

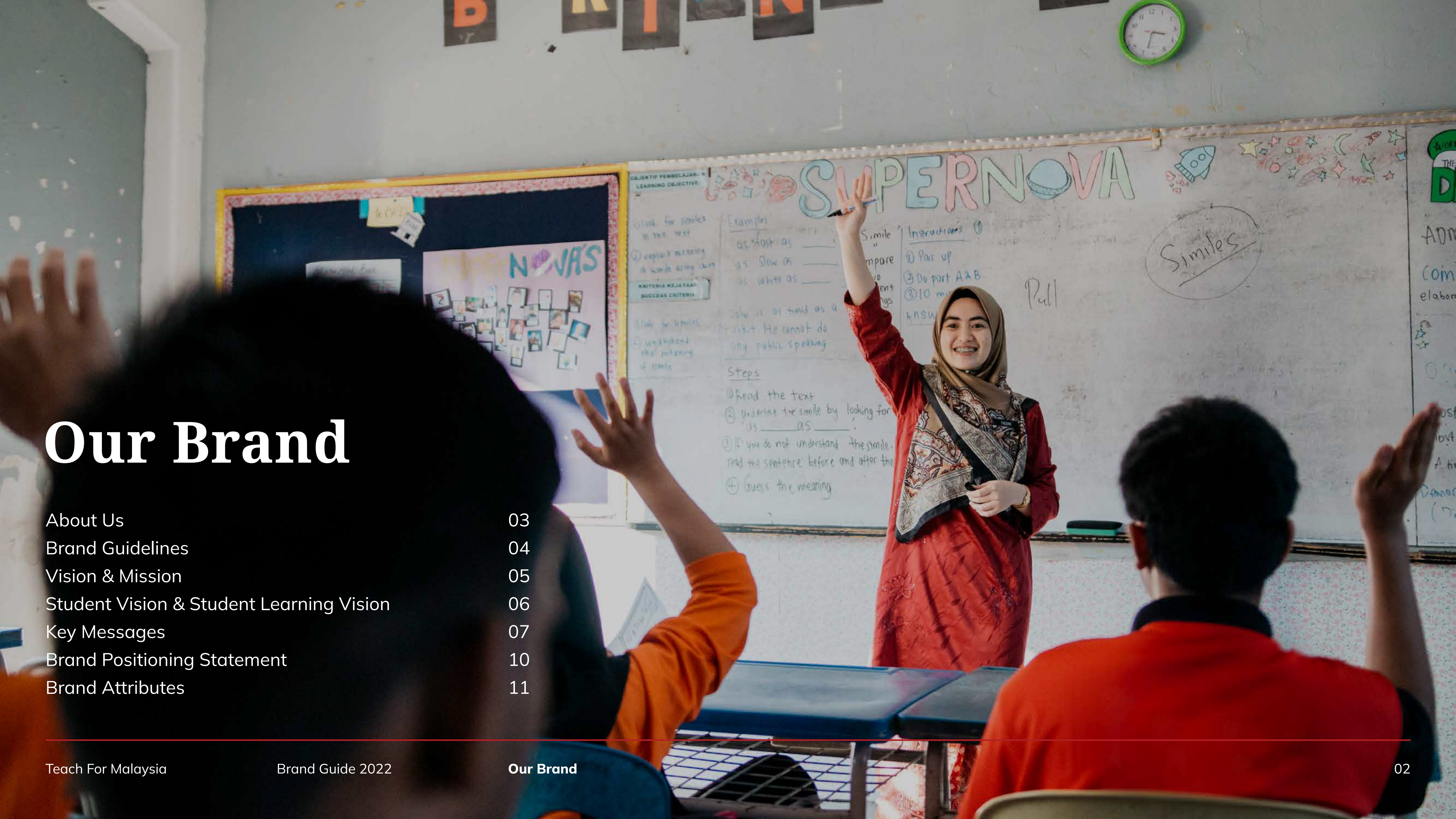
Brand Guide 2022

Content

Our Brand	02
Logo	12
Colour	23
Typography	27
Photography & Videography	33
Illustrations & Visual Elements	44
Social Media	49
Marketing Collateral	61

Our Brand

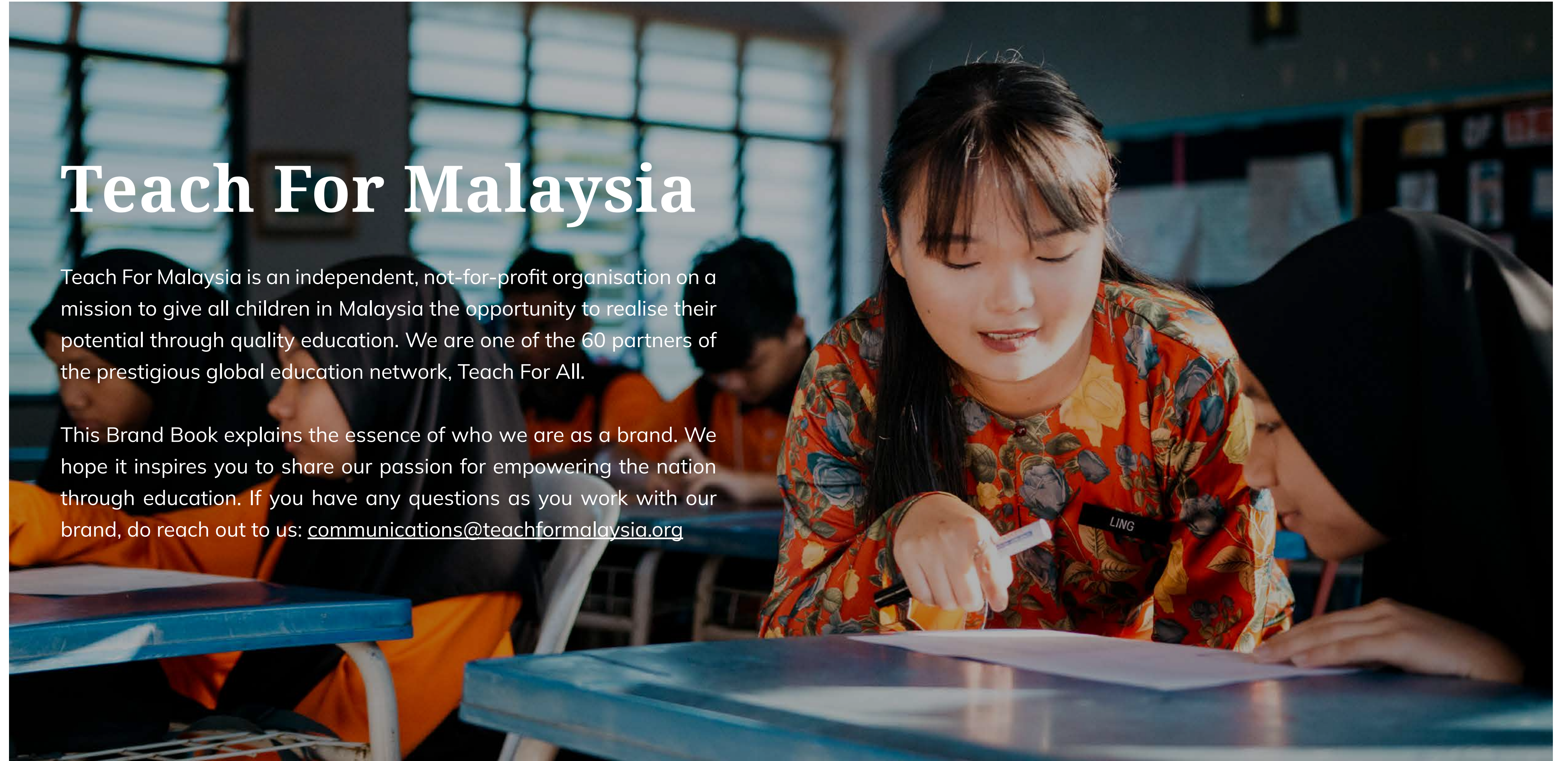
About Us	03
Brand Guidelines	04
Vision & Mission	05
Student Vision & Student Learning Vision	06
Key Messages	07
Brand Positioning Statement	10
Brand Attributes	11



Teach For Malaysia

Teach For Malaysia is an independent, not-for-profit organisation on a mission to give all children in Malaysia the opportunity to realise their potential through quality education. We are one of the 60 partners of the prestigious global education network, Teach For All.

This Brand Book explains the essence of who we are as a brand. We hope it inspires you to share our passion for empowering the nation through education. If you have any questions as you work with our brand, do reach out to us: communications@teachformalaysia.org



Brand Guidelines

To get you started,

- Always refer to us as **“Teach For Malaysia”** in formal writing. Avoid abbreviating “TFM”
- **Always capitalise “Teach For Malaysia”***
- Always capitalise **“Fellows”**, **“Alumni”**, and **“Fellowship”**
- Always use British spelling, especially for the word **“programme”**
- The Teach For Malaysia name should always be retained in English. Our official translations for media releases are **Yayasan Teach For Malaysia**, 为大马而教 and மலசேயாவிற்காகற்பிப்பமேள்

*** Why is our Teach For Malaysia capitalised?**

Teach For Malaysia is a proper noun that represents our brand, which is standardised across the Teach For Network.

Vision

One day, all children in Malaysia will have the opportunity to realise their potential through quality education.

Mission

To build a movement of leaders in the education ecosystem to empower all children in Malaysia to realise their potential.

Student Vision

A Malaysia where all children are empowered to be leaders of their own learning, their future and the future of Malaysia.

Student Learning Vision

- I know what I've learned so far and where I am at now.
- I know what I want to learn and I'm aware of how much I need to progress.
- I know who can help me and what I can do to get to where I want to.

Key Messages - Why

Our Beliefs

- We believe **all children should receive a quality education** that enables them to create their own future, but not all children have that opportunity due to their socio-economic background.
 - Our Student Vision is what happens when each child realises their potential. Quality education means each student can realise our Student Learning Vision: students are empowered to lead their own learning.*
- We believe education inequity affects all of us - as it weakens our collective economic and social well-being. **Unless we all win in education, we all lose.**
- We believe **we need leadership at every level to collectively transform the Malaysian education system.**

* Refer to earlier page for full statements of Student Vision & Student Learning Vision

Key Messages - How

Our Work

We invite everyone who is passionate about education to join our national community of leaders.

We recruit, develop and support:

- Youth leaders who make impact as full-time teachers in some of Malaysia's most high need schools and beyond.
- In-service teachers to upskill themselves through high quality professional development.
- Students to be leaders of their own learning and the future that they want to see, through leadership development opportunities.
- Alumni to continue playing an active role, bringing positive impact to education in their respective career paths.
- Community Mobilisation education initiatives through enabling networking, sharing of resources, advocacy and incubation of innovation.

Key Messages - What

Our Aim

By 2030, TFM is a **movement of 30,000 leaders working collectively** to enable children from underserved communities in all parts of the country to realise their potential through quality education.

In order to achieve transformation, we need to reach a critical mass, which is reaching 10% of Malaysia's overall population through 30,000 Leaders and each Leader can influence at least 100 persons.

Brand Positioning Statement

For anyone who believes **education can change lives**, Teach For Malaysia is a collective movement of passionate people that **invites all** educators, communities and decision makers to play a role in ensuring **all children realise their potential**, by providing leadership development programmes that empower students, new and existing leaders across all sectors **to lead and positively impact the education system, as well as the future of the nation.**

Brand Attributes

Inclusive & Diverse

We are a Malaysian voice that represents and elevates the voices of all identities and ethnicities. We want to be a brand every Malaysian feels connected to.

Community-centered

We collaborate with communities as partners and allies to uncover meaningful locally-led solutions. Together, we connect, listen and learn from each other.

Bold & Transformational

We speak powerfully and compellingly about the change we need to make in education, in the spirit of encouraging and empowering everyone to join our movement.

Authentic & Approachable

We tell real stories of the challenges and successes of our work so others can resonate with all parts of our mission.

Passionate

We believe in our mission and long-term goals. We want to inspire others to share the same passion to create a positive impact in education.

Simple & Straightforward

We want to share what we do in a straightforward manner which is easily understood so more can relate to us.



