SUPPORT GUIDE FOR INTEGRATING THE GENDER PERSPECTIVE

INTO **UNIVERSITY TEACHING AND RESEARCH**



INSTITUTO ANDALUZ DE LA MUJER
Consejería de Inclusión Social, Juventud, Familias e Igualdad

Universidad de Jaén
Vicerrectorado de Igualdad, Diversidad y Responsabilidad Social

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INTRODUCTION

Gender equality is now at the center of international agendas and institutional strategies. In higher education, advancing toward this goal requires that the **gender perspective no longer be treated as a one-off initiative but rather be approached as a guiding principle that is systematically integrated into all aspects of university operations**. In other words, truly integrating the gender perspective requires going beyond the occasional inclusion of isolated content on women or gender equality in curricula: it involves critically reviewing theoretical frameworks, curricular content, teaching methodologies, assessment practices, and organizational dynamics. The goal is to incorporate this analysis as a structural dimension that permeates teaching, research, and university administration as a whole, constantly questioning how any academic activity affects women and men differently. Only in this way can we ensure that women's interests, needs, and experiences are structurally incorporated into the design and implementation of institutional actions (ECOSOC, 1997).

To strengthen this commitment, **there are international agreements and legal instruments that require states and public institutions to take active measures to ensure equality**, such as the 17 Sustainable Development Goals (SDGs) established in the United Nations 2030 Agenda (2015) to advance toward more just, inclusive, and sustainable societies. Of particular note here is SDG 5, which promotes gender equality as a cross-cutting principle that must be incorporated into all policies, including higher education; complemented by other goals such as SDG 4, which promotes quality, inclusive, and equitable education, and SDG 10, which recognizes higher education as a strategic arena for reducing structural barriers that affect women, LGBTIQ+ individuals, and other historically marginalized groups.

Furthermore, it is important to bear in mind the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW, 1979), which is considered the leading international treaty on gender equality. Article 10 refers to the importance of education in promoting equality between women and

men, emphasizing the need to take all appropriate measures to ensure equal rights. The Beijing Declaration and Platform for Action, adopted at the Fourth World Conference on Women (1995), also establishes equal access and equal treatment for men and women in education as a strategic objective; while the Treaty on European Union (TEU, 2010) includes equality between women and men in Article 2 as one of the Union's fundamental values and promotes its integration into all public policies. Furthermore, more specifically, both the European Commission's Strategy for Gender Equality (2020–2025) and the European Pact for Gender Equality (2011–2019) emphasize the promotion of equality at all levels of education.

In the Spanish context, Organic Law 3/2007 of March 22 on the effective equality of women and men establishes the **obligation to mainstream the principle of equality across public policies, specifically including the education system and higher education.** This legislation is complemented by other recent laws aimed at strengthening protection against discrimination and gender-based violence, such as Organic Law 10/2022 on the Comprehensive Guarantee of Sexual Freedom and Law 15/2022 on Comprehensive Equal Treatment and Non-Discrimination. With regard to higher education, Organic Law 2/2023 of March 22 on the University System (LOSU) reinforces universities' commitment to equality and inclusion, establishing measures to integrate a gender perspective into teaching, research, and university administration.

Within the autonomous community of Andalusia, Law 12/2007, of November 26, on the Promotion of Gender Equality in Andalusia, aims to achieve real and effective equality between women and men. It is further supplemented by Law 13/2007, on measures for the prevention and comprehensive protection against gender-based violence, which establishes in its article 16. The Government of the Andalusian Regional Government and the Andalusian universities, within the scope of their respective jurisdictions, must promote interdisciplinary studies and knowledge aimed at fostering emotional development, coeducation, the prevention of gender-based violence, and equal relationships between women and men.

This provision underscores the **university's role as a key agent in building a culture of equality and preventing gender-based violence through education and research.** Likewise, Article 43 recognizes the role of equality units at universities, stating that these units will be responsible for advising on, coordinating, and evaluating the mainstreaming of gender equality in the development of university policies, as well as for promoting the inclusion of a gender perspective in all of the institution's activities and functions. In addition, it is worth noting the recent enactment of Law 1/2026, dated February 20, the University Law for Andalusia (known as "LUPA"), which consolidates this regulatory framework by more specifically establishing the obligation to integrate the gender perspective into all university functions, with particular emphasis on the need to make it visible in curricula, research evaluation criteria, and personnel policies, while also promoting monitoring and accountability mechanisms to ensure its effective implementation.

