



Department of
Transport

Substantive Equality Framework Implementation Plan 2015-18



Contents

CONTENTS	2
SUMMARY	3
Level 1: Commitment to implementation of the policy framework	5
Level 2: Identifying clients and their needs	9
Level 3: Setting objectives and developing strategies to meet needs	14
Level 4: Monitoring strategies	15
Level 5: Review and evaluation	16

Summary

The Department of Transport's (DoT) Substantive Equality Framework Implementation Plan 2013-15 successfully adopted the principles of the State Government's Policy Framework for Substantive Equality (SE) with the following achievements:

- Raised awareness among all DoT staff through induction and training programs and communicating SE milestones and achievements.
- Established SE Champions across the agency who raise awareness and promote sensitivity to address systemic racism and identify different customer needs and possible barriers through a process of continuous improvement in the provision of DoT services.
- Embedded SE into DoT business planning processes.
- Continued to implement actions from two significant Needs and Impact Assessments (NIAs) within Driver Vehicle Services improving services for Aboriginal people and people from Culturally and Linguistically Diverse (CaLD) backgrounds.
- Awarded a DoT contract with "OnCall" to provide interpreting and translating services to people from CaLD backgrounds.

In 2013, the Policy Framework for SE was broadened to address all forms of systemic discrimination in service delivery, as per the grounds of the *Equal Opportunity Act 1984*.

The SE Implementation Plan 2015-18 aims to ensure the needs of our whole community are being met, and that no one group is unfairly impacted by DoT services and proposals. The plan will remain an active document building on our successes and responding to the needs of a growing and diverse community and will inform and help shape the delivery of all DoT services, including contracted services.

This implementation plan outlines how DoT will progress through the Substantive Equality Frameworks' following five levels of achievement:

1. Commitment to implementing the Policy Framework for Substantive Equality

Key measure: All actions within SE Implementation Plan completed by target dates.

2. Identifying clients and their needs

Key measure: Number of relevant staff that have successfully completed the online cultural competency training.

3. Setting objectives/targets and developing strategies to address needs

Key measure: Percentage of recommendations/work plan initiatives implemented within two SE programs in Remote Areas Licensing and the Graduated Driver Training and Licensing System.

4. Monitoring strategies

Key measure: Percentage of compliance with external reporting requirements.

5. Review and evaluation

Key measure: The number of changes and innovations implemented in response to evaluations.

Many activities are linked to the Department's Workforce and Diversity Plan and Reconciliation Action Plan and some have linkages to the Department's Disability Access and Inclusion Plan.

Two existing program areas for SE within Driver Vehicle Services (DVS) have many activities and recommendations that also complement this implementation plan.

Level 1: Commitment to implementation of the policy framework

Setting policy direction, identifying training, communication and partnerships that need to be achieved.

Substantive Equality Policy Framework Outcome

Organisational Commitment

Outcome 1: A DoT corporate and executive policy on the SE Policy Framework

Activity

Actions

1.1 Review, implement and maintain the SE Policy and Guidelines for DoT.

Review the SE Policy and Guidelines.

Outcome 2: A clear strategy for implementing the Policy Framework

Activity

Actions

2.1 Deploy this SE Implementation Plan.

Drive and monitor the plan's actions to ensure intended outcomes are achieved and plan is updated to reflect new directions.

2.2 SE reporting.

The Senior Officer SE to provide annual reports to Corporate Executive and Equal Opportunity Commission (EOC) on progress of the SE implementation plan and other relevant SE matters.

2.3 Management commitment to evaluate opportunities for a [Needs Impact Assessment](#) (NIA) and consultation with different minority groups.

During the business planning process, consideration is given to SE and opportunities in policies (new and revised), practices and procedures for a NIA or other mechanisms for breaking down potential barriers to minority groups.

Learning and Development – Internal Communications Plan

Outcome 3: A clear communication strategy for informing and educating designated staff about the Policy Framework and the underpinning concepts of substantive equality and systemic discrimination

Activity

Actions

3.1 Raise awareness of SE among all DoT staff.

Present information at the corporate induction, including contact points and individual officer's responsibilities for breaking down barriers.

