Logo - Tagline positioning

ENGLISH VERSION
GPE Transforming Education

FRENCH VERSION
GPE Transformer l'éducation

SPANISH VERSION
GPE Transformando la educación
The logo with URL is not the primary logo and should not be used when the URL is already present.
Logo - Negative and monochrome

In negative versions of the logo, the arrow can be green or white, never blue.

If the logo needs to be used as a monochrome version, always use the arrow with cut-out surround.
We use the “positive” logo when the portion of photo beneath the logo is light; both for black and white images and color photos. (Example: B/D)

We use the “negative” logo when the portion of photo beneath the logo is dark; both for black and white images and color photos. (Example: A/C)
Background with different colors. Perhaps the GPE logo needs to be associated with other partners, and therefore with other colors. In this case, we always use the “positive” version of the logo on a white background (band or rectangular).

- The white rectangle under the logo always includes half the measurement of the safety area (see example).
The minimum size of the complete GPE logo is 17 mm. This measurement considers the bulk of the GPE letters.

Below 17 mm, the logo is used without tagline and with a measurement no less than 10 mm, to ensure legibility and correct visualisation.
We use the width of the letter G as a measure by which to define the logo’s safety area.

- The logo is positioned to respect the safety margins defined for printing.
<table>
<thead>
<tr>
<th>Logo - Don’ts (colors)</th>
</tr>
</thead>
</table>

- Don’t use colors that are too bright or抢眼.
- Don’t use colors that are too similar or complementary.
- Don’t use colors that are too saturated or dull.
- Don’t use colors that are too light or dark.

GPE Brand Guidelines - 10
<table>
<thead>
<tr>
<th>Logo - Don’ts (position)</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image" alt="Logo - Don’ts (position)" /></td>
</tr>
</tbody>
</table>

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**GPE Brand Guidelines - 11**
Logo - Don’ts (proportion)
**Logo - Positioning and size**

**VERTICAL**
The logo should be 1/5 of the page width.

The logo is always positioned at the bottom left and must be in proportion to the size of the page.

**HORIZONTAL**
The logo should be 1/7 of the page width.

![Diagram of logo positioning and size in different page sizes](image)
Color palette

Primary colors are used for all institutional materials and to provide consistency throughout the visual identity.

**PRIMARY COLORS**

- **GPE blue**
  - TRUST / STRENGTH / KNOWLEDGE
  - CMYK: 100 91 31 16
  - RGB: 6 33 114
  - #062172
  - PANTONE: 287 C

- **GPE green**
  - GROWTH / ENERGY / HOPE
  - CMYK: 63 0 55 0
  - RGB: 67 213 150
  - #43d596
  - PANTONE: 3385 C

Secondary colors are used in charts, some report covers and to highlight important words or phrases within publications.

These colors should be used in a lower percentage than primary colors.

**SECONDARY COLORS**

- **CMYK**: 72 18 1 0
- **RGB**: 41 167 222
- **#29a7de**
- **PANTONE**: 2925 C

- **CMYK**: 24 0 90 0
- **RGB**: 213 220 33
- **#d5dc21**
- **PANTONE**: 584 C

- **CMYK**: 18 12 12 0
- **RGB**: 216 217 220
- **#d8d9dc**
- **PANTONE**: 428 C
Example of primary and secondary color use

**FIGURE 1. LOREM IPSUM DOLOR SIT AMET**
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**FIGURE 2. LOREM IPSUM DOLOR SIT AMET**
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**FIGURE 3. LOREM IPSUM DOLOR SIT AMET**
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**FIGURE 4. LOREM IPSUM DOLOR SIT AMET**
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Color scheme

Main colors. We use the main colors for all corporate materials. We never use one main color alone, but always together, with a variable percentage of blue and green.

Main colors + 1 secondary color. The secondary color must be used to a lesser extent.

Main colors + secondary colors. Secondary colors are used to a lesser extent than main colors.
If using only primary colors, we suggest these shades.
Example of use of different primary color shades
Use of GPE Brand Guidelines - 19

**Main colors + 1 secondary.**

1.1. Assessing the learning crisis in DCPs

Duis autem vel eum iriure dolor in hendrerit in vulputate velit esse molestie consequat, vel illum dolore eu feugiat nulla facilisis at vero eros et accumsan.