The University of Jaén is fulfilling these commitments through its Fourth Plan for Gender Equality (2025–2029). In particular, the plan establishes Goal 2 as one of its strategic pillars: "Mainstreaming and integrating gender equality into the UJA's teaching and research model," which addresses the need to systematically incorporate a gender perspective into academic activities. Among the planned actions are increasing the number of teaching guides that incorporate SDG 5, promoting literature with a gender perspective -especially in scientific and traditionally male-dominated fields- and developing resources and guidelines for faculty members.

Thus, this guide is intended as a support tool to facilitate the effective incorporation of a gender perspective into teaching and research at the University of Jaén, thereby contributing to the achievement of the established objectives. To this end, **it is necessary to translate the principles of equality into specific teaching and research practices, integrating gender analysis into the formulation of research questions, theoretical approaches, teaching methodologies, and the production of knowledge.** Below, we present a series of guidelines and resources that can facilitate their incorporation into the realm of university teaching and research.

TEACHING

In the context of higher education, the National Agency for Quality Assessment and Accreditation (ANECA) has incorporated this approach into its processes for evaluating, verifying, and accrediting degree programs, recommending that universities integrate a gender perspective into the design of syllabi, teaching guides, curriculum content, and teaching methodologies, as well as into the balanced composition of faculty teams. In particular, its Guide for Incorporating a Gender Perspective into University Teaching and Degree Evaluation (2020) emphasizes that **the quality of higher education is closely linked to institutions' ability to incorporate approaches that are inclusive and sensitive to structural inequalities.**

As mentioned above, incorporating a gender perspective in this context is not limited solely to including specific content on equality in course syllabi; rather, it involves critically reviewing the entire teaching and learning process. To do so, it is necessary to take into account both the formal curriculum—the explicit content of instruction— as well as the so-called hidden curriculum, which consists of the values, attitudes, and dynamics that are implicitly conveyed in the classroom through teaching methodologies, interactions between faculty and students, or the examples used during lectures (Xarxa Vives d'Universitats, 2018). In fact, although many universities have specific recommendations, the hidden curriculum receives the least attention from a gender perspective. A very common manifestation of this problem is reflected, for example, in the gender gap in the works cited in teaching guides, which contain hardly any contributions by female academics and do not reflect the actual volume of their work and scientific output. It is through these subtle forms of invisibilization that certain ideas are conveyed to students about who produces knowledge and who holds positions of authority in the academic sphere.

This is just one of the many reasons why **it is essential for university faculty to incorporate training and tools related to gender equality, thereby ensuring a university teaching process that challenges stereotypes and discriminatory practices and fosters an inclusive and respectful environment for all students**. The following section outlines the specific measures to be considered in order to mainstream gender in teaching.

1. INCORPORATE A GENDER PERSPECTIVE INTO TEACHING GUIDES AND CURRICULUM DESIGN

The first step in instilling a commitment to a gender perspective in students is to transform the foundation of the content being taught. This perspective must be integrated into all subjects in an implicit and cross-curricular manner, highlighting the role of women in each discipline, as this is the only way female students will be able to feel like they are part of knowledge and its construction. In this regard, teachers must rethink both the content and the organization of their courses to adequately reflect the experiences and contributions of women in all fields.

SPECIFIC STRATEGIES

- Integrate a gender perspective across all subjects, defining specific content, activities, and learning outcomes related to this topic.
- Include a specific section in the course guides where faculty detail how they incorporate a gender perspective into the course, covering content, methodology, and the materials used.
- Include an assessable item in the course evaluation that gathers students' perceptions regarding the integration of a gender perspective into teaching.

2. ENSURE INCLUSION IN BIBLIOGRAPHIC REFERENCES

When the bibliographies in teaching guides omit female researchers, this creates a gender bias that obscures the true extent of women's contributions in the academic field. Closing this citation gap is essential to improving scientific quality: articles written by women are 15–20% more likely to be omitted from reference lists, despite their scientific rigor (Xarxa Vives d'Universitats, 2018).

Therefore, including female authors provides female students with role models of their own gender, reinforcing the idea that science and knowledge are also for them and that they should not view these fields as foreign to them. Furthermore, by highlighting the work of women in this field, we counter the *"Matilda Effect"* -which refers to the historical downplaying of female scientists' achievements- ensuring that the knowledge transmitted is free from androcentrism.

