



NORTHERN TERRITORY
ANTI-DISCRIMINATION
COMMISSION

Public Education Strategy



Acknowledgement

Acknowledgement of Country

The Northern Territory Anti-Discrimination Commission acknowledges the Traditional Owners and Custodians of the lands, waters and communities across the Northern Territory. We pay our respects to Elders past and present and acknowledge the continuing cultures, languages, knowledge and connections to Country of Aboriginal peoples, the First Peoples of the Northern Territory.

We recognise the strength, leadership and enduring contribution of Aboriginal people and communities to education, advocacy, law reform and the pursuit of equality and justice in the Northern Territory.

Acknowledgement of Lived Experience

The Northern Territory Anti-Discrimination Commission acknowledges the knowledge, expertise and contribution of people with lived experience of discrimination, harassment, victimisation, exclusion and barriers to equality.

We thank the individuals and communities who shared their experiences, perspectives and ideas through the development of this Strategy. Their contributions have helped shape its priorities and strengthened our commitment to public education that is practical, accessible, inclusive and responsive to community needs.

Acknowledgement of Contributors

We extend our sincere thanks to the 112 survey respondents and to every individual and organisation that attended a consultation forum, provided a written submission or otherwise contributed to the development of this Strategy. Their experiences, perspectives and ideas have helped shape its priorities and strengthened our commitment to public education that is practical, accessible, inclusive and responsive to community needs.

We particularly thank the organisations that contributed through consultation forums and written submissions: Arnhem Land Progress Aboriginal Corporation, Autism NT, Charles Darwin University, Central Desert Regional Council, Department of Education and Training, Disability Advocacy Service, Katherine Women's Information and Legal Service, Law Society Northern Territory, Local Government Association of the Northern Territory, Melaleuca Australia, Menzies School of Health Research, Northern Territory AIDS and Hepatitis Council and Somerville Community Services.



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Commissioner’s Foreword

Education is one of the most powerful levers for preventing discrimination. It builds understanding, shapes organisational culture and equips people with the confidence to recognise, prevent and respond to behaviours that undermine dignity, equality and inclusion. This Public Education Strategy gives practical effect to the Northern Territory Anti-Discrimination Commission’s Strategic Plan 2024–2026: Achieving Inclusion Together, reflecting our commitment to prevention, community engagement and creating lasting cultural change through education.

The introduction of Positive Duty marks a significant evolution in the Northern Territory’s anti-discrimination framework. Organisations are now expected to take proactive and reasonable steps to eliminate discrimination, sexual harassment and victimisation before harm occurs. Education is fundamental to achieving this objective. By building leadership capability, strengthening organisational knowledge and supporting implementation of the Commission’s Minimum Standards for Positive Duty, this Strategy enables organisations to move beyond legal compliance towards creating workplaces and services that are safe, respectful and inclusive.

Importantly, this Strategy has been shaped by the voices of the community. Through Territory-wide consultation, stakeholders called for clearer information, greater accessibility, stronger regional engagement, practical guidance on Positive Duty and resources that reflect the diverse experiences of Territorians. This Strategy responds directly to those expectations and provides a transparent roadmap for delivering education where it is needed most.

This is also a legacy document for the Commission. It sets an ambitious vision to progressively engage with all six regions of the Northern Territory through partnerships, co-design and culturally responsive approaches, ensuring that access to education is not limited by geography.

I particularly acknowledge Anika Oling and Sascha Burakowski, whose dedication, innovation and strategic leadership have been instrumental in developing this Strategy. Their work will continue to strengthen the Commission’s education program for years to come.

Building an inclusive Northern Territory requires more than enforcement; it requires learning, leadership and shared responsibility. Through this Strategy, we are building a culture where education is recognised as one of our most powerful tools for preventing discrimination and advancing equality for all Territorians.

Jeswynn Yogaratnam
Northern Territory Anti-Discrimination Commissioner



Introduction

The Northern Territory Anti-Discrimination Commission (NTADC or the Commission) promotes equal opportunity for all Territorians. Established in 1993, its aim is to eliminate discrimination, sexual harassment and victimisation by raising awareness about the rights and responsibilities of individuals and organisations under the *Northern Territory Anti-Discrimination Act 1992* (the Act). The Commission has three main roles:

01

- **Public education and training:** NTADC provides public education and training through a set program as well as tailored training for organisations and individuals. The Commission also responds to public and business enquiries and provides information about rights and responsibilities under the Act.