**Main colors + secondary.**

Equitable Learning Outcomes

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1.1. Assessing the learning crisis in DCPs

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Every Child

Investing in the World We Want

Building Stronger Education Systems

Main colors + secondary.
We have created an additional color palette to be used exclusively for enhancing data visualization and charts. The colors will be gradually added to the primary and secondary palettes and should be used in sequence (from coral to green).
Example of using the color palette for data viz and charts
If a document needs to be designed for print in black and white, it will be possible to use this grayscale color palette for data and charts.

However, to ensure readability of the data, it is recommended to use greyscale only for data viz and graphs with a maximum of seven data points.
Example of grayscale palette for data viz and charts

**FIGURE 1. LOREM IPSUM DOLOR SIT AMET**
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**FIGURE 4. LOREM IPSUM DOLOR SIT AMET**
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Building Stronger Education Systems
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Subtitle
Abcdefghijklmnopqrstuvwxyz
1234567890

Text
Abcdefghijklmnopqrstuvwxyz
1234567890
Symbols

We use these symbols to create patterns or to reinforce the key message of a visual.
Key messages with symbols

1. IN JUNE 2021, WORLD LEADERS WILL PLEDGE CRUCIAL RESOURCES TO THE GLOBAL PARTNERSHIP FOR EDUCATION.

2. WE WON’T LET COVID-19 REVERSE DECADES OF EDUCATION PROGRESS.

3. 786M children are not able to go to school in developing countries due to COVID-19.

We must fund education to mitigate the impact of the pandemic on children’s futures.
The icons are simple, formed mainly of an outline with the odd filled-in element (e.g. hair). Each icon contains the arrow symbol, slightly bolder than the other lines.

- Icons can be used with primary colors + one secondary or monochrome.
If the visual in which the icons are to be placed has a predominance of the brighter green that is part of the secondary colour palette, it will be possible to use these icons on the right.
Monochrome icons.
It's possible to choose to use monochrome icons if the visual in which they are to be used is heavily overloaded with other colors.
Icon set

Green monochrome
Photo Treatment

**Black and white.**
Main photographic treatment.

We use B&W images for all institutional materials (e.g. website homepage, main publications...)

- Accentuate the contrast between black and white.
Graphic element effects

“Color” effect.
Graphic elements in black and white photos can be “full” or we can apply the “color” effect.
“Color effect” arrow.
On a white background, we use the colored arrow with no applied effect.

If used on a white background, the “color effect” colored arrow is not visible.

The images demonstrate use of the “color effect” arrow.

If the portion of the photo to which the arrow is applied is very light or very dark, the arrow color is lost. In these cases, we add a second arrow between the background image and the arrow in the foreground without applying any effects and reducing the opacity.
Color photo treatment


We use the “soft matte” photographic treatment for all color photos.

Photoshop action
Main Publications

**Background cover.**
We use primary colors or a full page black and white photo.

**Graphic elements.**
Primary colors + secondary colors used in a lower percentage than primary colors.

- Green background
  - blue and white graphic elements
- Blue background
  - green and white graphic elements
- Full page photo
  - green, blue and white graphic

**Charts / highlights / icons / quotes / graphic elements.**
Primary colors + secondary colors.

**Internal layout.**
We always use B&W images.
Examples of main publication covers

- STRATEGIC PLAN
- ANNUAL REPORT
- RESULTS REPORT
Main Publications

COVER

Background.
We use primary colors with graphic elements or a full page black and white photo.

Graphic elements.
Primary colors + secondary colors used in a lower percentage than primary colors.

INTERNAL LAYOUT

We always use black and white images.

Each chapter opens with a large image that takes up an entire double page.