SPECIFIC STRATEGIES

- Conduct a systematic survey of the percentage of female authors in course syllabi to assess their current representation, and, based on this, implement gender parity criteria (at least 40% - 60%) for the works cited in the syllabi.
- Cite the full names of female authors to avoid the default assumption that the author is a man.
- Facilitate access to databases of research and publications led by women in each field.

3. ADAPT THE CURRICULUM WITH A GENDER PERSPECTIVE

This has become an **essential strategy for ensuring the right to an equitable education.** According to the LOSU (2023), universities must ensure that their curricular structures are inclusive and accessible, allowing all students to participate fully in the academic activities while balancing their studies with their personal and professional lives. The goal is to ensure student retention and academic success in special circumstances, guaranteeing that students can pursue their education without their personal circumstances putting them at a disadvantage.

SPECIFIC STRATEGIES

- Introduce flexible policies regarding class schedules, mandatory attendance, graded assignments, and exams.
- Modify the assessment methodology and/or extend the assessment period in cases of pregnancy, childbirth, gender-based violence, maternity, paternity, or caring for family members.

4. IMPLEMENT GENDER-SENSITIVE ASSESSMENT METHODOLOGIES

Academic literature has shown that **certain assessment formats can lead to differences in academic performance between men and women that do not necessarily stem from inequalities in knowledge, but rather from factors related to test design.** For example, several studies have indicated that multiple-choice exams with penalty for incorrect answers tend to produce gender differences because women, on average, exhibit greater risk aversion and tend to leave more questions blank than men, which can result in a lower final score even when they have a similar level of knowledge (Kelly and Dennick, 2009; Marín and Rosa-García, 2011). Furthermore, it has been observed that the type of question can lead to gender differences in performance: in standardized assessments, the higher the proportion of multiple-choice questions on an exam, **the wider the gender gap in mathematics tends to be, since men typically score higher on these formats, while women perform relatively better on open-ended or essay-style questions, which allow them to elaborate on and justify their answers** (Riukula, 2023). Other factors related to test design, such as time pressure or the excessive weight of a single final exam in the grading, can also amplify these differences, while diverse and continuous assessment systems tend to reduce these disparities (Balart and Oosterveen, 2019). Therefore, to achieve assessment with a genuine gender perspective, it is necessary to critically review the formats and conditions of the tests.

SPECIFIC STRATEGIES

- Introduce continuous assessment and distribute the weight of the grade across various activities, thereby reducing the influence of a single final exam.
- Diversify continuous assessment methods (practical assignments, presentations, papers) to prevent a single model from penalizing learning styles or social contexts influenced by gender.
- Avoid penalizing students for incorrect answers on multiple-choice tests, especially in STEM disciplines (science, technology, engineering, and mathematics).
- Monitor academic results broken down by gender to identify potential performance gaps linked to specific assessment methods.

5. ENCOURAGE WOMEN'S PARTICIPATION IN STEM FIELDS

Mentoring and supporting female students are another key element in promoting equality in higher education, especially in fields where greater inequalities persist, such as STEM disciplines (Science, Technology, Engineering, and Mathematics). **Women continue to be underrepresented in these traditionally male-dominated fields due to persistent gender stereotypes and a lack of female role models, which limits both their opportunities and their academic and professional trajectories**. It is therefore necessary to promote initiatives that foster women's interest in and retention within these fields, with the aim of achieving a more balanced representation in science and technology.

SPECIFIC STRATEGIES

- Conduct mentoring and guidance initiatives in secondary schools to encourage scientific careers free from sexist stereotypes, taking action before horizontal segregation occurs in the choice of academic fields.
- Implement university mentoring programs aimed at female students, especially in STEM disciplines, to combat both the "stereotype threat," a psychological phenomenon in which the fear of confirming negative stereotypes about one's own gender generates anxiety and reduces performance, as well as "imposter syndrome," which causes successful, fully capable women to doubt their achievements and attribute them to external factors.

6. USE INCLUSIVE, NON-SEXIST LANGUAGE

International organizations such as the United Nations (2019) and UNESCO- which as early as 1999 emphasized the need to use inclusive language- agree that **eliminating sexist language from educational settings is a necessary step toward identifying and changing entrenched gender stereotypes, since such language directly influences how social reality is understood and represented**. This consideration becomes particularly relevant when it comes to making the presence of women more visible in educational discourse, as this is the only way to ensure equal treatment of all students, without dynamics that perpetuate the exclusion of female students in the classroom. By adopting these types of communication strategies, the university helps ensure that women are recognized as active agents of knowledge and prevents language from continuing to act as a vehicle for exclusion and the reproduction of male-dominated hierarchies.