Logo

Our Logo	13
Clear Space	14
Minimum Sizes	15
Applications	16
Application with Partner's Logo	17
Application with Government Logo	18
Texture	19
Background	20
Wrong Application of the TFM Logo	21
Logo Variation	22

Our Logo

We believe in **empowering all children** to lead their own future and that transforming the education system is a collective effort. Hence, an adult and young hand both reaches out towards this vision.

Both hands are deliberately intersected as one, signifying the power of collaboration with our communities to inspire change.

The dominant hues of our TFM Red convey growth, passion and an enduring spirit to make a bold difference.



Clear Space

Think of the minimum clear space as a 'protection zone' for one of our brand's greatest assets. The space makes sure that the logo is always readable and free of any visually distracting elements.

This spacing guideline is applicable when creating PNG files of the logo, make sure the artboard / canvas size follows the clear zone for ease of application for non-designer staff members.



This clear space changes proportionately in relation to the height of the logo.

Minimum Sizes

The minimum size makes sure that the logo is always readable.



Minimum size for Digital

Full logo height **45px**



Minimum size for Print

Full logo height **16mm**

Applications

The preferred option is for the logo to appear in our corporate red on white background. This standard version should always be prioritised and used on all collaterals whenever possible.

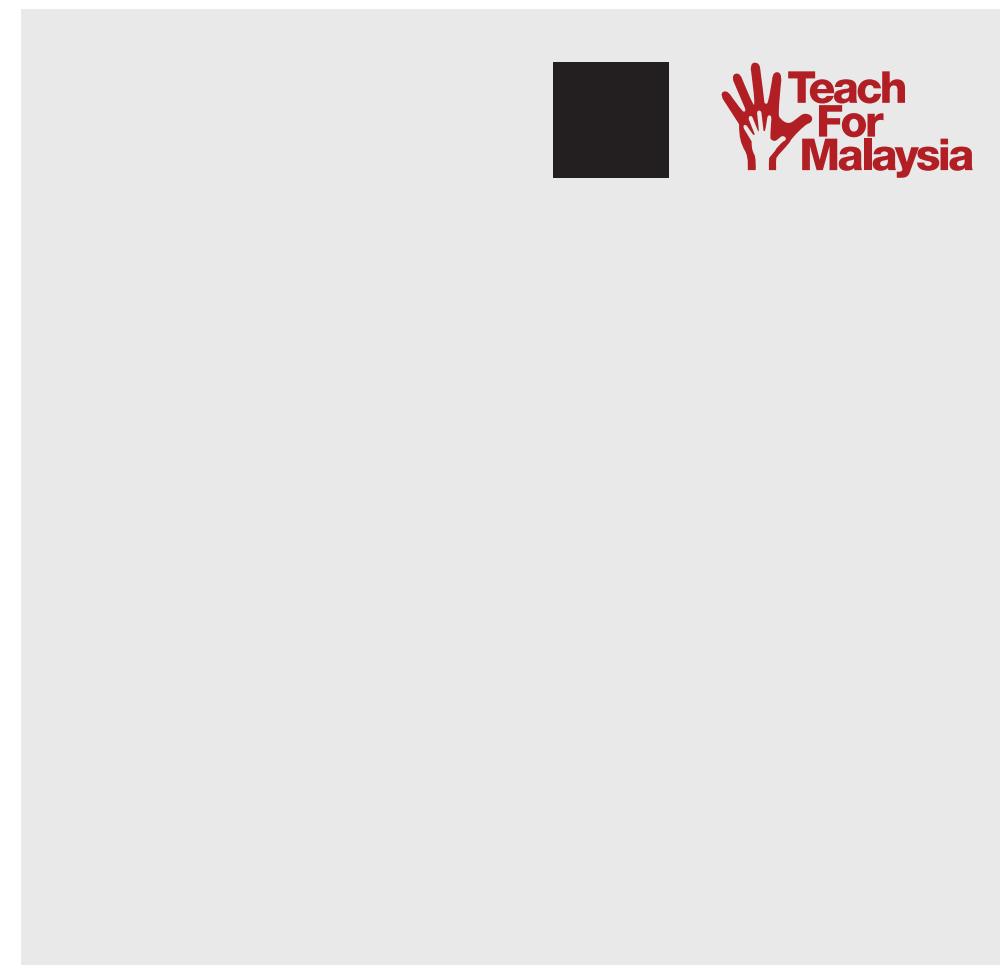
However, if colour printing is not available, the usage of the reverse white and black version of TFM logo is allowed in a greyscale or black & white production.



Applications

Application with Partner's Logo

External Partnership logo guidelines according to brand dominance. Major partners and equal partners have the same hierarchy. Their respective logo sits at the top right. The minor partner is placed at the bottom right corner.



Major Partner



Equal Partner



Minor Partner

Applications

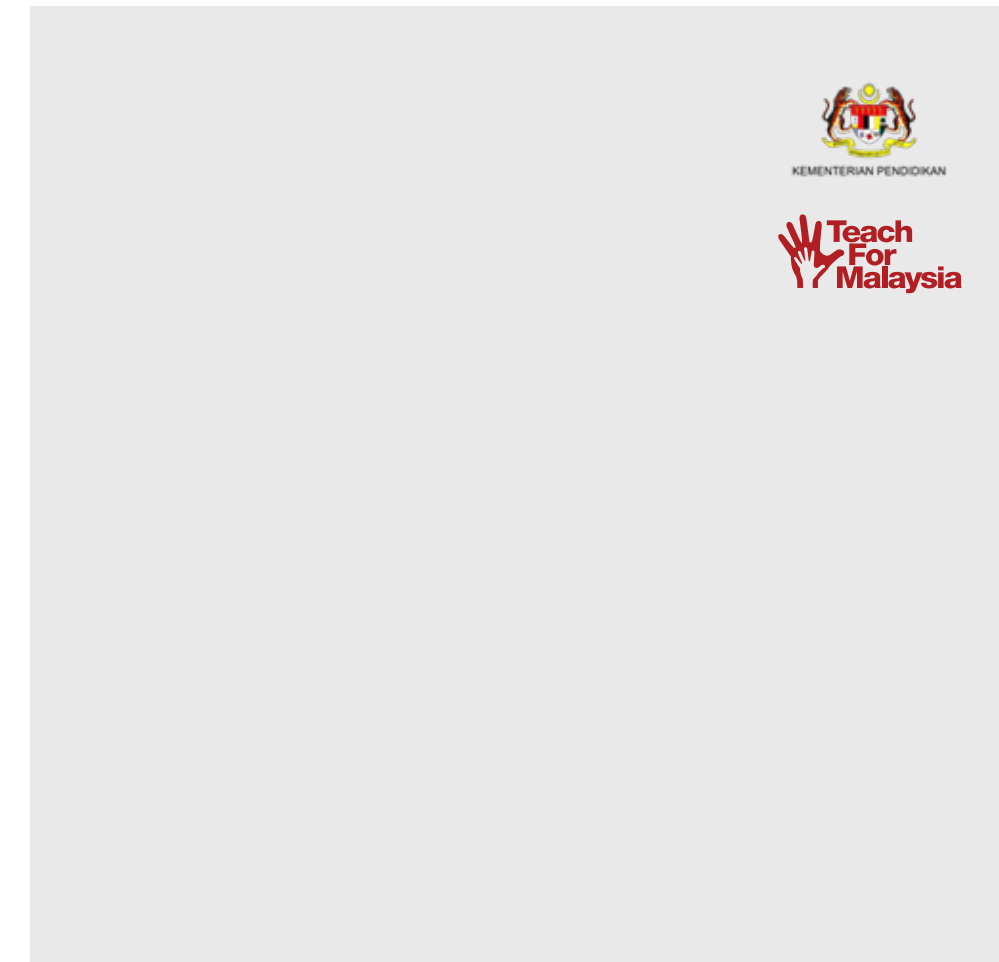
Application with Government Logo

Teach For Malaysia collaborates with the Ministry of Education for our programmes. The Government Logo (for any Department or Agency) uses the National Emblem (Jata Negara) except for Kementerian Belia & Sukan (KBS) which is dominant to all other logos.

Note: The Jata Negara should never be at the bottom of any collateral. It is either at the top center or top right. The Government Logo must be used in FULL colour. For application on dark or light backgrounds, only the font colour can be changed.



Equal Partner



Equal Partner



Minor Partner



Texture

Here is a simple guide on how our logo should or should not be applied on textured backgrounds.

To ensure that the logo is prominently displayed, these applications should go through the Marketing team's approval.

**Light
Texture**



**Busy
Texture**



Background

Here is a simple guide on how our logo should or should not be applied on solid backgrounds or images.

To ensure that the logo is prominently displayed, these applications should go through the Marketing team's approval.

Clean Background



Busy Background



Wrong Applications of the TFM Logo

- Do not alter, rework the colours or recreate the logo.
- Do not include any drop shadow / outline to make it pop out from the background.
- Do not use the logo over background colours that lead to poor visibility of the logo.
- Do not infringe on the clear space or place the logo on a “busy” photo.
- Do not skew, distort or rotate the logo.
- Do not apply any special effects.



Logo Variations

Full Logo

To be used across all collateral.



Hand Icon

The hand icon is applied on a case by case basis. There is an exception for browser usage or as app favicon.





Colour

Primary Colours	24
Secondary Colours	25
Colour Proportions	26

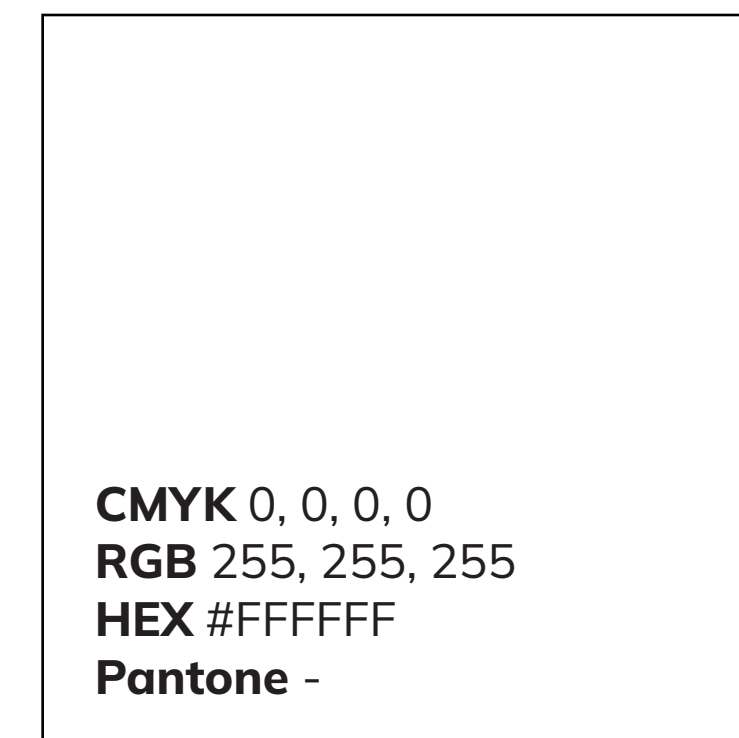
Primary Colours

Our signature TFM red signifies growth, passion and an enduring spirit to make a bold difference.

For print applications, either four colour processed CMYK setting or Pantone should be used depending on the desired finishing. For on-screen display, the RGB colour setting should be applied.

Web-safe colours are intended for consistent onscreen appearances across different operating systems and browsers.

However, an allowance should be made for variations in terms of monitor colour accuracy.



