



European  
Commission

# Electronic Platform for Adult Learning in Europe

Brand Update Guide  
2018

Erasmus+

# JOIN THE BIGGEST ADULT LEARNING COMMUNITY IN EUROPE



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## Section 1

# UPDATED BRAND VISUALS

## EPALE wordmark - Clearspace and positioning

When using the EPALE wordmark independently across different platforms, ensure its positioning and scale is in accordance with the exclusion zones outlined below.

### Exclusion Zones



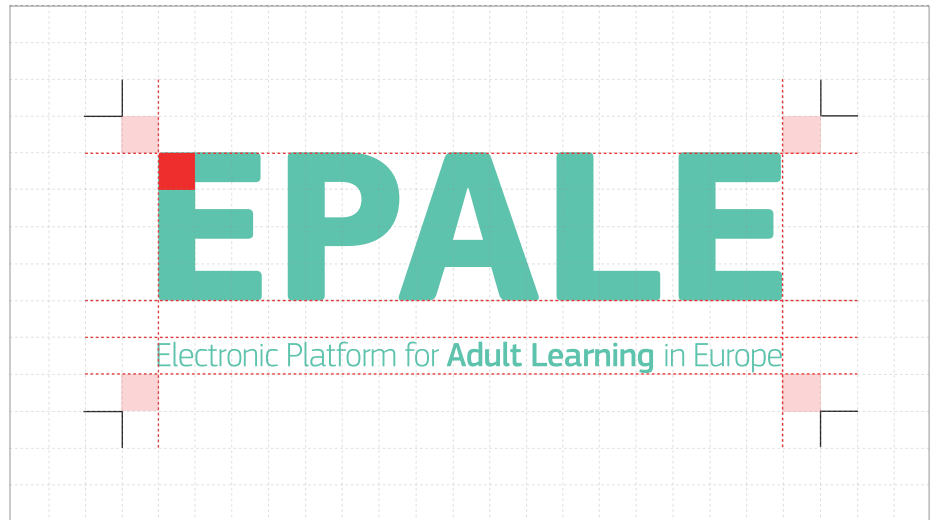
Exclusion zones should always be measured by 1 x square in proportion to the width of the letter E at any given size.



Representation of distance and alignment between assets.

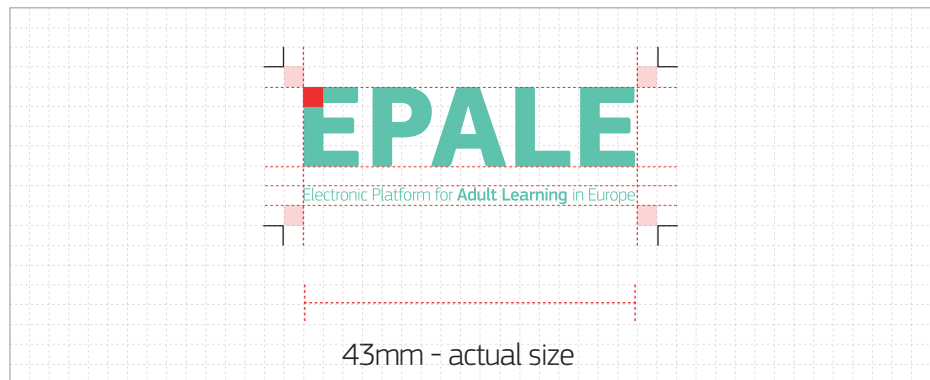


Protection area of logo. No images or typography should be allowed within these limits.



### Minimum display **with** strapline

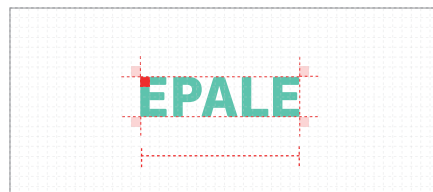
In order to maintain legibility of strapline and word mark on a small canvas ensure the whole graphic mark is no smaller than 43mm.



### Minimum display **without** strapline

When using the EPALE word mark on a smaller canvas, removing the strapline is advised. Instead, the wordmark should be used independently and no smaller than 20mm.

Instances where the canvas is smaller than 20mm in length, the EPALE strapline should be used independently ensuring text is legible at any given size.