SPECIFIC STRATEGIES

- Avoid gendered expressions, occupational titles, or examples that reinforce stereotypes, ensuring balanced and respectful representation of all genders throughout teaching materials and academic communication.
- Ensure that written and oral communication gives equal visibility to the contributions of women and men, avoiding patterns that systematically foreground one gender over another.

7. IMPROVE CLASSROOM INTERACTIONS AND THE LEARNING ENVIRONMENT

The university classroom should be a space that guarantees equal opportunities for participation and access to academic authority. However, dynamics **often persist in which female students participate less or are interrupted more frequently during discussions**; addressing these situations helps to challenge the traditionally male-dominated model of scientific authority and to create a learning environment in which all students are valued equally.

SPECIFIC STRATEGIES

- Ensure an equitable distribution of speaking time and actively encourage female students to participate in areas where they tend to have less of a voice, as well as on topics specifically related to the gender perspective.
- Monitor and correct sexist attitudes or comments in the classroom, immediately providing alternative behaviors that promote respect for female classmates.
- Promote equal co-teaching in courses with multiple instructors so that students have diverse authority figures.

RESEARCH

One of the new provisions introduced by the recent amendment to the Science, Technology and Innovation Act (Act 17/2022) is the promotion of the gender perspective throughout the research cycle. Furthermore, Royal Decree 669/2023 of 18 July, which regulates the gender equality label in R&D&I, states that "inclusive science and innovation must be ensured, taking into account the needs, characteristics and circumstances of women and men alike, as well as the incorporation of the gender perspective with an intersectional approach into scientific research and knowledge transfer, with the aim of advancing towards the full and equal participation of women in R&D&I and ensuring that they are both beneficiaries and agents of change in these fields".

These regulations highlight that, just as in teaching, the incorporation of a gender perspective into university research must be regarded as a fundamental aspect of ensuring the quality, scientific rigour and social relevance of scientific output. Ignoring this analysis in research compromises the validity and representativeness of the results; therefore, taking into account the differences between women and men can no longer be optional. By using supposedly neutral categories such as 'people', 'patients' or 'users' without disaggregating them by gender, or even by implicitly referring exclusively to men, inequalities are kept hidden, leading to biased conclusions that treat men as the universal subject. This is why **the questions asked, the formulation of hypotheses and the selection of variables must be reviewed, as they are often steeped in gender-insensitive biases and prejudices**.

However, in this context, it is equally necessary to consider sex as a relevant biological variable distinct from gender, which is understood as a sociocultural construct. Both categories are fundamental analytical tools for identifying how different phenomena affect women and men in the population in different ways.

Historically, **science has exhibited a significant 'gender blindness' that has had tangible consequences:** ranging from the omission of sex in animal and cellular research to clinical diagnoses that are biased because they are based

exclusively on male patterns. Added to this methodological problem is the vertical segregation, or 'glass ceiling', present within the academic structure, which consists of invisible barriers that limit women's access to leadership and positions of responsibility, keeping them under-represented at the highest levels despite their qualifications and experience (Xarxa Vives d'Universitats, 2018). This inequality is also evident in the citation gap, where **research led by women tends to be omitted from reference lists despite its technical excellence.** For all these reasons, the university must foster a scientific culture that promotes women's leadership and ensures that the gender dimension is present throughout the entire research cycle. The recommended measures for effectively mainstreaming gender in research activity are set out below.

1. ENSURE GENDER EQUALITY IN THE COMPOSITION AND OPERATION OF RESEARCH TEAMS

Diversity within research teams is a key factor in scientific quality, and its absence is reflected in the phenomenon known as the 'leaky pipeline', in which **women gradually disappear from the highest levels of the research career path due to invisible barriers and biases in selection and promotion processes**. These structures perpetuate inequality and prevent the full potential of available talent from being harnessed, thereby also resulting in lower-quality science. To tackle this problem, we must start by ensuring that decisions on recruitment, promotion and the allocation of resources are based on strictly meritocratic criteria. In this way, the research process is enriched by the incorporation of diverse perspectives that broaden the analysis, interpretation and application of the results.

SPECIFIC STRATEGIES

- Set gender parity targets (at least 40–60 per cent) for the composition of research teams at all levels and in decision-making positions. Where this is not possible, provide justification, setting out the efforts made to meet this requirement.

