

Education Strategy 2026–30

A strategy to deliver the Queensland Human Rights Commission's education services, prevent discrimination, and strengthen human rights for all people in Queensland.



Queensland
Human Rights
Commission

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Purpose

This document outlines the Queensland Human Rights Commission's *Education Strategy 2026–30* and sets out the framework to deliver education services in line with our purpose to prevent discrimination and strengthen human rights for all people in Queensland.

Our education services help build a fairer, safer, and more inclusive community through education that is practical, evidence-based, effective, and sustainable. This Education Strategy provides stakeholders with information about our education services and objectives. Key stakeholders for this strategy are organisations with responsibilities under the *Anti-Discrimination Act 1991* and the *Human Rights Act 2019*.

The purpose of the *Education Strategy 2026–30* is to:

- set a clear vision for the Commission to prevent discrimination and build a culture of human rights in Queensland through education that is practical, evidence-based, effective, and sustainable
- embed a leading practice approach in delivery of our anti-discrimination and human rights education services to build capability and meet public, private, and community sector needs
- support government, organisations, businesses, and service providers to develop, adopt, and drive leading practice
- focus on measurable outcomes using contemporary evaluation frameworks and data integration to demonstrate the effect of education on attitudes, behaviour, and culture
- set shared guiding principles to ensure programs are trauma-informed, culturally safe, and accessible
- align our education services with the Commission's other functions and deliver a coordinated approach.

Background

The Commission is required to undertake educational programs to promote the purposes of the Anti-Discrimination Act,¹ and provide education about human rights.² In 2024 and 2025 we reviewed our education programs to assess how effectively current services advance awareness, capability, and culture change under the *Anti-Discrimination Act 1991 (Anti-Discrimination Act)* and the *Human Rights Act 2019 (Human Rights Act)*.

For the review, we drew on client feedback, comparative analysis of other Australian human rights agencies, leading practice literature, consultations with experts and clients, and case studies. Findings from these processes were used to assess how well the Commission was performing its education functions, including identifying strengths and gaps and opportunities for improvement. This information was used to improve credibility, relevance, and impact of the Commission's education services.

The review found that while our current practice is reasonably credible and widely accessed, it is primarily awareness-raising. This focus played an important role in raising awareness about the *Human Rights Act 2019* when it commenced, but the model lacks the practical capability, leadership engagement, and ability to influence Queensland public entities and workplaces to achieve positive cultural change.

To address these challenges, the Commission is redesigning its education services to focus on capability, leadership, and culture change. The new education products and services make a positive contribution to preventing discrimination and strengthening human rights.

Our process involves partnering with public and private entities and community organisations to co-design practical programs that lead to real behaviour change, inclusive leadership, systemic prevention, and will ensure the Commission delivers on its statutory obligations.

¹ *Anti-Discrimination Act 1991* s 235(d). Section 6 of the Anti-Discrimination Act provides that one of the purposes of the Act is to promote equality of opportunity for everyone by protecting them from unfair discrimination.

² *Human Rights Act* s 61(f).

Why this strategy now?

Public discussion of human rights, social inclusion, and discrimination dominates news headlines, social media, workplaces, and at our dinner tables. An increasingly urgent global challenge, including in Queensland, is for organisations in the public, private, and community sectors to foster and sustain workplaces and environments that promote social cohesion. Both the Anti-Discrimination Act and the Human Rights Act are integral to a strong equality framework for Queensland.

The Anti-Discrimination Act prohibits direct and indirect discrimination, including systemic discrimination, sexual harassment, and other unlawful conduct, including vilification. Systemic discrimination refers to policies, practices, or behaviours that are part of the structures of an organisation, and which create or perpetuate disadvantage for people with protected attributes. Organisations that fail to address issues of systemic discrimination face significant risks, including increased absenteeism, staff turnover, loss of productivity, costs of defending legal action, vicarious liability, reputational damage, and increased complaints and claims.

The Human Rights Act was introduced to respect, protect and promote the human rights of all people in Queensland. After six years in operation, public sector agencies are increasingly aware of their obligations under the Act. But we now need to support the public sector to develop the capability to apply human rights in everyday decisions and actions to ensure these rights are made real in practice.

To address these challenges, the Commission now focusses on capability, leadership, and culture change in its education services. Knowing the law is not enough; organisations need support to develop capability across all roles and teams in the workforce to apply the law and sustain cultures of dignity, respect, equality, and fairness.