02

- **Handling complaints:** When potential breaches of the Act occur, NTADC provides information about the rights and responsibilities of individuals and organisations under anti-discrimination law. The Commission also accepts, investigates and helps to resolve complaints of discrimination.

03

- **Community engagement:** The Commission attends public forums and meetings and engages with organisations to hear and share information about rights and responsibilities under the Act.

Northern Territory Anti-Discrimination Commission Strategic Plan 2024–2026

Achieving Inclusion Together

The Northern Territory is strongest when diversity is celebrated, people are respected, and everyone experiences equality of opportunity, feels safe to speak up and is heard with compassion. We are committed to eliminating discrimination, so this becomes the reality for everyone to the greatest extent possible.

From 2024–2026, we will focus on the most prevalent areas of discrimination in the Northern Territory: race, disability and sex discrimination.

- We will implement the legislative reforms that create a Positive Duty for all Territorian organisations to eliminate discrimination.
- We will support complainants and respondents in reaching a resolution to complaints.
- We will build networks to amplify our voice and impact.

Our Vision:

A Northern Territory community where:

- Diversity is celebrated
- People are respected and have equality of opportunity
- People feel safe to speak up and are heard with compassion

Our Purpose:

We are committed to eliminating discrimination, sexual harassment and victimisation by engaging and educating the community and offering an impartial complaints process.

OUR VALUES



Bold



Collaborative



Inclusive

In our public education work, we bring these values to life by prioritising partnerships with organisations and community leaders, particularly where we lack cultural or lived experience expertise. We co-design education where possible, commit to using plain language, and consider accessibility, regional reach and delivery methods in every project.

About This Strategy

This document clarifies the purpose and goals of NTADC's public education and training, establishes strategic priorities, identifies key actions and outlines how those actions will be implemented, tracked, evaluated and reported.

Purpose:

To increase public awareness, understanding and engagement with anti-discrimination laws in the NT.

Goals:

- Empower individuals and communities to recognise and address discrimination.
- Support businesses, organisations and government agencies in creating inclusive environments.
- Strengthen the Commission's role as a trusted resource for rights and responsibilities under the law.
- Develop resources to help organisations build knowledge and awareness to take positive measures to prevent and eliminate discrimination.
- Educate and raise awareness about rights and responsibilities to help ensure people are treated equitably, feel safe and experience a sense of belonging in their communities.
- Prioritise education addressing the most prevalent forms of discrimination in the Northern Territory, including race, disability and sex discrimination.
- Build and maintain strong networks of people and organisations with a common purpose to amplify our values and expand our impact.
- Enable inclusive education and advocate for systemic change to address the root causes of discrimination.

Alignment with Broader Strategies, Frameworks and Guidelines

The Commission's public education work supports broader Northern Territory and national efforts to promote equality, participation, accessibility and inclusion. While the Commission is not responsible for delivering these strategies, its education, engagement and prevention activities help to complement and strengthen their objectives.

Relevant overarching strategies and frameworks include:

- **the National Anti-Racism Framework**, which provides a national roadmap for addressing interpersonal, institutional and systemic racism;
- **the Northern Territory Disability Strategy 2022–2032**, which seeks to remove barriers to equality, accessibility and inclusion for Territorians with disability;
- **the NTPS EmployAbility Strategy 2024–2027**, which aims to increase the participation and inclusion of people with disability in the Northern Territory Public Sector;
- **the Northern Territory Youth Strategy 2023–2033**, which supports young Territorians to be included, empowered, connected and able to participate in their communities; and
- **relevant Northern Territory and national gender equality, First Nations participation and multicultural inclusion priorities.**

The Commission may also draw on relevant guidance and evidence when designing public education and training. This includes:

- **the Respect@Work: Sexual Harassment National Inquiry Report**, which established a national prevention-focused approach to workplace sexual harassment;
- **the Australian Human Rights Commission's Guidelines for Complying with the Positive Duty under the Sex Discrimination Act 1984 (Cth)** and supporting guidance materials;
- **guidance developed by Australian equality and human rights bodies**, including the Victorian Equal Opportunity and Human Rights Commission's guidance on Positive Duty and LGBTIQ+ inclusive workplaces; and
- **relevant work health and safety guidance concerning psychosocial hazards, sexual harassment and gender-based harassment.**

These resources arise under different legal and policy frameworks. The Commission may draw on their practical prevention and inclusion principles only where they are consistent with the *Anti-Discrimination Act 1992* (NT), the Commission's statutory functions and the Northern Territory context.

