



Corporate Identity Guidelines 2016



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Corporate Identity Guidelines 2016

The following guidelines and visual standards are intended to help SIL International speak with one voice in all publications whether created internally or by external service bureaus. All questions on interpretation of these standards should be sent to SIL Global Communications at communications_global@sil.org.

What is SIL International?

SIL International is a faith-based nonprofit organization committed to working in partnership with ethnolinguistic language groups worldwide. Our mission purpose succinctly captures this:

SIL International - Partners in Language Development

SIL serves language communities worldwide, building capacity for sustainable language development, by means of research, translation, training and materials development.

SIL International Branding Principles

In order to accomplish our purpose, we must actively steward the corporate visual brand of our organization. This visual brand is made up of the visible actions, publications, products and communications experienced by those we serve and work with each day. Our corporate reputation—the corporate identity—is one of our most valuable assets and must be carefully developed and managed. A consistent, readily recognizable and positive visual image of our organization reinforces our known commitment to language development excellence and the vibrant interaction with the communities we serve. Often this collective presentation of the organization via publications to our publics is referred to as the **SIL Brand**.

While SIL departments and organizational units are designed to function with a large degree of independence on the operational level, the overall identity of the core institution helps hold SIL together for our publics. Coordinated communications programs help balance this decentralization and create unity. A strong and unified corporate identity communicates trust and security to our partners, staff and colleagues. It is much easier to communicate and identify with an organization that reflects itself consistently.

Economies of scale can also be achieved through a coordinated corporate visual identity program. Creating and maintaining unique designs and logos is expensive

in terms of time, money and reliability. But adjusting or simply extending a consistent set of materials and principles is more cost effective and valuable.

Although the SIL Global Communications Coordinator is ultimately responsible for coordinating and managing our corporate identity, everyone associated with SIL has a role in maintaining our reputation or brand. If individually we do not protect the SIL corporate identity, we unintentionally erode even our strongest reputations and relationships.

NOTE: SIL Global Communications is responsible to determine what exceptions may occasionally be made to these guidelines.

SIL Corporate Publications Design System

The SIL Global Communications' publications design system serves to help communicate to our publics through visual consistency the organization of SIL and those we partner with. These standards are the basis for a coherent and distinctive visual identity in all SIL publications.

In addition to overall objectives, several image and functional criteria elements work together to accomplish this synergy. Knowledge of and mutual cooperation and adherence to these principles will help us accomplish the following:

Design System Objectives

This system is guided by the following principles:

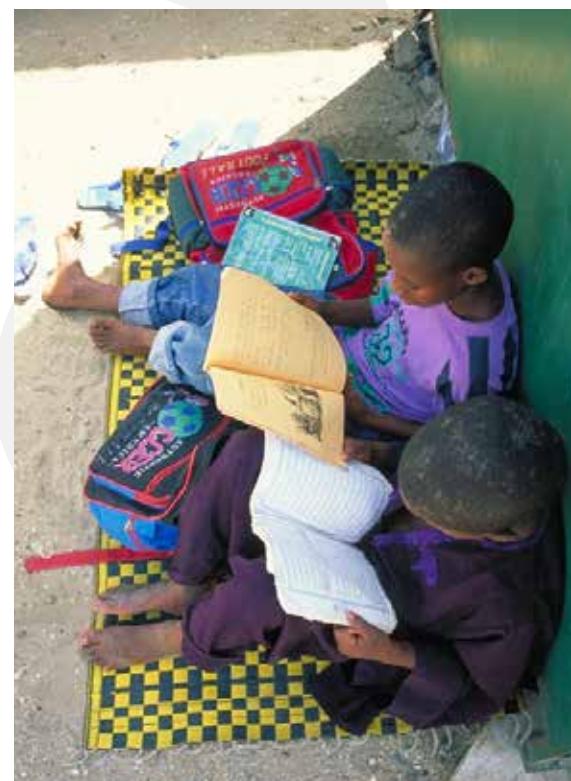
- Promote the languages, cultures and people we serve alongside.
- Build awareness for SIL as a premier academic faith-based (e.g. scientific) and professional service organization.
- Coordinate the visual identity of SIL.
- Provide for easier implementation and cost reductions in material production.
- Provide system flexibility over the long-term.

In general, the visual communication emphasis is first on the people who speak languages, then their cultures, then SIL.

Image Criteria

The design system is derived from the shape and color of the organization's refined logotype. Image criteria is based on the following broad considerations:

A unique grid based on the SIL International logotype proportions.



Typographic consistency

- An internationally appealing color palette that represents colors found in the cultures we serve alongside and which complements the SIL International logotype.
- Precise alignment of elements on a unique grid.
- Specific graphic elements to represent the cultures we work among:
 1. Indigenous fabrics.
 2. Non-Roman scripts and/or vernacular glyphs.
 3. Color blocks to guide the eye.
 4. Juxtaposed layout style for visual emphasis.
 5. Quality photography representing the work and people.

Functional Criteria

The system must have staying power and was designed to:

- Communicate an academic and professional feel.
- Portray non-western and indigenous cultures before western ones.
- Be repeatable by other designers.
- Be cost effective.
- Be extendable to Area and (entity) communications (where appropriate).
- Be extendable to other media and products such as the web or books.

SIL Publication Components

All publications should include the following components of the SIL corporate identity system:

1. Name and Logo—examples and detailed usage standards on page 7.
2. Grid—detailed usage of grid standards on page 15.
3. Typeface—examples and detailed usage standards on page 22.
4. Color Palette—examples and detailed usage standards on page 23.
5. Graphic Elements—examples and detailed usage standards on page 16.



The Logo



Original



1975



2000



2004



2014

The SIL logo can be downloaded from Insite, and should be used to meet all SIL Global, Area and Field Unit logo needs.

History

SIL's original logo was first a mosaic on the building of SIL offices in Mexico City. It reflects the historical beginnings of SIL in Mexico.



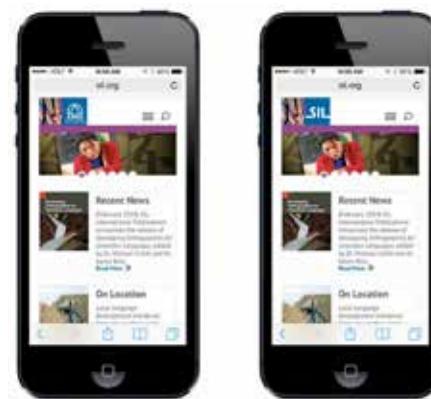
- The triangle represents SIL's three-fold purpose at that time, to serve others scientifically through language development, physically through practical community development and spiritually through translating the Scriptures into their languages.
- The initials I, L, V in the three corners of the triangle stand for *Instituto Lingüístico de Verano*, "Summer Institute of Linguistics" in Spanish.
- The background circle is the Aztec calendar, chosen because it represented the depth of the skills the people of Mexico had in making a sophisticated time-tracking device.
- The figure represents a person of Mexico, and SIL working alongside various ethnolinguistic groups in language development. The glyph coming out of his mouth is the vowel 'a' and symbolizes language.

Over the years, the design has followed a progression towards greater simplicity. The new logo removes the triangle, the circle and 'International', and enlarges the letters SIL to fit the blue rectangle.



The new logo maintains continuity by maintaining the blue box with the same aspect ratio, and the same font (Animated Gothic Light) and character shape for SIL. This continuity allows the new logo to be used with the current brand.

An important new reality is reflected in the updated logo. Around the world, more and more people—even in remote areas—are accessing the Internet with handheld devices. In many places, basic feature phones are the most popular tool for browsing the web. With SIL.org serving as our global campus and access point for software, fonts and publications, it was time to streamline the logo to meet the needs of advancing technology. The new logo was selected for its ability to display clearly on a small screen.



