity and Inclusion

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# Project Overview

- ELI has delivered early years home visiting for 17 years to families experiencing socio-economic disadvantage.
- Home Visitors are recruited from within the communities they serve.
- Many current team members were previously part of the programme or early school leavers themselves.
- Home Visitors act as educational ambassadors, shaping local educational outcomes.
- Home Visitors access continuous professional development and education through NCI.
- All current Home Visitors are women and often cite their role as having a positive impact on their own and their children's educational journeys.



# Project Overview

**Project Aim:** To explore the impact of educational trajectories on Home Visitors and their families.

- **Rationale:** No prior study and anecdotally Home Visitors reported that their participation in the programme and access to CPD has led to improvements in their own education and increased aspirations for their children.
- **The study aims to:** Fill a gap in literature and explore intergenerational change by empowering participants through a participatory action research model. It also supports gender equality and career progression. An action within the Athena Swan Action Plan.

# Research Questions

1. What impact does working as a Home Visitor have on the educational aspirations and outcomes of the Home Visitors themselves?
2. How does involvement in the Home Visitor programme influence the educational trajectories of the Home Visitors' children?
3. What factors (personal, familial, organisational) support or hinder Home Visitors in pursuing further education or professional development?
4. In what ways does participation in the Home Visiting programme contribute to intergenerational educational change within families?

# Methodology

## Participatory Action Research (PAR) approach

Home Visitors are trained as co-researchers to design and conduct the study.

## Mixed Methods Design

Combines qualitative and quantitative data collection.

## Open recruitment

All home visiting staff offered involvement

# Researcher Training

## Three half-day training sessions for the research team covering;

- Social science research
- Methodologies
- Surveys
- Ethics in research
- Fieldwork skills
- Data collection and analysis

# Survey Development

A semi-structured survey co-designed by the trained Home Visitors.  
Questions include both open-ended (qualitative) and closed (quantitative) questions.

## Data Collection

Face-to-face interviews conducted by Home Visitors with peers.  
Audio recorded using Turbo Script and Teams and responses logged via Microsoft Forms.

## Sampling

Target sample: 10–15 Home Visitors from a total pool of 25. All Home Visitors invited to participate voluntarily.

# Methodology

## Data Analysis

Quantitative data: analysed using Microsoft Forms (e.g., demographic data).

Qualitative data: thematic analysis following Braun & Clarke (2006).

Includes both semantic (explicit) and latent (underlying) themes.

## Post-Fieldwork Evaluation

Co-researchers reflect on the research process and outcomes.

## Ongoing Support

Regular check-ins and guidance from the research leads throughout the study. One to one tech support.



# Ethical Considerations

- Whose voice tells the story?
- Who gathers and owns the data?
- How are people recruited to be involved?
- What knowledge is shared during the process as well as a result of the process?
- How are peoples' stories valued and treated?
- What we do with the knowledge that we have learned?
- Who benefits?

# Changing Lives Through Education



**Programme Child**



**Home Visitors**



**Home Visitor's Children**

# Changing Lives Through Education