How This Strategy Was Developed

This Strategy has been informed by the Northern Territory Anti-Discrimination Commission's Strategic Plan 2024–2026, complaint and enquiry trends, public education survey results, stakeholder consultation and written submissions.

In 2025, the Commission invited public feedback through a Territory-wide survey about public education priorities. The survey received 112 responses and identified strong interest in education about disability rights and accessibility, race discrimination and anti-racism, LGBTQIASB+ inclusion, Positive Duty, workplace discrimination, unconscious bias and practical information about rights and responsibilities under the *Anti-Discrimination Act 1992* (NT).

The Commission also held consultation forums with stakeholders in Darwin, online and in Alice Springs. These forums explored whether the draft Strategy was clear, what public education priorities mattered most, and how the Commission could strengthen the reach and impact of its public education work. Stakeholders asked the Commission to clarify the purpose of the Strategy, explain key concepts more clearly, strengthen messaging about Positive Duty, improve accessibility and regional reach, and show how implementation would be prioritised and evaluated.

The Commission received seven written submissions on the draft Strategy. Submissions supported the overall direction of the Strategy and encouraged the Commission to strengthen its focus on regional and remote engagement, plain language resources, multilingual and accessible information, partnerships, Positive Duty education, local government, schools, workplaces and people experiencing intersecting forms of discrimination.

This feedback has shaped the final Strategy. In particular, the Commission has strengthened the Strategy by explaining key language and concepts, clarifying priority audiences, identifying practical education and communication activities and acknowledging the importance of partnerships and co-design.

The Commission also recognises that public education work is affected by funding and staffing constraints. This Strategy therefore distinguishes between actions the Commission can progress within existing resources, actions that depend on partnerships, and actions that would require additional funding. This approach allows the Commission to remain ambitious while being transparent about what can be delivered sustainably.



Language and Key Concepts

The language used in this Strategy is intentional. Terms used in anti-discrimination and human rights work can be complex, contested and evolving. The Commission uses language that reflects the *Anti-Discrimination Act 1992* (NT), contemporary human rights practice, stakeholder feedback and the lived experience of communities affected by discrimination.

Where possible, the Commission uses plain language and explains legal or technical terms. We also recognise that no single term will be preferred by everyone. Language should be used with care, humility and a willingness to listen when communities tell us that words are unclear, outdated or harmful.

Accessibility

Accessibility means designing information, services, training and engagement so that people can participate equitably. This includes considering disability access, language, literacy, digital access, cultural safety, cost, location, timing and whether people feel safe to participate.

Culturally and racially marginalised communities

The Commission may use the phrase “culturally and racially marginalised communities” to describe people and communities who experience disadvantage, exclusion or discrimination because of race, ethnicity, culture, language, religion, migration history, refugee background, skin colour or perceived difference from the dominant culture. This term is broader than “culturally and linguistically diverse” because it recognises that racism is not only about language or culture. It is also about power, racialisation, exclusion and unequal treatment.

Cultural safety and cultural responsiveness

Cultural safety refers to an environment in which First Nations peoples can participate without having their identity, culture or needs challenged, denied or diminished. Cultural safety is determined by the people and communities receiving a service, not by the organisation providing it. It requires organisations to consider power, racism, colonisation and their own policies, practices and institutional cultures¹.

When referring more broadly to people from diverse cultural and racial backgrounds, this Strategy may also use “culturally responsive” to describe education and services that respect and respond to people’s cultural identities, experiences, languages and needs.

Disability

Disability includes physical, sensory, intellectual, cognitive, neurological and psychosocial disability. Disability may be visible or invisible, permanent, temporary or episodic. This Strategy generally uses person-first language, such as “people with disability”. We recognise that some people and communities prefer identity-first language, such as “disabled person”, “Autistic person” or “Deaf person”. The Commission will respect the language used by individuals and communities to describe themselves.