SIL International Name and Logo Policies

1. SIL International Name

1.1 Nature of the SIL International Name. The name *SIL International* is registered as a “*doing business as*” (*dba*) name for the international organization, *Summer Institute of Linguistics*. The longer name is also legally valid and should be used for legal documents and contracts. When setting up an SIL International official presence outside of the United States, both the full name and the local equivalent of a “*dba*” name should be filed. The shorter version, *SIL International*, should be used in all non-legal or non-contractual documents and publications that refer to the international parent corporation.

1.2 Scope. All offices and departments of the SIL International Administration, including those located at the international headquarters and in Area locations should use the *SIL International* name.

1.3 Limits. Field units should use *SIL International* only when referring to the parent corporation, not for their own organizational units. However, organizational units may indicate that they are “a part of SIL International” when appropriate.

1.4 Variations of the name. The first written reference to the parent corporation should be *SIL International*. It may be referred to in its shortened form, *SIL*, in subsequent references in the same document as long as the context clearly distinguishes the parent corporation from whatever other SIL organizational units may also be mentioned. If there is a possibility of confusing the local entity with the parent corporation, then *SIL International* should be used to keep the distinction clear.

Do not use the name *Summer Institute of Linguistics*

AVOID the following forms of the name as well.

S.I.L.

S.I.L. International

SILI

SIL International Inc. / SIL, Inc. (Legal counsel advises that *Inc.* is not required.)

Summer Institute of Linguistics International

The Institute

In some documents or with certain audiences, it may be advisable to add an explanatory footnote such as “also known as the *Summer Institute of Linguistics*.”

1.5 Where to use SIL International. Uses of *SIL International* instead of the *Summer Institute of Linguistics* include, but are not limited to: Memos, letters, letterhead, business cards, emails, plaques, web sites, memorandums of understanding, agreements, secondment arrangements, signs, legal notices, copyright notices, labels, titles of officers, reports, news releases.

The official name, *Summer Institute of Linguistics*, should be used only for specified legal documents and contracts.

1.6 Stationery and business cards. Only those officially representing SIL International may use corporate stationery and business cards. They may not be used by staff for any personal use including member correspondence with Wycliffe constituency.

All International Administration, and Field Unit offices should use SIL International templates for letterheads, envelopes and business cards. These are [available](#) through the Global Communications office. Standards and specifications for each item are also [available](#). No stationery or business cards with the longer wording, Summer Institute of Linguistics, should be used.

1.7 Copyright notices. Revised or new publications should be copyrighted under © *SIL International*.

1.8 Tag line. The tag line *Partners in Language Development* is optional. However, if a tag line is used, it must be used according to specifications (page 11). While the standard language is English, approved alternate language tag lines may be used upon review and approval by the Global Communications Coordinator (page 11).

2. SIL Logo

2.1 Logo standards. See page 9 for further specifications and allowed modifications. The blue background extends above the graphic, and where possible should “bleed” off the top of the paper. The tag line can be included with the logo as space allows. The font Myriad Pro Italic, or Arial Italic should be used for the tag line in a 50% black shade. Various shadings and 3-D effects of the logo are not permitted.

2.2 Logo Usage. The SIL logo is to be used by International Administration, Area, and organizational units for official SIL correspondence and publicity materials. Exceptions are to be approved by Global Communications or the appropriate Area Director. The SIL logo may not be used in combination with any logo from any other corporation, except to demonstrate specific partnerships or alliances, or to endorse a service or product, as at the end of a document.



The SIL Logo may not be used for personal use, including correspondence with Wycliffe constituency. Exceptions are: a) supervisors' endorsement letters and b) member correspondence* from entities with security concerns. Such entities must be approved for this exception by the SIL Global Communications Coordinator.

[*The term "member correspondence" covers any printed or electronic communication a member of SIL initiates with those who financially, prayerfully, or otherwise support the member through their Wycliffe organization or church affiliation. Such correspondence includes newsletters, websites, prayer letters, prayer cards, and any other partnership development materials.]

2.3 Area and Field Unit Logos. The new logo (2014) does not include the word International; it was designed for use by all SIL organizational units. The name of the Area or organizational unit name can be added below the logo. The names are no longer included in the blue rectangle. Contact communications_global@sil.org for graphic assistance.



2.4 Policy on the use of SIL logos on vendor web sites. SIL will allow a vendor to use the logos of the SIL brand or a sub-brand provided that the following conditions are met:

1. Vendor reputation: SIL will formally assess the reputation of the vendor using internet research and polling of relevant SIL staff.
2. Genuine reference: SIL has successfully used the vendors goods or services for at least 90 days and can give a positive reference. We will not lend our reputation merely for financial reward.
3. Control of the logo: SIL provides a logo that conforms with our branding policy and approves its placement and hyperlinking on the vendor's website.
4. Workload: SIL retains the right to limit the number of scheduled reference calls, can give the reference based on a prepared script, and can ensure that the call does not devolve into a training session.
5. Cost/benefit analysis: the cost savings or reputational benefit to SIL is worth the effort required to serve as a reference.



Logomark Design Standards

The logomark is the visual signature of SIL—the basis for all materials that represent SIL to its publics. The organization's visual identity begins with the logomark. The official SIL logomark is made up of a Box Element, that includes the TM symbol until the final registration Trademark is officially approved.

Standards

To ensure that the logomark is always legible and accurately reproduced, proportion, size, color and location standards have been predetermined. For instance the logomark position on the letterhead and promotional materials should always be consistent.

The minimum SIL logomark width is 1/4 inch. There is no maximum size but good judgment is expected from designers when using large sizes. When resized, the logomark should retain its original proportions.



A consciously created white space around the logomark will ensure visibility and impact on every communication. As illustrated in the center logo above, one fourth of the Box Element height ($1/4 H$) is measured from the bottom of the logo to the baseline of SIL, and is the standard unit of measurement for calculating minimum white space on the sides and bottom of the logo. The white space is used to separate type from the logo, such as titles to the right of the logo in a header; or to offset addresses in an end piece, such as the back of a brochure.

Logo Color Standards

The SIL logo is always reproduced in either Pantone 301 Blue or 100% Black. The optional tagline color is always Pantone 430 Gray or 50% Black.



Blue color specifications:

CMYK: $C=100\%, M=43\%, Y=0\%, K=18\%$ RGB: $R=0, G=103, B=166$

Black color specifications:

100% Black

Non-modification of the Logo

To ensure a consistent corporate image, always use the logo design and colors specified in this document. Modifications such as those shown below should not be used. Contact SIL Global Communications at communications_global@sil.org if you require clarification.

Do Not:



Use
Unofficial
Colors



Screen
Blue
or Black



Remove
Box Element



Add
Elements



Rotate



Distort



Do not leave a white background under the logo behind the tag line or country name when on a darker background. Use an .ai logo to prevent the white background.

NOTE: SIL Global Communications Coordinator is responsible to determine what exceptions may occasionally be made to these guidelines. All designs modifying the official logo must be reviewed and approved by the Global Communications Coordinator.

Example

1



Example 2

Design principles have been developed for consistency in the presentation of the logo. The print and electronic pdf samples found later in this document are all examples of the design principles, with variations to meet formatting issues, such as business cards (pages 17-18). Care is taken so that the logo doesn't appear to float or appear disconnected from other elements. The logo is the central print design element to be used in developing the design grid (Grid Standards, pages 19-20). Note: Web samples follow web design rather than print design (pages 36-41).

Examples of different design principles to be used, with corresponding numbers of on this page:

1. Hangs from the top edge and appears one logo width in from the upper left corner, with fabric or a corporate color block (page 27) to the left of the logo (Example 1 above left). (Document examples pages 30-33)
2. Hangs from the bottom edge of a color block (Example 2 above left) on products, such as books and DVDs (examples pages 34-35)
3. Appears at the bottom of a title page within a book, aligned left or centered depending on the inside formatting of the book block



4. Appears at the bottom of a back page with an address, on documents such as, brochures, booklets and flyers (examples pages 32-33)



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Dallas, Texas 75236-5629 USA

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info_sil@sil.org
© 2014 SIL International



Uganda P.O. Box 750
Entebbe, Uganda

www.sil.org
info_uganda@sil.org
+256 392 262900/1

Country Logos

The SIL brand was created to have consistency of message and graphic presentation for SIL Service Groups around the world. The country logos have been designed to have the country name in place of the "Partners in Language Development" tag line below the logo, using the Myriad Pro regular font. Country logos are available through Global Communications at communications_global@sil.org.



