



READ TODAY. LEAD TOMORROW.

ORGANISATIONAL PROFILE

National Literacy, Social Development
& Economic Impact Platform

Strengthening early literacy. Empowering educators.
Building a stronger South Africa.



STRONGER READERS.
STRONGER FUTURES.



EMPOWERING
EDUCATORS.
TRANSFORMING COMMUNITIES.



BUILDING A STRONGER
SOUTH AFRICA.



LITERACY, EQUITY.
OPPORTUNITY, IMPACT.

"Literacy is the foundation of all learning and the driver of social and economic development."

WHO WE ARE & OUR STORY

WHO WE ARE

Read Today SA is a South African Foundation Phase literacy and educator development initiative dedicated to strengthening early reading outcomes through teacher empowerment, practical classroom implementation, and structured learning materials designed for real classroom environments.

At its core, the organisation exists to address one of South Africa's most urgent developmental challenges: the inability of the majority of children in the early grades to read for meaning.

This challenge has profound implications not only for education, but for the country's long-term social stability and economic trajectory.

Read Today SA operates on the principle that literacy is the foundation of all learning, and teachers are the most critical drivers of literacy transformation.

FOUNDING STORY AND LEADERSHIP



Read Today SA was founded by Mrs Annah Ramabulana, an experienced education practitioner and former school principal with over 30 years of service in the South African education system.

Her career spans classroom teaching, school leadership, educator mentorship, and community-based education development, with a consistent focus on Foundation Phase education — where the foundations of reading, comprehension, and cognitive development are established.

The organisation was born-out of her direct experience within the education system and her recognition of a persistent national challenge: despite years of curriculum reform, many learners will progress through early schooling without acquiring functional reading skills.

Read Today SA therefore emerged not as a theoretical model, but as a practitioner-led response grounded in lived classroom experience, school leadership insight, and long-term engagement with educators and learners.



THE NATIONAL LEARNING CONTEXT

South Africa continues to face a significant early literacy crisis.

The 2021 Progress in International Reading Literacy Study (PIRLS) reports that approximately 81% of Grade 4 learners cannot read for meaning in any language, placing South Africa among the lowest-performing countries globally in early-grade literacy.

This reality signals a systemic challenge that extends beyond education performance metrics. It directly effects:

- learner progression and academic success
- mathematics and science comprehension
- school retention and dropout rates
- youth unemployment and skills development
- long-term economic participation

WHAT READ TODAY SA DOES

Read Today SA works within South Africa's public education system to strengthen Foundation Phase literacy through structured, practical, and human-centred interventions.

Its work is delivered through an integrated model that combines educator development, classroom implementation support, and structured learning materials.



The organisation develops and supplies:



Literacy & phonics flashcards



Visual learning charts



Interactive learning mats



Play-based teaching tools



Foundation Phase literacy kits



Structured classroom resources

TEACHER DEVELOPMENT AND CLASSROOM IMPLEMENTATION MODEL

The organisation's methodology is built around a two-layer approach:

1

Educator Renewal and Professional Reconnection

Before introducing methodology, Read Today SA focuses on restoring educator confidence, purpose, and professional identity.

This phase recognises that effective literacy instruction begins with the teacher's emotional and psychological readiness to engage learners meaningfully.

2

Practical Classroom Implementation Training

Following this, Read Today SA delivers hands-on workshops conducted in schools, districts, and teacher development centres.

These sessions focus on real classroom application and include demonstration, guided practice, group activities and classroom adaptation support.

This creates a complete system:



Teacher Development



Practical Training



Classroom Tools



Daily Implementation

"If children cannot read, they cannot learn; and if they cannot learn, the country cannot progress."

OPERATIONAL FOOTPRINT AND IMPLEMENTATION MODEL

Read Today SA operates through South Africa's public education structure, engaging at:



The organisation works through existing education structures, responding to opportunities for implementation as they arise through collaboration with education authorities.

In practice, districts coordinate access and programme alignment, circuits function as cluster-based implementation units, and schools serve as the direct sites of training and classroom engagement.

A key example excludes work within the Tshwane South District, where Read Today SA implemented its programme across five education circuits, working through structured teacher development platforms.

LANGUAGE AND ACCESS STRATEGY

Read Today SA is committed to linguistic inclusion as a core principle of literacy development.

Its programmes and materials are currently developed in:

- English
- Sepedi
- Setswana
- Tshivenda
- Xitsonga



The organisation is actively expanding its language coverage with the long-term objective of supporting all official South African languages, ensuring accessibility across diverse learning environments.

NATIONAL RECOGNITION AND PUBLIC ENGAGEMENT

In 2025, Read Today SA was invited by the National Department of Basic Education to present its methodology during national curriculum and Annual Teaching Plan (ATP) development sessions.

This engagement positioned the organisation within the national education planning ecosystem where foundational teaching approaches are reviewed and aligned for implementation across the country.

The organisation has also received national media visibility through:



SOCIAL AND ECONOMIC IMPACT

By strengthening early leaving, the organisation contributes to:



Recused educated attainment



Reduced dropout rates



Improved youth employability



Stronger workforce readiness



Long-term economic participation

OBSERVED OUTCOMES

- ✓ Increased teacher confidence and engagement
- ✓ Stronger classroom participation in literacy activities
- ✓ Improved adoption of structured teaching methods
- ✓ Renewed professional motivation among educators
- ✓ Positive feedback from district and school leadership structures

A particularly significant and recurring outcome in the reconnection of educators to their professional persona, which directly enhances classroom effectiveness.

2030 VISION

By 2030, Read Today SA aims to have established a strong national footprint across South Africa's education landscape through scalable district-based implementation.

- Expanded multi-province district partnerships
- Broader circuit and school-level level
- Full multilingual programme integration
- Strengthened national educator development systems

The long-term vision is to contribute to a sustainable national literacy development framework embedded within the Foundation Phase education system.

CLOSING STATEMENT

Read Today SA was founded from lived experience within the South African education system and continues to operate as a practitioner-led initiative responding to a foundational national challenge. Its work is driven by a simple but critical reality: if children cannot read, they cannot learn; and if they cannot learn, the country cannot progress. The organisation therefore exists at the intersection of education, society, and national development — working to strengthen not only classroom classrooms, but the long-term social and economic future of South Africa.