Our vision for education services

In delivering the *Education Strategy 2026–30*, our vision is to deliver leading practice education services to Queensland’s duty-bearers to build capability, leadership, and knowledge to drive and sustain a culture of human rights and respect across organisations in Queensland, and to continuously measure and improve our impact.

The Commission’s education services aim to reduce the personal and institutional costs of discrimination and human rights limitations by strengthening fairness, accountability, and inclusion across Queensland’s workforce and areas of activity to benefit the Queensland community.

Desired impact

To achieve our vision, we have shifted the focus from uniform training that builds awareness and basic skills towards evidence-based, data-driven education services that support duty-bearers to improve performance in the following areas:

1. **Knowledge and skills:** increase knowledge of legal obligations under Queensland’s discrimination and human rights law and develop skills to fulfil duties in organisations and areas of activity.
2. **Capability and systems:** build capability within organisations to:
 - identify, acknowledge, respond, mitigate, and eliminate harmful behaviours that are prohibited under law; and ensure processes are consistent, fair, person-centred, and free from bias
 - embed prevention mechanisms including policies, processes, and tools to drive and sustain a culture of human rights and respect in day-to-day routines as well as in complex decision-making and environments
 - address and eliminate systemic and normative issues that impede progress
 - measure and evaluate progress.
3. **Leadership:** foster leadership skills across organisations to shift behaviour and create transformative cultural change.
4. **Innovation:** experiment with emerging educational technologies and innovative adult learning techniques and resources for higher impact.

Priority audiences

Our target audience for education services is duty-bearers under the Acts: public, private, and community organisations and individuals in their respective roles with responsibilities to promote and realise cultures of human rights and respect as well as preventing discrimination and other harmful conduct, and limitations on human rights.

In organisations and areas of activity in which the Anti-Discrimination Act and the Human Rights Act apply, a variety of duty-bearers with different roles and responsibilities are present. People with legal duties under the 2 Acts have different skills and spheres of influence to ensure a rights-based culture in Queensland.

The Commission will deliver eLearning to reach broadly across Queensland's duty-bearers in the public, private, and community sectors. In addition to eLearning, the Commission will deliver targeted live workshops and capability programs through to client organisations seeking to develop applied skills.

Our target audiences are:

- **knowledge:** Queensland's workforce
- **skills:** workplaces/teams that want to practice skills through applied scenario-based learning
- **capability:** organisational influencers with responsibility for service, policy, strategy or program design, that can manage and shape their team's application of their duties and raise emerging issues with senior executive
- **leadership:** executive leaders
- **systems:** workplaces with appetite to address systemic and normative issues that impede progress organisation wide
- **innovation:** strategic partner organisations.

Ensuring our education services meet the needs of this cross-section of stakeholders allows for reach and depth of impact with organisations that have appetite and need for high impact services.

Our points of difference

The Commission's Education Strategy provides a model different from other education providers.

We are the state's leading authority on Queensland's *Anti-Discrimination Act 1991* and the *Human Rights Act 2019* – both the legislation and how it is applied in practice. We are guided by an evidence base drawn from the legislation, our work in policy, case law, complaints, and dispute resolution.

We understand the factors that contribute to making an organisation successful in building and sustaining a culture of human rights and respect, rather than one with a culture of exclusion and disrespect that produces a high incidence of complaints, claims, and subsequent reputational damage. We illustrate this through tailored case law activities, workplace scenarios, and examples of complaints and conciliations.

This strategy sets out a program of work that offers flexibility in how we deliver our education services and ensures we are responsive to clients' needs. Initially, we will provide short and sharp foundational training and in later years of this strategy will partner with organisations to co-design medium and long-term programs that lead to real behaviour change, inclusive leadership, capable teams, and systemic prevention.

We monitor and evaluate our service delivery to assess the outcomes and impact for our clients. Rather than offering training that has a limited focus on satisfying compliance requirements, we seek to measure real change achieved because of our education services.

We value person-centric, trauma-informed, accessible training that gives voice to people with lived experience.

We price our services to meet the needs of all Queensland organisations, including small and medium enterprises and community organisations.

Our education model

During the life of the Education Strategy, the Commission will implement a new education model to achieve our vision and desired impact on our target audience.