Bénin



Brasil



Burkina Faso



Cameroun



Colombia



Ethiopia



Mali



México



Nepal



Perú



Philippines



PNG



Suriname



Togo



Uganda

SIL International Logo and Stationery Specifications summary

Item	Official	Allowed
1 Logomark	Official Versions Only	Official Versions Only
2 Logo Colors	Official Versions Only; CMYK: C=100%, M=43%, Y=0%, K=18%; RGB: R=0, G=103, B=166; 100% Black	Matching office-inkjet or -laser printer Blue CYMK values, RGB values or 100% Black
3 Logo Size	Scaled proportionally; no smaller than: 1/4 inch wide	Scaled proportionally; no smaller than: 1/4 inch wide
4 Area or Unit name	Not required. If used must use official version only	Not required. If used must meet approved phrasing standards
5 Area or Unit name	Official Versions Only	All language phrasing must be approved by the Global Communications Coordinator and Area Director as appropriate
6 Area or Unit name	Official Version Only	Myriad Pro or Arial
7 Area or Unit name	Official Version Only; CMYK: C=5%, M=0%, Y=0%, K=45%; RGB: R=140, G=143, B=145	Matching office-inkjet or -laser printer Gray CYMK values, RGB values or 50% Black
8 Area or Unit name	Official Version Only	Width of Logomark
9 Letterhead Paper	White 60# Offset or equivalent	White 20# or 24# Bond equivalent
10 Business Card Paper	White 80# Cover or equivalent	White 28# Bond equivalent
11 Letterhead Elements (logo, fonts, contact)	Official Version Only	Other names and titles if approved by AD and Global Communications Coordinator; local contact information in place of SIL International contact information; must conform to standards for size, font and color
12 Stationery Colors	Official Versions Only	Official Versions Only, or Matching office-inkjet or -laser printer Blue and Gray CYMK values, RGB values or Black

All questions on interpretation of these standards should be sent to
SIL Global Communications communications_global@sil.org.



Corporate Stationery

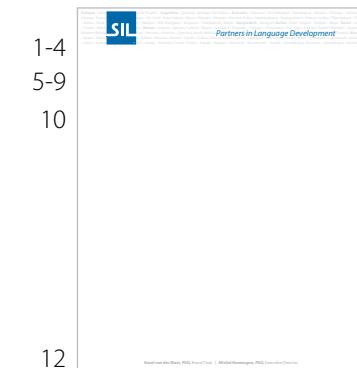
Letterhead

Paper

Standard: White 60# Offset

Allowed: White 20# or 24# Bond equivalent

8.5"x11"



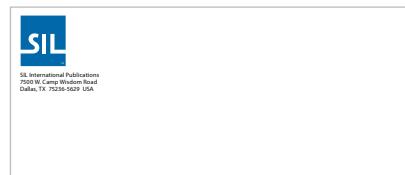
Envelope

Paper

Standard: White 60# Offset

Allowed: White 20# or 24# Bond equivalent

#10 shown



Business Card

Paper

Standard: White 80# Cover

Allowed: White 28# Bond equivalent

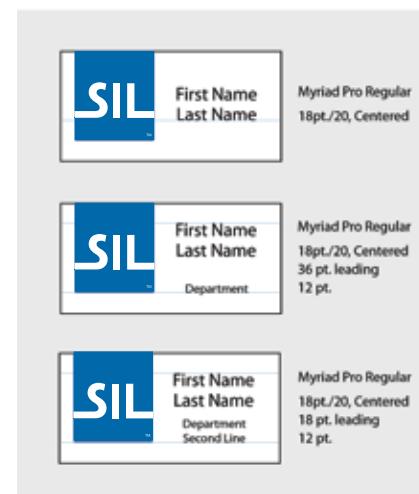
Samples Shown



Mailing Label



Nametag Master



Grid Standards

A grid unifies each publication's appearance and helps the content to build a relationship with the reader from page to page and publication to publication. A grid is made up of several invisible vertical and horizontal lines that provide the framework for building each page's layout. The text, typography, photographs, illustrations and graphic elements are placed consistently on the page using the grid as the guide.

The SIL Grid is based on the proportions of the logo's box element (X=width and Y=length).

The SIL Grid is designed to add quiet space between elements on a page. This helps the reader focus on important elements and allows for increases in text length when content is being translated into different languages.

How to Build an SIL Grid and Page:

Each cover, page and spine should be designed to help the reader move easily through the publication while subtly reinforcing the SIL corporate image. Corporate publication types (e.g. reports, brochures, fact sheets, expertise/domain-focused documents) should be consistent in design with each other while retaining an overall corporate look and feel. An annual report should look like subsequent quarterly reports of the same year; and, a literacy brochure should look like a special-focus piece on literacy but not like a special-focus piece on linguistics. All publications should look as though they come from SIL when they are representing SIL.

1. Logo size and placement

- Determine the size of the logo for the page.
- Many designers prefer to use the standard one-inch (25.4 mm) size as a starting point.

2. Grid development

NOTE: All publications are expected to bleed on all four sides of each page. If printing budgets do not allow for bleed production, begin measurements at the edges of the final publication size using the minimum margins of the printing or binding device. Consult an experienced designer.

- Place the logo flush into each corner and draw grid-lines towards the center of the page using the logo's edges as a guide.
- The upper left and right corners should begin with three logo-sized grids, both vertically toward the center and horizontally towards the middle of the page.
- The lower left and right corners should begin with five logo-sized grids horizontally towards the center of the page.

- If you used the one-inch logo, you will have lines at one-, two- and three-inches from the top corners and at one-, two, three-, four- and five-inches from the bottom.
- Additional grid-lines can be added as needed depending upon the needs of the publication.

3. Typeface selection and text placement

- Use the standard typefaces for headlines, body text, captions and taglines.
- In general, all headline text should be flush with and sit on the grid-line at the base line. All other text elements should be flush to and hang from the grid-line at the x-height of the typeface.
- Condensed versions of the standard typefaces may be used if needed with approval. Consultation with an experienced designer is recommended before publication.

4. Graphic and photographic content (and caption) placement.

- Crop photos into rectangles in proportion with the grid (e.g. two grids wide by three grids tall).
- Bleed photos and graphics when budgets allow.
- Place photo rectangles flush with, or juxtaposed to, other elements (e.g. text or color blocks) and hanging from grid-lines.
- Irregular-shaped graphics such as outlined photos or glyphs should be visually flush to grid-lines. They may be rotated up to 20° if needed.

