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Gender-inclusive Electric Mobility

USING E-MOBILITY TRANSITION TO INCREASE WOMEN PARTICIPATION

Dr. Shritu Shrestha
Senior Researcher
Wuppertal Institute

SOLUTIONSPlus Global E-Mobility Platform



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Improving gender equity through electric mobility

Learnings from the SOLUTIONSplus pilot in Kigali, Rwanda

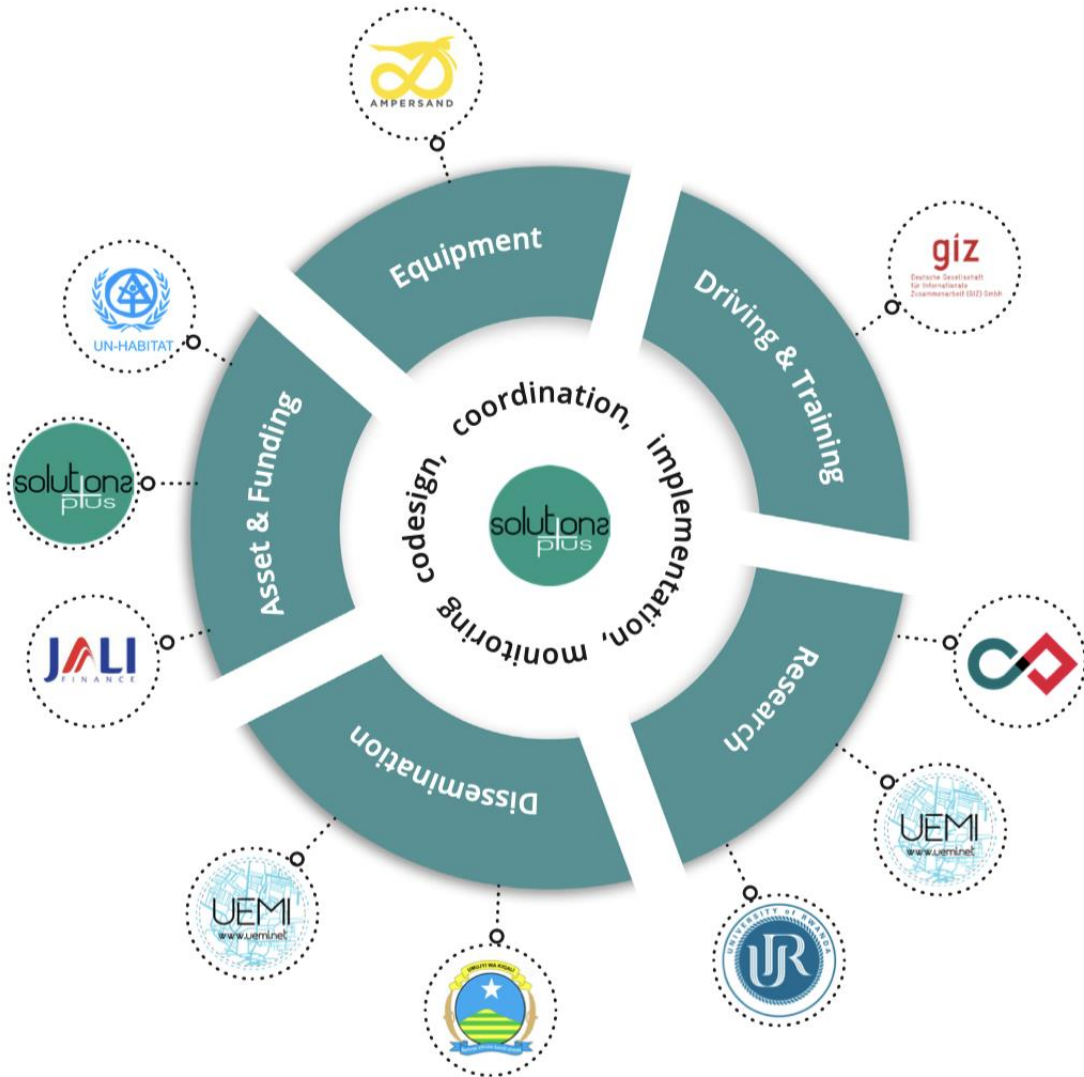


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- ▷ Learnings from the SOLUTIONSplus gender-inclusive e-mobility pilot in Kigali, Rwanda
- ▷ Purpose:
 - ▶ Share recommendations with Kigali-based follow-up gender-inclusive electric projects
 - ▶ Initiate a dialogue and peer exchange among companies in East Africa