The model has three core elements:

- PETAL guiding principles – providing core values and design standards that underpin how the new strategy is delivered
- Four Pillars of Education Services – providing a separate offering or pillar of service that collectively operates as a systems approach
- Monitoring, evaluation, reporting, and learning (MERL) – providing a framework for continuous improvement.

PETAL guiding principles

Our education services are underpinned by a set of guiding principles (the PETAL principles) that embody the values and design standards from which this 5-year strategy will be delivered. These standards ensure that the Commission's education services are rights-based, safe, inclusive, practical, and set the standard for the design, delivery, and evaluation of our education services.

While our Four Pillar approach defines what the Commission delivers, our PETAL guiding principles define how education is designed, developed, experienced, and evaluated. They provide a consistent standard for quality, integrity, and accessibility across all programs, and ensure that every offering reflects the Commission's statutory purpose and commitment to human rights.

Promoting human rights-centred education

All education begins and ends with human rights. Programs move beyond compliance to help participants see themselves as both rights-holders and duty-bearers. This ensures that learning supports respect, fairness, and inclusion in daily decision-making and promotes a culture that values human rights across Queensland workplaces and communities.

Evidence-led and purpose-driven

Education is designed around clear objectives and supported by evidence from research, evaluation, and practice. Programs set measurable learning outcomes and use participant feedback and data to refine content. This ensures that every course or resource directly contributes to the Commission's purpose of preventing discrimination and strengthening a culture of human rights.

Trauma-informed and culturally safe

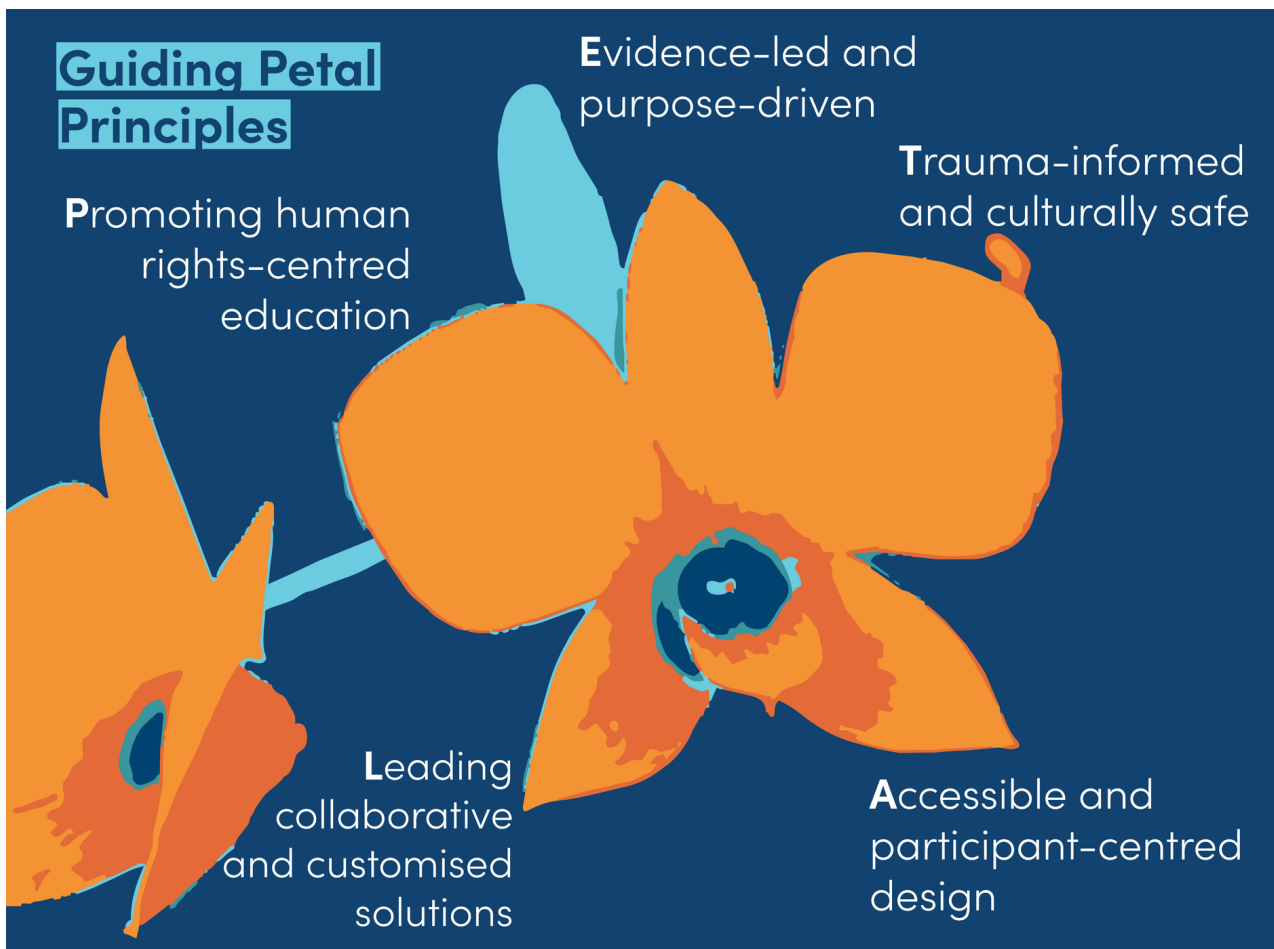
Training is delivered in ways that ensure psychological safety and recognise the impact of trauma and lived experience. Educators model empathy and cultural humility and create environments where participants feel respected and safe to engage. The Commission embeds practices that respect cultural identity and intersectionality and ensure that education supports learning without harm.