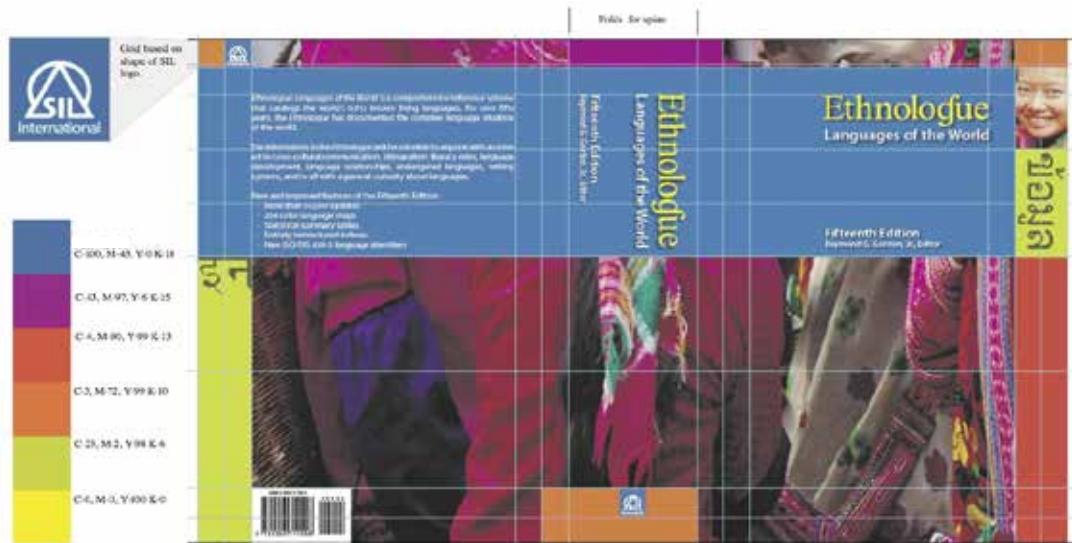
5. Color block determination and placement

- NOTE: use cues from photo content on each page to determine color block combinations.
- Color blocks should be proportionate with the grid (e.g. two grids wide by one grid tall).
- Bleed color blocks when budgets allow.
- Color blocks should be placed flush with, or juxtaposed to, other elements (e.g. text or photos) and hanging from grid-lines.



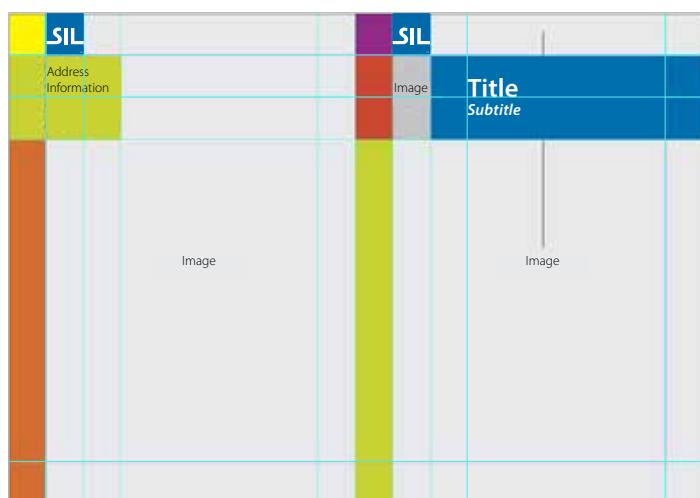
The Ethnologue and the Corporate Design Legacy

In 2005 the corporate grid pattern was designed and applied to the *Ethnologue 15th Edition*, using the rectangular proportion of the redesigned 2004 SIL logo. The corporate colors were keyed to the blue of the logo, and chosen to be in harmony with global color uses.



Corporate Colors

The logo's proportional rectangular shape used to build the layout grid for a document with the new 2014 logo.



Sample A4 grids for back and cover

Flagship Grid Build Out



Grid (left hand spread)



Grid (right hand spread)

2006 Annual Update Sample

1

Eradicate Extreme Poverty and Hunger

Ayanga, the local literacy supervisor for the North Ngbandi language group of the Democratic Republic of Congo, was encouraged to see that his years of hard work brought far-reaching benefits. Kasinda, chief of the Muhundu village, became the first at his community to attend adult literacy classes in his native tongue. After he read in one of the literacy primers that soybeans are rich in protein, he encouraged everyone in his village to plant them. He later learned from a market trader about the importance of a proper diet, and again encouraged his community to eat fresh fruits each day—dairy if they could improve their health through nutrition.



Language-based development is more than learning to earn a living or grow better crops, such as soybeans, and how to improve their diets.

Sokpal, a farmer in Togo, worked hard for years struggling to provide for his family. While attending the ill-adult literacy class in his village, Kotsopé, he read an 80 primer on the topic of managing finances and resources. Sokpal was impressed by the story of a farmer who learned the skill of weaving, which enabled him to supplement farm income. Sokpal put those management ideas into practice and began breeding chickens and goats in addition to his farming. The income from his breeding business raised his annual income and helped pay his children's school fees.

Income improvement and hunger relief within ethnolinguistic communities is achieved when life-changing information is communicated in a language that people understand well. Higher literacy rates often result in higher per capita incomes.



Cultivating experience-rich education creates community members who manage their own personal and household income and enjoy per capita incomes of up to 10 times greater.

Please note the various treatments of the captions, using a text wrap of .0625 from the edge of photo or graphic frames.

Why Languages Matter Sample

Capacity Building

People learn best in a language they understand well.

Multilingual Education (MLE) makes quality education possible by adapting conventional instructional methods and materials to the local context. It makes pathways across the curriculum and linguistic domains more secure, language speakers fluent learning, and living within the wider language and culture. Since MLE programs require careful development and training, MLE provides constant time to build the capacity of communities and national program designers to create effective multilingual education programs.

Ethnic Minority Language Discoveries



"I thought that my language (Quechua) was not equal to the majority language (Spanish). I believed that was true until I began studying with people from other countries to document my culture, my language and how to write it. As I began to discover the letters I needed and analyzed the grammar, I realized that my language is just as good as any other. My language has morphological, syntactic and semantic structures," said Peruvian student Edison Cossio de Rojas.

Students from other language communities in Ecuador, Guatemala, Mexico and Peru attended an 18-month sponsored course taught at the Universidad Ricardo Palma in Lima, Peru. This was the first time most of the students had formally analyzed the grammar of their languages. The 18-month course was designed to give speakers of ethnic minority languages a strong foundation in applied linguistics, enabling them to participate in language development in their own communities by gaining a strong understanding of their own languages. Several of the students are currently bilingual school teachers or directors of schools.



Another student, Blasina Mercedes García from the Motocí language community, described the goal of the applied linguistics program: "My fellow students and I see the need for such training and are considering how to pass on what we learn to others who haven't had the chance to study this way."

Ethiopia
To continue its MLE planning and pilot project of a five-year pilot project with the Ethiopian Regional Culture Komis, the program is establishing partnerships between government, NGOs, universities, foundations, and working groups to develop recommendations for further recommendations for the languages of the Oromo and Amharic Regions.

Thailand
A multidisciplinary University held a capacity workshop in Bangkok, Thailand, for 60 participants from governments, NGOs, universities, and language authorities to plan MLE programs in 12 provinces in Thailand. The workshop included 100 MLE experts and 100 ECD and MCEC stakeholders.





Design Concepts and Philosophy

Precision Alignment eliminates distractions

- As an academic and scientific organization—precision is a core value.
- The Grid is used to represent precision—based on logo proportions.
- Typography— *“Typography exists to honor content” Robert Bringhurst*
SIL's mission is centered in language, represented by fonts. Font design is a part of SIL's work, and is designed for readability.
- Graphics exists to honor content and support readability.

Hierarchy helps guide readers effectively

- **Type:** Content in the form of headers, body, etc are used to lead the reader through the visual space.
- **Graphics and Colors:** Used to support content and lead the reader through the visual space.

When graphics or colors distract from the type, they are removed to give preference to the type. Graphics or colors that can be removed without harm to the overall design are deemed unnecessary.

Readability is affected by:

- Line spacing and edges—balance of readable space. This is the vertical space between lines of type and proximity to other type and graphics. When they are too close a visual tension is created for the reader.
- Floatation and balance—elements unaligned to the grid cause visual flotation and distract from the overall design.
- Interaction of visual content—type, graphics, color and white space are elements to be designed together. The overall design effectiveness can be observed by reducing the pages on the computer monitor, so that all of the elements are seen as blocks in relationship to one another, and also the relationship to other pages. Consistency is the goal.



Supporting Elements honor and support the content and overall message.

- Colors—the six corporate colors were chosen based on international multi-cultural use of colors.
- Roman and Non-Roman fonts are used as graphic supports and not decorations.
- Photographs of nationals are used when appropriate to illustrate content.
- Fabric is used as a graphic element where appropriate, and should appear as if draped on a human in natural form.
- Landscape of the area is used to support content.
- Pen and ink Illustrations.