Kigali gender-inclusive project





Key Results

- ▷ 35 women trained
- ▷ Unprecedented success rate of 68.57% at the driving exam
- ▷ 24 e-motos handed over to women

- ▷ Design of a Checklist for Gender-Inclusive E-mobility projects
 - ▶ # 1 Planning
 - ▶ # 2 Training
 - ▶ # 3 Retaining
 - ▶ # 4 Evaluating
 - ▶ # 5 Disseminating

WOMEN FACE DAUNTING CHALLENGES IN THE TRANSPORT SECTOR

CHALLENGES FOR WOMEN AS TRANSPORT PASSENGERS



SEXUAL HARRASMENT

3 out of 5

woman were harrassed in public transport

91%

Indian women felt unsafe in public transport

89%

Argentinan women have experienced sexual harassment in public transport

LACK OF PARTICIPATION IN THE TRANSPORT INDUSTRY



Improving gender equity in the transport sector

Sustainable Development Goals Target 5.2

“eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation”.

Decision-makers
Government agencies
Police

Transport providers and representative bodies

Transport contractors
Driving schools
Digital platforms

Non-governmental organisations (NGOs)

Associations of commuters or residents

Research institutions



Legal and Institutional Framework



Company Policies



Vehicle Design



Pilots



Infrastructure

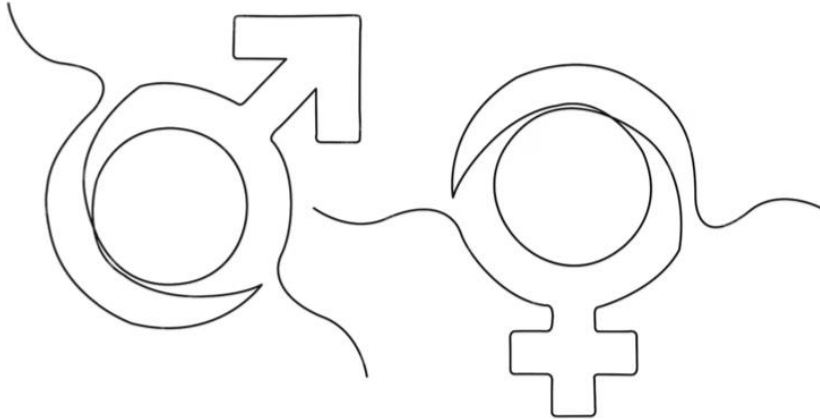


Understanding



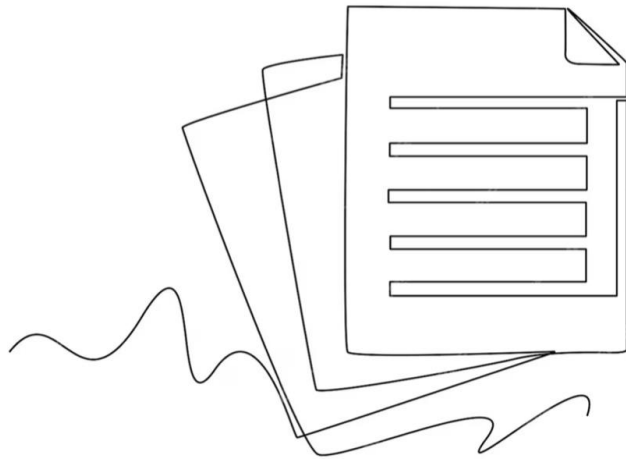
Awareness Raising

CHECKLIST FOR A GENDER-INCLUSIVE E-MOBILITY PROJECT



Principle 1: Planning

Co-design a project based on a thorough baseline assessment of local characteristics

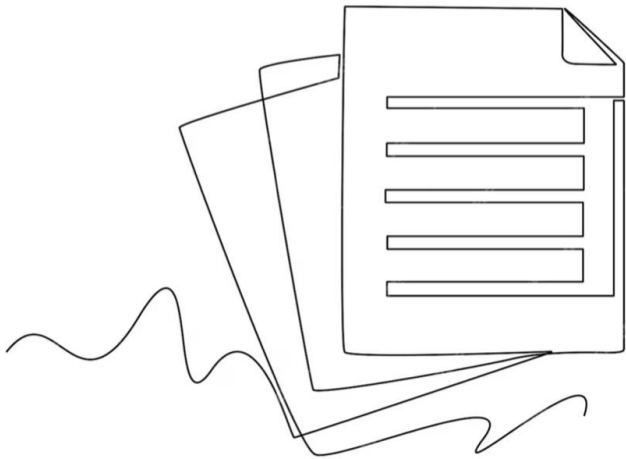


- ✓ **Map the context:** Conduct a thorough contextual baseline analysis by (1) reviewing prior gender-inclusive projects, (2) reviewing the literature, and (3) mapping key stakeholders to design a locally fitting project.