Accessible and participant-centred design

Programs are designed with accessibility built in. Live courses are available through multiple delivery modes – self-paced eLearning, live workshops in-person, through virtual online platforms, hybrid delivery, and sequenced blended delivery – designed to accommodate different learning styles and abilities. Plain language, universal design principles, and practical examples ensure that education is engaging, inclusive, and useful for all participants.

Leading collaborative and customised solutions

The Commission works with organisations and communities to co-design education that meets real needs and contexts. Collaboration with participants, sector experts, and people with lived experience ensures that training is relevant, authentic, and sustainable. This principle reflects the Commission's commitment to partnership and continuous learning as the most effective path to systems-level change.



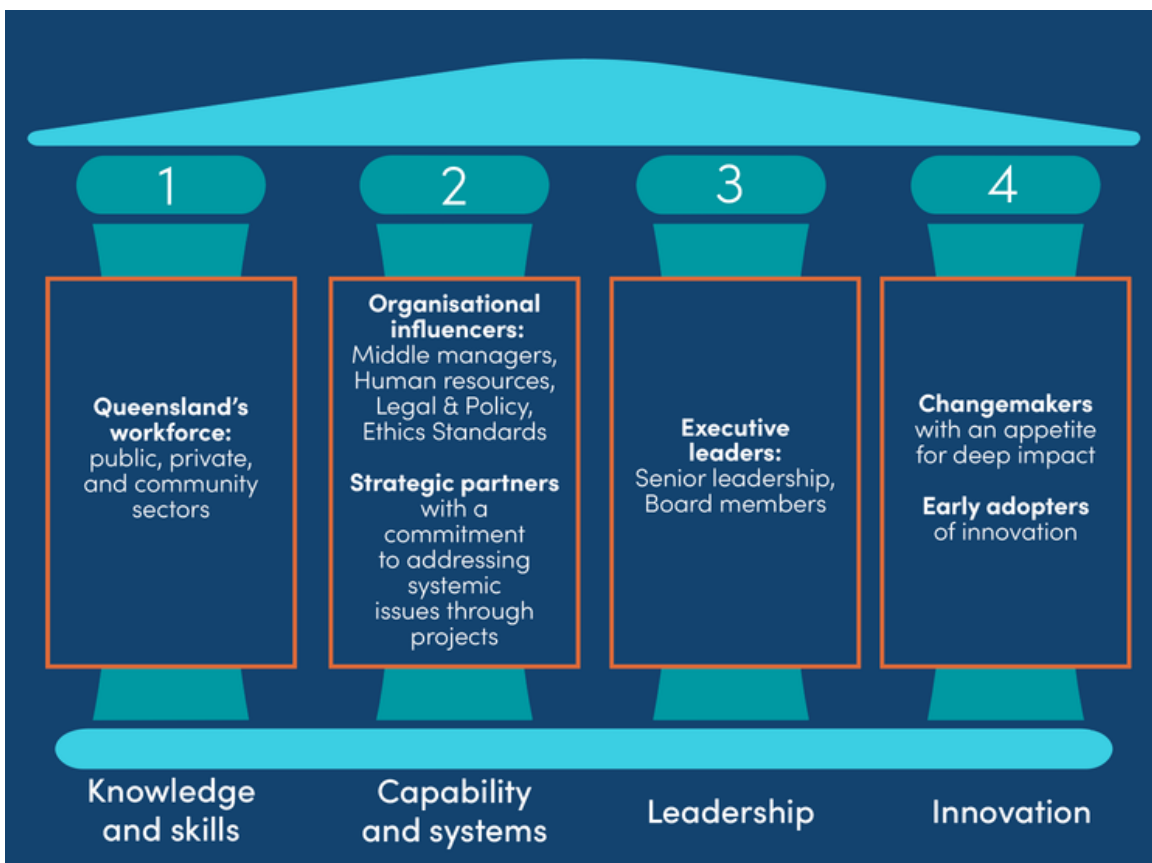
Four pillars of education services

Across 2026–30, the Education team will progressively implement our four-pillar model of education services.

Each pillar represents a distinct, but complementary, stream of work that together will enable the Commission to move from information delivery to capability development, leadership engagement, organisational consultancy, and innovation. This model is designed to be scalable, evidence-based, and sustainable, and allow the Commission to respond flexibly to different audiences, needs, and levels of maturity across Queensland workplaces and communities. Our four pillars are:

1. **Knowledge and skills:** accessible, contemporary eLearning and live workshops that provide foundational understanding of discrimination and human rights laws and basic skills to apply the law
2. **Capability and systems:** practical, skills-based modules that develop decision-making, inclusive leadership, and policy design competence customised for each client
3. **Leadership:** senior executive and board engagement to strengthen governance and accountability for rights-respecting workplaces
4. **Innovation:** adoption of advanced and emerging methodologies and education technologies to deliver services with meaningful impact.

Further detail on the objectives, target audience, activities, and modalities for delivery is detailed below.



Pillar 1: Knowledge and skills

Objective