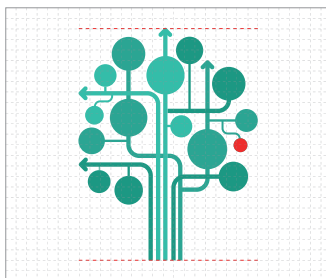
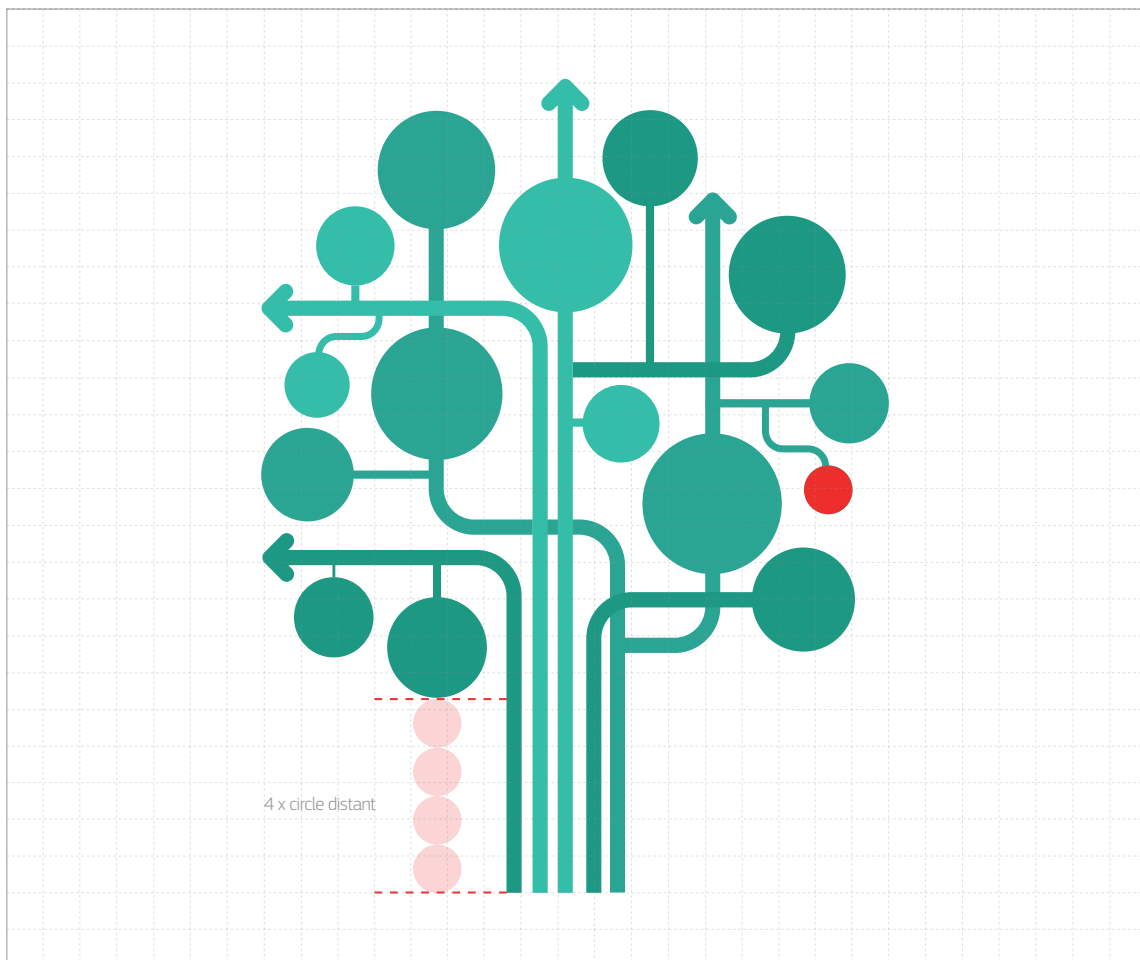


20mm - actual size

## EPALE tree - Clearspace and positioning

When using the EPALE tree independently across different platforms, ensure its positioning and scale is proportionate as represented below. Minimum size must be adhered to ensure all aspects of the tree are clearly visible.

When extending the tree stalks ensure minimum height is maintained as represented by the red circles, to ensure it is proportionate to the rest of the tree.