Principle 1: Planning

Co-design a project based on a thorough baseline assessment of local characteristics



- ✓ **Understand gender norms:** refine the contextual analysis by identifying local social norms in the transport sector.
- ✓ **Co-design the project:** develop (1) a vision, (2) an implementation strategy, and (3) a collaborative approach bringing together partners with expertise in project coordination, electric vehicles and charging infrastructure, financing, training, use cases, research, policy and institutional support, and dissemination.
- ✓ **Co-develop a monitoring plan,** including evaluation and learning.

Principle 2: Training

Create empowering conditions for the driving training, needed if women do not have a license



- ✓ **Select a cohort of trainees:** (1) identify an appropriate cohort size matching the capacity of the driving school*** (2) develop clear beneficiary selection criteria (3) recruit interested and committed participants.
- ✓ **Select a suitable driving school:** (1) do a competitive bidding process including minimum requirements and bonuses, such as an adequate number of training vehicles, prior experience in training women, female trainers, and anti-harassment policy***, and (2) ensure safety during the training.



Principle 2: Training

Create empowering conditions for the driving training, needed if women do not have a license



- ✓ **Ensure supportive training conditions***** including (1) favourable financial conditions, (2) in a location easily reachable by all participants, (2) regular monitoring of the training and any case of gender-related violence, and (3) raising awareness of the driving school on sexual harassment.
- ✓ **Ensure conducive driving exam conditions***:** Assess whether the exam may occur in a protected environment.
- ✓ **Train on electric vehicle specificities.*****



Principle 3: Retaining

Ensuring supportive conditions for women to use vehicles in real-life conditions



- ✓ Tackle potential future retainment challenges before and during the training*** by (1) clarifying the physical implications of driving a motorcycle when recruiting beneficiaries, (2) involving male family members during key training moments to mitigate opposition, (3) encouraging peer-to-peer support.
- ✓ Assess the pros and cons of passenger versus delivery services, considering aspects of safety, working hours, physical implications, the existence of a delivery market and digital platforms, and involve delivery or ride-hail platforms from the project onset***. In East Africa, the delivery market is generally considered an easier and safer entry point for women. In case deliveries are not possible, three strategies are identified to mitigate risks associated with passenger taxi services: (1) creating a dedicated structure or space for women to operate together, such as a cooperative or a women-only waiting point (2) partnering with platforms allowing women passengers to choose women riders (3) prioritising operation at daytime.

Principle 3: Retaining

Ensuring supportive conditions for women to use vehicles in real-life conditions

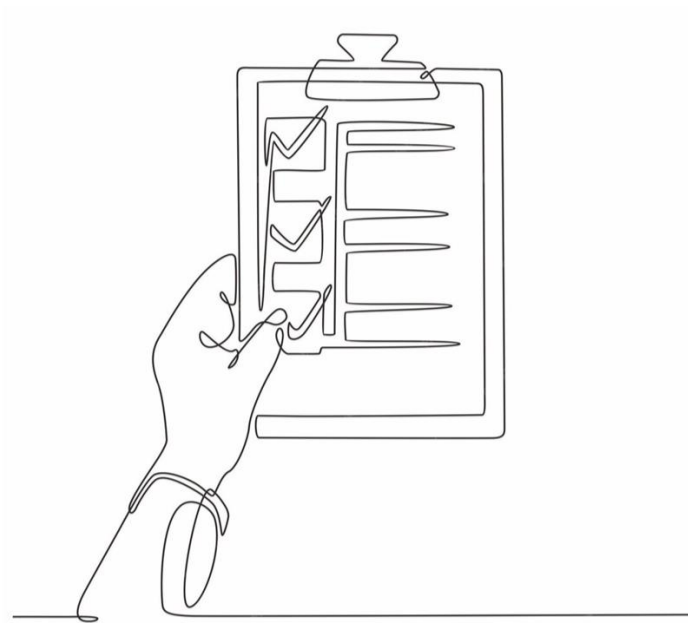


- ✓ **Monitor operations over sufficient time and under safe conditions** by (1) looking at potential issues such as any accidents, health or physical issues, gender-based violence situations experienced, challenges to combine working hours and care duties, (2) creating safe spaces for discussion, for instance via women-only groups.***
- ✓ **Provide continuous training** to female beneficiaries on their rights and other sets of skills.

