Room to Read®

Branding Guidelines and Identity Standards

Issued: 2016 *(for external use)*

Room to Read®

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1.0 Messaging

At the heart of every organization is its core ideology, including key guiding principles and standards. These are powerful expressions of who we are as an organization and exemplify why we exist.

1.01 Vision Statement
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1.01 Vision Statement

Our vision of the future.

Room to Read believes that World Change Starts with Educated Children.® We envision a world in which all children can pursue a quality education that enables them to reach their full potential and contribute to their communities and the world.

1.02 Mission Statement

How we will achieve our vision.

Room to Read seeks to transform the lives of millions of children in developing countries by focusing on literacy and gender equality in education. Working in collaboration with local communities, partner organizations and governments, we develop literacy skills and a habit of reading among primary school children, and support girls to complete secondary school with the relevant life skills to succeed in school and beyond.

1.03 Organizational Goal

How we will measure success.

By 2020, Room to Read will have invested in the futures of at least 15 million children by developing literacy skills and a habit of reading among primary school children, and by supporting girls to complete secondary school with strong life skills.

1.04 Core Values

The essence of who we are as an organization.

These values guide the relationships, processes, actions and decisions made by all employees at Room to Read.

Passion for education

We believe that World Change Starts with Educated Children.® We bring deep passion and commitment to our mission to ensure children are educated and can benefit from the opportunities an education can provide.

Focus on Action and Innovation

We set ambitious, yet attainable and measurable goals, and encourage calculated risk-taking and creativity as we strive to accomplish them. We are a learning organization that finds innovative solutions to challenges. We quickly identify and resolve barriers in order to achieve results and create positive change.

Commitment to Collaboration

We know we can only achieve sustainable results by partnering with others and that their insights and support are critical to our shared work. We help team members achieve their goals. We embrace diversity, and we develop and adapt global best practices to respond effectively to local circumstances.

1.05 Operating Principles

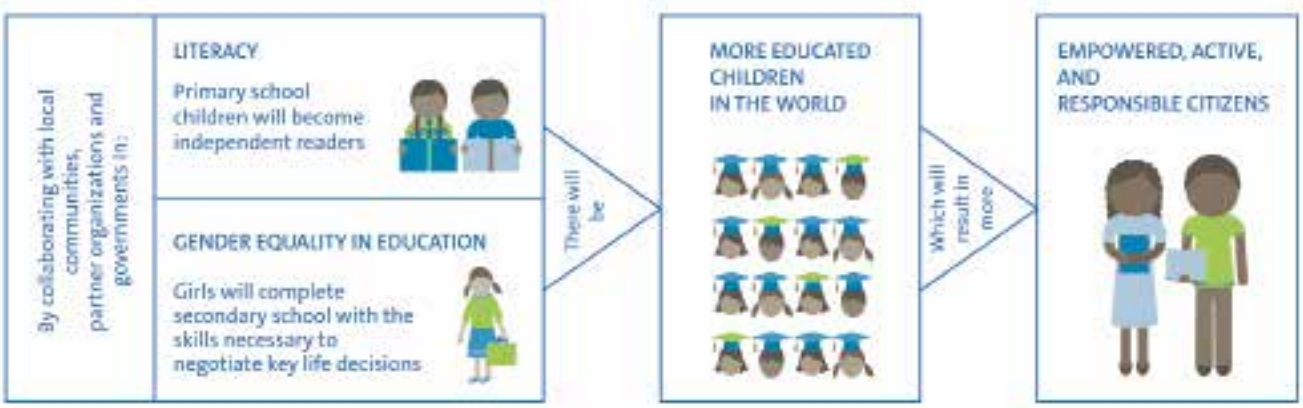
Directing how we make decisions.

We have clearly defined principles that guide our actions because we understand our decisions affect employees, partners, and the children and communities we serve.

- Focus on education of children
- Cultivate top caliber staff and supporters
- Engage communities and local partners
- Promote scale and sustainability
- Maintain a healthy and efficient organization

1.06 Theory of Change

The pathway to accomplishing our goals.



1.07 Core Programs

Literacy Program

Room to Read's **Literacy Program** transforms primary schools into a child-friendly learning environment that enables children to develop the **skills and habit of reading** throughout primary school and become lifelong, **independent readers**.

Our intervention includes ensuring the school has a library with books in the children's local language, as well as teachers and librarians who are trained in the best practices of reading and writing instruction. Key to our program is ensuring that families, communities and governments are all engaged in the transformation of the school and committed to its success. This includes working closely with governments to integrate library services and books into national government curriculum and instruction.

Our Literacy Program components are like pieces of a puzzle. When all the pieces are in place, children have the resources and support they need to become independent readers. In many of the communities with which we partner, Room to Read works with schools to implement all of the activities needed for children to become independent readers - fitting together every piece of the puzzle. In other communities, we provide support and programming on activities if others are already being conducted effectively by the school, the local government, or another organization.

