# Cultural and Linguistic Diversity

Our Strategy

2024–2028

Easy Read version



How to use this Strategy

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| --- | --- |
| A group of people. There is a person in front holding a card that says 'We'. | The National Disability Insurance Agency (NDIA) wrote this Strategy.  When you see the word ‘we’, it means the NDIA. |
| An Easy Read document and a tick. | We wrote this Strategy in an easy to read way.  We use pictures to explain some ideas. |
| The words 'Bold' and 'Not Bold'. | We wrote some important words in **bold**.  This means the letters are thicker and darker. |
| A word list document. | We explain what these words mean.  There is a list of these words on page 34. |
| A person holding an Easy Read document. | This is an Easy Read version of the *Cultural and Linguistic Diversity Strategy 2024–2028*. | |
| A website icon. | You can find the *Cultural and Linguistic Diversity Strategy 2024–2028* on our website.  [www.ndis.gov.au/CALD](http://www.ndis.gov.au/CALD) |
| Someone helping another person read a document. | You can ask for help to read this Strategy.  A friend, family member or support person may be able to help you. |
| A large Easy Read document. | This is a long document. |
| A person reading a document. Above them is a clock icon. | You do not need to read it all at once.  You can take your time. |
| 3 First Nations people beneath the Aboriginal flag and the Torres Strait Islander flag. | We recognise Aboriginal and Torres Strait Islander peoples as the traditional owners of our land – Australia. |
| A coastline. | They were the first people to live on and use the:   * lands * waters. |

What is in this Strategy?

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## What does CALD mean?

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| A group of CALD people beneath 3 speech bubbles that say 'Hello' in 3 different languages. | **Culturally and linguistically diverse (CALD)** people arepeople who:   * come from different backgrounds * speak languages other than English. | |
|  | In Australia: |
| A baby and an arrow curving around a map of the world and pointing to Australia. | * there are close to 8 million people who were born overseas |
| 3 speech bubbles that say 'Hello' in 3 different languages. | * people speak more than 300 different languages. |

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| A person pointing at themselves and raising their hand in front of 2 other people. | When you **identify** as something, you are saying that you belong to a certain group of people. |
| A person pointing at themselves and raising their hand and a map of Australia. | 30% of people who live in Australia identify as a CALD person. |
| A person raising their hand in front of their family. | 10% of **participants** in the National Disability Insurance Scheme (NDIS) identify as a CALD person. |
| A participant icon showing a group of participants. 2 are raising their hands. | **Participants** are people with disability who take part in the NDIS. |

## What is the Strategy about?

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| A strategy document. | We wrote the new Cultural and Linguistic Diversity Strategy 2024–2028.  We call it the Strategy. |
| A group of CALD participants. Next to them is a thumbs up with an arrow pointing up. | This Strategy is a plan for how we will make the NDIS better for CALD participants. |
| A participant holding an NDIS document. Next to them is a thumbs up and an arrow pointing up. | It also explains how we will improve the experiences CALD participants have with the NDIS. | |

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|  | This includes their experience with: |
| A person holding an NDIS document. | * using the NDIS |
| 3 NDIS staff. One is holding a document. | * NDIS staff |
| An NDIS partner holding a document in front of an office building. | * **NDIS partners**. |
| An NDIS partner supporting a person to use a computer. | NDIS partners are people who help others find and use services.  In this Strategy, we just call them our partners. |

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|  | This Strategy also explains how we will support: | |
| An NDIS worker shaking hands with 2 other people. | * CALD communities to take part in the NDIS |
| An NDIS worker supporting a participant. | * CALD participants to use the NDIS. |