The supporting elements are only used to “honor” the content, and care is taken so that the elements are not breaking hierarchy or merely decorating. They are used to help lead the reader through the content area. Photographs and colors are contained within the logo proportion grid and, when appropriate, photographs can break into the white space from one or two sides outside of the grid.



Typeface Standards

SIL International publications should use the same typography as is used on stationery. All text should hang from the grid on the x-height of the typeface.

Only use official versions of the logo and stationery. If local adaptation is required, Arial and Arial Bold are allowed for names, titles and headlines.

Content and Heading Typeface Family–Primary: Myriad Pro, regular, italic and bold.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz

"1234567890,.!@#\$%^&*()"

Content and Heading Typeface Family–Alternate: Arial, italic and bold.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz

"1234567890,.!@#\$%^&*()"

ABCDEFGHIJKLMNOPQRSTUVWXYZ

SIL Logomark Tagline Typeface Family–Primary: Myriad Pro italic

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz

Content Typeface Family (Alternate): Gentium Book Basic, italic and bold

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz

"1234567890,.!@#\$%^&*()"

To ensure a consistent, professional corporate image, never substitute or stylistically modify the typefaces specified in this document. A few examples are provided below that address the most common departures. Contact SIL Global Communications communications_global@sil.org if you require clarification.

Bad Examples:

Clunky

Confusing

Good Examples:

Classic

Clear

Color Palette Standards



The SIL color palette was developed to be complementary to the SIL blue logo and to reflect the international flavor and cultural service of the organization. Many bright colors are found in the cultures of the world.

Color Palette Specifications

SIL Blue	CMYK (C-100%, M-43%, Y-0% K-18%); RGB (R-0, G-103, B-166; Web #0067a6 <i>Used for the SIL logomark, corporate publications and uncategorized academic publications</i>	
SIL Violet	CMYK (C-43, M-97, Y-6, K-15); RGB (R-139 G-35 B-121); Web #663366 <i>Used for Linguistics publications (PL series)</i>	
SIL Red	CMYK (C-4, M-90, Y-99, K-13); RGB (R-203 G-57 B-33); Web #cb3921 <i>Used for Literacy/Sociolinguistics publications (PLE series)</i>	
SIL Orange	CMYK (C-3, M-72, Y-99, K-10); RGB (R-213 G-97 B-33); Web #d56121 <i>Used for Anthropology publications (PE series)</i>	
SIL Green	CMYK (C-23, M-2, Y-98, K-6); RGB (R-194 G-203 B-42); Web #c2cb2a <i>Used for Translation publications</i>	
SIL Yellow	CMYK (C-0, M-0, Y-100, K-0); RGB: (R-255 G-242 B-0); Web #fff200 <i>Used for Technology publications</i>	
Gray	Pantone 430C Gray; 50% Black, CMYK (C-44, M-36, Y-37, K-2); RGB (R-148, G-156, B-161); Web #636363 <i>Used for logomark tagline.</i>	
Black	100% Black; CMYK (C-0, M-0, Y-0, K-100); RGB (R-149, G-149, B-149); Web: #231f20 <i>Used for most Text content</i>	
Note: always overprint text as black or a single dark color from the palette (e.g. PMS 301 Blue). Reversing text from color blocks increases costs when producing publications in multiple languages and reduces legibility.		

Note: The SIL color palette may be screened for certain effects such as type on a colored background, non-Roman fonts, and special glyphs to make them recede into the background. Before publishing, global-communications at SIL should be contacted for approval of all designs that use screened colors.

Caution: Take care not to use screened colors in large blocks or as primary colors on the page. Consultation with an experienced designer is highly recommended.

Graphic Element Standards

SIL Photography Requirements

Accurately represent SIL's work of language development.

Be creative: A photo of a person reading or teaching is good, but it can be portrayed in a unique way (e.g. a close-up on hands and script in a primer) or setting (e.g. outdoors).

Respectfully represent the people and places we serve.

Note: carefully consider the subject's welfare and obtain permissions and releases.

Photographs captured at high-resolution setting (3 megapixels or higher preferred/300px).

Allow for cropping by the designer. Back away from the subject if possible.

Eliminate background clutter, people and items; focus on the main subject.

Use good lighting. Provide multiple exposures, shots and color correct if possible.

Provide metadata information to the writer and designer e.g. subject names, dates, events, language name, location, releases, etc.

Indigenous Fabrics:

Indigenous fabrics should come from and reflect the cultures of the peoples and countries SIL partners with of works alongside.

Treat fabrics like photographic elements. Try to capture the folds and texture of the material. Avoid close-ups of the pattern that would transform it from a fabric to an illustration. See the following examples of how not to use fabric:



Scripts and Glyphs:

Non-Roman scripts and unique vernacular glyphs or words stating generic language terms should be used in moderation. All words and glyphs must be reviewed by a mother-tongue speaker before publication.



SIL Color Palette Blocks:

Use color blocks designated for specific domain content on books and for visual interest in promotional materials. Employing a consistent SIL blue “band” across the cover, like the *Flagship* cover shown below, is a useful method to tie different publications together.



Note the use of the Color Blocks, Fabric, and Glyphs on this two-page spread from *Why Languages Matter*



Note the use of the blue band and the "PILD" Nine-language graphic element on the cover of the Flagship Focus Piece

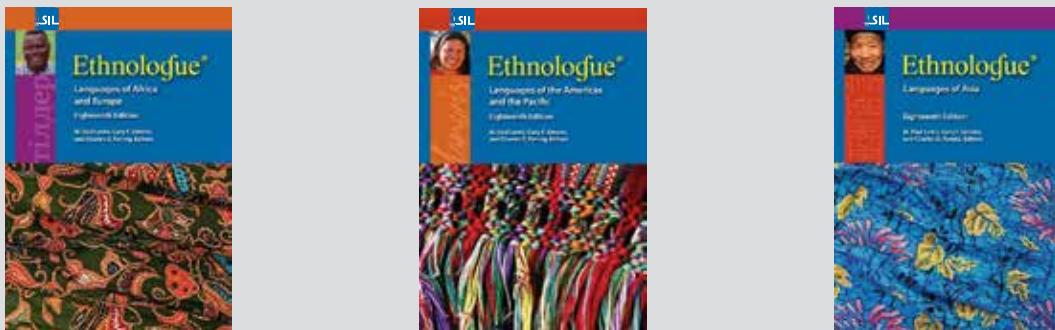
Special: Nine-language “Partners in Language Development” Graphic, Anniversary or Special Logos:

Use individual guidelines, or ask the designer, when using any special graphic element in an SIL publication.

The “Partners in Language Development” multi-lingual tagline or graphic can be used when SIL is being represented such as in an annual report.