The Commission recognises that disability is shaped by the interaction between a person and barriers in their environment. Inaccessible environments, systems, attitudes, communication and service design can prevent people from participating equitably².

Discrimination

Discrimination occurs when a person is treated unfairly or is disadvantaged by a condition, requirement or practice because of a protected attribute such as race, disability, sex, age, sexual orientation, gender identity, religious belief, pregnancy, carer responsibilities or another attribute protected under the *Anti-Discrimination Act 1992* (NT).

¹ Coalition of Aboriginal and Torres Strait Islander Peak Organisations and Australian Governments, National Agreement on Closing the Gap (2020), ‘Definitions’, <https://www.closingthegap.gov.au/national-agreement/national-agreement-closing-the-gap/12-definitions>.

² Australian Government Department of Social Services, Australia’s Disability Strategy 2021–2031 (2021), pp. 12–13.

Intersectionality

Intersectionality describes how different parts of a person’s identity and experience can overlap and shape the discrimination or disadvantage they experience. For example, a person may experience discrimination differently because of the combined impact of race, disability, gender, sexual orientation, age, language or caring responsibilities.

LGBTQIASB+

LGBTQIASB+ is used in this Strategy as an inclusive term for lesbian, gay, bisexual, transgender, gender-diverse, queer, intersex, asexual and aromantic people, Sistergirls and Brotherboys, and other people with diverse sexual orientations, gender identities, gender expressions and sex characteristics. The Commission recognises that language is evolving and that people and communities may use different terms to describe themselves.

Lived experience

Lived experience refers to knowledge gained through direct personal experience of discrimination, exclusion, inequality or barriers to access. The Commission values lived experience as expertise and seeks to include it in the design, delivery and evaluation of public education work where possible.

First Nations, Aboriginal and Torres Strait Islander peoples

The Commission uses “First Nations peoples” as a broad term to recognise Aboriginal and Torres Strait Islander peoples as the first peoples of Australia. In the Northern Territory context, the Commission may also use “Aboriginal people” or refer to specific peoples, communities, languages or Nations where this is more accurate or locally appropriate. The Commission will be guided by community preference wherever possible.

Plain language

Plain language means communicating in a way that is clear, practical and easy to understand. It does not mean oversimplifying the law. It means making rights, responsibilities, and pathways to support, more accessible.

Positive Duty

Positive Duty means that organisations must take reasonable and proportionate measures to eliminate discrimination, sexual harassment and victimisation to the greatest extent possible. This means organisations should not wait until harm occurs or until a complaint is made. The Commission supports organisations through public education to understand these obligations, identify risks early and build safer, more inclusive systems.

Race and racialisation

Race is a social construct rather than a biological or scientific fact. However, race has real consequences because people, institutions and societies continue to categorise and treat people differently based on perceived racial characteristics.

Racialisation is the process through which people are assigned to, treated as belonging to, or understand themselves as belonging to racial groups. Racialisation can create and maintain differences in power, opportunity and treatment³.

Racism and racial discrimination

Racism occurs when systems, policies, practices, actions or attitudes create or maintain inequitable treatment, opportunities or outcomes based on race, colour, descent, nationality, ethnicity or national origin. Racism involves prejudice together with the power to discriminate against, oppress or limit the rights and opportunities of others.

Racism can be interpersonal, institutional, structural or systemic. It may be overt or subtle and intentional or unintentional. A lack of intention does not remove its impact.

Systemic discrimination

Systemic discrimination occurs when policies, practices, systems or organisational cultures create or maintain disadvantage for a group of people who share a protected attribute. It may happen even when no individual person intends to discriminate.

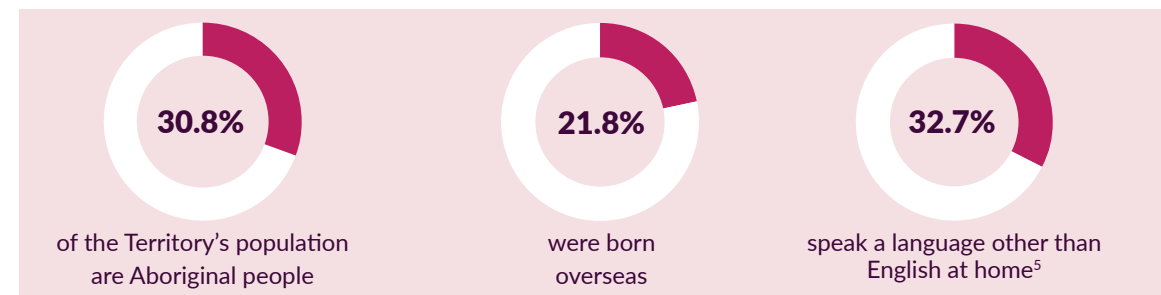
³ Australian Human Rights Commission, National Anti-Racism Framework (2024).