Ensure training content is consistent with SE.

3.2 Senior Officer SE, Corporate Implementing Officer and staff involved in the conduct of NIAs, both existing services and potential, to participate in EOC meetings and training as appropriate.

The Corporate Implementing Officer is to keep up to date with all information and training offered by EOC and ensure information is communicated to relevant officers.

3.3 A program of learning and development on the SE Policy Framework and systemic discrimination.

Educate employees on DoT's commitment to diversity (including reference to SE) in employee and manager inductions.

Include mandatory online cultural awareness training as part of induction.

Raise awareness of the importance and benefits of a diverse workplace and how diversity in the workplace can be achieved.

Continue to promote and raise awareness of diversity via participation in and celebration of events and days for diversity groups.

Include in awareness raising initiatives reference to LGBTI employees (lesbian, gay, bisexual, transgender and intersex).

Continue DoT's Cultural Development Strategy to create and maintain a values-drive workforce where people want to belong to.

Provide access to information and resources via Transporta and update regularly.

Build the skills and capability of our managers and employees by offering equitable access to development including leadership/management.

Activity

3.4 Access and Inclusion Champions continue to share their knowledge with colleagues.

Actions

The SE Corporate Implementing Officer to provide leadership to the Access and Inclusion Champions and represent DoT at EOC forums/meetings.

Liaise with divisions to establish Access and Inclusion Champions in each business area/division in order to promote outcomes that pursue SE.

Newly appointed Access and Inclusion Champions to promote access and inclusion events and information and provide practical advice within their business areas on equality matters.

Access and Inclusion Champions to continue to encourage fresh thinking to identify potential barriers or systemic discrimination within existing service provision.

3.5 Identify opportunities and project milestones that can be communicated to raise awareness of DoT commitment to SE.

SE Communications activities will include the following:

- Newsflash
- DoT newsletters and publications
- Utilise DoTeam initiatives such as DoT-TV to promote SE and other access and inclusion initiatives
- Values pinboard where SE activity aligns to a value.

3.6 Raise awareness of Office of Multicultural Interests (OMI) and EOC events and news.

Continue to identify and raise awareness of SE (achievements) through DoT and Portfolio Newsletters and other publications.

Continue to work with the Access and Inclusion Committee to achieve and raise staff awareness of SE outcomes.

Promote through DoT newsletter and publications and Intranet as they relate to serving the needs of DoT customers.

Continue to work with EOC, OMI, Disability Services Commission (DSC), Department of Aboriginal Affairs (DAA) and other agencies to promote the achievements of SE within DoT and across State Government.

Outcome 4: A governance and operational structure for supporting the implementation of the Policy Framework

Activity

Actions

4.1 DoT's SE Implementation Framework Responsibilities and Accountabilities structure is available on DoT's website and Transporta.

Review accountabilities and ensure information on internal and external websites is updated.

Outcome 5: Resources and clear lines of responsibility for implementing the Policy Framework

Activity

Actions

5.1 Deploy this SE Implementation Plan.

SE Implementation plan has allocated actions to responsible areas to complete. Access and Inclusion Committee to agree priorities and ensure actions are adequately resourced.

5.2 Consideration of SE as part of DoT's planning processes.

Managers will annually review SE as part of business planning and identify opportunities for NIAs.

Partnerships

5.3 Partner with TAFE colleges to place work experience students enrolled in the Settlement Language Pathways to Employment and Training.

Continue to place work experience students across DoT and raise awareness amongst staff.

Activity

5.4 Partner with Public Sector Commission and other relevant agencies to engage Aboriginal trainees.

Actions

Participate in the PSC Aboriginal Traineeship Program and facilitate successful placement of Indigenous Trainees at DoT.

Engage with agencies and experts such as DSC, Public Sector Commission (PSC) and Reconciliation Australia, DAA and EOC to better understand the barriers to attraction and retention of diverse employees as well as opportunities to increase representation in DoT workforce.

Investigate opportunities to work with local Aboriginal and Torres Strait Islander consultants to develop cultural awareness training.