Corporate Publication Examples

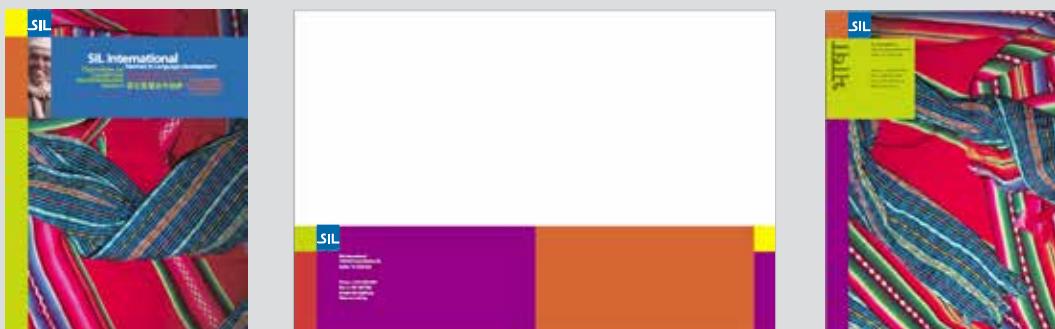
Ethnologue 18 Book Covers



SIL International *Flagship Cover*



Presentation Folder





Annual Update 2014 Report Print and PDF Edition

BO SIL

**Annual Update | 2014 Review
Partners in Language Development**

80 Years of Learning Together

Translation: Making Resources Accessible

Vital health information translated in Africa

Translation training for speakers of sign languages

**Writing Systems:
A Foundation for Language Development**

Community takes strides toward language goals

New writing system leads to new learning opportunities

Documentation: Supporting Language Vitality

Dictionary: Tool for Language Development

Annual Update 2015 Report Web Based Edition

Beginning in January of 2016 the Annual Update was created in *Adobe Spark* for web based distribution.

sil-annual-update-2015.org



BO SIL

Publications

More Languages of the World Documented

Endangered Languages Project Analysis

Global Health Information for Decision-Making

Faceted Approach to Metadata

Info Sheet Front and Back

Tri-fold non-bleed General Brochure Outside and Inside

Why Languages Matter Brochure Outside and Inside

Multilingual Education Brochure Outside and Inside



MLE Components
Components of Sustainable Multilingual Education Programs

CK International® is a faith-based nonprofit organization that facilitates language development programs in local communities through research, translation, training and materials development.

As a member of SIL International, CK International promotes unity on diversity and intercultural understanding. SLCs participation in multilingual education and for ethnolinguistic communities linking them to surrounding communities is critical in increasing capacity to build sustainable language development programs. CK International is a founding member of Mayaya, the World Network for Linguistic Diversity.

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Dallas, Texas 75214 USA
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info@sil.org
© 2010 SIL International®

Multilingual Education

Mother tongue-first Education in a Multilingual World

Many local language communities are, in reality, multilingual. In addition, some want to communicate in international languages and possibly also in intercultural languages. Multilingual education (MLE) programs are promoted as a way to facilitate this, providing the means to meet broader multilingual goals.

Capacity Building
People learn best when they learn in a language they understand well.

MLE makes quality education possible by adapting teaching methods and materials to fit a local culture; it makes a pathway across the cultural and linguistic barriers that limit many people from learning and working and living within the wider language and culture. MLE provides opportunities for education and training. Where local communities lack expertise and experience, outside consultants assist in building the capacity of local community educators and program designers to create effective MLE programs.

Advocacy
If you don't speak the language, how do you ask for help?

Members of ethnolinguistic communities work together with outside consultants to raise awareness and mobilize support for programs that will serve their unique education and development goals. On those occasions when outside consultants advise on MLE, consultants advocate for language and education policies and programs that ensure that Education for All is for everyone, including speakers of non-dominant languages.

Resource Linking
"Many hands make light work."

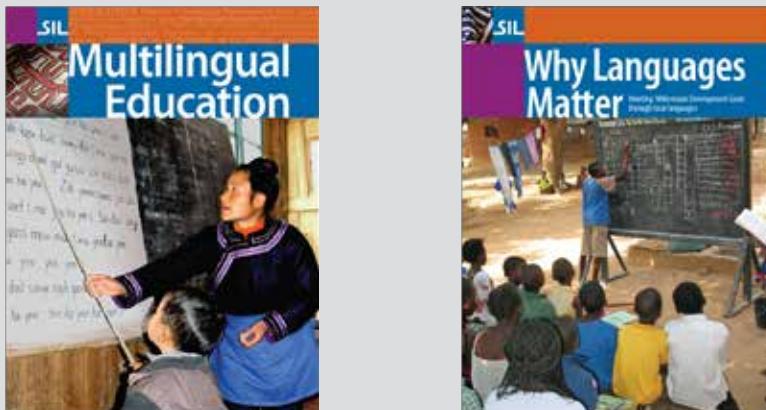
This document partly describes the benefits of partners working together with language communities to establish MLE programs. Each partner brings its own unique resources and expertise. Strong educational programs that link local languages to international languages can be built through the collaboration of NGOs, universities, donors and the language community. When local languages and cultures are linked to multiple resources, the likelihood that the program and its benefits will be sustained is increased.

Life-long Learning
Building on all that we have:

Young people who gain fluency in reading and writing their mother tongue are better prepared to transfer their literacy skills to other languages and thus are well equipped for life-long learning. Stronger mother-tongue speakers are more likely to have easier access to the knowledge and information they need to succeed in their education and personal development efforts. The results are the growth of self-confidence and the ability that is often equipped to become literate in languages of wider communication.

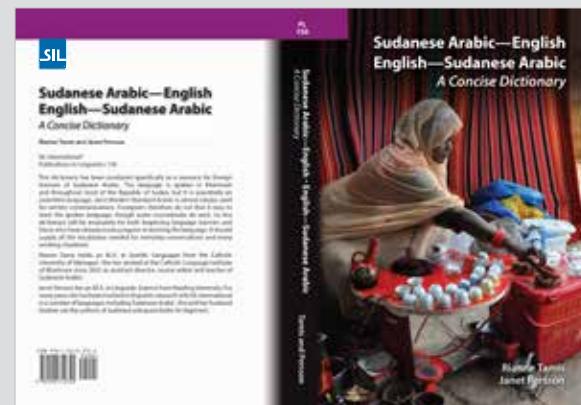
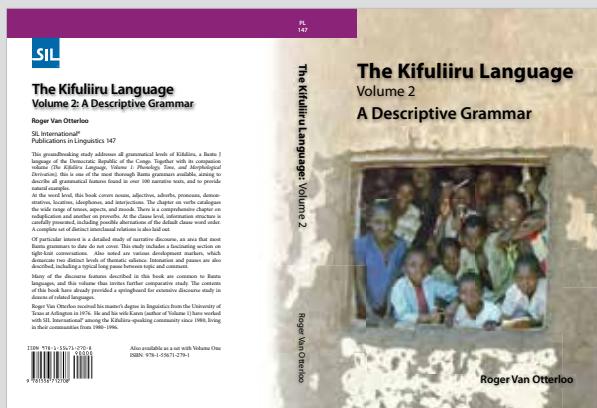
Cover concept by Dennis L. Melville, Ph.D.

Booklet Covers

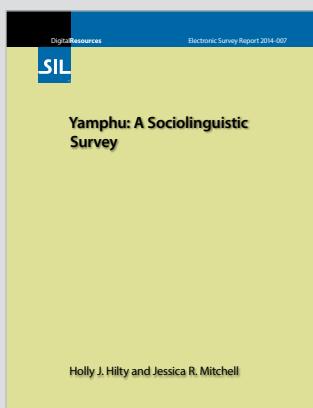


SIL International Publications Examples

Book Covers Back and Front



Electronic PDF Publication Covers

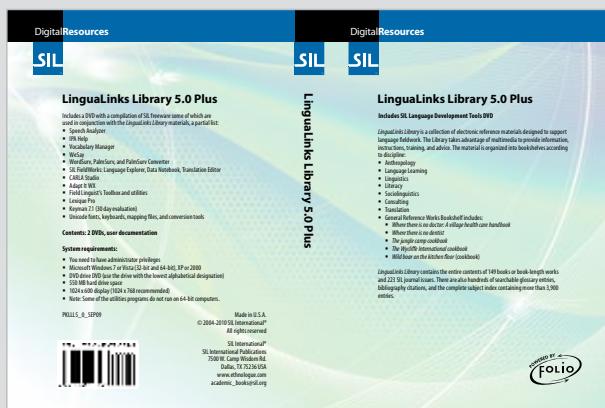




Software Based Product Cover and CD



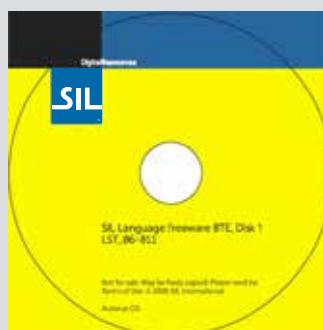
CD/DVD Box Case Cover Back and Front



CD/DVD Label and Cover Template



Restricted Content



Semi-restricted Content



Freely sharable Content

SIL International Website Examples

SIL International Level One Web Page

The screenshot shows the SIL International website's main page. At the top, there is a navigation bar with links to HOME, SHOPPING CART (0 ITEMS), CONTACT US, DONATE, and SIGN IN. A search bar is also present. Below the navigation is a horizontal menu with links to Language Development, Language & Culture, Resources, Training, Worldwide, and About SIL. The main content area features a large image of a person in a blue headscarf reading a book. To the right of the image, the text "Education for Youth and Adults" is displayed, followed by the subtext "SIL supports literacy and education programs for youth and adults." A "Read more" button is located below this text. Below the main image, there are several sections: "News" (with a sub-section for SEALS), "On Location" (with a sub-section for local language development initiatives), "Discover SIL" (with a sub-section for the organization's mission), "Languages Matter" (with a sub-section for the importance of languages), "Endangered Languages" (with a sub-section for exploring language vitality and endangerment), and a footer section containing links to various resources, training, and publications. The footer also includes social media links for Facebook and Google+.