## Why is the Strategy important?

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| A person behind a barrier. | Some CALD people experience more **barriers** when they want to take part in the NDIS. |
| 2 people behind a barrier. One of them is raising their hand. | A barrier is something that stops you from doing something you:   * need to do * want to do. |
|  | Barriers can make it harder for CALD people to: |
| A person reading a document, an information icon and a problem icon. | * find information about the NDIS |
| A person holding an NDIS document. Above them is a problem icon. | * use the NDIS. |
| A person holding a document and thinking. Above them is a thought bubble with CALD participants inside it and a cross. | Our staff and partners do not always understand how to support CALD participants. |
| A participant thinking and 2 service workers holding documents. | It is hard for some CALD participants to find and use the services that they need.  And there are not enough services that are safe for all **cultures**. |
| A group of people wearing brightly coloured clothing and performing a cultural dance. | Your culture is:   * your way of life * what is important to you. |
| A person thinking beneath 3 speech bubbles that say 'Hello' in 3 different languages. | Information in other languages is not always easy for CALD people to use. |
| A participant raising their hand. Next to them is an information icon and a cross. | And there is not enough information about what CALD participants:   * experience * need. |

## How did we make the Strategy?

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| 3 people working together on large a document. One person is pointing at the large document. | We used **co-design** to make the Strategy.  Co-design is when people work together to:   * make something new * improve how something works. |
|  | We made sure we worked with lots of different people, this includes: |
| A group of CALD people. | * CALD people with disability |
| A family of 2 parents and 2 children. | * their families and carers |
| 3 professionals in front of an office building. | * organisations that work with CALD people |
| 3 professionals in front of an office building and a disability icon. | * disability organisations. |
| A group of people having a meeting at a table. One person is using a laptop. | We made sure we found the best ways to work together with different people.  For example, we ran meetings where people could talk about their ideas. |
| 2 people looking at a document together. | And we talked to people one-on-one. |
| 3 people behind a bench that says 'NEDA'. | We also worked with the National Ethnic Disability Alliance (NEDA).  NEDA is an organisation that supports the **rights** of CALD people with disability and their families. |
| A document that says 'Rights'. | Rights are rules about how people must treat you:   * fairly * equally. |
| An advice document and pen. | NEDA shared with us their advice about the rightsof CALD people with disability.  We used this advice to make the Strategy. |
| 3 people beneath 2 speech bubbles. One speech bubble shows a thumbs up. The other speech bubble shows a thumbs down. | We also made an **advisory group** outside of the NDIA. |
| A group of people having a conversation. Above them is a tick and a thumbs up with an arrow pointing up. | An advisory group is a group of people who work with us to share what:   * is working well * needs to work better. |
| A group of CALD people and an importance icon. | CALD people with disability were an important part of this advisory group. |
| An outcomes document showing a list with a tick. Next to it is a thumbs up and an arrow pointing up. | We listened to this advisory group’s advice on how to make **outcomes** better for CALD participants.  Outcomes are the ways our work changes people’s lives. |

## What are our goals for the Strategy?

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| A theme document showing a lightbulb and an importance icon. | **Themes** are important ideas that come up in different parts of our work and lives.  The Strategy has 6 themes. |
| A person looking at a document. | We explain each theme on the following pages.  Each of the themes include our goals to better support CALD participants. |
| An Action Plan document showing a list with ticks. | We have a plan for what we need to do to reach our goals.  We call it our Action Plan.  We explain this more on page 29. |

### 1. Focusing on CALD participants when we work

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| A person holding a document and a thought bubble with 3 CALD participants inside it. | We need to focus on what each CALD participant needs when we look at how:   * participants use the NDIS * we share information * we do our work. |

#### Our goals

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| --- | --- | --- |
| A speech bubble and a safety icon. | We want to work with others to agree on words we can use that are safe for all cultures. | |
| A person holding an NDIS plan. | And we want to make sure more CALD people with disability can take part in the NDIS. |