Participate in EOC, OMI and DAA forums to share experiences and good practice examples.

5.5 Ensure that partnerships or contracted services are able to identify the different needs of minority groups.

Liaise with Procurement and Fleet Services Directorate to investigate how this can be addressed and within which DoT services.

Meet with Procurement and Fleet Services Directorate to discuss possible improvements to DAIP contractor reporting process.

Level 2: Identifying clients and their needs

DoT will ensure that the needs of all communities are considered in the services it provides and in the behaviours it demonstrates as an employer. This means ongoing dialogue and engagement with stakeholders to identify client needs and how they differ according to their ethnicity, gender, disability, or age.

Substantive Equality Policy Framework Outcome

Engaging with Stakeholders

Outcome 6: Effective consultation practices with minority groups as standard practice

Activity

6.1 Develop effective consultation practices with minority groups as a standard procedure (where appropriate) and monitor their effectiveness.

6.2 Maintain and expand interagency arrangements with agencies (such as the Department of the Attorney General, the Department of Corrective Services) which support DoT's operational services for minority groups.

Actions

Consultation with minority groups is embedded in DoT's Community engagement processes:

- Develop guidance notes to place on DoT's website to assist management and staff on effective consultation with minority groups as a standard procedure and incorporate a monitoring mechanism.

Continuing participation in, and attendance at the following:

- Community Open Days Working Group;
- CALD Licensing Reference Group;
- Mid West Committee; and
- Your Move – Active Transport.

Outcome 7: A clear understanding of the range of differences within and between certain groups eg Aboriginal and ethnic groups

Activity

Actions

7.1 DoT will collect and analyse information gained through feedback, consultations and networks to keep abreast of the differences between certain groups to inform and guide the development of strategies.

Liaise with areas undertaking consultations and document significant differences identified and feedback to other parts of the agency to assist with future strategy development.

Outcome 8: A clear understanding of service needs and barriers to service provision for client groups

Activity

Actions

8.1 Ensure that when information from consultations and day to day dealings with customers identifies potential/possible barriers for customers with different needs that work practices are reviewed and addressed.

Business areas to review work practices when possible barriers have been identified.

8.2 Develop opportunities to transfer learning to other areas of practice.

Liaise with relevant areas to ensure transfer of learning as appropriate.

Outcome 9: Increased awareness and understanding of the needs of different minority groups amongst designated staff

Activity

9.1 Ensure designated staff understand the need, and have the ability, to identify different customers and their needs.

Actions

Educate employees on DoT's commitment to diversity, including online cultural awareness training as part of induction: Diverse WA Competency Training and Sharing Culture.

Assess the current capability of employees to serve diverse customers including people with disabilities, CALD, Aboriginal and Torres Strait Islander people and determine what additional learning and development strategies may be required to improve capability.

Participate in EOC, OMI, DSC and DAA forums to share experiences and good practice examples.

Ensure relevant business areas have developed appropriate Language Services instructions to assist their staff.

9.2 Raise employees awareness about specific requirements for including people with disabilities in their service provision.

Continue to promote and raise awareness of diversity via participation in and celebration of events and days for diversity groups, e.g. International Women's Day, Harmony Week, World Day of Cultural Diversity for Dialogue and Development, National Reconciliation Week, NAIDOC Week, Disability Awareness Week, Human Rights Day.

Include in awareness raising initiatives reference to generational diversity (youth & older workers) and LGBTI employees (lesbian, gay, bisexual, transgender and intersex).

Continue to educate employees on DoT's commitment to employee and manager inductions, including mandatory online cultural awareness training as part of induction.

Assess the current capability of staff to serve diverse customers including people with disabilities, CALD, Aboriginal and Torres Strait Islander people and determine what additional learning and development strategies may be required to improve capability

Participate in EOC, OMI, DSC and DAA forums to share experiences and good practice examples.

Activity

9.3 Ensure employees are adequately trained in relation to service provision for people with disabilities.

Actions

Assess the current capability of employees to serve diverse customers including people with disabilities, CALD, Aboriginal and Torres Strait Islander people and determine what additional learning and development strategies may be required to improve capability.