- Implement open and impartial selection processes for the recruitment of researchers, in accordance with the principles of the European Charter for Researchers.
- Include provisions on maternity and paternity leave in research contracts, allowing for flexibility in deadlines and duties where necessary.
- Make the scheduling of meetings and activities for research projects more flexible to promote a work-life balance and shared responsibility.

2. EVALUATE RESEARCH FROM A GENDER PERSPECTIVE AND WITHOUT BIAS

The careers of female researchers are often held back by gender bias linked to care responsibilities and motherhood; therefore, to ensure genuine equality of opportunity in career progression, the university must adopt assessment criteria that recognise the impact of these periods on academic output. This may be misinterpreted as a relaxation of academic standards, when in fact the aim is to **align performance indicators with people's actual life cycles, enabling both men and women to pursue fulfilling academic careers without sacrificing their personal lives.** In this regard, it is worth taking as an example the principles of the European Commission's HRS4R (Human Resources Strategy for Researchers) label, which set out various guidelines for promoting good practice in the management of research staff.

SPECIFIC STRATEGIES

- Extend the periods taken into account for the assessment of scientific output for those who have taken leave for maternity, paternity or caring for family members, recognising interruptions or reductions in activity.

- Establish clear, objective and transparent criteria for the assessment of projects and CVs, ensuring that potential gender bias or factors unrelated to scientific quality do not influence the evaluation.

3. INTEGRATE THE DIMENSIONS OF SEX AND GENDER INTO THE CONTENT AND DESIGN

As mentioned above, using generic categories such as 'patients' without breaking them down by sex and/or gender obscures differential impacts that can be critical in areas such as health. For example, **omitting the sex variable in biomedical research can lead to inappropriate diagnoses and treatments for women.** It is therefore essential to integrate sex and gender analysis from the earliest stages of the research process, as this is the only way to properly guide the research, identify potential inequalities to avoid bias in the results, and ensure that these results accurately reflect the reality for both men and women.

SPECIFIC STRATEGIES

- Formulate research questions that are sensitive to sex and/or gender during the project's ideation phase in order to avoid androcentric biases from the outset.
- Systematically include subjects of both sexes in experimental studies, avoiding the unjustified exclusion of females in animal models or human samples, and, therefore, explicitly justifying the choice of samples where this balance is not achieved.
- Ensure the development and use of artificial intelligence systems free from gender bias, incorporating diverse and representative data that takes into account realities such as transgender identities or transition processes.

- Incorporate gender analysis into the project's theoretical and explanatory frameworks, analysing how social norms affect men and women differently within the field of study.
- Design data collection tools (questionnaires, surveys, focus groups) that specifically capture gender inequalities.
- Disaggregate data by sex and/or gender at all stages of data collection and analysis, avoiding the use of broad categories that obscure differences.
- Consider the differing impacts of the findings on men and women as part of the discussion and limitations of the research.

4. HIGHLIGHT AND DISSEMINATE RESULTS WITH A GENDER-BASED APPROACH

It is not enough simply to incorporate gender analysis into the data for research findings to be inclusive; this perspective must also be explicitly highlighted in the dissemination of the findings so that it can translate into a tangible impact on society. In other words, there is no point in incorporating a gender perspective in the early stages of the process if, when communicating the findings, women and their needs – both biological and social – continue to be rendered invisible, thereby perpetuating biases in political decision-making. Furthermore, **it is also essential to use inclusive language in scientific reports and articles, in order to explicitly recognise the authority of female researchers and avoid using the masculine form as a false universal.**

SPECIFIC STRATEGIES

- Explicitly include the results of the gender analysis in the main publications, and not just in appendices or secondary reports. Where no gender differences are identified, this should also be stated.

- Formulate policy or institutional recommendations where the research findings reveal significant gender inequalities, with the aim of guiding specific actions to address the problem.
- Use inclusive, non-sexist language when drafting project proposals, final reports and scientific articles.
- Explicitly highlight women's contributions throughout the research process.

5. RECOGNIZE THE BACHELOR'S FINAL-YEAR PROJECT, MASTER'S THESES, AND DOCTORAL THESES WITH A GENDER PERSPECTIVE

The bachelor's final-year project, the master's thesis, and the doctoral thesis place students, often for the first time, in a real-world research environment. Recognising and rewarding work that incorporates a gender perspective in this field is crucial because it encourages students to apply the cross-cutting competence of equality in a practical way, and to demonstrate their ability to use gender as an analytical and explanatory variable throughout the entire research cycle: from the formulation of the initial research question to the conclusions and proposals for action. Furthermore, **these recognition measures help to highlight the social relevance of this approach across all fields of knowledge and foster a scientific culture of excellence that is committed to and sensitive to gender issues.**

SPECIFIC STRATEGIES

- To provide students with methodological training on how to incorporate a gender perspective into their bachelor's final-year project, master's thesis and doctoral research thesis.