Northern Territory Context

The Commission's complaint data provides important insight into where discrimination is most frequently reported in the Northern Territory. In 2024–25, race, disability and sex were the three most frequently raised attributes in complaint allegations. Goods, services and facilities was the most commonly reported area of activity, followed by work⁴. These patterns help identify the sectors and communities that may benefit most from targeted public education.

The Northern Territory is one of the most culturally and linguistically diverse jurisdictions in Australia. With a population of approximately 265,500 people:



The NT also has a higher proportion of men than women, a younger median age and a highly mobile population⁶.

Approximately 60% of residents live in Greater Darwin, with the remaining 40% dispersed across regional, remote and very remote parts of the Territory. This geographic distribution is particularly significant for public education delivery, as a substantial proportion of the NT's Aboriginal population lives in remote and very remote communities⁷. These demographic features, combined with entrenched disadvantage and limited infrastructure, present distinct challenges and opportunities for equitable engagement, access to services and delivery of education.

The Commission's complaint data and stakeholder insights reinforce the need to prioritise public education efforts toward sectors and communities disproportionately affected by discrimination. In 2024–25, 38% of complainants identified as Aboriginal and/or Torres Strait Islander, 39% were from a non-English speaking background and 39% identified as living with disability⁸, many of whom experienced overlapping or compounding forms of discrimination.

Our priority audiences have been selected to:

- Focus on sectors and communities most affected by discrimination, and most likely to benefit from improved understanding of their rights and obligations.
- Build capacity in institutions and workplaces where compliance with Positive Duty obligations will have the most significant cultural and systemic impact.



POSITIVE DUTY

⁴ Northern Territory Anti-Discrimination Commission, Annual Report 2024–2025 (2025).

⁵ Northern Territory Government, 'Population', Northern Territory Economy, accessed 16 July 2026, <https://nteconomy.nt.gov.au/population>; Office of Gender Equity and Diversity, Gender Equity and Diversity Series: Volume 1 – Gender, Identity and Work in the NT (Northern Territory Government, 2025).

⁶ Office of Gender Equity and Diversity. (2025). Gender Equity and Diversity Series: Volume 1 – Gender, Identity and Work in the NT. Northern Territory Government.

⁷ Northern Territory Government, 'Population', Northern Territory Economy, accessed 16 July 2026, <https://nteconomy.nt.gov.au/population>.

⁸ Northern Territory Anti-Discrimination Commission, Annual Report 2024–2025 (2025).



Priority Audiences

- **General public:** Raising awareness of rights and protections and the pathways to information, support and complaint resolution under the *Anti-Discrimination Act 1992* (NT).
- **Workplaces and employers:** Promoting fair hiring and workplace practices. Supporting compliance with Positive Duty reforms and building inclusive workplace cultures.
- **Community and advocacy groups:** Partnering to amplify key messages and co-design training, resources and outreach methods with people with lived experience.
- **Communities and individuals who experience discrimination:** Providing accessible, rights-based education for people and communities who experience discrimination, exclusion or barriers to reporting. Examples include, but are not limited to, First Nations peoples, people with disability, culturally and racially marginalised communities, LGBTQIASB+ people, women, sex workers, people living with HIV or other blood-borne viruses, older people, young people and carers.
- **People with disability:** Ensuring rights-based, accessible education that supports individuals to understand their protections under the law and how to seek support.
- **First Nations communities:** Delivering education in ways that are culturally safe, community-led and grounded in local contexts.
- **Business community and small businesses:** Providing practical guidance and tools to help businesses meet their legal obligations and contribute to a fairer NT.
- **Schools, universities and education providers:** Equipping young people, educators and education providers with practical knowledge about discrimination, rights and responsibilities, inclusion, accessibility and safe reporting pathways.
- **Government, local government and service providers:** Embedding anti-discrimination, Positive Duty, and inclusive principles in policy, governance, employment and service delivery.
- **Remote, regional and very remote Territorians,** who remain underrepresented in survey data and face additional cost and access barriers.
- **Volunteers, committee members, not-for-profit and small community organisations,** who reported cost and access as major barriers to training.