Principle 4: Evaluating

Understanding perceptions and monitoring the project over sufficient time

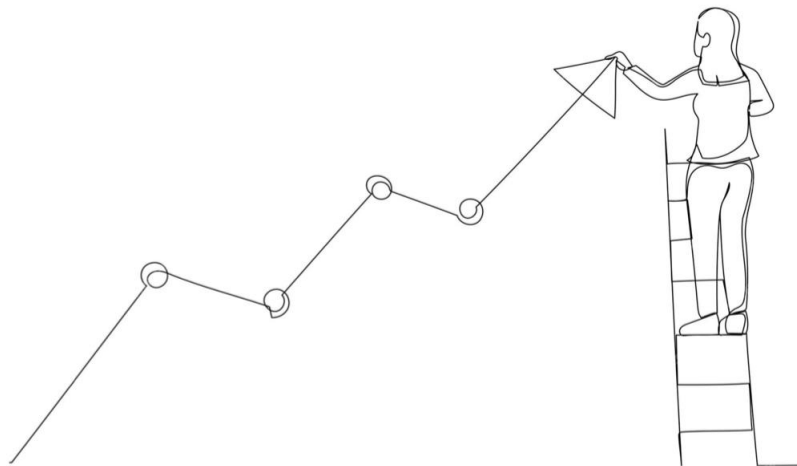
- ✓ Understand perceptions of trained women concerning the motivating factors and barriers to becoming active in the transport sector and relating to the type of electric vehicles used in the project.
- ✓ Understand perceptions of the wider female population to compare and contrast with the findings from the cohort of beneficiaries.



Principle 5: Disseminating and scaling

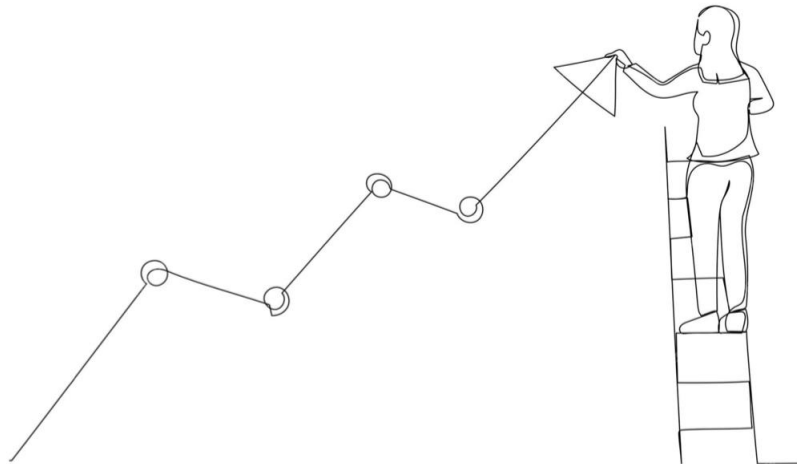
Peer learning and replication at various scales

- ✓ **Scale successful elements of the e-moto pilot** by (1) organising exchanges with like-minded companies and (2) transparently sharing learnings and recommendations via the creation of an exchange platform*** and through increased media and awareness-raising, including during community events***, (3) discussing policy implications, e.g. recommendation for driving schools to have a company policy and procedures to address gender-based violence.
- ✓ **Replicate successful components of the e-moto pilot** (1) in other cities in the same country or at the regional level, e.g., SOLUTIONSplus replication companies in four African countries all with a gender focus (2) leveraging on national and regional organisations for women in transport, or creating networks of women in transport.

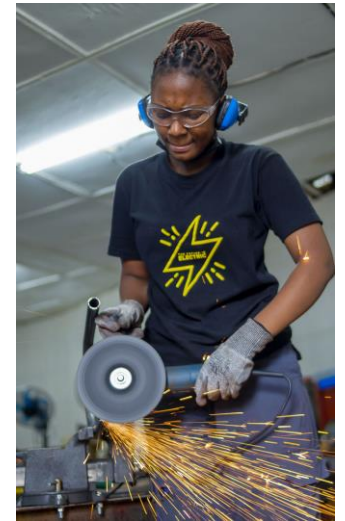


Principle 5: Disseminating and scaling

Peer learning and replication at various scales



- ✓ **Think about other segments of the value chain***** (1) for instance, vehicle or battery assembly, for maintenance and repairs, or as battery swap attendants and (2) improving the enrolment of women in Science, Technology and Mathematics (STEM) at an educational level.



- ✓ **Think of other vehicle types:** (1) Consider opportunities provided by other vehicle types, such as electric three-wheelers, allowing physical separation between the driver and passengers, and (2) Consider gender barriers faced in other sustainable modes, e.g., walking and cycling.



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Thank you!

Main Contact: Emilie Martin, Senior Researcher, Wuppertal Institute, emilie.martin@wupperinst.org