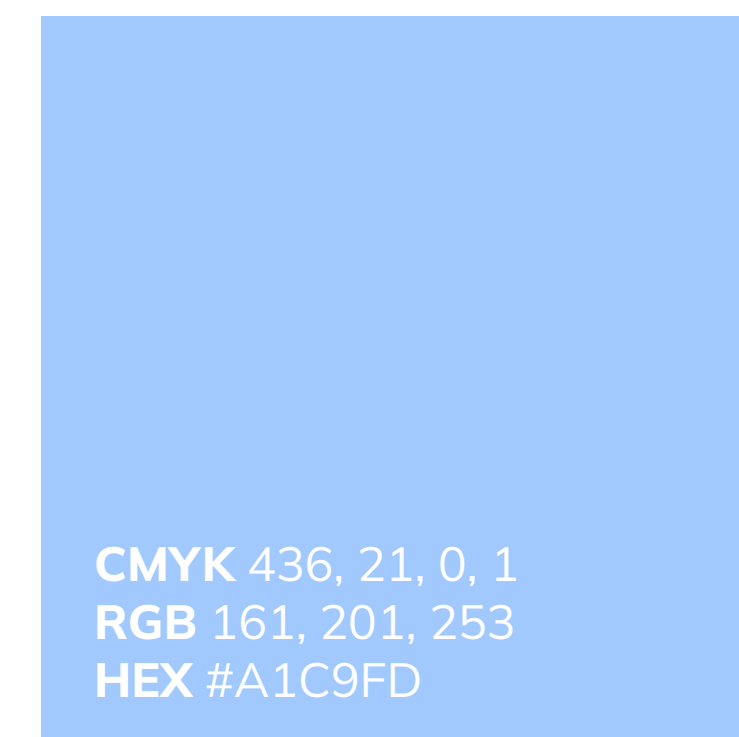
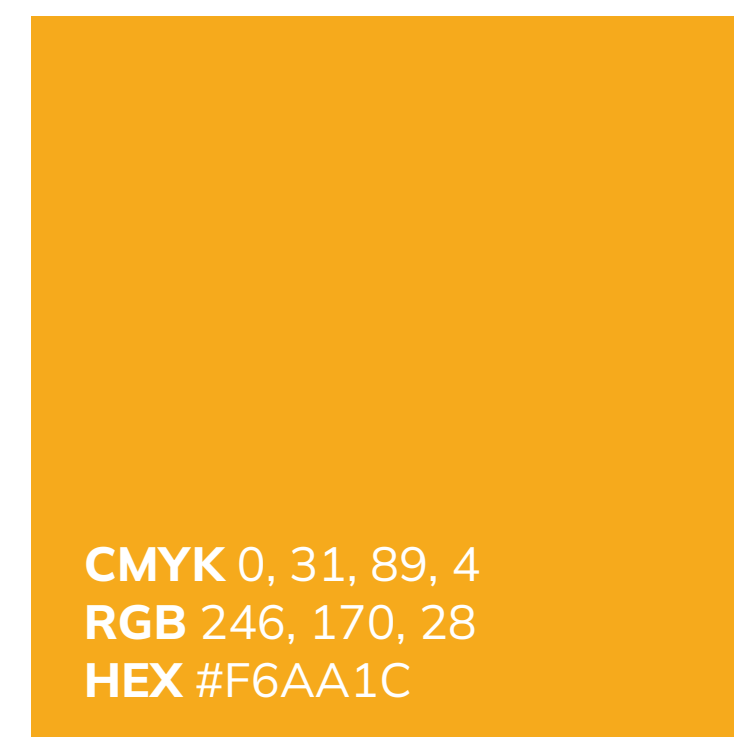
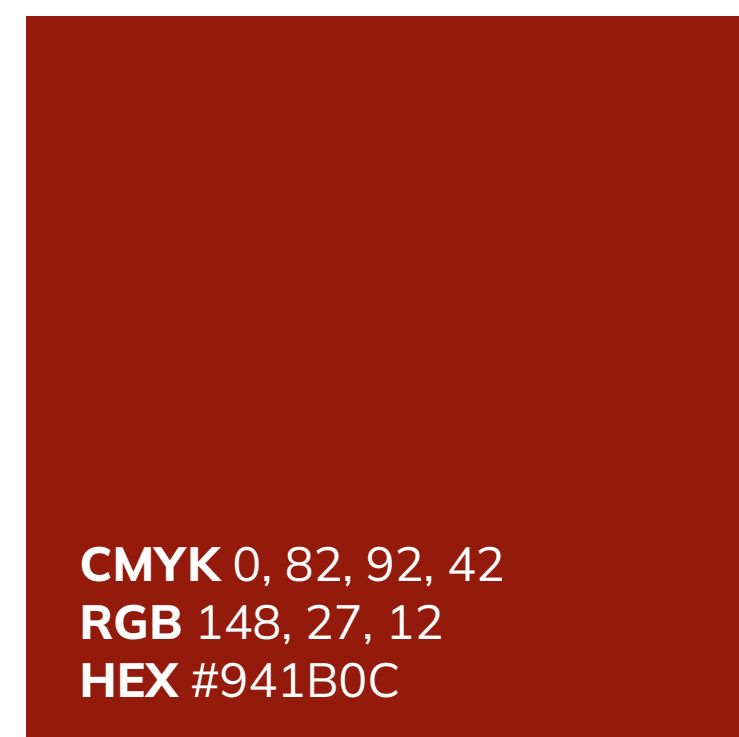
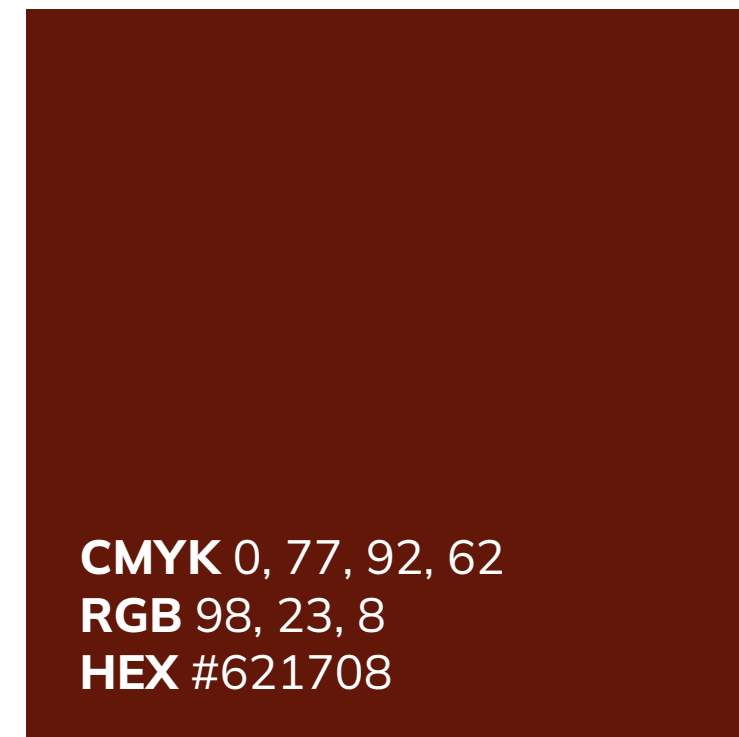
Secondary Colours

Secondary colours are to be used sparingly as alternatives or to bring visual balance when primary colours have taken most space.

For print applications, either four colour processed CMYK setting or Pantone should be used depending on the desired finishing. For on-screen display, the RGB colour setting should be applied.

Web-safe colours are intended for consistent onscreen appearances across different operating systems and browsers.

However, an allowance should be made for variations in terms of monitor colour accuracy.



Colour Proportions

To build brand recognition and achieve consistency, our main accent colour should always be the TFM red coupled with a monochromatic palette.

Alternatively, the TFM red can be complemented by our secondary colours to suit its communication purpose.



Example





Typography

Primary Typeface	28
Secondary Typeface	29
Sentence Case	30
Recommended Usage	31

Primary Typeface

Mulish

Mulish is a minimalist Sans Serif typeface, designed for both display and text typography.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz

1234567890

Mulish ExtraLight 200

Mulish Light 300

Mulish Regular 400

Mulish Medium 500

Mulish SemiBold 600

Mulish Bold 700

Mulish ExtraBold 800

Mulish Black 900

Mulish ExtraBlack 1000

Mulish ExtraLight 200 Italic

Mulish Light 300 Italic

Mulish Regular 400 Italic

Mulish Medium 500 Italic

Mulish SemiBold 600 Italic

Mulish Bold 700 Italic

Mulish ExtraBold 800 Italic

Mulish Black 900 Italic

Mulish ExtraBlack 1000 Italic

Secondary Typeface

Noto Serif

Noto serif is a serif typeface that can be used as a complimentary font for headlines or subheadlines and not as the body font.

ABCDEFGHIJKLMNOPQRSTUVWXYZ

abcdefghijklmnopqrstuvwxyz

1234567890

Noto Serif Regular 400
Noto Serif Bold 700

Noto Serif Regular 400 Italic
Noto Serif Bold 700 Italic

Sentence Case

In communications, our headlines and subheadlines must always be in sentence case so we remain approachable and professional.

Sentence case is the conventional way of using capital letters in a sentence or capitalising only the first letter and any proper nouns.

Sentence Case ✓

Your main headline here
Your short subheadline here

Title Case ✗

Your Main Headline Here
Your Short Subheadline Here

All Uppercase ✗

YOUR MAIN HEADLINE HERE
YOUR SHORT SUBHEADLINE HERE

Compared to sentence case, title case breaks the flow when people are reading the content.

Compared to sentence case, all uppercase is shouty. We want to be seen as approachable.

Recommended Usage

Here is the recommended font weights for different sections such as the headline, subheadline, body copy and call-to-action.

This serves as guiding purposes only, as the sections may not necessarily be in the exact hierarchy. To ensure that our brand colour stands out, we encourage the font colours on all copies to also follow the colour proportion provided.

The same rule applies for whenever the text are in center or right-aligned.

Left-aligned	Your main headline here	Noto Serif Bold 45pt, TFM Red
	Your short subheadline here	Mulish Bold 30pt, Dark Grey
	Your body copy here. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris eu congue ex, a cursus est. Curabitur quis est sed enim ullamcorper nisi. Sed sit amet volutpat leo. Mauris quis nibh tellus.	Mulish Regular 18pt, Dark Grey
	Insert your call-to-action	Mulish Black 24pt, Secondary palette
	<i>Tap link in bio for full story!</i>	Mulish Italic 24pt, Secondary palette

Recommended Usage

Here is the recommended font weights for different sections such as the headline, subheadline, body copy and call-to-action.

This serves as guiding purposes only, as the sections may not necessarily be in the exact hierarchy. To ensure that our brand colour stands out, we encourage the font colours on all copies to also follow the colour proportion provided.

The same rule applies for whenever the text are in center or right-aligned.

Your main headline here

Noto Serif Bold 45pt, TFM Red

Your short subheadline here

Mulish Bold 30pt, Dark Grey

Your body copy here. Lorem ipsum dolor sit amet, consectetur adipiscing elit. Mauris eu congue ex, a cursus est. Curabitur quis est sed enim ullamcorper nisi. Sed sit amet volutpat leo. Mauris quis nibh tellus.

Mulish Regular 18pt, Dark Grey

Insert your call-to-action

Mulish Black 24pt, Secondary palette

Tap link in bio for full story!

Mulish Italic 24pt, Secondary palette

Photography & Videography

Our Photo Approach	34
Our Video Approach	37
Video Content Creation Guidelines	40
Colour Palette	41
Editing Presets	42
Identity Protection	43



Our Photo Approach

Going back to our Brand Attributes, we want to be a Malaysian voice that represents and elevates all identities and ethnicities in an authentic manner.

When telling visual stories of our students, educators and communities, we might come across harsh realities of education inequity, but we should never portray anyone as helpless victims or mere beneficiaries.

Through photography that portrays hope, we want to inspire others to share our passion to create a positive impact in education.



Our Photo Approach

Authentic & Approachable

A connection is built when the person in the photo looks directly at you. We love close up shots of our students and other members of the movement, candid shots that show joyous, vibrant energy are great too!



Our Photo Approach

Passionate & Community-Centred

We want to capture special moments in the classroom so audiences can feel the warmth and connection between our educators, the students and communities we work with.



Our Video Approach

Videos are one of the most powerful ways we can show our audiences the impact that we make and the diverse faces of Teach For Malaysia.

Our videos are all about authentic storytelling narratives which our audiences can resonate with.