9.4 Participate in the Western Australian CaLD Across – Government Network (WACAN).

Active participation in WACAN meetings to identify and share information on key issues affecting WA CaLD communities in order to facilitate the development of strategic responses that can be promoted through appropriate channels.

9.5 Build on and support networks with other agencies to share experiences, examples of good practice and disseminate.

Active participation in EOC, OMI, DSC and DAA forums.

Policy Development and Implementation

Outcome 10: Assessed policies that impact on service delivery to identify unmet need and identify any adverse impact on different groups

Activity

Actions

10.1 Development of new and /or review of policies, procedures or processes.

Tailor the EOC SE for new and revised policies, services and major initiatives for Transport and place on Transporta as a tool for relevant staff. Note: Business areas will consider and identify need during business planning.

Work with Access and Inclusion champions and ensure this is embedded into processes/ discussions.

10.2 Review recruitment practices.

Ensure recruitment and selection policy and procedures are consistent with SE.

Ensure recruitment and selection policies, procedures and practices are free from discrimination and bias, inclusive and equitable to attract and retain a diverse workforce.

Activity

10.3 All documents relating to recruitment promptly made available in alternative formats upon request.

Actions

Continue to provide training in recruitment and selection for panel members to ensure decisions are free from discrimination and bias.

Job advertisements to include an equity and diversity statement and photographs in advertisements/official publications should align with our commitment to a diverse workforce.

Engage with agencies and experts such as DSC, PSC and Reconciliation Australia, DAA and EOC to better understand the barriers to attraction and retention of diverse employees as well as opportunities to increase representation in DoT workforce.

Provide managers with resources to assist them to understand, support and retain Aboriginal employees through partnering and sharing information with key organisation.

DoT to consult with DSC and use available resources.

Level 3: Setting objectives and developing strategies to meet needs

Substantive Equality Policy Framework Outcomes

Outcome 11: Objectives for service delivery based on needs assessment and consultation

Outcome 12: Action plans with specific targets to meet objectives

Outcome 13: Implemented Action Plans

Activity

12.1 Progression of the two program areas within DVS and Regional Services for SE.

Action

- Progression of the Remote Areas Licensing program; and
- Progression of recommendations within Graduated Driver Training and Licensing System.

Level 4: Monitoring strategies

To establish whether stated objectives have been achieved or not we have set, or are developing a number of targets which will inform our monitoring plan. These include targets for a number of indicators set by the DoT as well as progressive reports related to the implementation of recommendations arising from specific impact assessments.

Substantive Equality Policy Framework Outcome

Outcome 14: Information and monitoring systems that assess and measure progress in achieving targets

Activity

14.1 SE reporting to Corporate Executive and then EOC.

Action

The Senior Officer SE to report on progress of the Implementation Plan including relevant matters related to actions or recommendations arising from NIAs including:

- Achievements;
- Trends and recurring system issues (if any); and
- Outcomes that pursue Substantive Equality.

Outcome 15: An organisational framework for reporting against progress towards achieving targets

Activity

15.1 Report on achievements.

Action

Report in the annual report on areas chosen for assessment, the potential areas of systemic discrimination and the recommendations and achievements including new or revised policies/procedures.

The Senior Officer SE to provide updates at the Quarterly Senior Officers meetings hosted by EOC.

Level 5: Review and evaluation

Substantive Equality Policy Framework Outcome

Outcome 16: A process for reviewing action plans, evaluating achievement and setting new targets

Activity

16.1 Develop a process for reviewing action plans evaluating achievement and setting new targets.

Actions

Access and Inclusion Committee to review and evaluate the effectiveness of plans.

Outcome 17: On the basis of evaluation, identify any further priorities for change and start a new cycle of innovation

Activity

17.1 Oversee the development and deployment of new plans.

Actions

Incorporate feedback from evaluation and work with business areas across DoT to identify innovative future priorities.

The information contained in this publication is provided in good faith and believed to be accurate at time of publication. The State shall in no way be liable for any loss sustained or incurred by anyone relying on the information.

August 2016