Gauteng is divided into various wards where Pretoria’s CBD falls within wards 3, 58 and 60.

### Population by Age

<table>
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<th>% Change</th>
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<td>6432</td>
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<td>Males - Over 65</td>
<td>510</td>
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<td>8025</td>
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<td>4512</td>
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<td>Females - Over 65</td>
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### Age

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### Mode of Travel to Work or School

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<td>Car driver</td>
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<tr>
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<td>Train</td>
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**Figure 10.1: Ward Map**
### Gender by Age

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### Age

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### Mode of Travel to Work or School

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### GENDER BY AGE

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### AGE

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### MODE OF TRAVEL TO WORK OR SCHOOL

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<td>Foot</td>
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<tr>
<td>Other</td>
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The following excerpts from the Early Childhood Development [ECD] Strategy were chosen for being most applicable to the pre-school proposal.

**Introduction and Background**

The early years of a child's growth and development are crucial for health, well-being, and success in later life. Government policy recognises this, and also recognises that the socioeconomic context of many South African children militates against their adequate development in childhood. A concerted effort by government is needed to combat the adverse factors that arise from historical race-based discrimination and related poverty. Currently, however, different government structures, including provincial departments and municipalities, have dispersed responsibilities with regard to the well-being and development of children in the province. A primary purpose of the Gauteng ECD Strategy is to ensure that these diverse services are experienced on the ground as an integrated package of comprehensive, efficiently delivered support. This package includes services related to education, social development, health and nutrition, sport, arts, recreation and culture, and community safety.

**Situation Analysis**

Access to such ECD services is still very uneven as a result of historical race-based discrimination. The Gauteng Department of Education has made considerable progress in phasing in Grade R at public schools in the province, but much still needs to be done to redress the imbalances in ECD provision, and to ensure that the 1.1 million children who are not enrolled in any programme prior to Grade R receive the support they need. The quality of this support is also a serious concern, as ECD sites in informal urban areas score markedly lower on measures of infrastructure, quality of programme and training and experience of educators. Home-based ECD sites, which account for 42% of ECD enrolment, are also a concern in terms of quality of provision. As we work towards our target of subsidising 25% of children by 2010-11, we must take account of these quantitative and qualitative discrepancies in provision.

**The Demographics of ECD Provision in Gauteng**

In the implementation of this strategy it will be important to understand the demographic profile of children in Gauteng, and in particular the number and distribution of children that require targeted interventions in the form of subsidies, nutritional programmes and other interventions. However, it must be noted that different structures of government currently collect data for different purposes and in different formats. Also, data discrepancies arise as a result of the different definitions of ECD and ECD sites that are currently in use – for example, the distinction between a ‘community-based’ site and a ‘privately funded’ site, or the classification of sites that are largely privately funded as ‘public’ because they receive some support from public funds. Nevertheless, it is possible to provide an indicative picture of current ECD activities and the challenges in terms of attaining effective provision of ECD services in the future. Gauteng had 236,523 learners enrolled in ECD centres in 2000, which amounted to 24% of the child population aged 0 to 6 years. Most of these children are poor, and mothers and grandmothers are often the caregivers, with many households headed by children.

The largest proportion of learners in ECD (47%) is enrolled in community-based sites, although these sites make up only 32% of all sites. While the majority of ECD centres are home-based sites, only 42% of ECD learners attend these sites. Eleven percent of learners attend school-based ECD centres; most of the learners in school-based sites are enrolled in Grade R.
The National Policies and Programmes [NPA] Framework emphasises the following policy priorities:

- Nutrition, child and maternal health
- Water and sanitation
- Early childhood education and basic education
- Social welfare development [family environment, out-of-home-care and social security]
- Leisure and cultural activities
- Child protection measures
- General measures for implementing and sustaining commitment to the national programme of action.

The guiding principles outlined in the document are as follows:

- Put children first. In all actions related to children, the best interests of the child shall be a primary consideration.
- Leave no child behind. Each girl and boy is born free and equal in dignity and rights: therefore, all forms of discrimination affecting children must end.
- Listen to children and ensure their participation. Children and adolescents are resourceful citizens, capable of helping to build a better future for all. We must respect their right to express themselves and to participate in all matters affecting them, in accordance with their age and maturity.

The objectives outlined in the document are the following:

- Eradicate poverty: invest in children. We reaffirm our vow to break the cycle of poverty within a single generation, united in the conviction that investments in children and the realisation of their rights are among the most effective ways to eradicate poverty. Immediate action must be taken to eliminate the worst forms of child labour.
- Care for every child. Children must get the best possible start in life. Their survival, protection, growth and development in good health and with proper nutrition are the essential foundation of human development. We will make concerted efforts to fight infectious diseases, tackle major causes of malnutrition and nurture children in a safe environment that enables them to be physically healthy, mentally alert, emotionally secure, socially competent and able to learn.
- Educate every child. All girls and boys must have access to and complete primary education that is free, compulsory and of good quality as a cornerstone of an inclusive basic education. Gender disparities in primary and secondary education must be eliminated.
- Protect children from harm and exploitation. Children must be protected against any acts of violence, abuse, exploitation and discrimination, as well as forms of terrorism and hostage taking.
- Protect children from war. Children must be protected from the horrors of armed conflict. Children under foreign occupation must also be protected, in accordance with the provisions of international humanitarian law.
- Protect the earth for children. We must safeguard our natural environment, with its diversity of life, its beauty and its resources, all of which enhance the quality of life, for present and future generations. We will give every assistance to protect children and minimise the impact of natural disasters and environmental degradation on them.
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