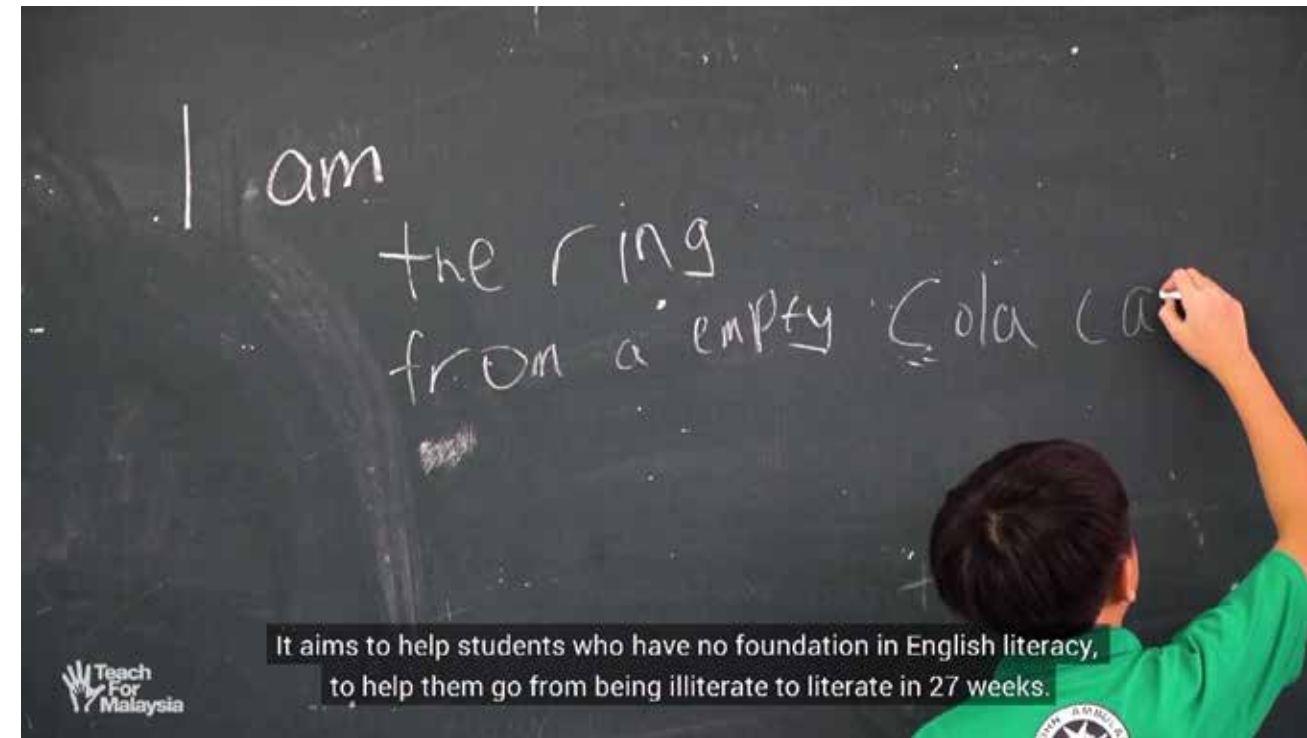
Our videos show the world how we bring our work to life - our passion, and how we inclusively collaborate with our communities.



Our Video Approach

Showcasing life challenges:-

- Celebrate strengths and positivity, instead of amplifying weaknesses.
- Avoid showing images of hardship, negativity and poverty.
- DO NOT showcase the individual or group as helpless victim(s).



Our Video Approach

For videos that are not based on specific real life individuals:-

- Ensure the script and setting are within our local context.
- Maintain a warm and cheerful tone.
- Ensure inclusivity in representation.



Video Content Creation Guidelines

Consider inclusivity and diversity

When selecting talents for our creative videos, consider their gender, ethnicities and their geographical locations. We want to be inclusive in our narrative and diverse in the stories that we tell.

Stock up on good B-roll

It's always a good idea to have B-rolls that will complement the narrative of the video. We want our footages to focus on hope, and we should never portray students as helpless victims and mere beneficiaries.

Form relationships first

Be respectful, greet the community and explain the purpose of the video before getting straight to work. This helps them feel more comfortable, and you might learn a thing or two about the community that will be useful for the footages and script.

Consider their comfort

Sometimes our students can get nervous on camera and that's okay! We can ensure their comfort by being a good listener. It will go a lot better if we treat it as a conversation rather than an interview - always practice active listening and ask follow up questions!

Colour Palette

Ideally, other shades should not dominate our photos or videos as we want to be distinguished with an obvious presence of the TFM red.

The percentages indicated here serve as a reference for the proportions of colours present in photography or videography.



Editing Presets

When the TFM red is not present, the photo should be edited using a preset that brings out the red hue and desaturates the colours that are not in the designated colour palette.

The editing preset should be applied with caution so it does not affect people's natural skin tone.

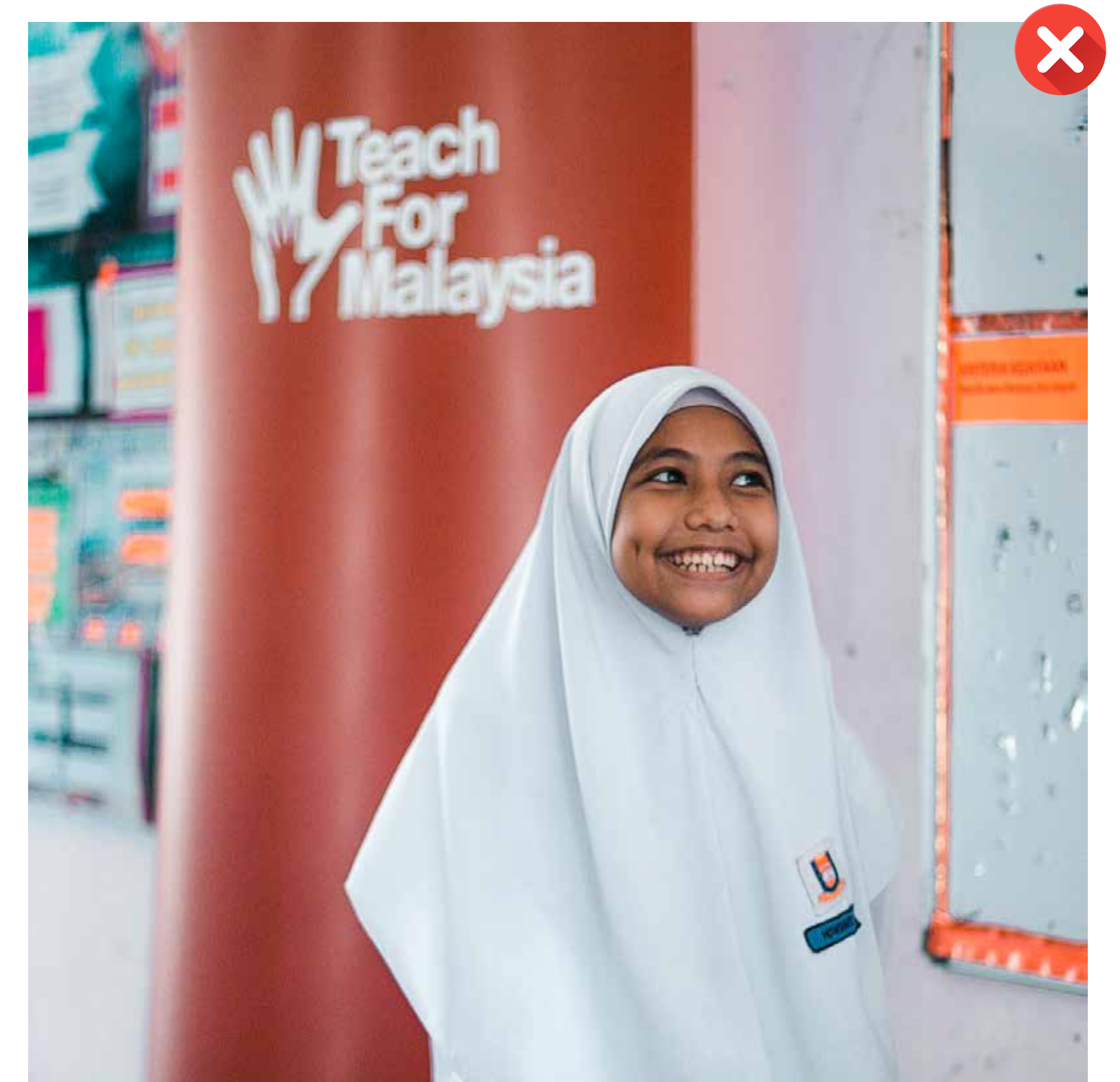
The edited photos should radiate warmth, ideally with natural lighting.



Identity Protection

Always be extra careful to ensure that our students' photos and videos are used responsibly. Consider child safety issues, for example: will this put students at risk, reveal their location to strangers, or cause them to be bullied and made fun of by other students?

- Blur out students' names and watch out for name tags.
- Blur out parts of the photo or video that identifies the school name and location.
- Only capture or use photos or videos of students who have media release forms signed by their parents or guardians beforehand.





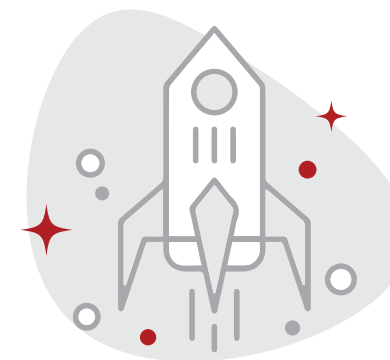
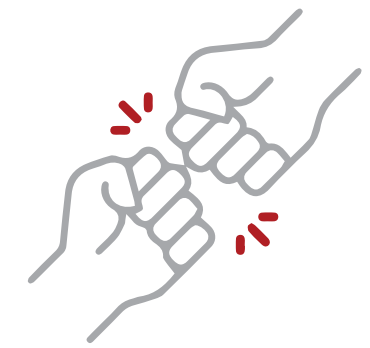
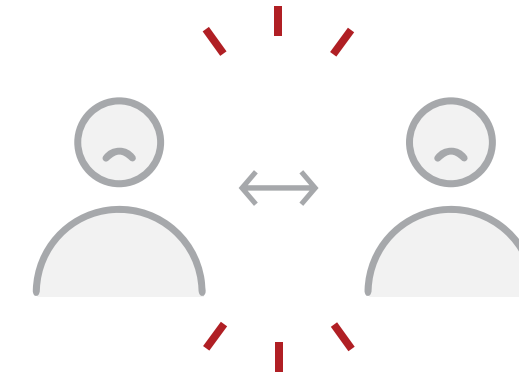
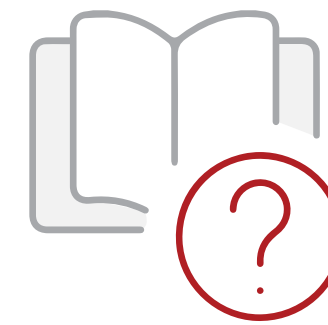
Illustrations & Visual Elements

General Art Direction	45
Acceptable Illustration Styles	46
Prohibited Illustration Styles	47
Colour Palette	48

