Room to Read®

Brand Guidelines

Introduction

As an education organization that publishes books and other learning materials, we know words and images affect how we perceive the world, and how we perceive each other. We are, therefore, committed to using text and imagery that uphold and reinforce the inherent dignity of all people. Being thoughtful and intentional in our selection of images and precise in our word choice reflects Room to Read's values and our ongoing effort to create a more equitable and just world.

As a learning organization, Room to Read also is committed to continuing to refine our guidelines to ensure they accurately reflect our values and approach. We welcome your questions or feedback at requests.marcom@roomtoread.org.

Let's learn.

The Room to Read Brand Guidelines were created to help ensure consistent expression of who we are and how we connect with our audiences across communications. Use them as a reference tool whenever you are generating new brand expressions, and an educational tool when introducing new colleagues to our brand.

Brand story

At the heart of every organization is its core ideology, including mission, vision and values. These are powerful expressions of who we are as an organization and why we exist.

Our tagline

Room to Read's tagline is a legally registered trademark. The tagline should be used in conjunction with the ® symbol in all print and digital materials.

World Change Starts with Educated Children®

Our vision

The future state that we are working together to achieve.

We envision a world free from illiteracy and gender inequality, where *all* children have room to read, learn and grow — creating lasting change.

Our mission

Our core focus and function.

Room to Read's mission is to nurture foundational learning skills in children.

Our approach

How we work towards our mission and vision.

Our contextualized approach develops children's literacy and life skills in a dignified and gender-equal way.

Our values

Collaboration

We value partnership and the difference it makes when we combine our strengths with others.

Action

We take ownership to achieve positive outcomes.

Respect

We deeply value the children we serve, the communities they live in, the partners and colleagues we work with, and the environment that sustains us.

Education

We are a learning organization with a passion for education.

Scale

We benefit the most children possible, as quickly as possible.

Belief statements

We believe quality education is an inherent human right for every child.

We believe children recognize their sense of self-worth through dignified and gender equal learning.

We believe that education is the most effective tool for solving the world's greatest challenges.

We believe we can benefit more children, more quickly in partnership with others.

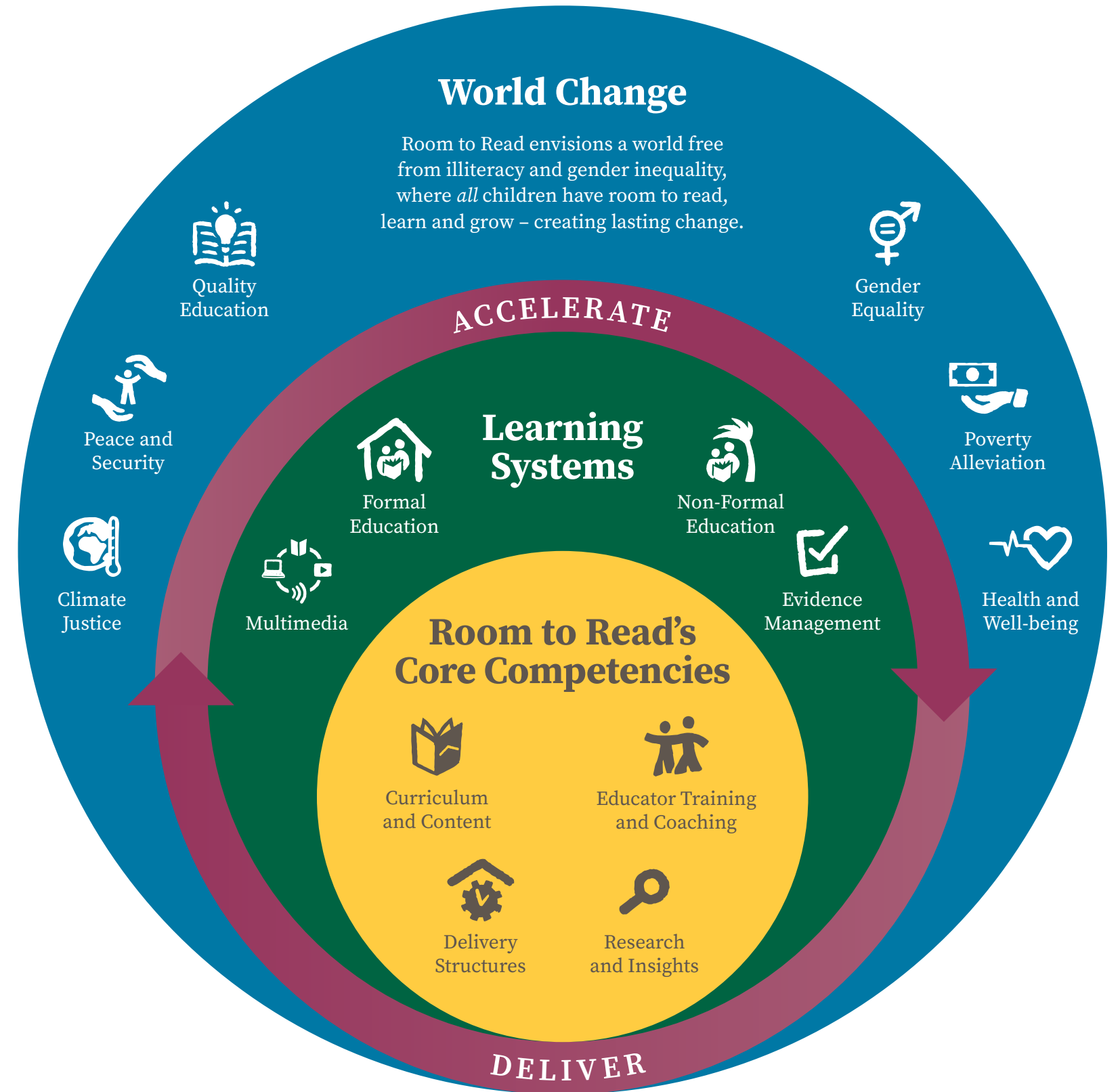We believe we are making the impossible possible, through education.