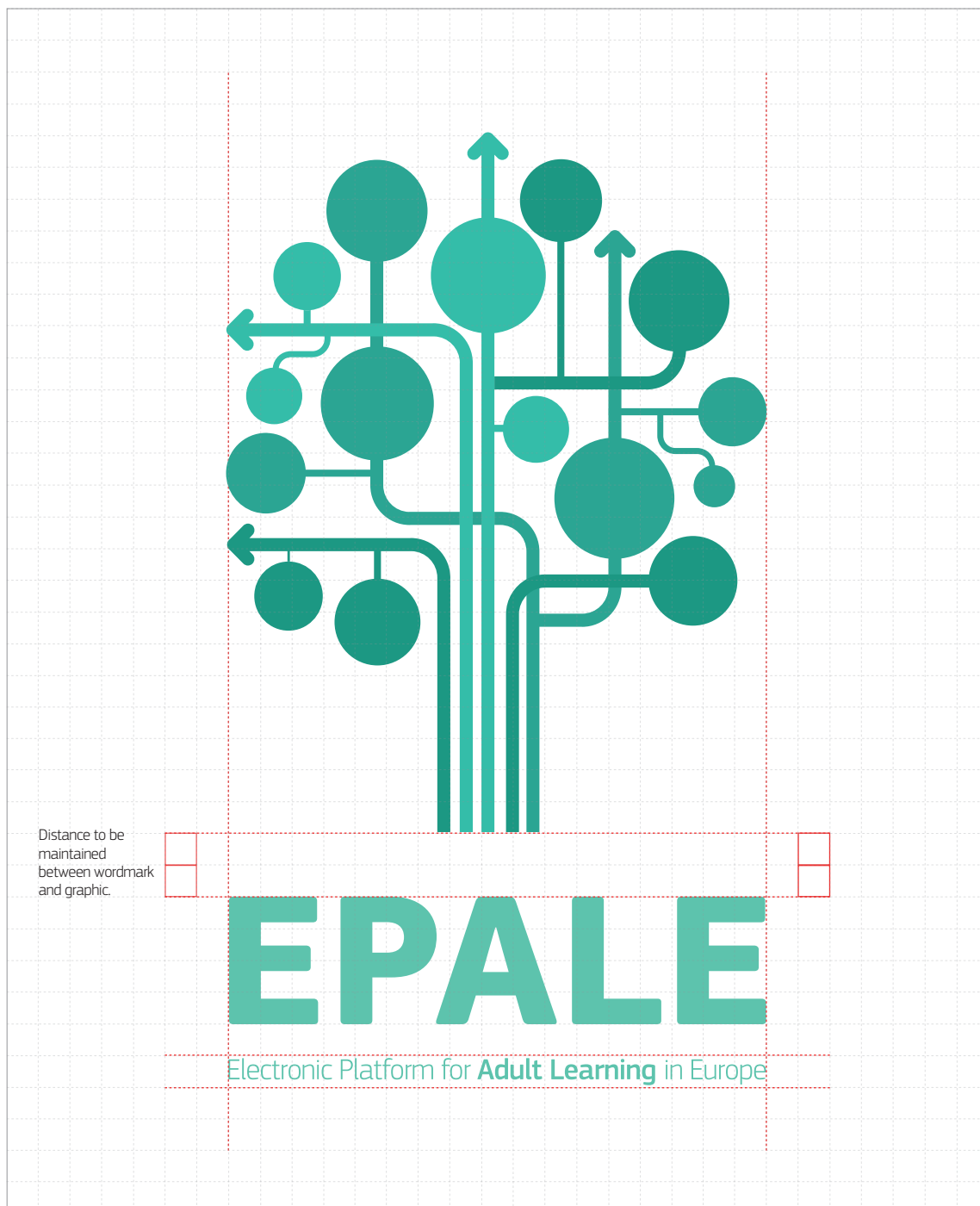


Minimum height 30mm  
Minimum width 23mm

*Actual size*

## EPALE tree and wordmark - Clearspace and positioning

When using the EPALE tree and wordmark across different platforms, ensure its positioning and scale is in accordance with the exclusions zones outlined below.

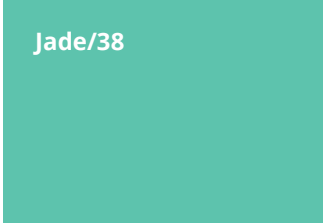
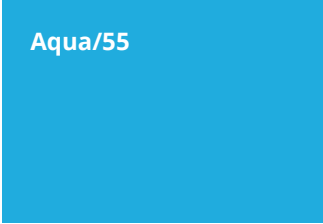

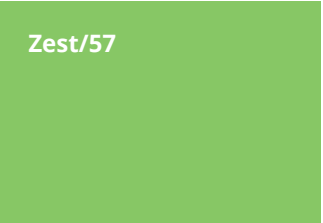
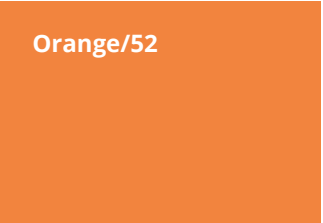



## Section 2

# COLOUR PALETTE

## Primary colour palette





The primary colour palette reflects the new and vibrant refresh of the EPALE identity.