General Art Direction

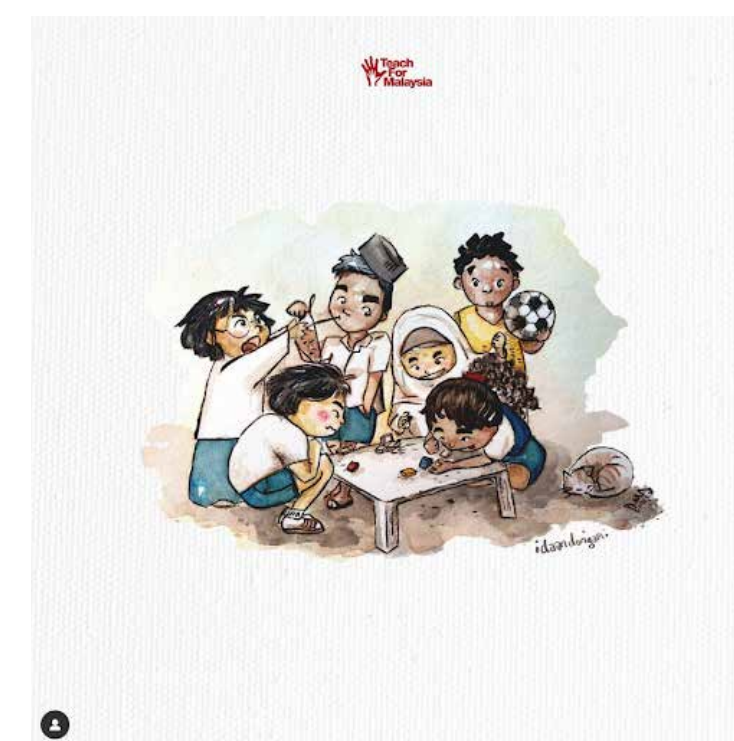
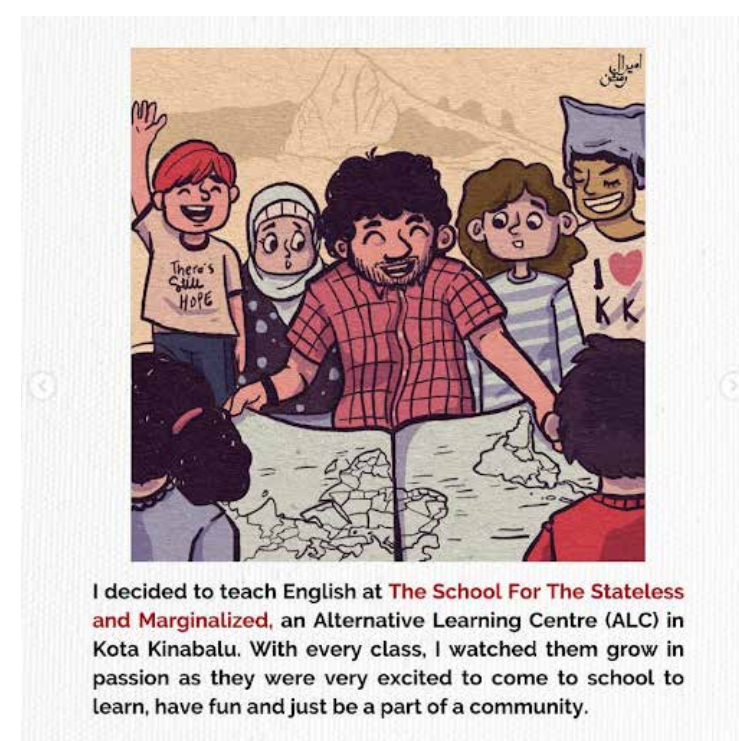
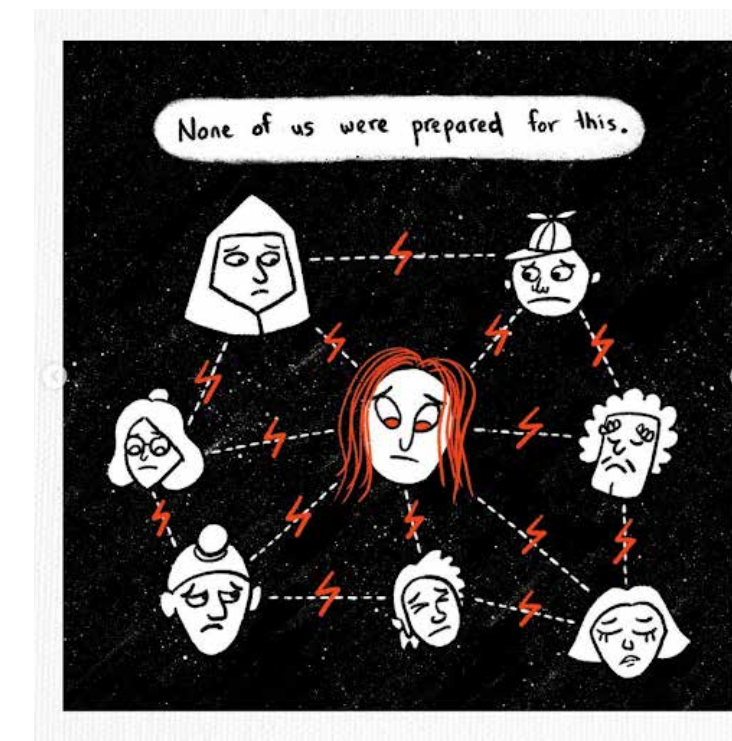
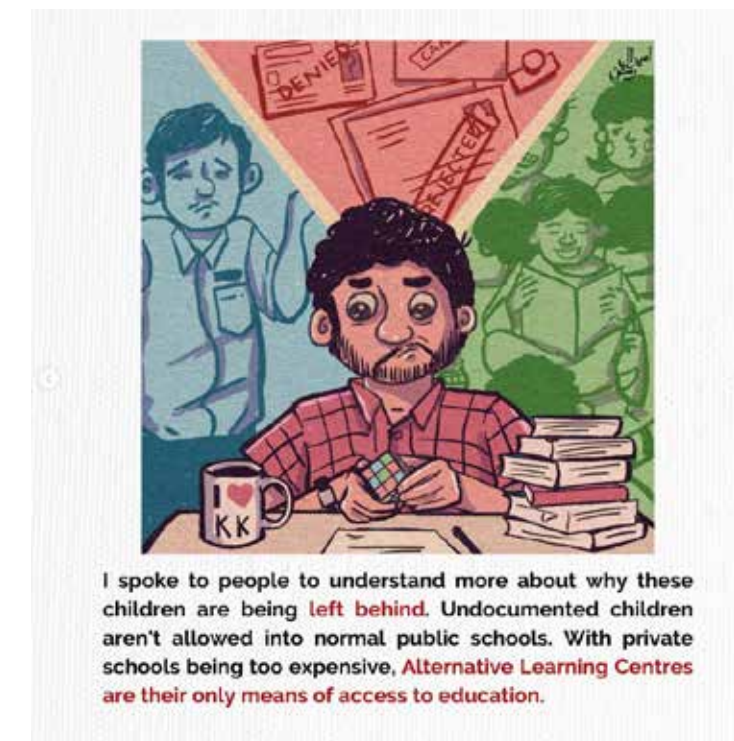
For usage on official collateral such as website, external slides, and social media, use TFM red lined icons with no drop shadow or any effects. A blob of light grey with 15% opacity can be added as a background.

Some accent colours from our secondary colour palette can be used to create lively and vibrant icons. Thicker grey lines can also be incorporated to make the icons more dynamic.



Acceptable Illustration Styles

We accept, celebrate, and encourage any illustration styles as long as they reflect Teach For Malaysia's core values, local context and do not misrepresent any group. The illustration should adhere to our colour palette.



Prohibited Illustration Styles

Avoid using faceless illustrations as it reduces the identity of our people and the humanistic approach of our brand.

Avoid using western-centric or any non-local images and illustrations.



Colour Palette

Ideally, other shades should not dominate our visuals as we want to be distinguished with an obvious presence of the TFM red.

The percentages indicated here serve as a reference for the proportions of colours present in our visuals.



A smiling woman wearing a grey hijab, glasses, and a red long-sleeved top with a name tag that says "FASHAH". She is pointing towards the camera. In the background, there is a whiteboard with some writing, including the word "FORBID" and "man".

Social Media

Our Voice	50
Our Social Media Platforms	51
Content Buckets	52
Best Practices	55
Representing Brand Attributes on Social Media	58
Communication Guideline	59
Student Identity Protection	60

Our Voice

Social media is a public platform to engage with different members of our movement, create awareness and conversations about education inequity as well as reach out to new audiences.

We want our voice to be **warm, authentic, inclusive and empowering** so that we can build and inspire a community of supporters that connects with our Brand.

We celebrate hope and people, bringing our audience along journeys of challenges and struggles which are ultimately stories about growth and change.

Our Social Media Platforms

Each platform has different user demographics, hence we need to differentiate our social media content based on the target audience. Social listening is important to us: be mindful and take note of the sentiment and conversations on the internet.

Instagram

Instagram is a great visual storytelling platform and our audiences can feel connected to our Brand through photos and videos. We also use Instagram stories to share on-ground updates of our work and interact with our audiences.

Facebook

Facebook allows us to reach our key donor base which are older millennials and also parents with children. It's a good platform for awareness and inspiration.

LinkedIn

LinkedIn is the perfect platform to engage a professional audience. We can build our credibility as an employer to attract new talents, drive recruitment for our programmes and establish our brand presence with thought-leadership content.

Twitter

We use Twitter to create conversations around education, to build brand reputation and interest in our programmes. Twitter users enjoy discourse and would actively engage with brands.

It's also a great social listening tool to know the latest trends, breaking news and public sentiment.

YouTube

YouTube is our go-to platform to share inspiring long-form video content. Our videos show our audiences the different faces of Teach For Malaysia and their respective stories.

TikTok

A platform to reach younger audiences with fun, bite-size content. Great for recruitment-driven content (attracting interns and new staff) or easy to understand, quirky information for the education community.

Content Bucket

Stories to Inspire

Our work comes to life through authentic, heartwarming on-ground stories.

No story is too ordinary to tell. Our students, Fellows, Alumni, Program Duta Guru participants, staff, partners and the communities that we serve share about personal journeys of growth.



My goal was simple. I want to be someone who never gives up on my students, who values the power of trust and most importantly, someone who believes in them.

I am truly grateful for this experience. Thank you Teach For Malaysia, for allowing me, Cikgu Patrick, to teach for Anak Malaysia."

Testimonies and personal stories of growth

Important Lessons Taught by Women in Education

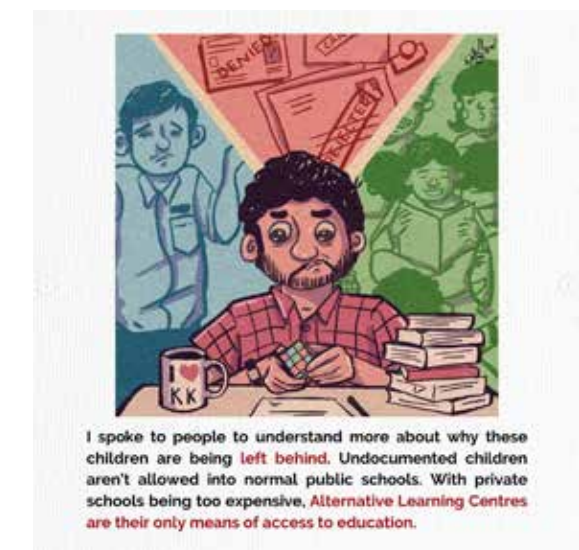


On Failures:
I knew that creating a space where students could feel safe to fail and learn, made all the difference.

Collection of stories related to a specific celebration or theme



I hold strongly to the belief that these kids should be given the very same opportunities like all other children - to dream, to learn and to live life freely. What keeps my spirits up in advocating the best for them is the very hope that one day all children will be able to have access to education regardless of status and that no child in Malaysia shall be left behind.



I spoke to people to understand more about why these children are being left behind. Undocumented children aren't allowed into normal public schools. With private schools being too expensive, Alternative Learning Centres are their only means of access to education.

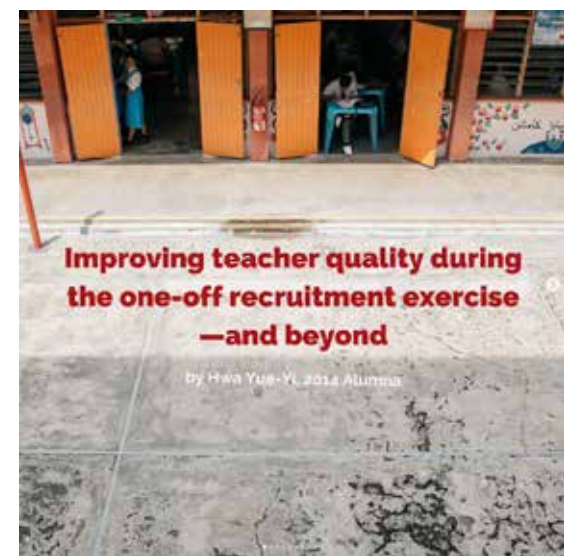
Stories about communities

Content Bucket

Data-driven to Educate

Data-driven content is important to create awareness about education inequity and the impact we make in the Malaysian education landscape.

They consists of facts, statistics and research summaries, or even first-hand experiences of the communities we serve.



02

☞☞

This is especially true because our education system does not currently cultivate adequate learning levels for a large proportion of Malaysian children.

In the 2018 round of the Programme for International Student Assessment (PISA), 48%—almost half—of 15-year-old students in Malaysia did not achieve expected minimum proficiency levels in reading.