We believe that World Change Starts with Educated Children.®

Theory of Change

Room to Read's mission is to nurture foundational learning skills in children. Our contextualized approach develops children's literacy and life skills in a dignified and gender-equal way.

We work with children and educators, delivering quality programs directly and with partners. We also accelerate learning outcomes for more children, more quickly — by strengthening government school systems, other learning systems and associated partner programs in the areas of our core competencies. Through a focused learning agenda with targeted innovations, we are generating evidence of program quality and continuously evolving our materials and approaches.

We believe that by using evidence-based materials and approaches, learning systems will enable all children to develop foundational learning skills, equipping them to create equitable solutions for the most pressing challenges they face — in their own lives, communities and the world.

World Change

Room to Read envisions a world free from illiteracy and gender inequality, where *all* children have room to read, learn and grow – creating lasting change.

Quality Education

Gender Equality

ACCELERATE

Peace and Security

Poverty Alleviation

Learning Systems

Formal Education

Non-Formal Education

Climate Justice

Multimedia

Evidence Management

Health and Well-being

Room to Read's Core Competencies

Curriculum and Content

Educator Training and Coaching

Delivery Structures

Research and Insights

DELIVER

Room to Read brand story

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- **C**ollaboration
- **A**ction
- **R**espect
- **E**ducation
- **S**cale

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Language

We believe world change and word choice go hand in hand. To that end, we honor the dignity of the children, individuals and communities we work with through our language guidelines. Adhering to these guidelines ensures that communication is respectful, precise and authentic to our mission.

Overall, Room to Read follows Associated Press (AP) style, with some exceptions, which are outlined on the following pages. These guidelines also provide additional style preferences that help ensure consistency of message to build brand strength.

Our commitment to dignified language

Following are key dignified language principles we follow.

Use people-first language: Do not categorize or label people based on their circumstances, but instead describe individuals in a larger context, taking into account any systemic inequities they may face. For example, say "children who cannot read yet" versus "*illiterate children*" and "child with a disability" versus "*disabled child.*" Similarly, avoid describing children or families as *poor* or *low-income* without context; instead, seek to describe the systemic inequities they face — for example, "children experiencing deep educational and economic inequities."

Avoid vague labels: Opt for specific language versus vague labels. For example, instead of using adjectives like "*marginalized,*" "*at-risk,*" or "*vulnerable*" when describing a child, be more precise in describing the situation — e.g., "a girl vulnerable to forced marriage," or "a child at risk of dropping out of school."