Girls' Education Program

Room to Read's **Girls' Education Program** ensures that **girls complete secondary school** and have the **skills to negotiate key life decisions**. Our program reinforces girls' commitment to their own education, works with girls to develop essential life skills and increases support for girls' education among their parents, school staff, and communities.

Key to our program are our social mobilizers, local women who are hired as mentors and work with girls and their families to ensure that girls stay in school, participate in activities, and navigate the challenges of adolescence with the ability to make their own life choices, both personally and professionally.

While many countries have made great strides in keeping girls in primary school, huge imbalances persist, particularly as girls transition into secondary school. The Girls' Education Program is vital for increasing community support for gender equality in education, demonstrating effective and efficient models that governments and other organizations can take to scale, and for helping program participants achieve their dreams.

2.0 The Logo

Using the logo correctly is a vital part of a consistent and positive Room to Read brand presentation. The following detailed guidelines about logo usage explain which version to use in different situations. Only the authorized artwork (available on our website) should be used when reproducing the logo.

2.01 The Room to Read Logo
2.02 Room to Read Logo, Color Variations
2.03 Room to Read Logo with Tagline
2.04 Room to Read Logo with Local Language Tagline
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2.01 The Room to Read Logo

The Room to Read logo is composed of two elements: the mark and the signature. The logo may also be used with the Room to Read tagline.

2.02 Room to Read Logo, Color Variations

The approved color variations for the Room to Read logo are shown below. Color variations are available in JPG, EPS and PNG at www.roomtoread.org/presskit

A. RTR Logo_color

This is the official Room to Read logo. Use whenever possible on white or light-medium photographs, illustrations, or solid colors.

B. RTR Logo_color with white signature

For use over dark photographs, illustrations or solid colors.

E. RTR Logo_white (reverse)

For use over medium-dark photographs, illustrations or solid colors.

D. RTR Logo_black

For use over photographs, illustrations or solid colors. Use only when other options are not legible.

Please refer to the color chart on page 5.01 for the color mix formulas of the color logos.

2.03 Room to Read Logo with Tagline

The approved logo and tagline options are shown below. These options are availble in the same four color options as the logo, and are available in JPG, EPS and PNG files at www.roomtoread.org/presskit

A. RTR Logo_centered tagline_color

Use this logo and tagline option when a vertical or square orientation is appropriate.

B. RTR Logo_stacked tagline_color

Use this logo and tagline option when a horizontal orientation is appropriate.

2.04 Room to Read Logo with Local Language Tagline

The approved layout can be used if a local language tagline is preferred over English.

A. RTR Logo with local language tagline

When using the local language tagline, the visual weight and size of the tagline font should be similar to the english language tagline, and the placement of the new tagline should be the same as the english tagline.

2.05 Secondary Room to Read Logos

The secondary logos below are for special situations and should be used only as described.

These secondary logos are availble in the same four color options as the logo, and are available in JPG, EPS and PNG files.

A. RTR Secondary_large signature_color

Use this secondary logo for print or digital footers. This logo should **not** be used *instead of* the primary logos, but can be used after the primary logo has been introduced, in order to emphasize Room to Read's tagline.

B. RTR Secondary_large tagline_color

Use this secondary logo only when space is limited and the signature would not be legible when using the primary logo. Additionally, this option may be appropriate in special circumstances when the signature needs extra emphasis.

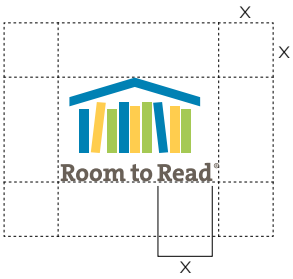
2.06 Logo Minimum Size & White Space

The following are suggestions for size and white space to provide maximum impact of our logo.

Minimum logo height:
Inches: 1/2
Millimeters: 12.7

A. Minimum size

The logo size you select will depend on the type of communication you are creating. For most applications, the minimum size (vertical height) of the logo should not be less than 1/2" or 12.7 millimeters.



Size the logo as needed for your layout. Measure the word “Read” in the logo. Use this measurement as a clear margin surrounding the logo.

B. White space

The clear space surrounding the Room to Read logo is very important to ensure readability and the integrity of our corporate identity. Whenever possible, keep the area around the logo clean and uncluttered.

2.07 Improper Usage of Logo

Shown here are a few examples of common mistakes in the use of the Room to Read logo.

A. Do not distort the logo

Do not stretch of condense the logo.

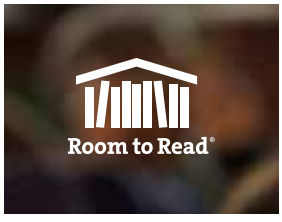
B. Do not alter the logo

Do not rearrange the logo elements or change the color values of the logo. Do not use the logo in outline form.