☞☞

Summary of research on current issues in education



DID YOU KNOW?

Research conducted by the Education Ministry showed that 36.9% of students nationwide do not possess any electronic devices.

Source: New Straits Times (2020)

Storytelling approach that ends with data to highlight an issue



Creative analogy of education inequity

Content Bucket

Thought Leadership to Enlighten

To establish ourselves as a thought leader in education, we want to share our stance on pressing issues and inform our audiences of insights gained from our work.

These includes frameworks and tips produced by Teach For Malaysia, summary of interviews, dialogues and panel sessions on various education topics.




**BIDANG 1:
Sokongan Pembelajaran**
Cadangan TFM untuk Belanja Pendidikan 2022

#1 Teacher Training

- Continue to invest in programmes such as the TFM Programme that attracts top talent into the system, who are able to create and lead innovative solutions that are adaptive to the constantly changing landscape.
- Develop teachers' capacity to diagnose, monitor and support students' learning levels through formative, classroom-based assessments.
- Increasing teachers' capacity to implement blended/flipped learning effectively and to cater to the different needs of students post-pandemic through additional budget for training.

Commentary of pressing issues




**TEACHER WELL-BEING:
Strategies for Emotional Resilience**

How do we do it?

1. Write a gratitude letter to self
2. Draw affirmations from self/others
3. Celebrate little successes/wins of the day
4. Honour Progress

Practical education-related tips and frameworks



**Student-Adult Roundtable Discussion:
How can teachers support students?**

Amanda Andrew
Social Emotional Learning Educator

“ It really is a challenge to engage students online because you're not physically face-to-face with ”

**Chan Soon Seng's thoughts on
Education Inequity**

“ When we think about some of the challenges that causes education inequity or what causes ”

Chan Soon Seng
CEO, Teach For Malaysia

Summary of media interviews on education with subtitles

Best Practises

Stories & testimonies

Use full images whenever possible for individual stories and the following template for posts featuring more people.



Best Practises

Data & thought leadership

For editorial, leading article or when text within the image is required, use the following templates to ensure visual consistency.



Best Practises

Data & thought leadership

For content without images, quotes or posts with audio, use the following templates to ensure visual consistency.



Representing Brand Attributes on Social Media

Inclusive & Diverse

Do's Have a diverse and multicultural representation in all communication. Be respectful of sensitive topics.

Don'ts Don't choose images that portray stereotypes. Do not leave out the narrative of minority communities and / or identities in our communication.

Authentic & Approachable

Do's Share candidly about on-ground realities, celebrate both small and big wins.

Don'ts Don't sugarcoat challenges and be aware of carrying a biased, 'elitist' narrative.

Community-centered

Do's Share with our audiences a local context that is community centric and dignified, including learnings from different members of these communities.

Don'ts Don't portray and view students or communities as helpless victims and mere beneficiaries.

Passionate

Do's Tell empowering and inspiring stories from our communities. Be a Brand Ambassador who shares about our work and impact openly, invite others to join in the movement.

Don'ts Don't be afraid to share 'ordinary' stories because no impact is too small.

Bold & Transformational

Do's Focus on the strength of the collective and champions in our movement. Be authentic and courageous in advocating for what we believe in while reflecting to stay relevant to our communities' needs.

Don'ts Being bold doesn't mean creating controversial content for the sake of argument. Don't get caught up with current sensational affairs. Focus on the issues that matter most to our mission.

Simple & Straightforward

Do's Communicate based on the profile of the audience, choose to share what we believe is relevant to them and speak in a language that our audience resonates with.

Don'ts Don't use jargon when communicating with external stakeholders. Simplify and focus on our key messages.

Communication Guidelines

Do's

Do be respectful and inclusive. Always take note of sensitive topics involving race, religion, gender, politics and any form of discrimination. Focus on the strength of the collective and champions in the public education system and our movement.

Do bring readers along the journey of change, be authentic in storytelling so that success and impact is strongly placed in context.

Do speak honestly and openly about the struggles underprivileged students face, based on real stories and data. Focus on factors of education inequity that TFM can directly influence, eg. negative mindsets.

Do feature Student's Voice, they should be at the center of everything we do. Show evidence of our Student Vision (Eg. student leadership, student impact and stories of growth).

Do protect the privacy of our school partners and students.

Don'ts

Don't negatively compare teachers with TFM Fellows, other partners and supporters with Teach For Malaysia. Don't comment on politically sensitive topics or show support for any particular political party as we are an independent NGO and we work closely with the Ministry of Education (MOE).

Don't refrain from sharing a story because it's 'too small' or 'insignificant.'

Don't blame education inequity on the MOE, particular parties or the education system in Malaysia. It is a huge, complicated problem caused by deep-rooted factors.

Don't sensationalise or portray our students and communities in a negative light or as helpless victims.

Don't reveal identifiers of TFM schools (exact school names and locations) and students (full names, contact details, tags on social media).

Student Identity Protection on Social Media

Always be extra careful to ensure that our students' stories, photos and videos are used responsibly. Consider child safety issues, for example: will this put students at risk, reveal their location to strangers, or cause them to be bullied and made fun of by other students?

Students' Names

Please do not use or show students' actual names. Name tags should always be blurred out in images. In cases where credit is due e.g. student artwork or opinion pieces – we suggest using a nickname or first name.

School Names

Always refrain from mentioning school names and blur out school badges. We recommend getting approval from the principal before publishing the post. We normally state the area instead, e.g. "a school in Miri, Sarawak."

Media Release Forms

Only capture or use photos and videos of students who have media release forms signed by their parents or guardians beforehand.



Marketing Collateral

Logo Placement

62

Banner

63

Bunting

64

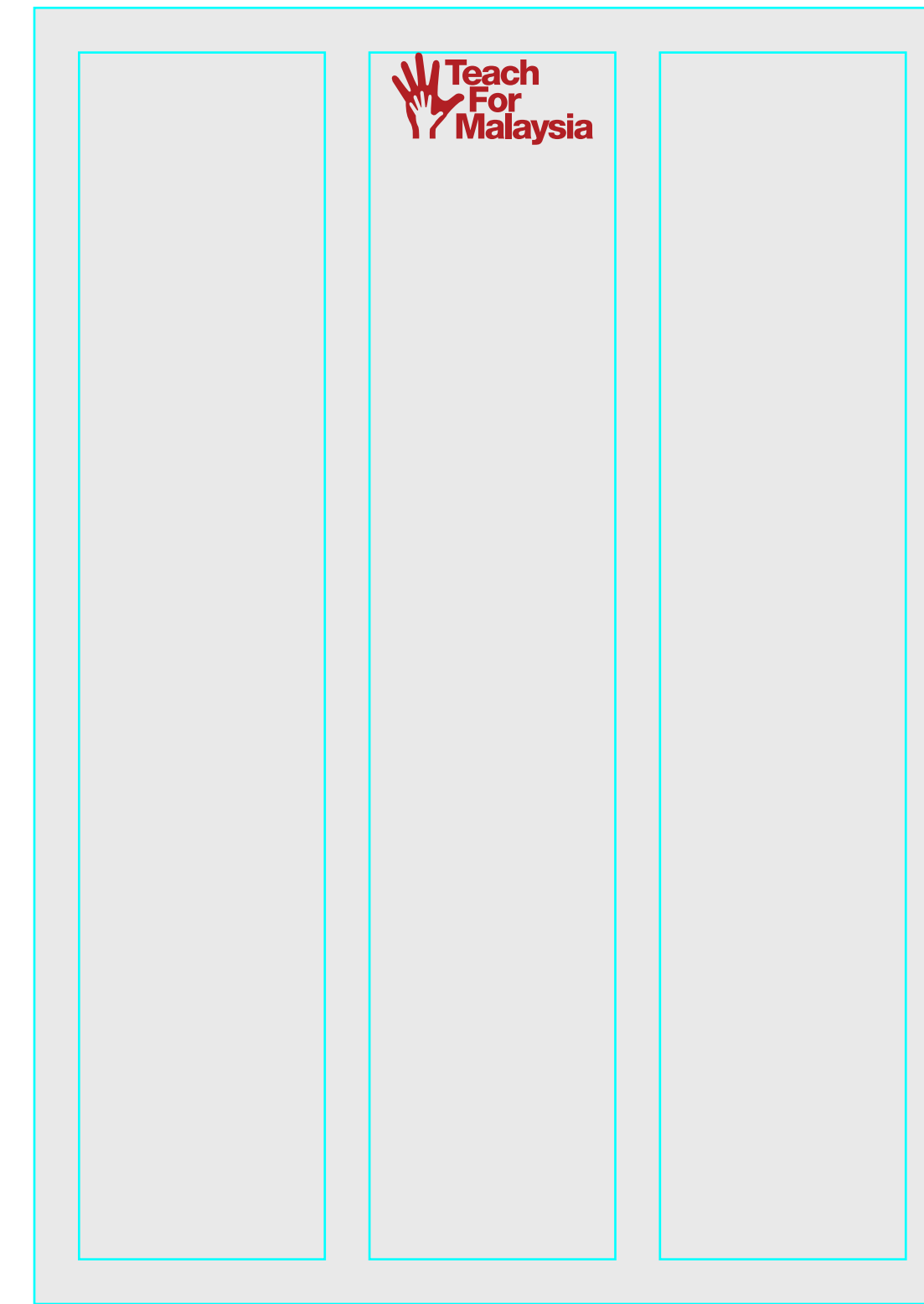
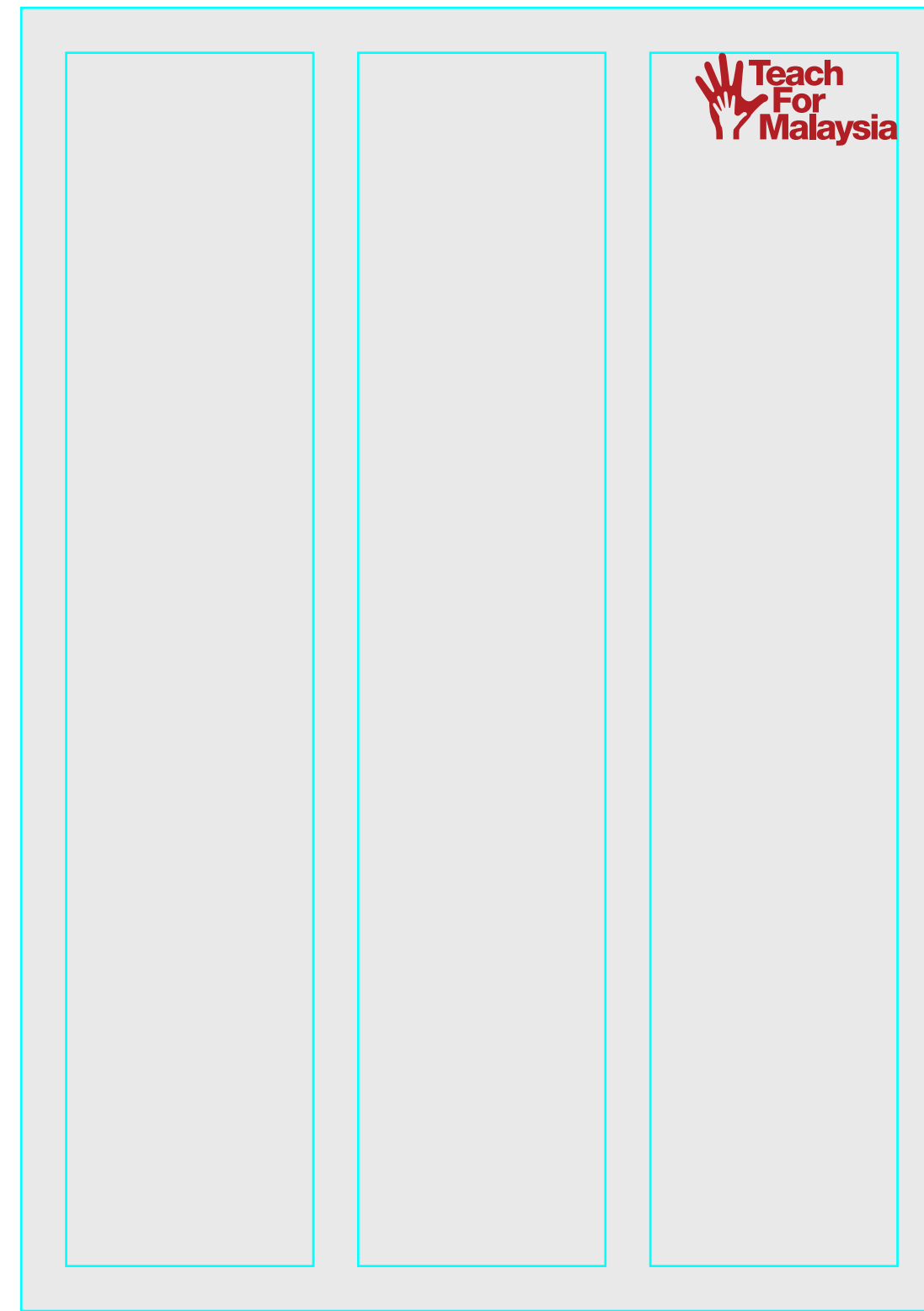
Presentation Deck

65

Logo Placement

The primary logo position is at the top right or top centre of the visual.