Be as precise as possible when describing geographical areas: Avoid ambiguous terms such as "*global south*" or "*developing countries*" when describing geographies. Instead, provide precise countries or geographies.

Use language that reinforces an individual's agency: Use language that reflects every child's inherent right to an education and their ability to act for themselves. Refer to the children in our programs as students, young learners or participants, for example, rather than beneficiaries. Avoid positioning education as a gift but rather a human right.

Visual identity

Color palette

Our colors are bright and energetic to reflect our dedication to helping children to thrive. This expanded color palette creates range and depth.

Our primary color palette is made up of nine colors plus white, and is intended to be used generously throughout our system. White may be used for text or as a background color as needed.

Our secondary color palette is made of four neutral colors and is to be used more sparingly, primarily for text or supporting elements.

For legibility purposes, use primarily Warm Black and White for text. They may be paired with these background colors:

Text color	Background color
Warm Black	Green, Pink, Dark Yellow, Yellow, Light Gray, White
White	Dark Blue, Blue, Dark Green, Dark Pink

More background color options may be found on the Tints page. Always verify that the contrast between text and background colors is visually accessible using an online contrast checker.

Primary color palette

Dark Blue
CMYK 100/63/42/27
PMS 308 C
HEX #00546B
RGB 0/84/107

Blue
CMYK 93/46/20/0
PMS 3015 C
HEX #007AA4
RGB 0/122/164

Dark Green
CMYK 98/34/87/28
PMS 7733 C
HEX #006B4D
RGB 0/107/77

Green
CMYK 42/4/91/0
PMS 368 C
HEX #A3C754
RGB 163/199/84

Dark Pink
CMYK 36/91/43/15
PMS 7635 C
HEX #994263
RGB 153/66/99

Pink
CMYK 19/59/40/0
PMS 507 C
HEX #CC8285
RGB 204/130/133

Dark Yellow
CMYK 0/37/100/0
PMS 137 C
HEX #FAAD1A
RGB 250/173/26

Yellow
CMYK 0/20/85/0
PMS 123 C
HEX #FFCC4E
RGB 255/204/78

Light Gray
CMYK 9/10/15/0
PMS Warm Gray 1 C
HEX #E5DED4
RGB 229/222/212

White
CMYK 0/0/0/0
PMS N/A
HEX #FFFFFF
RGB 255/255/255

Secondary color palette

Black
CMYK 100/100/100/100
PMS 303 CP
HEX #000000
RGB 0/0/0

Warm Black
CMYK 0/0/0/93
PMS Black 3 C
HEX #333333
RGB 51/51/51

Dark Gray
CMYK 57/58/65/39
PMS Warm Gray 11 C
HEX #5F564A
RGB 95/86/78

Medium Gray
CMYK 47/47/58/14
PMS Warm Gray 6 C
HEX #877B6C
RGB 135/123/108

Accessible color combinations

The Web Content Accessibility Guidelines (WCAG) establish international standards with a goal of providing a single shared standard for content accessibility. For text to be accessible to users who are visually-impaired and/or are color blind, WCAG level AA requires a contrast ratio of at least 4.5:1 for normal text and 3:1 for large text headings.

To ensure Room to Read content is legible to the widest possible audience, please only use the brand color combinations shown on this page.

Headings

Light Gray **White** **Yellow**	**Light Gray** **White**	**Light Gray** **White**	**Black** **Warm Black**
Light Gray **White**	**Black**	**Black** **Warm Black**	**Black** **Warm Black** **Dark Blue** **Dark Gray**
Light Gray **White** **Dark Yellow** **Yellow** **Green**	**Black** **Warm Black** **Dark Gray** **Dark Blue** **Dark Green** **Dark Pink**	**Light Gray** **White** **Dark Yellow** **Yellow** **Green** **Pink**	**Black** **Warm Black** **Dark Gray** **Dark Blue** **Blue** **Dark Green** **Dark Pink**

Body Text

Light Gray White Yellow	Light Gray White	Light Gray White	Black Warm Black
Light Gray White	Black	Black Warm Black	Black Warm Black Dark Blue Dark Gray
Light Gray White Dark Yellow Yellow Green	Black Warm Black Dark Blue Dark Gray Dark Green Dark Pink	Light Gray White Dark Yellow Yellow Green Pink	Black Warm Black Dark Gray Dark Blue Blue Dark Green Dark Pink

Tints

Tints provide additional color options for backgrounds and supporting graphic elements. Our primary colors may be used in tint increments of 25%, as shown at right.