Key Messages

NTADC is dedicated to fostering a safe, inclusive Northern Territory community free from discrimination. We bring compassion, boldness and a collaborative approach to our work with people experiencing discrimination, harassment and victimisation. We offer complaint resolution services, education and resources to ensure people know their rights, feel heard and are treated with dignity and respect.

- Everyone has the right to equality of opportunity.
- Discrimination, sexual harassment and victimisation are unlawful.
- Employers and service providers have a Positive Duty to prevent and eliminate discrimination, sexual harassment and victimisation to the greatest extent possible.
- Positive Duty requires organisations to take proactive and preventative steps. It is not enough to respond after harm has occurred. Public education supports organisations to understand these obligations, identify risks early and build safer, more inclusive systems.
- The Commission provides information and education about rights and responsibilities under the law and administers an impartial complaints process.
- Inclusion and diversity strengthen workplaces and communities.



Communications Strategy

A strategic and values-driven communications approach is essential to ensure NTADC’s education and awareness work reaches the right people in ways that are accessible, engaging and effective.

Our communications will reflect our values: **Bold, Collaborative and Inclusive** and will reinforce our key messaging priorities.

Objectives:

- Raise awareness of NTADC’s education programs across priority sectors and communities
- Build public understanding of discrimination and Positive Duty
- Promote uptake of training and use of resources
- Reinforce trust, particularly among groups who have experienced discrimination
- Showcase how our education program is delivered, including partnerships, co-design approaches and strategic alignment with our broader human rights work

Key Channels:

Channel	Approach
Website	Public-facing overview of training sessions, calendar and booking process, with selected education resources (e.g. videos). Future development may include FAQs, downloadable tools, short videos and more interactive or accessible content.
Social Media	Regular posts aligned to our events calendar and strategic goals, including awareness days (e.g. NAIDOC Week, Human Rights Days), training promotions and timely responses to community issues. Our content uses accessible language, affirms our values and supports engagement with diverse Territorians.
Email Outreach	Regular newsletter featuring upcoming training opportunities, shared with past participants, peak bodies and relevant sector networks.
Media Relations	Media statements, public submissions, radio interviews and local press features are used to highlight NTADC’s position on key issues, respond to current events and reinforce our role as a public advocate. We also contribute opinion pieces and commentary linked to major campaigns or awareness days.
Community Engagement	Printed materials and resource packs for events, with messaging aligned to our core values and targeted audiences.
Stakeholder Partnerships	Co-branded promotion of education programs with peak bodies, advocacy groups and networks.

Education and Awareness Activities

The education and awareness activities outlined below reflect NTADC’s strategic aspirations over the life of this Strategy. Delivery, scope and timing are dependent on available funding, staffing capacity and partnerships and will be prioritised based on community need, consultation feedback and resourcing constraints.

A. Training and Workshops

- **Current programs offered by NTADC:**
 - o **Workplace training:** Tailored sessions on Positive Duty, unconscious bias, discrimination and sexual harassment prevention, contact officer responsibilities, inclusive practices and LGBTQIASB+ safety and inclusion.
 - o **Public training:** Scheduled training sessions for individuals, small organisations and employers who may not have access to tailored organisational training. This includes public training delivered in Darwin and regional centres such as Katherine, Alice Springs and Tennant Creek, subject to annual scheduling, participant numbers and available resources.
 - o **Community education:** Free information sessions and community presentations delivered where capacity, travel opportunities or partnerships allow.
- **Opportunities for expansion identified through consultation for this Strategy include:**
 - o **Short, rights-based sessions** of 30–60 minutes such as “Understanding Your Rights Under the Anti-Discrimination Act” and “How to Report Discrimination and Seek Support”.
 - o **Additional high-demand topics identified through survey feedback, including** “Building Anti-Racist Workplaces”, “Understanding Positive Duty for All Staff” and “Disability Rights and Accessibility”.
 - o **Youth engagement:** Programs for schools, universities, young people, educators and education providers about rights, responsibilities, respect, inclusion, accessibility and safe reporting pathways.