To increase foundational knowledge of legal obligations under Queensland's anti-discrimination and human rights laws and build elementary skills in applying knowledge in different contexts

Target audience

Queensland's workforce: public, private, and community sectors

These clients may be motivated to:

- commence and/or maintain workforce-wide learning and development through induction and annual refresher training in an eLearning format
- build on foundational knowledge acquired through eLearning by undertaking skills development workshops with our educators.

The client may:

- initiate the training in response to a workplace incident or complaint
- be required to undertake the training due to a term under a dispute resolution agreement.

Modality

Pillar 1 will be delivered via 3 modalities:

1. self-paced eLearning (30 minutes to 2 hours)
2. live workshops (2 hours to 7 hours)
3. customised services.

Self-paced eLearning provides foundational core knowledge. It is a pre-requisite for all further education on a learning journey with the Commission, including Pillar 1 live workshops. Live workshops enable duty-bearers to apply the knowledge gained in the eLearning session through scenario-based learning and activities. The Commission offers these 2 to 7-hour workshops in person and through virtual online platforms. A schedule of public sessions will be available for individuals and small groups of duty-bearers to attend once the eLearning session is completed. For groups with more than 10 people, a private session can be booked and provides the opportunity to tailor scenarios for the specific workforce or situation. In addition to our standardised courses, the Commission will offer customised services including:

- conference education sessions
- resolution outcome sessions
- customised workshops.

Timeframe

We will deliver Pillar 1 services for the duration of this strategy.

Pillar 2: Capability and systems

Objective

To embed and build capacity within organisations and their key organisational influencers to apply the law through improved governance, policies, practices and controls, as well as practical, skills-based training customised for each client. For clients with sustained appetite for continuous improvement, the capability pillar will drive towards transformative change through targeted short-term interventions or holistic systems approaches to address systemic or normative issues, or to strengthen preventative systems.