These tints are provided as a subset of our color palette files for quick reference. They may also be achieved in applications such as Adobe Illustrator by adjusting the color slider of a selected swatch to the 75% or 50% tint increment.

Always verify that the contrast of text and background colors are visually accessible using an online contrast checker.

	75%	50%	25%
Dark Blue			
Blue			
Dark Green			
Green			
Dark Pink			
Pink			
Dark Yellow			
Yellow			
Light Gray			

Our logo

Our logo is the most fundamental expression of our identity. The roof mark and our name stand simply yet powerfully for the space we create, physically, virtually, temporally or conceptually, for children to learn. The hand-drawn quality of our roof reinforces the childlike energy of our brand and is complemented by the clear, yet distinctive, stacked appearance of our typeset name that evokes the importance of reading.

Primary logo

Our primary logo consists of the roof mark and our full name with the use of the ® symbol in the lower right to reflect the registered trademark status of our organization's name. All communications should lead with the Room to Read primary logo when space permits.

Room to Read's primary logo has been submitted for trademark registration. Room to Read logos used in print and digital materials must contain an ® symbol. Please use logo files provided by the global marketing and communication team. Do not create your own.

Favicon

Our favicon (short for favorite icon) uses a smaller version of our roof mark and an initial "R." The favicon is a secondary logo and visual identifier of Room to Read's digital footprint around the web. It can also be used in the inner pages of multi-page documents to maintain our brand throughout the entire design.

The favicon has been submitted for trademark registration. To reflect this status, all Room to Read favicons used in print and digital materials must contain a ™ symbol. Please use favicon files provided by the global marketing and communciation team. Do not create your own.

Primary logo: Full color

Primary logo: Light Gray

Primary logo: White

Primary logo: Black

Favicon: Full color

Favicon: Light Gray

Favicon: White

Favicon: Black

Treatment of logo and favicon

Clear space is the area around the logo or mark that should remain free of any other logos, graphics, text or borders.

The minimum clear space around the primary logo and favicon should be equivalent to the x-height of the lettering.

Avoid scaling logos below their minimum size in order to ensure legibility.

Clear space

Primary logo

x-height

Favicon

1/3 roof width

Minimum size

0.5"
1.27cm
36px

0.2"
0.5cm
15px

Logo and marks don'ts

Our logos and marks should not be altered in any way other than size, in which case it should always be scaled proportionally. Follow these guidelines in order to treat the logos consistently.

The "Room to Read" on the primary logo should never be translated into a local language.

Do not alter the logo elements.

Do not change the logo color(s).

Do not apply added text directly to the logos (including our tagline).


Do not alter words or translate to another language

Do not add new elements to the logos.

Placement of text around the logo

For all compositions, additional text and design should never compete with the primary logo.

If space is limited and additional text needs to be added in close proximity to the logo, ensure the minimum clear space around the logo is maintained, and the additional text font size 50% or less than "Room to Read" on the primary logo.

Horizontal: add text to the right of the logo, restricting the margins to the top and bottom of "Room to Read"
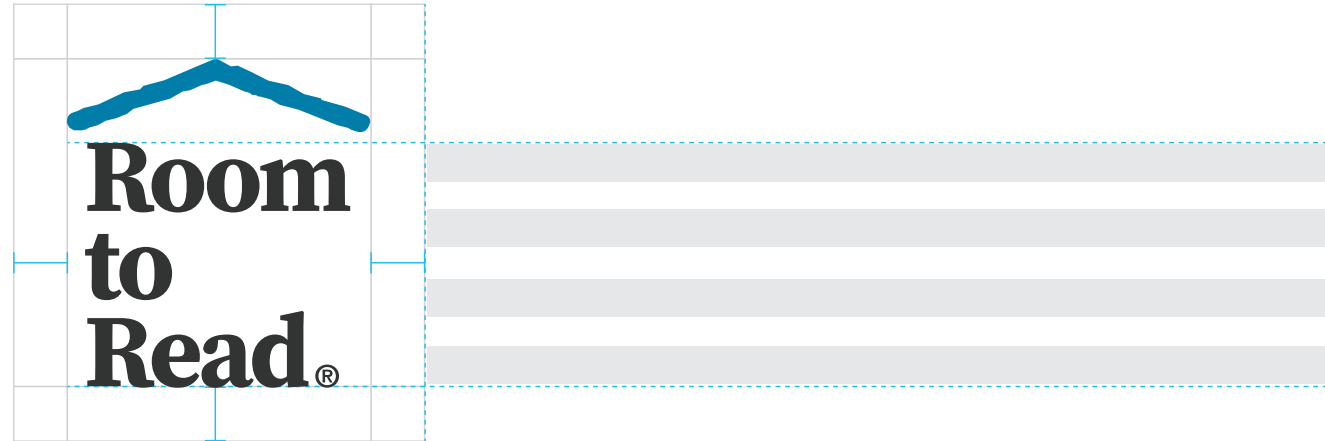
Vertical: ensure the text box is center aligned with the logo or left aligned with "Room to Read" and not the roof