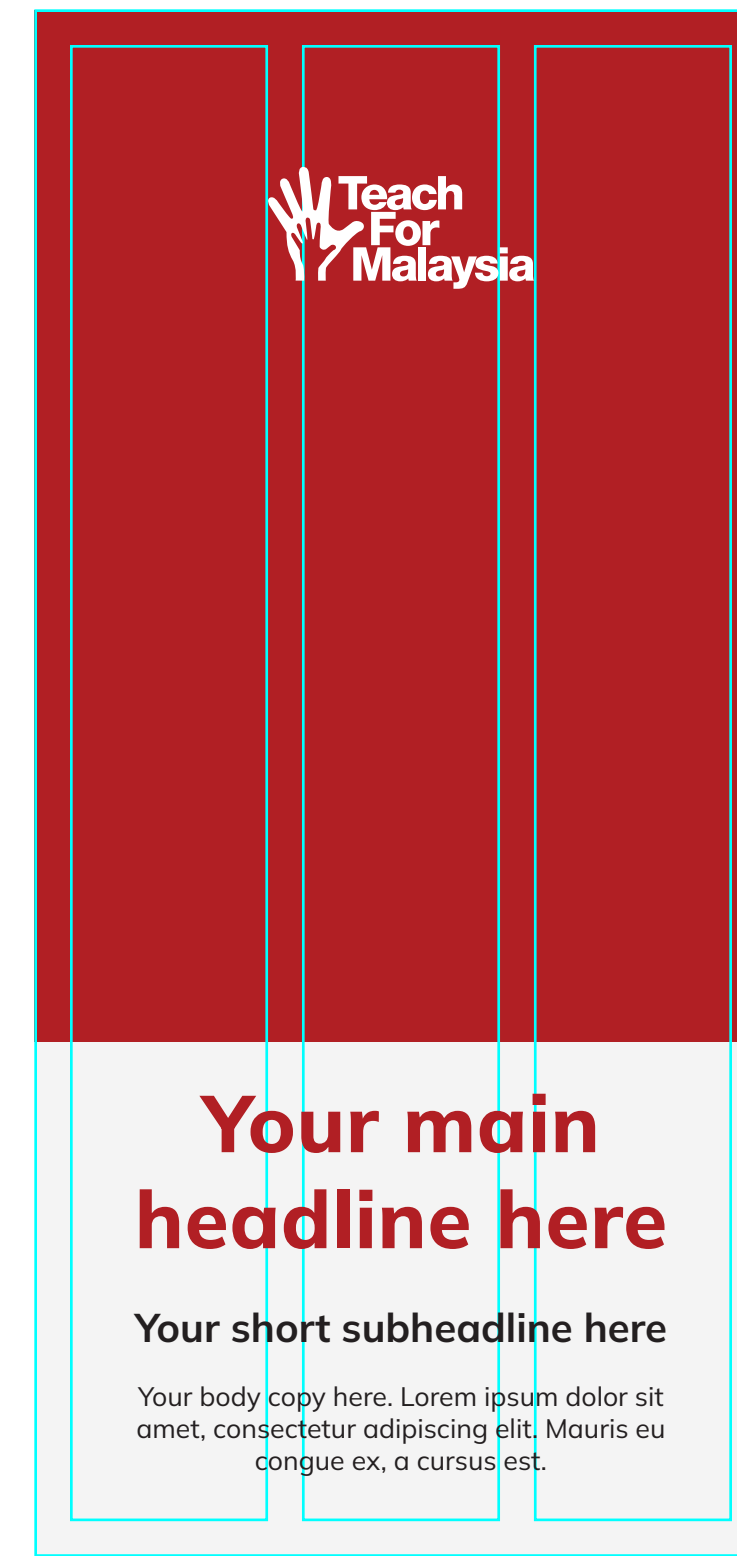
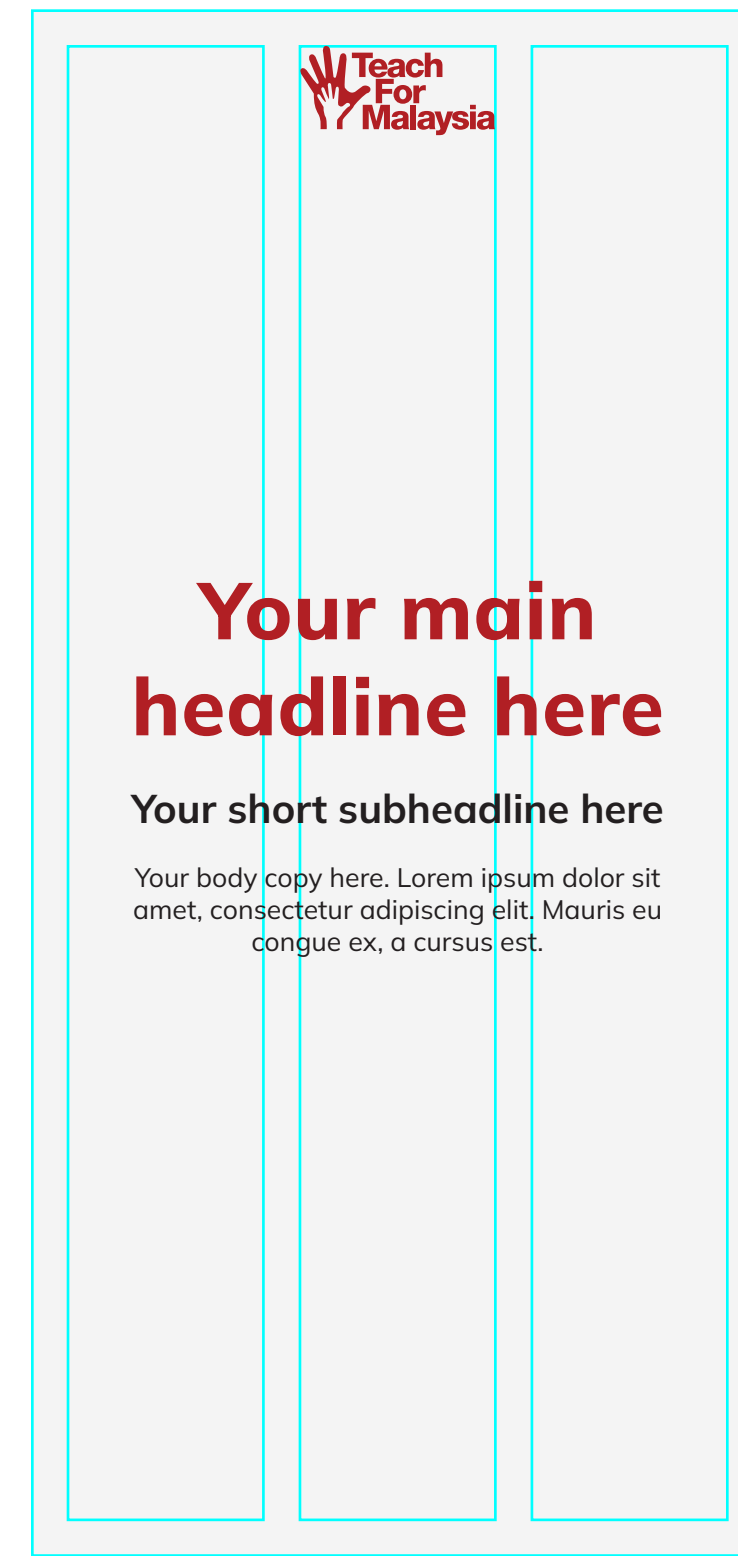
When placing advertisements on the left side of a spread, the logo can be shifted to the top left corner for better visibility. In the exceptional cases of using the logo on a bunting, banner or backdrop, it can be placed in the centre as opposed to any of the corners.