Target audience

Organisational influencers in: middle management, human resources departments, legal and policy teams, ethics and standards units, workplace safety and wellbeing units. The focus is on staff with responsibility for service, policy, strategy, or program design who are responsible for how their teams perform duties under the Human Rights Act and Anti-Discrimination Act and who raise emerging issues with senior executives. These participants are critical to a capability approach, because they can make recommendations on improved practices to executive leadership, embed new practices with the teams they manage, and ensure open feedback loops on the efficacy of changes. Ideally, participants will be members of the same Directorate/ Program/Team/Region working on similar ‘hotspot’ issues that require dedicated attention. The client recognises the essential role organisational influencers, such as middle managers, human resources personnel, and legal and policy teams play in improving service delivery, routine and major decision-making, governance, and operations organisation-wide, and is driven to build the capability of these key personnel to drive change across the organisation. The client may be motivated by staff feedback, culture issues, or customer feedback, and have experienced multiple workplace incidents or complaints that drive the need for an effective response.

Modality

The pillar 2 capability program is an intensive, iterative program that consists of facilitated sessions to engage in review and escalation of a hotspot issue for the client organisations. The program is preceded by a discovery session (30 minutes) followed by a co-design session (2 hours) with the program champion(s) to identify hotspot issues or key risks to be addressed along with program expectations and metrics for success. Examples of hotspot issues are: workplace settings or decisions that limit human rights, workplace settings that could give cause to direct or indirect discrimination and/or sexual harassment, a policy or procedure focus, an education review focus, an incident, complaints handling, or other human resource issue focus.

Pillar 2 is offered to teams of 15 to 30 participants from one organisation with ideally the same team or group working on the joint issue or issues. The program is delivered in a blended format consisting of 5 live sessions (4 sessions of 2 hours each and the final session of one hour delivered in-person or online) integrated with self-paced eLearning. Each participant in the program commits to a total of approximately 15 hours over the course of 2 to 3 months to complete the program. The 5 programmed sessions will focus on fundamentals, capability, application in the hotspot context, leadership, activation of the plan and corresponding measurement framework. These sessions will be scaffolded by a co-design session with the key stakeholders who initiate and champion the capability program with the client, and ongoing monitoring, evaluation, reporting, and learning in accordance with an agreed indicator framework. For organisations that commit to addressing systemic issues, the capability pillar may be a multi-year program or involve more targeted projects to address a hotspot issue.

Timeframe

We will pilot this pillar from July 2026 with strategic, selective scaling commencing mid-2027. Scaling may involve expanding reach to more clients as well as scaling for depth, entering into multi-year programs, or targeted consultancies for select clients with appetite for transformative change.

Pillar 3: Leadership

Senior executives and board members play a critical role in setting the tone for human rights culture of organisations. Education services delivered under this pillar will build quality relationships with key stakeholders through an executive-level community of practice that fosters leadership to proactively advance human rights and respect for culture and cover topical, global, macro human rights, and anti-discrimination issues.

Sessions will explore the role of senior leadership in inspiring, showing commitment, setting expectations, and role modelling. Leaders will be provided with the vision and strategic objectives to embed and improve human rights and a culture of respect in practice.

Objective

To prevent discrimination and protect human rights through dialogue with leaders on their role to shift organisational and industry behaviours and inspire change through culture, governance, and accountability.

Target audience

Executive leaders and board members from the public, private, and community sectors. To ensure the involvement of small and medium enterprise business leaders, we will explore delivery of these education services through chambers of commerce and industry peak bodies. Our clients are leaders motivated to take a proactive stance and shift organisations' mental models while driving a culture of human rights and respect. Our clients may be influenced by staff feedback and/or culture issues at the organisation or in the sector or be keen to build networks and knowledge of global best practices.

Modality

Through quarterly leadership webinars (30 minutes to one hour) and an annual half-day roundtable, our Education Services team will engage in strategic conversations with senior executives about their obligations under the Human Rights Act and Anti-Discrimination Act and the systemic levers they can use to drive change.

Timeframe

We will commence delivery of Pillar 3 education services from 1 July 2027.

Pillar 4: Innovation

Objective

To partner with communities, public and private stakeholders, and academic institutions to contribute unique knowledge, tools, methodologies, technology, and resources to promote human rights and prevent discrimination in Queensland.

Target audience

The clients are:

- research partners and innovators seeking to introduce innovative technologies and methodologies
- under-served communities and responsible duty-bearers who may need innovative solutions to engage with our education program
- committed clients who are early adopters of new methodologies and technologies to maximise potential impact and culture change.

Modality

Producing cutting-edge resources, tools, methods, and adopting technologies that contribute innovative approaches to addressing discrimination and limitations on human rights.

