

## **Strategies Used by Pre-school Teachers to Improve Father Involvement in Early Childhood Education in South Africa**

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**ABSTRACT** Non-involvement of fathers in early education is highly prevalent in South Africa. The paper has two aims, firstly, to explore the strategies used by South African pre-school teachers to improve father involvement in early education, and secondly, to make recommendations on what can be done to improve father involvement in early education. The main study finding is that literature does not share much about the strategies that pre-school teachers are currently using to improve father involvement in early education. Therefore, the following recommendations are made, that is, to conduct research to explore strategies used by teachers, train teachers on fatherhood and working with fathers, review policies to ensure father inclusion, create platforms of engagement by different teachers from different contexts, benchmark with other countries, conduct continuous monitoring and evaluation of the strategies implementation process, conduct impact assessment of the implemented strategies, conduct workshops to motivate fathers, and encourage fathers to motivate one another.