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|  | This includes making sure: |
| A set of justice scales and thumbs up. | * the NDIS is fair for CALD participants |
| A participant giving a thumbs up and holding an NDIS plan. | * more CALD participants know how to use their NDIS plans. |
| An NDIS worker supporting a participant. Next to them is a safety icon and a thumbs up. | When we communicate with CALD communities, we want to make sure it:   * is safe for all cultures * works well * supports CALD people to trust the NDIS. |
| An Action Plan showing a list with ticks. | You can read about our actions on page 8 in our Action Plan.  You can find our Action Plan on our website.  [www.ndis.gov.au/CALD](http://www.ndis.gov.au/CALD) |

### 2. Making sure our staff have the right skills

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| --- | --- |
| A participant smiling with their family. | Our staff and partners should understand:   * how to work with CALD participants, their families and carers * what support they need. |
| Someone supporting a participant. | They should also know how to deliver services that are:   * **inclusive** * safe for all cultures. |
| A group of people with an arrow curving around them. | When something is inclusive, everyone:   * can take part * feels like they belong. |

#### Our goals

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| A participant raising their hand beneath a speech bubble showing a language other than English. | We want our staff and partners to understand what CALD participants need for their:   * culture * language. |
| An NDIS worker having a conversation with a participant and writing in a document. | And how their supports need to work well with their culture and language. |
|  | We also want our staff and partners to work in a way that is safe for: |
| 3 participants and a safety icon. | * every culture |
| An NDIS worker supporting a participant. | * people who have experienced **trauma**. |
| A person looking upset. Above them is a thought bubble that shows them crying and next to them is a problem icon. | Trauma is the way you feel about something bad that happened to you.  For example, you might feel scared or stressed.  Trauma can affect people in different ways. |
| An Action Plan document showing a list with ticks. | You can read about our actions on page 16 in our Action Plan.  You can find our Action Plan on our website.  [www.ndis.gov.au/CALD](http://www.ndis.gov.au/CALD) |

### 3. How we share information

|  |  |
| --- | --- |
| A person reading a document and a thought bubble with a tick inside of it. | When we share information, it should be easy to understand for:   * CALD communities * CALD participants, their families and carers. |
|  | The information should also be in different: |
| 3 speech bubbles that say 'Hello' in 3 different languages. | * languages |
| A computer showing a video. | * formats – like videos. |

#### Our goals

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| --- | --- |
| 2 people shaking hands with their other hands over their hearts. | We want to find better ways to share information with CALD communities and participants. |
| A person beneath a thought bubble. The thought bubble shows a tick inside of a speech bubble. | We want more CALD participants to know about the **interpreter** services they can use. |
| An interpreter having a conversation with 2 people. Above them is a speech bubble showing a language other than English. | An interpreter is someone who:   * uses your language * helps you communicate with others * helps you understand what someone is saying. |
| An interpreter having a conversation with a participant. Above them is a thumbs up with an arrow pointing up. | We also want to improve the experiences CALD participants have with interpreter services. |
| An Action Plan document showing a list with ticks. | You can read about our actions on page 23 in our Action Plan.  You can find our Action Plan on our website.  [www.ndis.gov.au/CALD](http://www.ndis.gov.au/CALD) |

### 4. Choice and control

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| 2 people giving a thumbs up. | There should be more supports and services that meet the needs of CALD participants. |
| 2 providers. One is wearing a stethoscope and another is holding a document. | CALD participants should get support to find and use **providers** that suit their needs.  Providers support participants by delivering a service. |

#### Our goals

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|  | We want to make sure we share information with CALD communities about how to: |
| A person holding an NDIS document. | * take part in the NDIS |
| A participant raising their hand and a safety icon. | * find and use services that are safe for their culture. |
|  | We also want more providers to offer good services that: |
| 2 people shaking hands with their other hands over their hearts. | * respect all cultures |
| A group of CALD people and a thumbs up. | * work well for CALD participants |
| 3 participants and a safety icon. | * are safe for all cultures. |
| An Action Plan document showing a list with ticks. | You can read about our actions on page 31 in our Action Plan.  You can find our Action Plan on our website.  [www.ndis.gov.au/CALD](http://www.ndis.gov.au/CALD) |