- To introduce an assessable item relating to the gender perspective into the assessment rubrics for bachelor's final-year project and master's theses
- To create a group of teaching staff interested in supervising projects with a gender focus, establishing lines of research and collaborating with research staff.
- To raise the profile of work with a gender perspective in open access repositories or publications by equality units or research centres.

SPECIFIC RECOMMENDATIONS IN SPECIFIC FIELDS

Gendered Innovations suggests a number of examples to facilitate the inclusion of the gender dimension, where appropriate, in various research projects, which are summarised below:

Animal research: Health and Biomedical Research https://genderedinnovations.stanford.edu/case-studies/ animals.html	• A balanced use of, or greater use of, female animals (to broaden and deepen our understanding of aspects that may differ according to biological sex, such as the regulation of immune function, hormonal issues or the study of pregnancy, amongst others). • Analysing the sex variable at the tissue and cellular levels. • Analysing factors that interact with the sex variable to avoid over-representing sex differences (diet, hormone levels and species). • To develop animal models of the menopause. • To study the gender variable in animal research (housing females or males in different physical and social environments can lead to stress, behavioural changes and alterations in their biochemical profiles in different ways).

Computer Science: Intersectional Approaches https://genderedinnovations.stanford.edu/case-studies/curriculum.html#tabs-2	• To emphasise the computational research ecosystem, incorporating an intersectional analysis that includes analyses of sex and gender. • Integrate an intersectional approach, including ethical modules in which algorithms incorporate aspects such as 'equality' as applied to ASCII, 'discrimination' in relation to biases and stereotypes in software, and other related terms in programming languages. • Inclusive language and content visualisation, analysing and evaluating sustainability and ethical impact. Replace concepts in computer science that perpetuate inequality and stereotypes.
Stem Cells: Sex analysis https://genderedinnovations.stanford.edu/case-studies/ stem_cells.html	• To identify sex-related differences in stem cell characteristics. • To understand the differences between XX and XY chromosomes in stem cells. • To improve clinical guidelines for stem cell therapies.
The genetics of sex determination: Rethinking certain concepts and theories https://genderedinnovations.stanford.edu/case-studies/genetics.html#tabs-2	• Recognising ovarian determination as an active process. • Discovery of the continuous maintenance of the ovaries and testes. • Using new terminology to describe gonadal differentiation.
Health	• Health and illness are closely linked to sex and gender. Solutions must be tailored to specific groups, promoting health and prevention in a stratified manner, taking into account different health needs. • An intersectional approach that considers sex/gender and its interaction with age, religion, ethnicity, economic status, geography, etc. • Provide data disaggregated by sex (assessment, prevention, detection times, treatment, disease management, threats, etc.).

	• Access to treatments (new technologies) according to sex/gender and in rural settings. • Consider the possibility of sex/gender differences in risk factors, biological mechanisms, causes, timing, clinical presentation, consequences and treatment of diseases and disorders.
Culture, creativity and an inclusive society	• To promote social inclusion by incorporating diversity into research processes (sex and/or gender from an intersectional perspective). • To take into account women's cultural heritage.
Safety for society	• To ensure the safety of women, men and people of diverse genders, as well as those from different age groups and ethnic backgrounds.
Digitalisation, industry and space	• Ensure that artificial intelligence is free from gender bias (facial recognition of transgender people during periods of transition, use of make-up, etc.). • Data that incorporates gender and intersectional analysis into machine learning. • Design products and services from a gender perspective, in line with specific needs.
Climate, energy and transport	• Gender issues relating to access to energy, including poverty, analysis by age, etc. • Specific transport needs, urban planning (access to the home, employment, facilities, quality of public services). • Digital solutions free from gender bias or omissions. • Provide information disaggregated by sex and/or gender when presenting the impact assessment.

Food, the bioeconomy, natural resources, agriculture and the environment	• Incorporate the sex variable as a key element in environmental models that help to determine species-specific sensitivity to climate change and species interactions (e.g. marine species). • Incorporate the sex variable as a factor determining species-specific sensitivity to stressors (e.g. hermaphroditic species).

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