B. Digital and Media Campaigns

- **Social media:** Regular posts, videos and infographics to engage different audiences.
- **Website resources:** Public information about training, rights and responsibilities, selected education resources such as videos and guidance developed by the Commission. The Commission is currently updating its website and designing Positive Duty video resources. Future development may include FAQs, downloadable tools, e-learning modules and more accessible formats, subject to funding and capacity.
- **Mainstream media:** Radio interviews, newspaper articles and TV segments featuring NTADC initiatives.
- **Current and planned work:** Positive Duty video resources, website update and Race Discrimination in the Workplace Guidelines. These initiatives respond to stakeholder feedback about the need for practical, accessible education on discrimination, racism, systemic barriers and prevention.
- **Accessible formats:** Where funding or partnerships are available, the Commission will explore accessible formats such as short videos, audio, visual resources, plain-language materials and first-language or translated information.

C. Outreach and Partnerships

- **Collaboration with community leaders:** Engaging with First Nations communities, culturally and racially marginalised communities, LGBTQIASB+ communities, people with disability and relevant community and advocacy organisations.
- **Sector partnerships:** Working with employers, professional associations, local government, service providers, community organisations and relevant regulators where appropriate.
- **Co-design:** We will prioritise partnering with organisations and individuals with lived experience of discrimination to co-design and, where appropriate, co-deliver training and resources. This responds to survey feedback that education is more effective when shaped and delivered by people with lived experience.
- **Positive Duty Network:** Ongoing peer learning network supporting employers and individuals to meet their Positive Duty obligations. We also share key learnings and sector trends through the network, media statements and public submissions, contributing to broader systems change.
- **Event participation:** Presence at expos and key community events. We use events to promote our strategic priorities, gather feedback from the public and build visibility for our broader public education goals.
- **Outreach:** The Commission currently delivers public training in Darwin and regional centres such as Katherine, Alice Springs and Tennant Creek where feasible. The Commission remains committed to extending its reach to remote, very remote and culturally diverse communities; however, the scale and frequency of this work will depend on funding, staffing, travel opportunities and partnerships.
- **Current activities:** The Commission is already progressing several activities that respond to consultation feedback, including public and tailored training, website updates, a co-design disability discrimination education project, an LGBTQIASB+ safety and inclusion training package, Positive Duty video resources and Race Discrimination in the Workplace Guidelines.
- **Future expansion:** Further resources, translations, specialist accessibility formats and expanded regional or remote delivery will depend on available funding, staffing and partnerships.



Delivering Within Available Resources

The Commission recognises that stakeholders want public education to reach more people across the Northern Territory, including regional and remote communities, schools, workplaces, small businesses, community organisations and people who may not otherwise have access to information about their rights and responsibilities.

The Commission shares this ambition. However, the scale and frequency of public education activity will depend on available funding, staffing and partnership opportunities.

To support transparent implementation, actions under this Strategy are grouped into three categories:

Action type	What this means	Current or potential activities
Core actions	Activities the Commission can progress within existing resources and current staff capacity.	• Public training in Darwin and regional centres such as Katherine, Alice Springs and Tennant Creek • Tailored workplace training • Positive Duty training and information sessions • Positive Duty Network sessions • Newsletters, social media content and website updates • Stakeholder engagement • Public submissions and media engagement • Updates to existing training resources • Rollout and ongoing refinement of the LGBTQIASB+ Safety and Inclusion training package • Positive Duty video resources • Race Discrimination in the Workplace Guidelines
Partnership-dependent actions	Activities the Commission can progress where suitable partners, networks or shared delivery opportunities are available.	• Co-design disability discrimination education project • Future co-designed anti-racism education initiatives • Community-led education sessions • Regional outreach linked to existing travel or partner events • Radio segments • Sector-specific presentations • Shared events with peak bodies • Collaboration with advocacy organisations • Promotion through partner networks
Funding-dependent actions	Activities that would require additional funding, dedicated project support or specialist expertise.	• Regular remote or very remote delivery • First-language or translated resources • Specialist accessibility formats • New e-learning modules • Train-the-trainer models and facilitator development • Large-scale public awareness campaigns • Broader development of new public education resources • Free or discounted education packages for not-for-profits, community organisations or the general public

Public education activities will be prioritised using evidence of need, complaint and enquiry trends, consultation feedback, lived experience, legal risk, regional access barriers, strategic alignment, available partnerships, funding and staffing capacity.