### 5. Data about CALD participants

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| An information document, a records document and a bar graph. | When we talk about **data**, we mean:   * facts * information * records. |
| A group of CALD people. | We need better data to understand:   * CALD participants * what support they need. |
|  | We also need more data to understand: |
| A worker supporting a participant. Next to them is a thumbs up and an arrow pointing up. | * how we can improve services |
| An NDIS document and a question mark. | * how well the NDIS works. |

#### Our goals

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| 3 people beneath the words 'CALD'. One person is raising their hand. | We want to explain ‘CALD’ in a way that supports what CALD people need. |
|  | It is important we collect and use good data, so we can: |
| A worker supporting a participant. Next to them is a thumbs up and an arrow pointing up. | * deliver better services for CALD participants |
| An NDIS worker beneath a tick and a cross inside of a speech bubble. Next to them is a thumbs up. | * make good decisions. |
| An Action Plan document showing a list with ticks. | You can read about our actions on page 37 in our Action Plan.  You can find our Action Plan on our website.  [www.ndis.gov.au/CALD](http://www.ndis.gov.au/CALD) |

### 6. How we connect with the community

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| An NDIS worker shaking hands with someone, a thumbs up and an arrow pointing up. | We need to find better ways to connect with communities who we have not reached well in the past. |
|  | This includes: |
| Someone giving a document to another person beneath an information icon inside of a speech bubble. | * sharing information with these communities |
| Someone supporting an older person to read a document. | * making sure services meet the needs of the communities. |

#### Our goals

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| A person pointing at themselves. Above them is a thought bubble with an NDIS plan inside of it. | We want to improve how CALD people with disability understand the NDIS. |

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|  | This includes sharing information about: |
| A large group of people beneath a question mark. | * who can take part in the NDIS |
| A person holding an NDIS plan. | * how to use the NDIS. |
| A large group of people. Above them is a thought bubble with a change icon inside of it. | We also want to share information that helps change community **attitudes** about disability. |
| A person pointing at themselves. Above them is a thought bubble. | Attitudes are what you:   * think * feel * believe. |

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| A person beneath a disability icon inside of a thought bubble. Next to them is a thumbs down. | For example, some people think badly about disability.  And this can stop CALD people with disability from using the NDIS. |
| An Action Plan document showing a list with ticks. | You can read about our actions on page 40 in our Action Plan.  You can find our Action Plan on our website.  [www.ndis.gov.au/CALD](http://www.ndis.gov.au/CALD) |

## What will we do next?

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| --- | --- |
| A calendar that says '2024' with an arrow pointing to a calendar that says '2028'. | The Strategy will:   * start in 2024 * finish in 2028. |
|  | We made an Action Plan that explains: |
| A goals document showing a list with ticks. | * what we need to do to reach our goals in the Strategy |
| A group of people having a meeting and looking at documents together. | * how we will work on each action |
| A stack of a calendars and a question mark. | * how long we will work on each action |
| An outcomes document showing a list with one tick. | * the outcomes of each action. |
| A person looking at a document. | We will use the Action Plan to check how well the Strategy is going. |
| A website icon. | You can find the Action Plan on our website.  [www.ndis.gov.au/CALD](http://www.ndis.gov.au/CALD) |
| A computer showing an Easy Read document. | And you can find the Easy Read version of the Action Plan on our website.  [www.ndis.gov.au/CALD](http://www.ndis.gov.au/CALD) |
| A report document. | In late 2024, we will share our report on the work we have done so far to support the Strategy. |
| A person with a speech bubble. | And we will ask others to share what they think about the Strategy. |

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|  | This includes: |
| A group of CALD people. | * CALD people with disability |
| A group of proffessionals in front of an office building. | * community organisations |
| 3 people beneath 2 speech bubbles. One speech bubble shows a thumbs up. The other speech bubble shows a thumbs down. | * advisory groups outside of the NDIA. |
| A person writing in a document beneath a thought bubble. The thought bubble shows a thumbs up with an arrow pointing up. | This will help us to understand what parts of the Strategy:   * are working well * need to improve. |

## More information

For more information about this strategy, please contact us.