Timeframe

Pillar 4 innovations will be explored across the life of this strategy.

Monitoring, evaluation, reporting and learning

To implement this refreshed Education Strategy, the Commission is introducing a new Learning Management System (LMS) that provides improved approaches to onboarding clients, delivering services, and collecting data for the purpose of monitoring, evaluation, reporting, and learning. This new LMS is known as our Education Hub.

The Education Hub supports live, blended, hybrid, and self-paced learning journeys that meet the needs of our clients and align with the underpinning principles to achieve our Education Services pillars. We use contemporary content authoring tools to produce interactive, engaging learning experiences aligned with adult learning principles. We work with multimedia agencies to produce relevant, relatable multimedia content that reflects all people in Queensland. Our interactive, activity-based learning also enables data collection that tracks learning progress against anticipated learning outcomes, through assessments and surveys, while respecting individuals' information privacy.

Ongoing monitoring, evaluation, reporting, and learning is vital to the success of the Commission's education program. It ensures we are not only delivering necessary education programs to clients, but also enables us to track achievements against desired outcomes and the impact of programs in partnership with our clients. Our focus is on the need for streamlined participant and client management, as well as centralised, multi-level reporting, and a service culture. The Commission will engage in multi-level monitoring, evaluation, reporting, and learning including:

- individual participants – tracking individual learning progress
- organisation clients – providing insights into progress and development at various levels, depending on the services provided
- systems level – analysing and collating data based on industry, course, modality, or other higher-level collation to provide broader insights and measure impact.

The Commission is taking a systems approach and fostering partnerships with our clients to track progress through a Human Rights and Respect Continuum (the continuum). The continuum has been designed to support long-term organisational change by building knowledge, shifting culture, and embedding inclusive practices with client organisations. It provides a framework for the Commission and our education clients to measure the maturity of organisations and sectors in embedding human rights and respect into policies, culture, and everyday practices.

Using tailored diagnostic and needs assessment tools, the Commission will meet clients where they are on the continuum and customise our approach to support learning and organisational development accordingly. This will include targeted learning and development interventions and providing strategic advice to assist policy, procedures, and leadership practices. MERL tools (monitoring, evaluation, reporting, and learning) will also be used to track individual client progress and broader system outcomes. For clients who commit to an ongoing program of systems change through Pillar 2 Capability, the continuum may be used to track progress on addressing systemic issues and strengthening preventive systems over the duration of the partnership.

The Commission will also engage in ongoing monitoring and evaluation to measure against our internal reporting requirements and external reporting obligations.

The Human Rights and Respect Continuum

Capable	• All systems demonstrate a culture of human rights and respect. • Respect and inclusion are integral to the success of the organisation and discrimination prevention mechanisms are embedded. • Decisions are made with proper consideration of human rights, and evidence of proper consideration is maintained and communicated. • Indicators show staff, clients, and customers feel safe, valued, and engaged. • Any harmful behaviour is quickly addressed, decision-making processes are consistent, fair, person-centred, and free from bias.
Progressive	• Staff, managers, human resources, legal and policy, and executive leaders are trained to identify when human rights limitations or discrimination arises in any context and have the operational environment and skills to start a dialogue internally or externally when this occurs (includes being active bystanders, contact officers, practising trauma-informed and rights-centric behaviours). • Systemic issues are being actively dismantled to move towards a preventive culture.
Responsive	• Organisation has sexual harassment and discrimination prevention, human rights, and anti-discrimination operational documentation e.g. policies, procedures, practices, regular training. • Fairly consistent training of officers and some managers is undertaken. • Some operationalisation of policies has been achieved. • Disconnect/lack of trust between workers, officers, managers, human resources, and executive in terms of effective operationalisation is evident.
Aware	• Some staff have foundational understanding of human rights and anti-discrimination. • Training is inconsistent rather than planned. • Any consistent training is 'tick and flick'. • Application or operationalisation of policies and practices is limited.
Reactive	• An incident or complaint may have prompted leadership to request training. • Cultural issues may have been identified as a reason for high staff turnover. • External pressure to undertake change is felt.
Exclusive	• A dominant group is established and people who are not in it are unwelcome and excluded. • Workers have negligible understanding of human rights and discrimination and how it applies to their work, services they provide, and decisions they make.