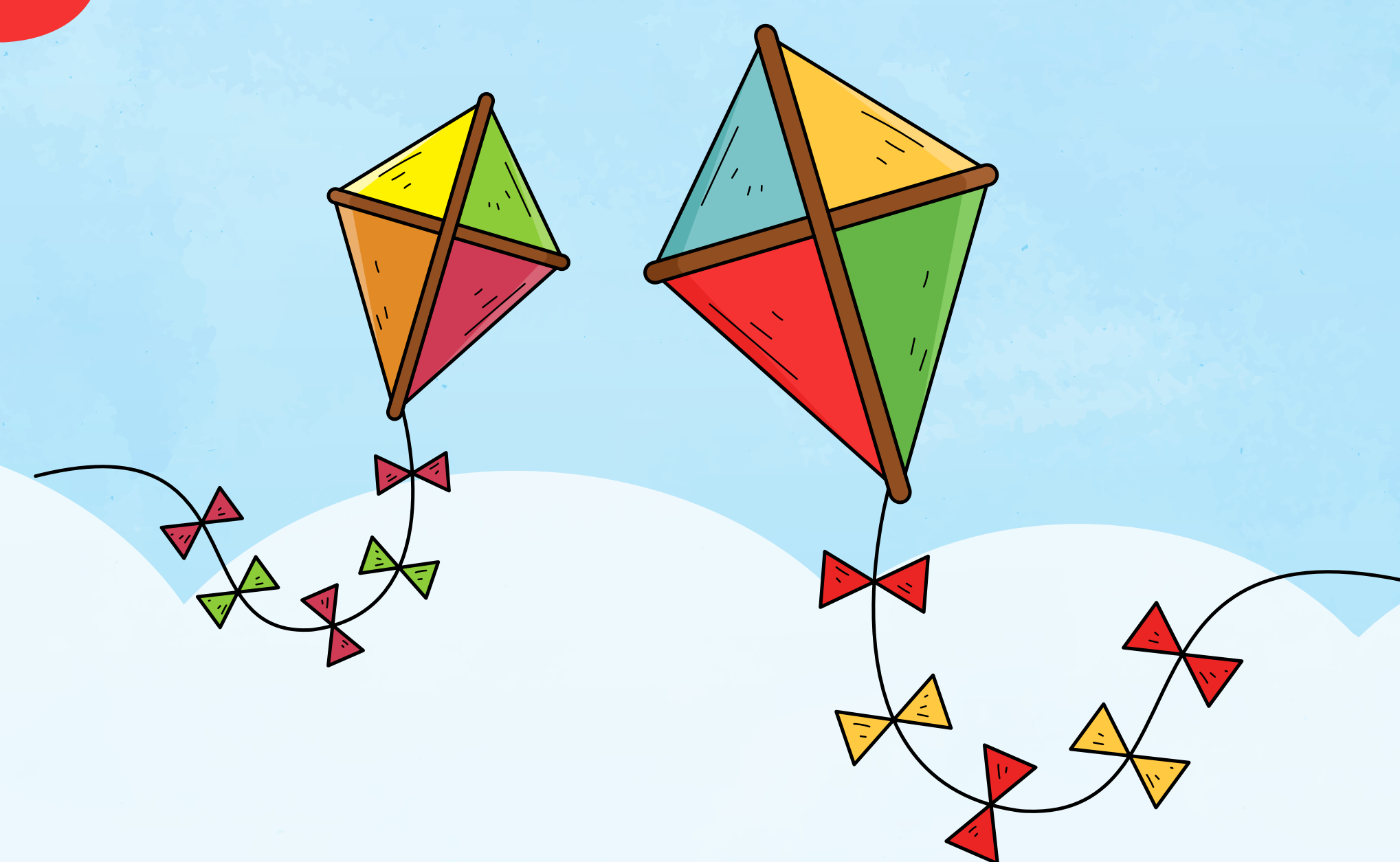


# PRINCIPLES TO DESIGN AND PROMOTE NON-GENDER STEREOTYPED

## TOYS



### PURPOSE

- 1 Design toys that allow for children of different genders to play together.**  
For example, design toys that allow for mixed play and interaction among children of different genders such as board games.
- 2 Design toys that are gender inclusive and respond to different physical and learning abilities of children.**  
For example, adding photos of toys that display bright colours, hearing aids and sign language symbols, promote play and participation of children of all diversities and abilities. Ensure images of children of all gender and abilities.
- 3 Ensure that toys do not reinforce discriminatory gender norms and roles.**  
For example, toys for girls are often designed to associate with nurturing roles, physical attractiveness, domestic skills, whereas toys for boys often reflect being competitive, exciting, violent and simulating real-life problems. This should be avoided.

### PRODUCT AND PLAY INSTRUCTIONS

- 4 Actively use gender inclusive language in play instructions so that children, irrespective of their gender, can relate with the toys.**  
For example, avoid explicit mention of toys being only for a specific gender or the use of him/his in the play instructions. Instructions can include lines of encouragement that communicate safe play and learning.
- 5 Avoid designing toys that reinforce traditional beauty standards or other ethnic stereotypes.**  
For example, dolls and other toy figurines can be shown in diverse skin tones (not just fair), varying body sizes and diverse ethnicities and abilities (dresses/ clothes of dolls to represent various communities, dolls with eyeglasses or a hearing aid).
- 6 Design toys that are environmentally sustainable, created with locally sourced materials and reasonably priced.**  
For example, use recyclable and indigenous materials to keep production costs lower and, through the value chain, promote local micro-enterprises that can lead to increased income earning opportunities for women.

### PACKAGING

- 7 Ensure that toys are not packaged and promoted only for a specific gender but promote equal representation and diversity of all genders.**  
For example, avoid packaging featuring photos of boys or girls alone. Instead show representation of genders so more children are motivated to play with the toy.
- 8 Avoid gender segregation and labelling of toys using different colours indicating toys are meant only for specific genders.**  
For example, avoid the use of soft pastel colours like pink for dolls indicating that they are only for girls and use of bold colours like red for toy vehicles indicating they are only for boys. Boys and children of other genders might like to equally play with dolls and vice versa.

### PROMOTION AND MARKETING

- 9 Avoid gender stereotyping of use of toys in different settings and promote positive gender norms.**  
For example, avoid promoting sports toys that are primarily for outdoor setting, as toys only for boys. Also, show promotion materials challenging gender norms such as more girls as firefighters, doctors and boys helping in household chores.
- 10 While marketing toys, avoid creating different sections for genders in toy stores. It discourages children to explore diverse toys that can help build and diversify their social skills.**  
For example, advertising art and craft kits for all genders can help boys and children of other genders acquire skills of creativity, sharing and cooperation at an early age.
- 11 Promote packaging and advertising of toys that show gender equity in parental attention in childrens playtime.**  
For example, show both mother and father playing and spending time with their children on the product.