			
<b>Pantone</b>	3252 EC	2995	2587 EC
<b>CMYK</b>	C: 60 M: 0 Y: 40 K: 0	C: 70 M: 13 Y: 0 K: 0	C: 50 M: 70 Y: 0 K: 0
<b>RGB</b>	R: 109 G: 191 B: 169	R: 55 G: 172 B: 222	R: 146 G: 96 B: 160
<b>#</b>	6DBFA9	37ACDE	9260A0
			
<b>Pantone</b>	367 EC	151 EC	Rhod Red EC
<b>CMYK</b>	C: 50 M: 0 Y: 80 K: 0	C: 0 M: 60 Y: 85 K: 0	C: 0 M: 90 Y: 0 K: 0
<b>RGB</b>	R: 149 G: 193 B: 84	R: 238 G: 128 B: 50	R: 229 G: 46 B: 135
<b>#</b>	95c154	ee8032	e52e87





## Secondary colour palette

To support the primary colour palette, a secondary palette can be used for example in brochures, leaflets, posters and digital use where the primary colours on their own may be limiting.

### Jade/38 Secondary

				
<b>CMYK</b>	C: 68 M: 0 Y: 42 K: 0	C: 73 M: 5 Y: 47 K: 0	C: 77 M: 13 Y: 51 K: 0	C: 84 M: 26 Y: 62 K: 10
<b>RGB</b>	R: 70 G: 183 B: 167	R: 49 G: 172 B: 155	R: 35 G: 160 B: 143	R: 12 G: 129 B: 109
<b>#</b>	46b7a7	31ac9b	23a08f	0c816d

### Aqua/55 Secondary

				
<b>CMYK</b>	C: 84 M: 33 Y: 23 K: 1	C: 82 M: 48 Y: 19 K: 1	C: 89 M: 59 Y: 26 K: 6	C: 93 M: 68 Y: 26 K: 8
<b>RGB</b>	R: 0 G: 133 B: 171	R: 50 G: 116 B: 163	R: 37 G: 94 B: 138	R: 35 G: 80 B: 128
<b>#</b>	0085ab	3274a3	255e8a	235080





**Purple/23 Secondary**

<b>CMYK</b>	C: 55 M: 76 Y: 0 K: 0	C: 67 M: 83 Y: 12 K: 1	C: 76 M: 95 Y: 10 K: 1	C: 81 M: 95 Y: 25 K: 12
<b>RGB</b>	R: 139 G: 83 B: 156	R: 114 G: 67 B: 136	R: 98 G: 46 B: 127	R: 82 G: 44 B: 105
<b>#</b>	8b539c	724388	622e7f	522c69





**Zest/57 Secondary**

<b>CMYK</b>	C: 46 M: 4 Y: 72 K: 0	C: 57 M: 10 Y: 87 K: 0	C: 65 M: 20 Y: 98 K: 4	C: 75 M: 29 Y: 100 K: 14
<b>RGB</b>	R: 158 G: 195 B: 104	R: 129 G: 176 B: 71	R: 105 G: 152 B: 51	R: 73 G: 125 B: 48
<b>#</b>	9ec368	81b047	699833	497d30

**Orange/52 Secondary**

				
<b>CMYK</b>	C: 0 M: 45 Y: 62 K: 0	C: 8 M: 56 Y: 76 K: 0	C: 18 M: 67 Y: 92 K: 5	C: 0 M: 68 Y: 68 K: 30
<b>RGB</b>	R: 245 G: 162 B: 104	R: 228 G: 133 B: 71	R: 200 G: 102 B: 39	R: 183 G: 87 B: 61
<b>#</b>	f5a268	e48547	c86627	b7573d





**Magenta/47 Secondary**

				
<b>CMYK</b>	C: 5 M: 67 Y: 0 K: 0	C: 13 M: 91 Y: 27 K: 2	C: 3 M: 87 Y: 0 K: 30	C: 3 M: 87 Y: 0 K: 50
<b>RGB</b>	R: 230 G: 117 B: 171	R: 209 G: 49 B: 111	R: 176 G: 48 B: 110	R: 140 G: 37 B: 86
<b>#</b>	e675ab	d1316f	b0306e	8c2556

## Monochrome colour palette

To support the primary colour palette, a secondary palette can be used for example in brochures, leaflets, posters and digital use where the primary colours on their own may be limiting.