The nature of web design makes grid design difficult, therefore the SIL grid is not applied to the websites. However, alignments are used when applicable, along with corporate colors, fabrics, and photos of SIL work and global cultures.

SIL International Level Two Web Page

HOME | SHOPPING CART (0 ITEMS) | CONTACT US | DONATE | SIGN IN

Language Development | Language & Culture | Resources | Training | Worldwide | About SIL

Anthropology

- Arts & Ethnomusicology
- Language and Culture Documentation
- Language and Culture Learning
- Linguistics
- Sign Languages
- Sociolinguistics

Why Language & Culture Studies?

Language and culture are inextricably interwoven. Effective use of or work with a language requires a good understanding of the culture that is associated with and expressed through that language.

[Read More >>](#)

Highlights

Understanding Local Arts video.

[Read More >>](#)

Language Development Dict & Lexicography Lexis Assessment	Language & Culture Anthropology Arts & Ethnomusicology L & C Documentation	Resources L & C Archives Publications Software & Tools	Training About SIL Training For Specialists Programs	About SIL Discover SIL Administration Consultants	SIL International Publications About SIL Publications Return Policy
--	--	--	--	---	--

SIL International Level Three Web Page

HOME | SHOPPING CART (0 ITEMS) | CONTACT US | DONATE | SIGN IN

Language Development | Language & Culture | Resources | Training | Worldwide | About SIL

Sign Languages

Home

SIL contributes to the language development goals of Deaf communities through the provision of technical services, training and research on sign languages.

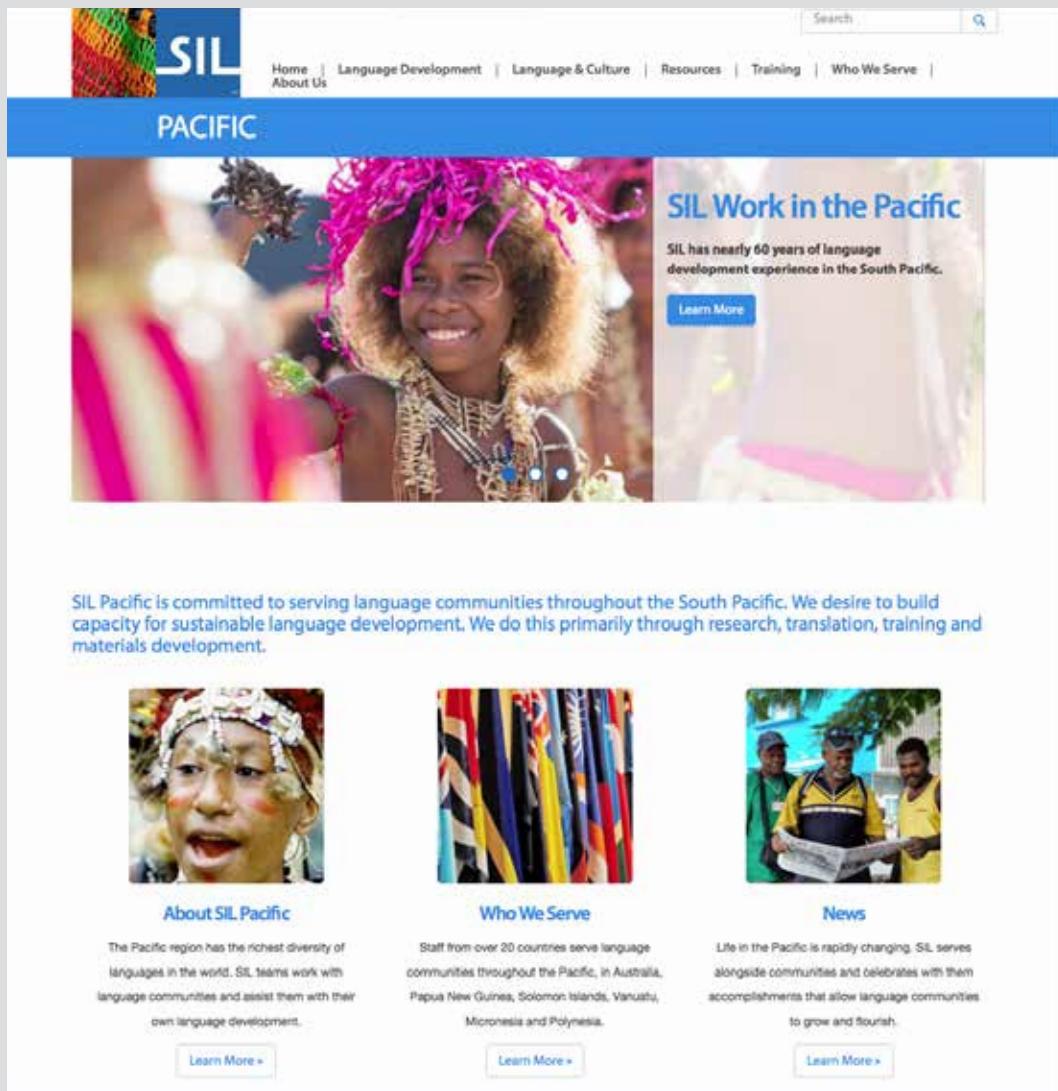
As languages of the eye rather than the ear, sign languages form a unique class of the world's languages. Linguists have agreed that there are more than 130 identified so far, but research to identify the world's sign languages is far from finished. SIL estimates that the actual number may exceed 400. For many Deaf people sign languages are their primary means of communication. Yet they live in a world dominated by communication in spoken languages that they cannot hear. Like other minority language users, in many countries Deaf people wish to use their sign languages in education, commerce, government, medical and social service settings, and religious practice.

SIL partners with local, regional and global organizations to help build capacity in sign language communities for the pursuit of their language development and Scripture translation goals.

Sign Languages

- What we do
- Sign Language Resources
- News
- Stories
- FAQs
- Contact

SIL Area Level One Web Page



The screenshot shows the homepage of the SIL Pacific website. At the top, there's a navigation bar with links for Home, Language Development, Language & Culture, Resources, Training, Who We Serve, and About Us. A search bar is located in the top right corner. Below the navigation is a blue header bar with the word "PACIFIC" in white. The main content area features a large image of a young girl with pink hair decorations smiling. To the right of the image, the text "SIL Work in the Pacific" is displayed, followed by the subtext "SIL has nearly 60 years of language development experience in the South Pacific." A "Learn More" button is present. Below this section, there are three smaller cards: "About SIL Pacific" (image of a child with face paint), "Who We Serve" (image of flags), and "News" (image of people reading). Each card has a title, a brief description, and a "Learn More" button.

SIL Pacific is committed to serving language communities throughout the South Pacific. We desire to build capacity for sustainable language development. We do this primarily through research, translation, training and materials development.