Banner

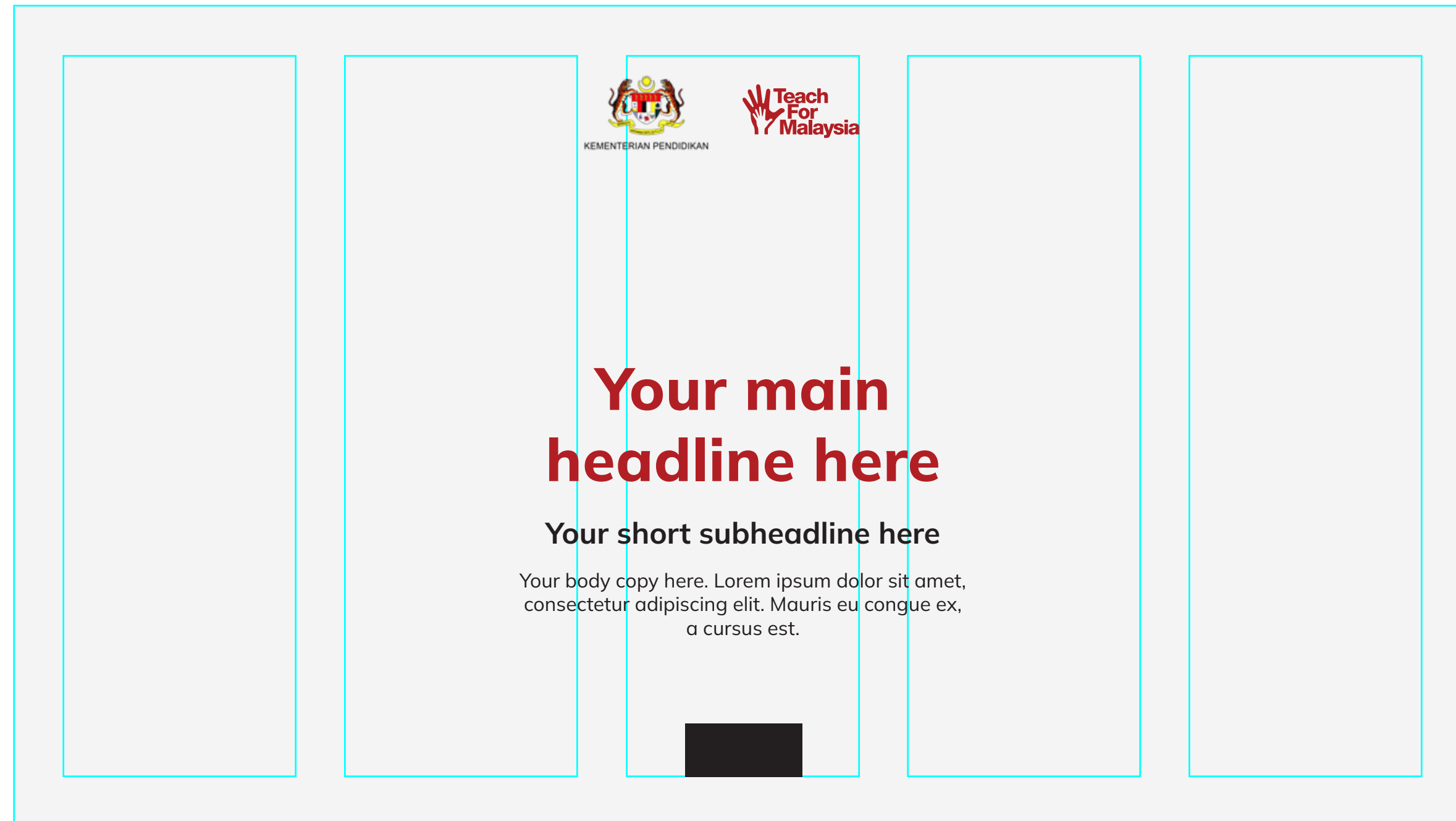


Bunting

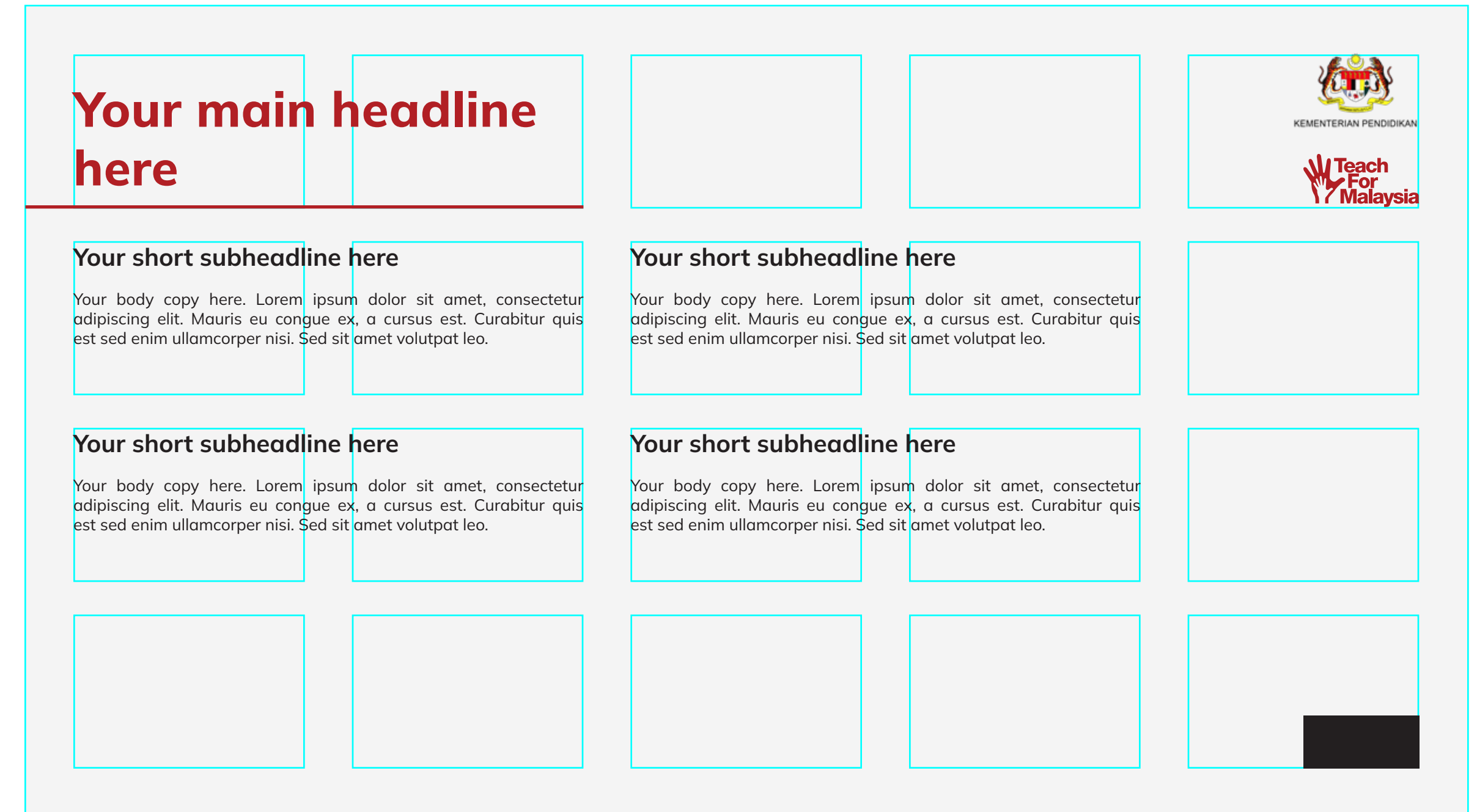


Presentation Deck with Government Logo

Cover

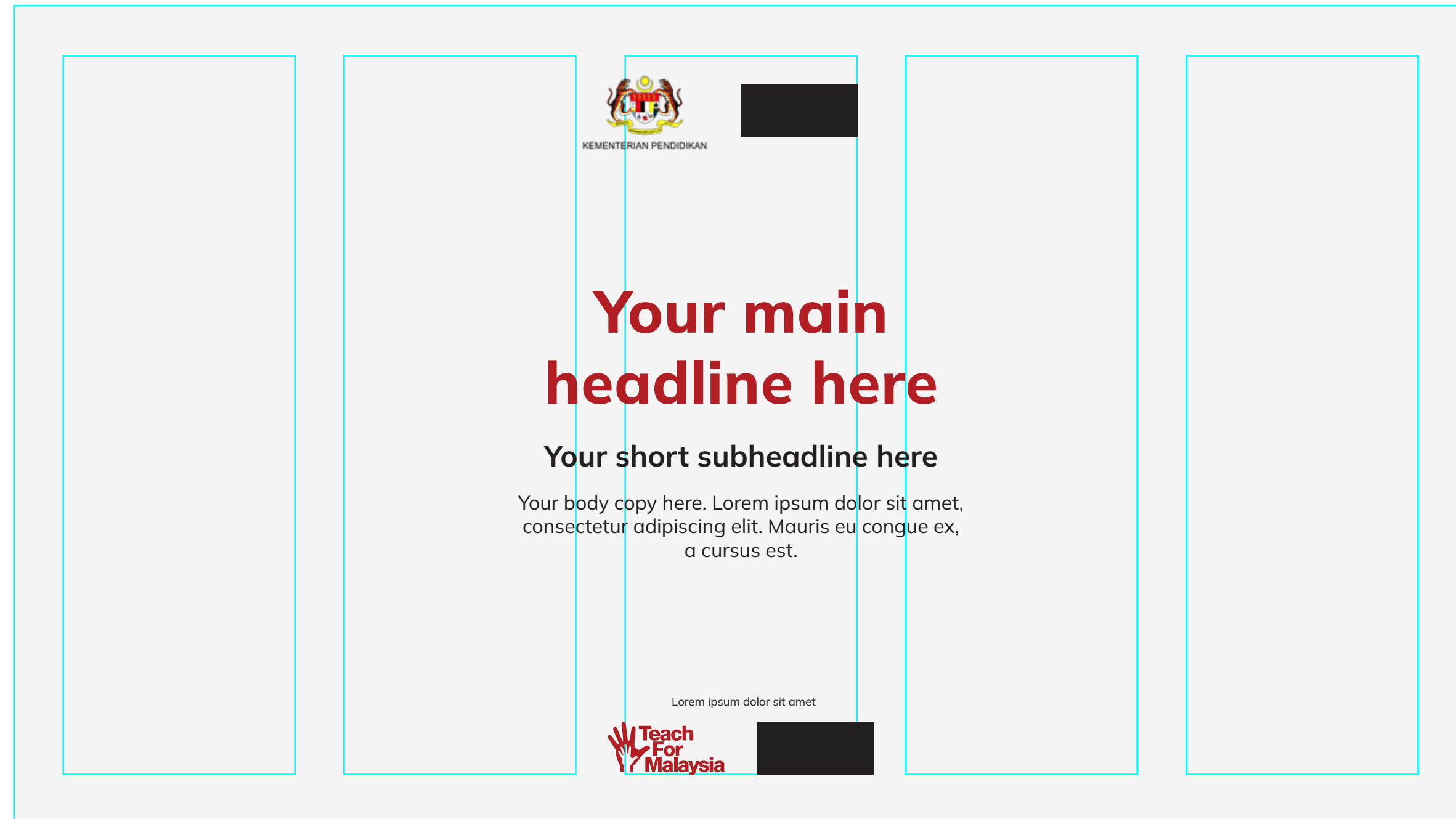


Inner Page

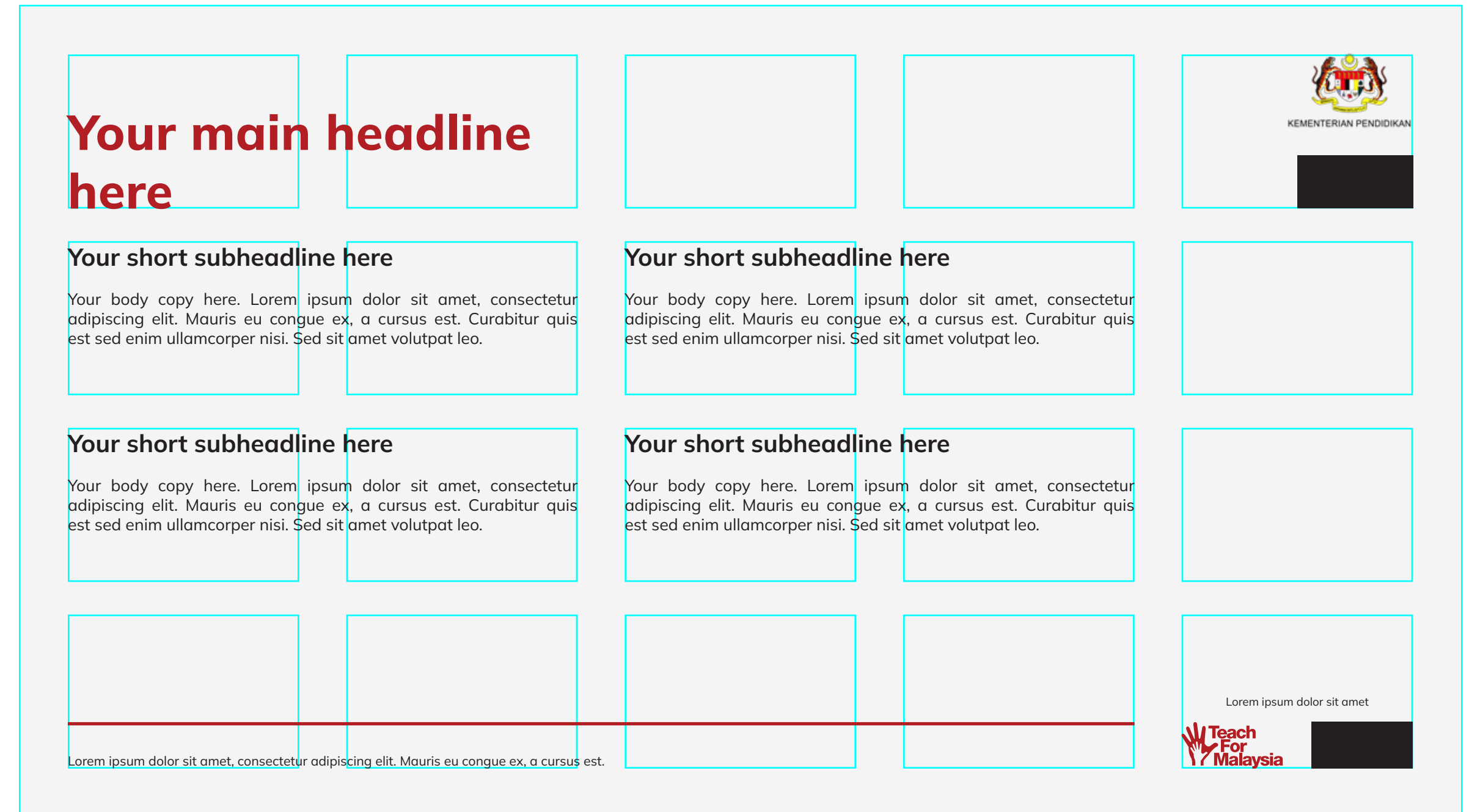


Presentation Deck with Partner's Logo

Cover



Inner Page



-  <https://teachformalaysia.org/>
-  getinvolved@teachformalaysia.com
-  @TeachForMalaysia
-  @teachformsia
-  @TeachForMsia
-  @teachformalaysia
-  @TeachForMalaysia
-  @teachformsia