### Monochrome

				
<b>CMYK</b>	C: 0 M: 0 Y: 0 K: 20	C: 0 M: 0 Y: 0 K: 50	C: 0 M: 0 Y: 0 K: 80	C: 0 M: 0 Y: 0 K: 100
<b>RGB</b>	R: 218 G: 218 B: 218	R: 157 G: 157 B: 156	R: 87 G: 87 B: 86	R: 0 G: 0 B: 0
<b>#</b>	dadada	9d9d9c	575756	000000

### Section 3

# TYPOGRAPHY

# Typography

The typeface is an integral part of the overall EPALE identity and the font **EC Square Sans** should be used for EPALE outputs. These typographic requirements should be adhered to in accordance with the European Commission guidelines. Please refer to pages 33-38 of the EC guidelines for detailed information.

EC SQUARE SANS PRO - Regular

abcdefghijklmnopqrstuvwxyz  
ABCDEFGHIJKLMNOPQRSTUVWXYZ

EC SQUARE SANS PRO - Italic

*abcdefghijklmnopqrstuvwxyz*  
*ABCDEFGHIJKLMNOPQRSTUVWXYZ*

EC SQUARE SANS PRO - Medium

abcdefghijklmnopqrstuvwxyz  
ABCDEFGHIJKLMNOPQRSTUVWXYZ

EC SQUARE SANS PRO - Thin

abcdefghijklmnopqrstuvwxyz  
ABCDEFGHIJKLMNOPQRSTUVWXYZ

EC SQUARE SANS PRO - Light

abcdefghijklmnopqrstuvwxyz  
ABCDEFGHIJKLMNOPQRSTUVWXYZ

EC SQUARE SANS PRO - Bold

**abcdefghijklmnopqrstuvwxyz**  
**ABCDEFGHIJKLMNOPQRSTUVWXYZ**

EC SQUARE SANS PRO - Light Italic

*abcdefghijklmnopqrstuvwxyz*  
*ABCDEFGHIJKLMNOPQRSTUVWXYZ*

EC SQUARE SANS PRO - Medium Italic

***abcdefghijklmnopqrstuvwxyz***  
***ABCDEFGHIJKLMNOPQRSTUVWXYZ***

EC SQUARE SANS PRO - Bold

**abcdefghijklmnopqrstuvwxyz**  
**ABCDEFGHIJKLMNOPQRSTUVWXYZ**

EC SQUARE SANS PRO - Bold Italic

***abcdefghijklmnopqrstuvwxyz***  
***ABCDEFGHIJKLMNOPQRSTUVWXYZ***

EC SQUARE SANS PRO - Extra black

**abcdefghijklmnopqrstuvwxyz**  
**ABCDEFGHIJKLMNOPQRSTUVWXYZ**

EC SQUARE SANS PRO - Extra black italic

***abcdefghijklmnopqrstuvwxyz***  
***ABCDEFGHIJKLMNOPQRSTUVWXYZ***



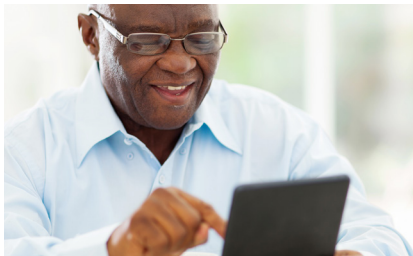
#### Section 4

# PHOTOGRAPHY

## Hero imagery

Images should be focused around people participating in engaging activity or who are focused on interacting with each other. Please be careful to use images that reflect the programme and be mindful to use images that reflect a diverse age group, as well as activity types. Sometimes a single image may not be enough to represent diversity, therefore a selection of images can be used to convey a single message.

Try to avoid overworked or too busy looking images, as these will create a visual imbalance when the EPALE tree is overlaid. See below examples of approved images.



## EPALE Tree as a graphical element

The EPALE tree is best used in a subtle way to ensure its dynamic feature is maintained.



**Do** apply a multiply overlay on image to allow sufficient contrast between the image and EPALE Tree.

*This image has been treated with a multiply overlay of #2b2b2b set at 40% opacity.*

**Do** adjust height of the vector stalks to extend the height of overall tree, to match composition of tree.

**Do** ensure when positioning EPALE tree graphic, the centre points bleed off the edge of the canvas.

**Do** ensure the EPALE tree is positioned either bottom left or right of artwork. Keep the tallest arrow aligned to the edge of image, as shown.

**Do NOT** position EPALE tree centrally that may obstruct background activity of the image.

**Do NOT** increase size of tree centre to be disproportionate to the original proportions.





Should a tonal coloured version be unsuitable for use, a single white version is also available.