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| --- | --- |
| A website icon. | You can visit our website.  [www.ndis.gov.au](http://www.ndis.gov.au) |
| A phone icon. | You can call us.  1800 800 110 |
| A Facebook logo. | You can follow us on Facebook.  [www.facebook.com/NDISAus](https://www.facebook.com/NDISAus) |
| A Twitter logo. | You can follow us on Twitter.  @NDIS  Twitter is also called X. |

### Support to talk to us

|  |  |
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| A webchat icon. | You can talk to us online using our webchat feature at the top of our website.  [www.ndis.gov.au](http://www.ndis.gov.au) |
|  | If you speak a language other than English, you can call: |
| A Translating and Interpreting Service icon. | Translating and Interpreting Service (TIS)  131 450 |
|  | If you have a speech or hearing impairment, you can call: |
| A TTY icon. | TTY  1800 555 677 |
| A Speak and Listen icon. | Speak and Listen  1800 555 727 |
| The National Relay Service logo. | National Relay Service  133 677  [www.accesshub.gov.au/about-the-nrs](http://www.accesshub.gov.au/about-the-nrs) |

## Word list

This list explains what the **bold** words in this document mean.

|  |  |
| --- | --- |
| A person pointing at themselves. Above them is a thought bubble. | Attitudes  Attitudes are what you:   * think * feel * believe. |
| 3 people beneath 2 speech bubbles. One speech bubble shows a thumbs up. The other speech bubble shows a thumbs down. | Advisory group  An advisory group is a group of people who work with us to share what:   * is working well * needs to work better. |
| 2 people behind a barrier. One of them is raising their hand. | Barrier  A barrier is something that stops you from doing something you:   * need to do * want to do. |
| 3 people working together on large a document. One person is pointing at the large document. | Co-design  Co-design is when people work together to:   * make something new * improve how something works. |
| A group of CALD people beneath 3 speech bubbles that say 'Hello' in 3 different languages. | Culturally and linguistically diverse (CALD)  CALDpeople are people who:   * come from different backgrounds * speak languages other than English. |
| A group of people wearing brightly coloured clothing and performing a cultural dance. | Culture  Your culture is:   * your way of life * what is important to you. |
| An information document, a records document and a bar graph. | Data  When we talk about data, we mean:   * facts * information * records. |
| A person pointing at themselves and raising their hand in front of 2 other people. | Identify  When you identify as something, you are saying that you belong to a certain group of people. |
| A group of people with an arrow curving around them. | Inclusive  When something is inclusive, everyone:   * can take part * feels like they belong. |
| An interpreter having a conversation with 2 people. Above them is a speech bubble showing a language other than English. | Interpreter  An interpreter is someone who:   * uses your language * helps you communicate with others * helps you understand what someone is saying. |
| An NDIS partner holding a document in front of an office building. | NDIS partners  NDIS partners are people who help others find and use services. |
| An outcomes document showing a list with one tick. | Outcomes  Outcomes are the ways our work changes people’s lives. |
| A participant icon showing a group of participants. 2 are raising their hands. | Participants  **Participants** are people with disability who take part in the NDIS. |
| 3 support workers. One is wearing a stethoschope. Another is holding a document. | Providers  Providers support participants by delivering a service. |
| A document that says 'Rights'. | Rights  Rights are rules about how people must treat you:   * fairly * equally. |

|  |  |
| --- | --- |
| A theme document that shows a lightbulb and an importance icon. | Themes  Themes are important ideas that come up in different parts of our work and lives. |
| A person looking upset. Above them is a thought bubble showing them crying and next to them is a problem icon. | Trauma  Trauma is the way you feel about something bad that happened to you.  For example, you might feel scared or stressed.  Trauma can affect people in different ways. |

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