Typeface and styles

Our typeface is Source Serif Pro by Frank Grießhammer, a bold yet scholarly and inviting typeface. It is a free typeface available for download from Google and available for designers from Adobe Fonts.

Source Serif Pro is available to all Room to Read staff when using Microsoft Office and Powerpoint, under "Organizational Fonts" category.

Our font treatments are shown to the right in common example sizes. They may be scaled depending on the size of a communication. Copy should typically be typeset in sentence case. Unless space is limited, body copy should never be scaled below 11 points.

Alternatives

While it is strongly recommended that Source Serif Pro is used across all Room to Read ouputs, if it is not available, the font **Georgia** may be substituted.

For numeric-heavy content such as data tables or spreadsheets, **Aptos** may be used. Aptos is the new default sans font across Microsoft Office applications and Microsoft 365. It is available to all Room to Read staff.

Headlines
Source Serif Pro Bold
Examples: 48 pt. size
52 pt. leading/-20 pt. tracking

Subheads
Source Serif Pro Bold
Examples: 32 pt. size
36 pt. leading/0 tracking

Body
Source Serif Pro Regular
Examples: 16 pt. size
24 pt. leading/0 tracking

Captions
Source Serif Pro Bold
Examples: 9 pt. size
11 pt. leading/0 tracking

We are making the impossible possible, through education.

Subhead lorem amet dolor

Lorem ipsum dolor sit amet, consectetuer adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliqerat volutpat. Ut wisi enim ad minim veniam, quis nostrud.

Lorem ipsum dolor sit ame

Photography

Images play a vital role in helping Room to Read raise awareness for our work. Photography, along with video, is the most compelling and powerful component of our brand. Photography should deliver on one or more of our values of Collaboration, Action, Respect, Education and Scale. Every image we capture should depict children and the communities they are in with the utmost dignity.

Photography style

A child reading intensely, a girl confidently speaking to classmates and a teacher interaction with an engaged class are all genuine moments that depict the joy of learning and self-worth. Below are some photography style tips to help maintain a consistent appearance and tone.

• Photograph your subjects in a candid manner to represent them in the moment and genuinely engaged in the act of learning.

• Take photos from a child's level and perspective whenever possible.

• Consider the placement of your subject within their environment. Take a wider shot to allow their surroundings to help tell a story, or photograph up close for a more intimate and insightful feel.

• Subjects should be adequately and naturally lit.

The following pages show examples of specific themes that we highlight in our programs.
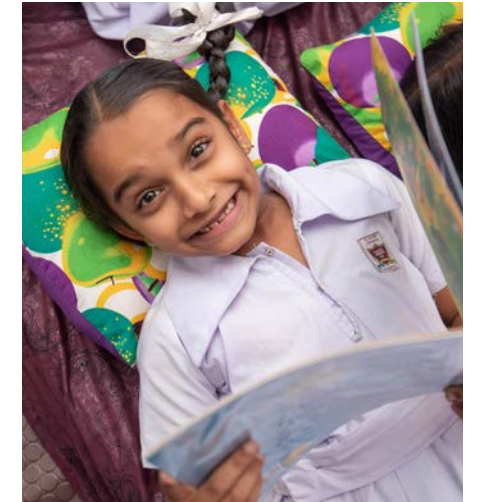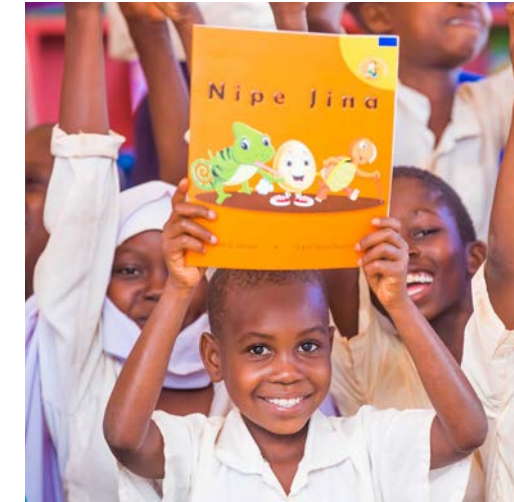
Room to Read in action