A black/grey gradient may be used at 40-70% to create a suitable contrast between the background and EPALE tree, (as demonstrated).

## Section 5

# PROMOTIONAL MERCHANDISE

## Promotional merchandise examples

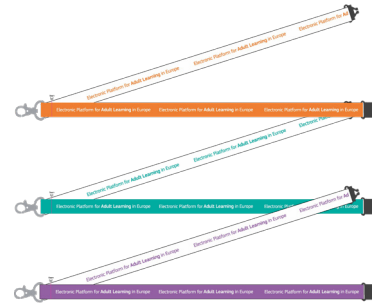
The EPALE Jade/38 identity should be used across all EPALE merchandise for events and seminars. For smaller canvases such as lanyards and pens, where size may be an issue, solid blocks of colour can be used. To add vibrancy and diversity across the smaller canvases, use of the secondary colour palette is encouraged to represent the programme.



EPALE Jade/38 Coffee cup



EPALE Jade/38 Tote bag



EPALE Jade/38, Purple/23 and Orange/52 Lanyards



EPALE Jade/38 Join us card



EPALE Jade/38 Magnet tree

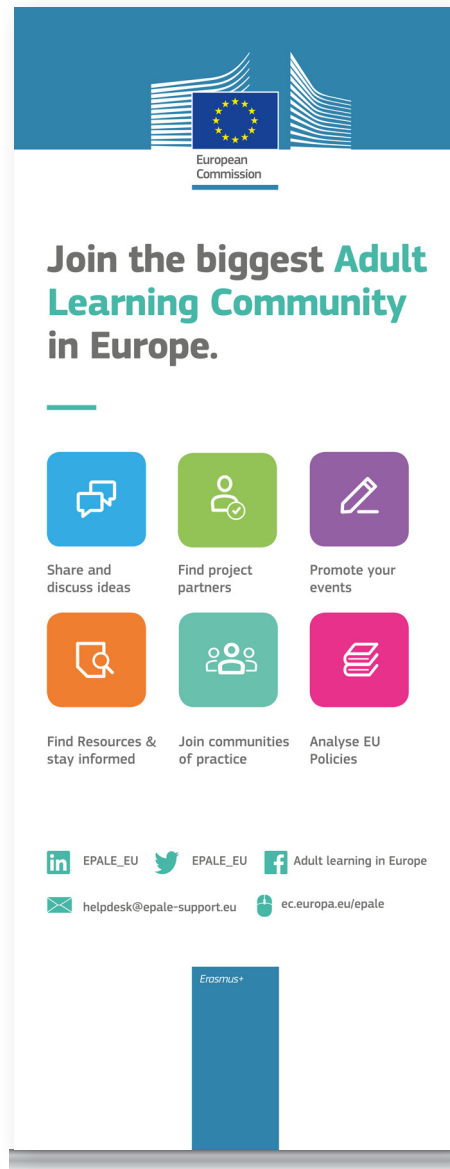
## Pullup banner examples

See below examples of the EPALE pullup banner designs using the primary colour palette as the graphical lead. This design method should be maintained when producing the assets for events and seminars.



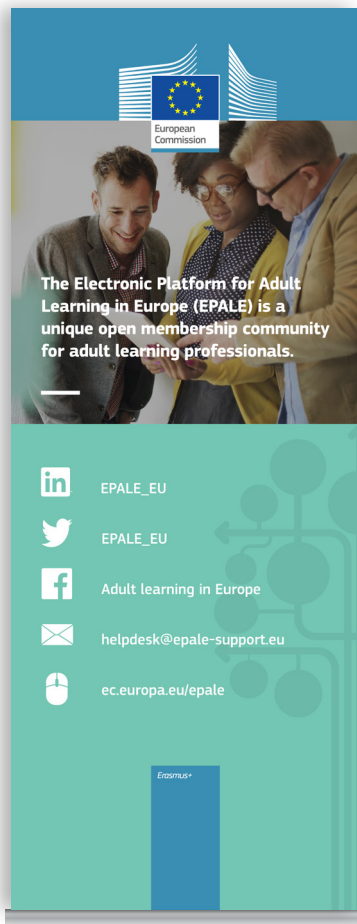
Design option 1

This pullup banner uses a block base colour (**Magenta/47**) creating a clear space for text based content. It also makes use of the EPALE tree using the multiply effect. This arrangement can be translated across other print based materials where the intended purpose of the asset is to deliver textual information.