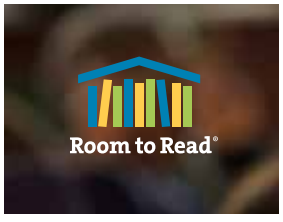
Incorrect

C. Do not place white boxes over a photo for logo placement

When placing the logo over a photo, illustration, or color background, do not use a white box as shown in the "incorrect" example.



Correct



Correct

2.08 File Format Options

The logo artwork is available in a variety of format options (.eps, .jpg, .png) on our website at www.roomtoread.org/presskit. If you are unsure which file is best suited for your particular need, please contact the Marketing & Communications team for advice.

In general, there are graphics formats suitable for printing and those for on-screen viewing or online publishing. Match the format to your job either by starting with graphics in that format or by converting other artwork to the desired format.

A. EPS

- Printing to PostScript printers/Imagesetters
- Graphics for T-shirts, banners, or mugs
- High resolution printing of illustrations
- Vector-based files, artwork can be scaled larger without loss in quality.

B. JPEG, JPG

- Screen display, especially the Web, MS Office documents such as Word, Excel, and PowerPoint
- Online publishing of photographic images
- Scaling larger than original size will result in loss in quality and pixelated graphics and logos.

C. PNG

- Screen display, especially the Web and emails
- Flat solid color graphics and logos
- Online publishing of photographic images
- Scaling larger than original size will result in loss in quality and pixelated logos.

3.0 Color Palette

To maintain our “look and feel” so that all communications worldwide work together, we have developed an approved palette of Room to Read colors to use when designing materials.

3.01Color Chart

3.01 Color Chart

The following color chart indicates the specific hues of our primary blue and all secondary colors.

Print (CMYK)	Print (Pantone/PMS)	Web (Hex#)	Screen (RGB)
95-34-12-3 Blue	PMS 3015-U	007AA4	0-122-164
0-20-80-0 Yellow		FFCC4E	255-204-78
40-3-86-0 Green		97B24B	151-177-75
0-35-100-0 Orange		FAA74A	250-167-74
0-9-18-77 Dark Grey		5F564E	95-86-78
40-40-50-20 Light Grey		877B6C	135-123-108

Primary Color - Blue

To be used on all materials.

Secondary Colors

To be used in conjunction with the primary color.

4.0 Fonts

Consistent font usage is another important component of Room to Read's corporate identity. All employees and vendors that produce professional printed marketing materials such as business cards, brochures, postcards or signage should have and use our approved font. If you do not have the Room to Read font, it can be sent to you from the Global Office.

4.01 Primary Font: The Sans

4.02 Default Font: Helvetica

4.01 Primary Font: The Sans

Room to Read's official brand fonts are The Sans and The Serif.

These fonts require a paid license for use and are reserved for official publications, our website, stationary and marketing materials intended for external audiences. To access use of the fonts for official use, please contact the Marketing & Communications team.

The Sans and The Serif should not be used in shared digital documents, such as email, Word documents and PowerPoint presentations, as the license does not allow for the fonts to be shared with external recipients.

Most commonly used for text body copy and large headlines.

The Sans Light
abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ 1234567890

The Sans Light Italic
abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ 1234567890

Can be used for small text that is reversed out of a dark background.

The Sans Plain
abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ 1234567890

The Sans Italic
abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ 1234567890

Used for subheads with body copy.

The Sans Bold
abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ 1234567890

The Sans Bold Italic
abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ 1234567890

4.02 Default Font: Helvetica

When The Sans and The Serif are not available, the default fonts for documents and communications should be Helvetica or Arial.

Most commonly used for text body copy and large headlines.

Can be used for small text that is reversed out of a dark background.

Helvetica Regular
abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ 1234567890

Helvetica Oblique
abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ 1234567890

Used for subheads with body copy.

Helvetica Bold
abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ 1234567890

Helvetica Bold Oblique
abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ 1234567890

5.0 Photography

The Room to Read story can best be told with positive and inspiring photographs of the children and communities our work seeks to affect. A photograph of a young girl or boy intensely reading a library book immediately conveys our work and our values to the public. We strive to depict the joy of reading and the empowering effects of education in all of our images.

Our photographic style is colorful and vibrant. We aim to show the positive results of our programs in action, and to portray the dignity and unique character of each child, teacher, mentor and parent we photograph.

Room to Read's worldwide communications team is in constant need of high-quality photographs for our print materials and our website. The following pages offer some suggestions of the types of images we are seeking.