Photographs of students learning, as well as educators interacting with children, are the strongest and most direct visual communication of our programs and their benefits.


Portraits

Portraits focus on a person or small groups. Our portraits may range from formal to informal. Subjects may be aware of the camera, or portraits may spontaneously catch subjects in action without looking at the camera. In both cases, we seek to represent subjects in their everyday environments, with natural, engaged expressions and comportment.

Beyond the classroom

Capturing the full experience of our students helps to tell an authentic and more comprehensive story. Portraying a journey to and from school can reinforce a child's dedication. Documenting moments of friendship and joy between children demonstrates the sense of community gained from learning together. Capturing home life helps to promote our holistic approach to education, as it depicts a healthy integration of domestic and academic life.
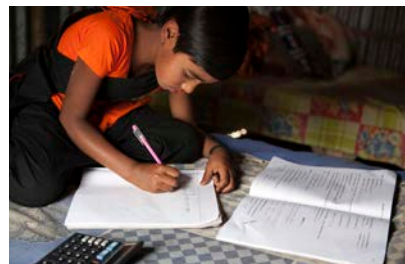
Narrative

A narrative story is a series of images depicting the same person or group in their daily routine. By focusing on these individuals or groups, a narrative forms a more relatable connection for our audience to the programs. Narratives may include photos of a subject at school or at home, doing chores, playing or studying, or spending time with friends and family.

Photography don'ts

In order to maintain a high standard of quality and consistency across our brand and portray children, people, students, etc. in an appropriate manner, avoid capturing or treating photography in these ways.

Do not underexpose children, people, students, etc.

Do not allow children, people, students, etc. to be overexposed.
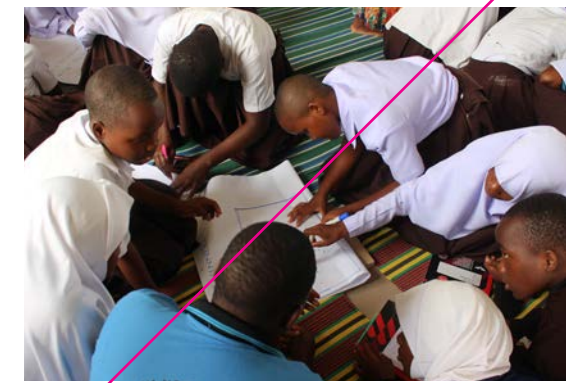

Avoid using a flash in low-lit closeup situations.

Do not use photography taken from behind children, people, students, etc.

Do not crop children, people, students, etc. too tightly.

Do not photograph children from above.

Do not capture children, people, students, etc. from too far away.

Do not allow the children, people, students, etc. to be blurry.

Do not allow photography to appear too cool or warm or oversaturated in coloration.

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 from the photographer or videographer and from those whose images are depicted.

- Room to Read commissioned photos should always lead with our copyright: ©Room to Read/ Photographer's Name
- Photos from other sources: use the source's required citation or Courtesy of ©Source
- Credit minimum text size: 7 pt/8.5 leading in Source Serif Pro Bold

Photo credits accompanying a photo

Please be sure to share the proper credits when sharing photos externally. Photo credits and copyright should appear in a corner of the photo, set vertically or horizontally.

Photo credits at the end of print publications

For print publications, such as brochures or booklets, photo credits may be grouped by credit and listed at the end of the publication:

Cover, pages 2, 5, 33: ©Room to Read/Photographer's Name. Pages 1, 8, 9: courtesy of ©Credit. Page 4: ©Photographer's Name. Page 10 and 20: ©Room to Read/Photographer's Name.

©Room to Read/Photographer's Name