Design option 2

This pullup banner makes use of all the primary colours as background displays for the icons to add a dynamic visual feel to the output. The use of the primary coloured graphics on a white background ensures it has greater visibility. This principle should be adhered to when creating other similar outputs.



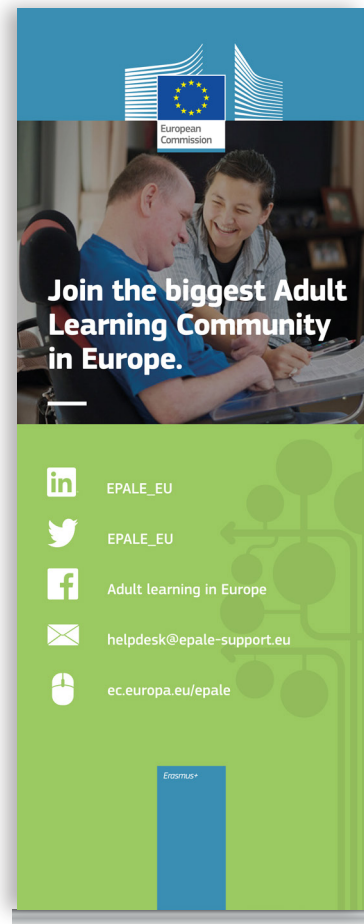
The pullup banner uses **Jade/38** as the base colour with the EPALe tree in white with multiply effect to allow its display to be visible on the background colour.

The background image is selected from the approved CSS imagery bank.

When creating new designs please ensure chosen imagery is reflective of EPALe's look and feel as explained on page 17.



The pullup banner uses **Purple/23** as the base colour with the EPALe tree in white with multiply effect to allow its display to be visible on the background colour.



The pullup banner uses **Zest/57** as the base colour with a EPALe tree in white with multiply effect to allow its display to be visible on the background colour.

## Print publication examples

See below examples of EPALE print items using a combination of photography, primary colour palette and the EPALE tree. This design method should be maintained when producing the assets for events and seminars.

### Use of EPALE identity on A5 postcards

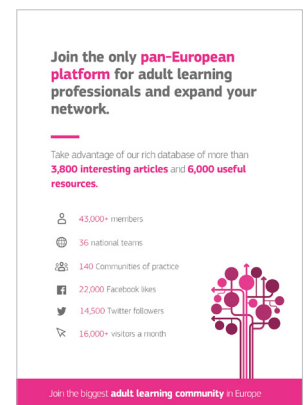
Colour Palette used: Zest/57 Primary and Secondary



Colour Palette used:  
Magenta/47 Primary and  
Secondary



Colour Palette used: Orange/52 Primary and Secondary



## Use of EPALE identity on A1 poster

## Germany

The future of adult learning policy

### Recommendations

**Strengthening the political education**

We must prevent Europe and the EU from drifting apart and through improved political education in adults we must work against the increase of nationalist and discriminatory ideas. For this purpose, it is necessary to identify the local and national needs and take them into account during implementation. This requires the development and international exchange of formats tailored to specific target groups, as well as the improvement of transparency in European measures. Another important contribution could be the introduction of mobility for (low-skilled) adults in follow-up programmes to Erasmus+.

**Profiling adult education and establishing standards**

The perception of adult learning by the public and in politics should be modified in a way that it is viewed as an important element of lifelong and life-wide learning. Especially important in this regard is the improvement of the quality of adult education. On the one hand, this can be done through supporting local organisations, so they can participate in sharing knowledge across international networks. On the other hand, it can be achieved by establishing clear quality standards for providing training and support for staff as well as for the programmes, for example by setting benchmarks.

**Pursuing validation**

We must further pursue the validation of informally and non-formally acquired competences. On the one hand, this will open the doors and allow further learning and acquisition of additional qualifications, which will in turn enable the participation in the labour market and in public life. On the other hand, it will increase the mobility of EU citizens, which will then improve exchanges and allow for peaceful relationships.

### Areas of focus

**Digitalisation and critical media literacy among teachers**

Digitalisation already has a considerable impact on the professional and private lives of people and they are more or less prepared for it. For this reason, not only technical, but also other critical competences for dealing with digital media should be developed. For teachers, this means, among other things, the building and developing of competences for handling new, innovative tools and learning concepts (e.g. MOOCs, Cloud-based Learning, KI). However, better opportunities for sharing experience in these fields are also necessary, as well as a wider distribution and exchange of open educational resources.

**Active participation and political education**

The most recent political developments (for example, a shift to the right, radicalisation, Euroscepticism) highlight the need to evaluate political education and encourage active participation. Knowledge about participation and active involvement in democratic processes is an effective method not only for restoring public enthusiasm for Europe, but also for stimulating learning processes that can strengthen other competences.