Governance, Impact and Sustainability

- **Best practice:** We are committed to delivering a best-practice education program that is evidence based, current, aligns with our Strategic Plan and reflects our values. To ensure accountability, we will document how our public education work is developed, delivered and evaluated. This includes onboarding and training for new staff, transparent reporting on program outcomes, regular review of current best practice principles and evidence, and alignment with our goals.
- **Funding constraints:** The Commission’s capacity to deliver public education across the Northern Territory is significantly shaped by its current funding model. Survey feedback highlighted cost as a major barrier, particularly for small organisations, volunteers and remote communities, many of whom expressed strong interest in training but cannot absorb session fees or travel-related costs. Limited funding impacts the Commission’s ability to:
 - deliver free or low-cost sessions to small or not-for-profit organisations and people most likely to experience discrimination
 - conduct outreach across remote and very remote regions
 - develop new learning products, including co-designed materials with people with lived experience
 - co-deliver and co-facilitate training packages alongside people with lived experience
 - produce resources in accessible formats and multiple languages and ensure resources are culturally safe
- **Sustainability:** This Strategy will also be used to attract funding and new partnerships, demonstrating our commitment to co-designed, community-informed education across the Territory.
- **Prioritisation:** The Strategy will guide how the Commission prioritises public education within existing resources and identifies future opportunities for funding, partnerships and growth.

Performance Measures

- **Engagement metrics:** Social media reach, website visits, training enquiries and attendance, and network attendance.
- **Feedback and impact surveys:** Pre- and post-training evaluations and Positive Duty Network attendance and surveys.
- **Complaint and enquiry trends:** Monitoring complaint and enquiry trends to identify changes in service use and public information needs.
- **Stakeholder partnerships:** Growth and depth of community collaborations.
- **Regional and priority audience reach:** Monitoring the reach of public education activities across regions, delivery formats and priority audiences.
- **Learning and improvement:** Using participant feedback, enquiry trends, stakeholder input and partnership feedback to identify gaps and adjust public education priorities.

Progress will be reported through existing mechanisms, such as the Commission’s annual report, website updates, stakeholder updates or network communications, subject to capacity.



Implementation Timeline

Phase	Timeframe	Focus
Phase 1: Strategy Drafting and Internal Review	March–July 2025	Develop draft Strategy, review existing programs, draft survey and communications content, incorporate staff feedback.
Phase 2: Public Survey Launch and Stakeholder Engagement	August–September 2025	Launch public education survey. Engage stakeholders through direct invitations, peak bodies, past training participants and event presence (e.g. IWD, All Abilities Expo).
Phase 3: Strategy Refinement	October–December 2025	Analyse survey results and consultation feedback. Refine Strategy, education priorities, delivery methods and communications plan.
Phase 4: Public Consultation	January–April 2026	Share revised Strategy draft for public and stakeholder feedback. Consultation through stakeholder forums in Darwin, online and Alice Springs, together with written submissions.
Phase 5: Finalisation and Launch	May–July 2026	Analyse and incorporate consultation feedback, finalise the Strategy, confirm priority actions and launch the Strategy by the end of July 2026.
Phase 6: Implementation, Evaluation and Growth	August 2026 onwards	Continue existing public education activities, commence additional actions within available resources, monitor outcomes and seek funding and partnerships to expand reach.

Conclusion

This Strategy aims to create a more informed, fair and inclusive Northern Territory. By engaging the public, businesses and communities, the Commission will strengthen its role in protecting and promoting human rights across the Northern Territory.

The Strategy reflects stakeholder feedback: that public education should be practical, accessible, culturally safe and responsive to regional and remote contexts and clear about rights and responsibilities. It also recognises that the Commission’s impact depends on strong partnerships, sustainable resourcing and careful prioritisation. Through this Strategy, the Commission will continue to build public understanding of anti-discrimination law, support organisations to meet their Positive Duty obligations and work with communities to prevent and eliminate discrimination to the greatest extent possible.





**NORTHERN TERRITORY
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