About SIL Pacific
The Pacific region has the richest diversity of languages in the world. SIL teams work with language communities and assist them with their own language development.
[Learn More »](#)

Who We Serve
Staff from over 20 countries serve language communities throughout the Pacific, in Australia, Papua New Guinea, Solomon Islands, Vanuatu, Micronesia and Polynesia.
[Learn More »](#)

News
Life in the Pacific is rapidly changing. SIL serves alongside communities and celebrates with them accomplishments that allow language communities to grow and flourish.
[Learn More »](#)

SIL-branded templates are provided, but color scheme and local fabrics may be adjusted for local identification in consultation with SIL Global Communications.

For further information about creating or updating an Area website see:
[SIL Subsite Development Processes](#).

For further communication regarding an Area website contact:
communications_global@sil.org

SIL Area Level Two Web Page

The screenshot shows a web page for SIL Pacific. At the top is a navigation bar with links for Home, Language Development, Language & Culture, Resources, Training, and Who We Serve. Below the navigation is a blue header bar with the word "PACIFIC". Underneath is a section titled "Language Development" featuring a photograph of several people looking at a document together. To the right of the photo is a sidebar titled "LANGUAGE DEVELOPMENT" with four categories: Literacy & Education, Program Management, Technology, and Translation.

Language is at the core of each community's culture, heritage and identity. The Pacific's many smaller language communities often lack the resources needed to ensure their language continues to serve its changing social, cultural, political, economic and spiritual needs and goals. SIL's mission is to support sustainable language development in Pacific communities through consultation, training, research and advocacy.

SIL Area Level Three Web Page

The screenshot shows a sub-page under the "Language Development" category. It features a photograph of a child writing, followed by text about addressing issues in the Pacific through various programs. Below this is a section on "Multilingual Education Programs" which discusses partnerships with UNESCO. Further down are sections on "Mother Tongue Literacy Programs" and "Issues in Literacy", both of which mention local literacy workers and the local language as a gateway to basic literacy. A sidebar on the right lists the four categories of language development: Literacy & Education (which is highlighted), Program Management, Technology, and Translation.

Our specialists and technicians desire to use their expertise to help address these issues in the Pacific through a variety of programs.

Multilingual Education Programs

Certain contexts may require developing multilingual programs to promote literacy in the first language and also provide access to a language of wider communication. Other contexts require bridging between national and local language literacy. SIL Pacific is currently partnering with UNESCO, providing consultants for Multilingual Education programs.

Mother Tongue Literacy Programs

SIL staff partner with community members to develop programs that train local literacy workers and promote the mother tongue in formal and informal education settings.

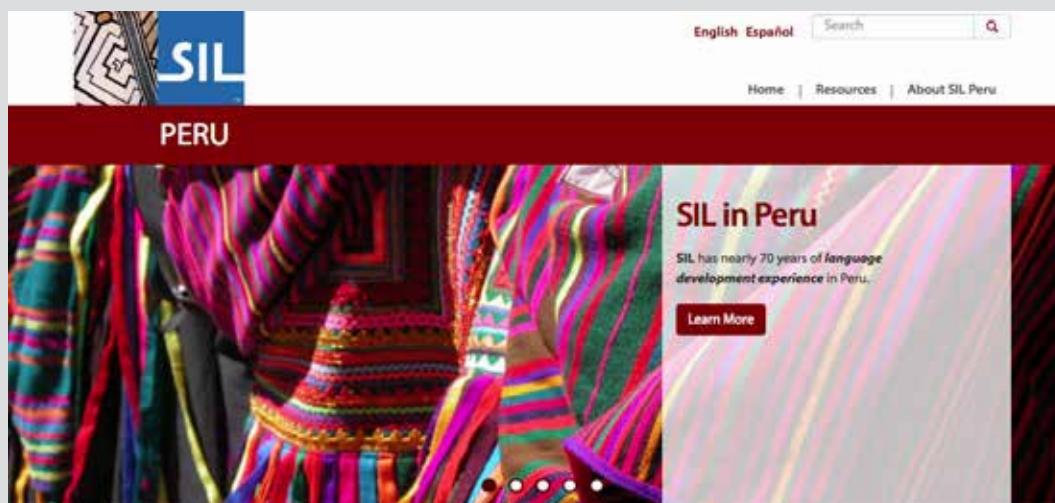
Issues in Literacy

Our specialists partner with communities and organisations in planning and developing literacy and education programs, emphasising the local language as the gateway to basic literacy. SIL's vision is to see literacy become a sustainable community value with the development of literacy goals and activities in the hands of the local people.

Widely-recognised global literacy issues include:

- the staggering statistics of illiteracy
- education of marginalised minorities
- language of instruction
- language preservation
- poverty

SIL Operational Unit Level One Web Page



The screenshot shows the homepage of the SIL Peru website. At the top, there's a navigation bar with links for English, Español, Home, Resources, and About SIL Peru. A search bar is also present. The main header features the SIL logo and the word "PERU". Below the header is a large, vibrant image of traditional Peruvian fabrics and clothing. To the right of this image, a section titled "SIL in Peru" is displayed, stating that SIL has nearly 70 years of language development experience in Peru, with a "Learn More" button. The bottom half of the page contains three columns: "Resources" (showing books), "About SIL Peru" (showing hats), and "CILTA" (showing people working). Each column has a brief description and a "Learn More" button.

Volunteers with [SIL International](#) have been working on behalf of Peru's ethnic minority groups since 1946. SIL in Peru is commonly known as the Instituto Lingüístico de Verano (ILV). SIL's research on languages and cultures as well as materials produced in the minority languages is available to the public through this website. Besides language and culture research SIL works in and with the language communities for promotion and training in literacy, translation of the Bible, production of bilingual education and other materials of interest to each language community in their languages.

Resources

SIL has published over 3,000 titles in the fields of linguistics and cultural anthropology, literacy, and community development. 1,770 of these in the languages for the people.

[Learn More »](#)

About SIL Peru

Peru has a rich diversity of languages. SIL language development and research teams use linguistics, literacy, anthropology and Bible translation to assist communities in their own language development.

[Learn More »](#)

CILTA

SIL International and Ricardo Palma University of Lima sponsor a linguistics diploma program in Spanish, available in Latin America. The program is aimed at those who desire training to work in the areas of descriptive linguistics, translation and literacy.

SIL-branded templates are provided, but color scheme and local fabrics may be adjusted for local identification in consultation with SIL Global Communications.

For further information about creating or updating an Area website see:
[SIL Subsite Development Processes](#).

For further communication regarding an Area website contact:
communications_global@sil.org

SIL Operational Unit Level Two Web Page

English Español Search

Home | Resources | About SIL Peru

PERU

Resources



Since 1946, SIL in Peru (also known as the Instituto Lingüístico de Verano) has published more than 3,000 publications. In addition, SIL has a large body of unpublished work about the languages of Peru. Most of the publications are

Browse the Peru Language & Culture Archives

Contributors
Countries
Years
Domains
Series
Subjects
Languages
Language Codes

Search the Peru Archives

RESOURCES

[View Details](#)

SIL Operational Unit Level Three Web Page

English Español Search

Home | Resources | About SIL Peru

PERU

Browse by Domain

- Academic Training (6)
- Anthropology (247)
- Arts And Ethnomusicology (38)
- Communications (21)
- Community Development (21)
- International/Government Relations (2)
- Language And Culture Learning (50)
- Language Assessment (63)
- Language Program Management (11)
- Language Technology (3)
- Learning And Development (2)
- Library/Museum/Archiving (13)
- Linguistics (819)
- Literacy And Education (176)
- Management, General (6)
- Publishing (1)
- Scripture Use (2)
- Sign Languages (35)
- Sociolinguistics (79)
- Translation (40)

Browse the Peru Language & Culture Archives

Contributors
Countries
Years
Domains
Series
Subjects
Languages
Language Codes

Search the entire SIL Global Language & Culture Archives



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