**Basic education and access to education**

Despite great progress, many people still lack the necessary basic competences (such as reading and writing, as well as digital and financial skills) to navigate the fast-changing (work) environment. This does not only affect those who speak German as a second language, but also many others who use German as their native language. An expanded easily accessible offer is necessary to close the gaps and break down the barriers.

### Lessons learnt

**Establishing adult learning as a recognised learning path**

Schools, vocational training institutions and universities are perceived as typical learning facilities. Adult learning, on the other hand, is often considered more as a way to pursue a hobby in greater depth. Therefore, it is necessary to improve the visibility of what adult learning actually does (for example through certificates or other standardised methods of accreditation, particularly of informal and non-formal learning). It is also necessary to boost awareness of adult learning as a possible path taken after secondary and tertiary-level education.

**Improving data resources for adult learning**

The availability of standardised data in the field of adult learning is insufficient and needs to be improved. The lack of data resources has a far-reaching effect (such as on the perception of adult learning) because the impact of the educational measures and the contribution of adult learning to the economic results and overall welfare cannot be adequately presented.

**Validation of adult learning, particularly informal education**

The agreed EU-wide process for validating informal and non-formal learning is not yet being implemented adequately. A common understanding of areas and levels of competence increases the comparability of educational measures and therefore also has an impact on mobility (personal and in the labour market). It offers possibilities of exchange and allows greater cohesion. There is a greater need in this regard, especially in the context of immigration.

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## Event name badges

European Commission

**Forename Surname**

Country

EPALE NSS

Insert job title (if necessary)

Forename

## Alternative fold leaflets

## HOW TO GET INVOLVED?

There are several ways to get involved in EPALE. You can join the EPALE network, participate in events, or contribute to the development of the platform. For more information, visit [epale.eu](https://epale.eu).

## WHAT IS EPALE?

EPALE is a European platform for adult learning. It provides a space for sharing expertise and enabling policymakers and practitioners across Europe to come together and learn from one another.

## BENEFITS OF JOINING EPALE?

Joining EPALE offers many benefits. You can network with experts, share your knowledge, and gain access to a wide range of resources. For more information, visit [epale.eu](https://epale.eu).

EPALE is available in the 24 official languages of the EU.



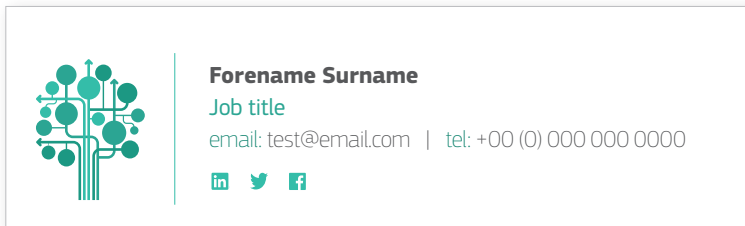
## Section 6

# DIGITAL

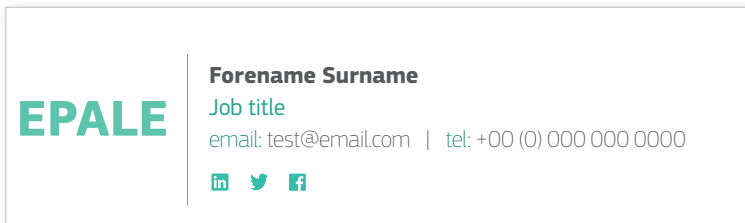
## Email signature and Avatars

When using the EPALE identity to promote the platform in email signatures please ensure the standalone EPALE tree is used as an iconographic representation. See potential examples below for email signatures or social media avatars.

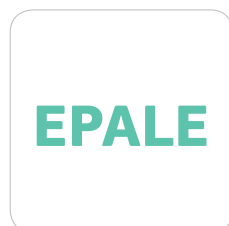
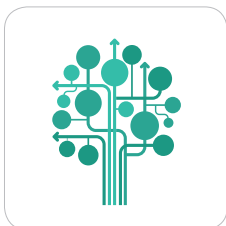
### Option 1



### Option 2



### Screen avatars for social media use



# JOIN THE BIGGEST ADULT LEARNING COMMUNITY IN EUROPE

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EPALE\_EU



EPALE\_EU



Adult learning in Europe



[helpdesk@epale-support.eu](mailto:helpdesk@epale-support.eu)



[ec.europa.eu/epale](http://ec.europa.eu/epale)