5.01 Formal Portraits
5.02 Informal Portraits
5.03 Reading and Learning
5.04 Narrative
5.05 Perspective and Composition
5.06 Sense of Place and Storytelling
5.07 Students with Teachers and Mentors
5.08 At Home
5.09 Room to Read Events & Activities
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5.15 Photo Credits and Copyrights

5.01 Formal Portraits

The focus of a portrait is a person or a small group of people. In a formal portrait, the subject or subjects are purposefully placed and looking directly at the camera.

5.02 Informal Portraits

An informal portrait catches a person in action or in the course of their day, and is more spontaneous than a formal portrait. Subjects may or may not be looking directly at the camera.

5.03 Reading and Learning

Photographs of young students reading and learning are the strongest and most direct visual communication of our programs and their benefits.

5.04 Narrative

A series of images depicting the same person (or group of people) in their daily routine creates a narrative story. A narrative could include photos of your subject at school or at home, doing their chores, at play or quietly studying, or with friends and family.

5.05 Perspective and Composition

Always consider the placement of your subject, what to include in the photo, and the camera angle. Shooting children from above—the adult point of view—makes children appear more childlike. Shooting children at eye level or from below places the viewer at the child's point of view. For an intimate photo, shoot your subject up close.

5.06 Sense of Place and Storytelling

Photographing people in their environment tells a story about where they live, their daily life, and the people in their community. To capture a sense of place, position your subject closer to the camera, with the environment behind them, or use a wide angle lens to capture a library, classroom or landscape.

5.07 Students with Teachers and Mentors

Teachers, mentors and Room to Read partners are an important part of our story. Casual interactions or group portraits capture the student-mentor relationship.

5.08 At Home

Our Girls' Education Program supports a healthy integration of the domestic and academic life of our participants. Capturing our students at home promotes our holistic approach to girls' education.

5.09 Room to Read Events & Activities

At Room to Read, we celebrate the joy of education through library and school openings and community events. Documenting these events records milestones in our growth and our history.

5.10 Friendship and Camaraderie

School friendships are a memorable part of every child's education. They present an opportunity to capture the infectious enthusiasm and unconditional joy of children in the schools and communities where we work.

5.11 Focus on Education

The heart and soul of our work happens at school and in the library. Showing students actively engaged in reading programs and in the classroom is an essential part of communicating our mission.

5.12 To and From School

In many of the countries where we work, children and teachers often travel long distances to school and back. Capturing this daily routine in photos makes a bold statement about their dedication and commitment to education.

5.13 Lighting

Proper exposure is necessary to illuminate your subject. Always meter for your subject—not for the background. Soft natural light (early morning and early evening) is an optimal lighting situation for photographing people, creating warmth and mood.

5.14 File Management and Cataloging

In order to create an efficient and organized photo archive, all images should be properly formatted and cataloged.

A. File Type and Size

Whenever possible, photos should be shot as RAW files. If your camera does not support the RAW file format, always set your camera to shoot at the highest resolution possible.

Final selected RAW files should be properly named and numbered (see below), and sent to the Global Office.

Additionally, your selected RAW files should also be converted to the following file formats for print and web use.

For print: Convert your RAW file to a high resolution TIFF (approximately 30 Megabytes)

For web: Convert your RAW file to a low resolution jpeg. The long side of your image should measure approximately 800 megapixels at 72 DPI.

B. Cataloging System

All images should be cataloged by name and number. Please use the following system when cataloging each image:

Country Office Abbreviation_Photographer's Name_ Location_Month.Year_Image Number.

Example: IN_D.Rathod_Day School.New Delhi_06.10_15

5.15 Photo Credits and Copyrights

All images used by Room to Read must be from known sources, and may only be used if permission has been granted by the photographer or home office.

©Andrea McTamaney

©Andrea McTamaney

When requested by the photographer, images should accompany a photo credit and a copyright symbol. Credits and copyrights may be placed directly below the image, or, if multiple images are being used in a print document, photo credits may be grouped and listed on the document's inside back cover.

A. Photo credit accompanying the photo

Photo credits and copyrights should appear in the lower right corner of the photo, set vertically or horizontally. This applies to web and print usage.

Font: The Sans Plain or Helvetica Regular
Size: 5.5 pt.
Color: Black or Room to Read Light Grey

B. Photo credit lists

For print publications such as brochures and books, photo credits may be grouped and listed at the back of the publication, preferably on the inside back cover. Credits should be listed in paragraph form as follows:
Page # / : / ©Photographer's Name / .
Note: each page number followed by comma, last page number in list followed by a colon.

Font: The Sans Plain or Helvetica Regular
Size: 7 pt. / 8.5 leading
Color: Black or Room to Read Light Grey

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6.0 Resources

6.01 Communication Resources

6.01 Communication Resources

We recommend visiting the media page on our website for additional communication resources, including our media library, press kit, and publications.

http://media.roomtoread.org/