We use two columns of text to facilitate reading and create movement on the pages.
Title opening chapter (first level)

Text introduction to chapter

Photo description / photo credit

Intro text – Well before the COVID-19 pandemic swept the globe, GPE partner countries were calling for a bold departure from business as usual to meet the challenges of the 21st century. They called for collective efforts to transform education systems for system-wide impact at scale, based on the principle of leaving no one behind.
Title (second level)

Title (third level)

Main text

Pull quote

Bullet point (arrows)

Box with photo

"Pull quote example - GPE and its partners are working to support GPE partner countries in protecting past gains and accelerating progress toward resilient education systems."
Figure

Highlight

Photo with graphic elements

GPE Brand Guidelines - 45
The GPE Knowledge and Innovation Exchange (KIX) is GPE’s fund for meeting global public goods gaps in education. KIX connects the expertise, innovation and knowledge of GPE partners to help developing countries build stronger education systems. Through the sharing and funding of proven solutions and innovations, KIX ensures that evidence-based solutions get to the hands of national policymakers and directly feed policy dialogue and planning processes, and builds capacity to produce, integrate and scale knowledge and innovation in GPE partner countries. The International Development Research Centre is the grant agent for KIX.

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Technical Publications

Cover background.
• Only primary colors.

Graphic elements.
• Typography
• No photos

Graphic elements.
One secondary color for the graphic details to differentiate between publications.

Internal layout.
Primary colors + the secondary color used for the cover (charts, highlights...). Color photos can be added.
Technical Publications

COVER

Background.
Typography.
No photos.
Only primary colors.

Graphic elements.
One secondary color for the graphic details to differentiate between publications.

INTERNAL LAYOUT

We use one column of text to ensure a simply layout, considering the document is technical and very text-based.
1. Title first level

Main title – Possessui sit aliqui orbisubam, quom, notis es doloendid

1.1 Title second level

Main text – Possessui sit aliqui orbisubam, quom, notis es doloend

Table 1. Title figure

<table>
<thead>
<tr>
<th>Basis for Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The key interests of children</td>
</tr>
<tr>
<td>Ensuring the protection of children’s rights, as enshrined in the UN Convention on the Rights of the Child, is the first consideration in all engagements. This overarching principle applies in all situations of DPI engagement but is particularly cogent when standard DPI principles and operating arrangements present practical challenges, such as government leadership of EU stakeholder consultations, EU development partner coordination, EU sector processes and dialogues, and EU DPI program development, implementation and monitoring. DPI engagement will build on existing guidance on education in emergencies, including W2 Minimum Standards, the Education Cluster approach, and UNICEF guidance as relevant.</td>
</tr>
</tbody>
</table>

Protection of the system

When it works in crisis situations, DPI’s role is to help ensure that the functional elements of the education system, particularly those closer to the schools and communities, do not collapse and that they provide a basis for recovery and reconstruction under a new, or reconstructed, control or decentralized authority. |

Non-political engagement

DPI engagement will apply any pressure to further the interests of children and their learning does not imply political endorsement or support, for any individual, authority or group. |

Alignment with UN inter-agency arrangements

The starting point for DPI engagement is to follow the lead and institutional arrangements that the UN has put in place, including the Office of the UN Special Representative (where applicable), the Office of the Humanitarian Coordinator, and the Education Cluster where it has been constituted.
Background.
• White.

Photos.
The photo must fill approx. 50% of the page.

Graphic elements.
Primary colors + 1 secondary color.
Other Publications

COVER

White background.
Black and white photos.
The photo must fill approx.
50% of the page.

INTERNAL LAYOUT

Two columns of text. Photos with
GPE filter.
The ministry is pleased to be partnering with the OECS Commission and GPE. [This partnership] goes beyond providing direct funding in response to the pandemic-related challenges within the education sector. It also offers indirect support to the local economy through the creation of jobs at the community level to vulnerable families, one household at a time.”

Michelle Charles, Permanent Secretary, Ministry of Education, St. Lucia
When COVID-19 hit, the government of Lao PDR developed an innovative approach to ensure students could continue learning despite school closures. With support from GPE, UNICEF and the European Union, the Ministry of Education and Sports launched Khang Panya Lao (Wisdom Warehouse), the country’s first national digital teaching and learning platform.

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Programme branding

The logos (sub-brands) must be typographic; the color blue will be the common thread between all brands, fonts will be the same.
Examples - Generic visuals
Examples - Gadgets
Examples - Institutional roll up
Examples - Badges
All GPE logos are available on GPE’s intranet (MyGPE/) and on the website https://www.globalpartnership.org/news/logos-style-guide