



National Disability
Research Partnership



What works?

What does not work?

Our stories.



This is for part 2 of our meeting.

We call it a case study.



The stories are made up. They are **not** real.

But

It is like real things that happened.

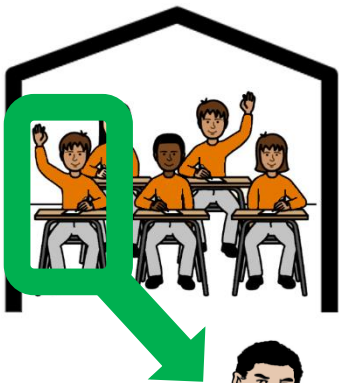


You read the stories. Think about

- what was good
- what was **not** good
- how can we make things better?



A team of people do some research.
It is about young people with disabilities.



The young people finish

- school
- uni
- or
- a different class. Like they go to TAFE.



They want to get jobs.



The research team ask **Can they get a job?**

They ask lots of people. Like

- young people
- schools
- bosses.



The government says this is good research.

They give the research team some money.

It is to do the research.



The government wants to know

- do **you** get good help at school
- can **you** get a job
- do **you** get the right money for your job?



People with disabilities work on the research.

They help make big choices. Like

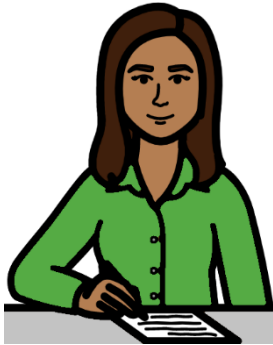
- how it will work
- who will they talk to
- what will they ask.

We call this co design.



The research team has people

- who know how to do research
- with disabilities
- from disability groups.



More people help with the research Like

- people from the government
- young people with disabilities
- people who help you speak up.



The research team talk to more people. Like

- school workers
- bosses
- people who help you find a job.

We call them a job agency.



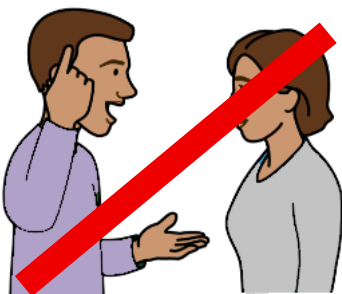
They do more things. Like

- read more studies
- look at lots of numbers.

Like how many young people have a job?



The group learned 3 big things.



1. Different places may **not** talk to each other.

They learned

- school may **not** talk to your boss
- the job agency may **not** talk to your school.



2. You want a job.

They learned school may **not** help you.

The school may **not** think you can.



3. You leave school.

They learned you may **not** know what to do.

Like how to get a job.



These are bad things.

But



It is good to know about them.

Now we can make it better.



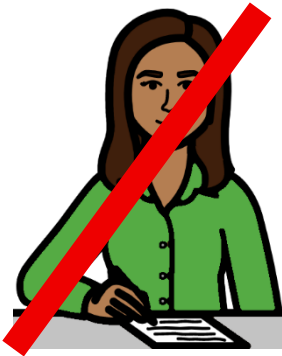
The research team write a report.

They do it in Easy English.

They write lots of papers. It is for the government.

People say it is good research.

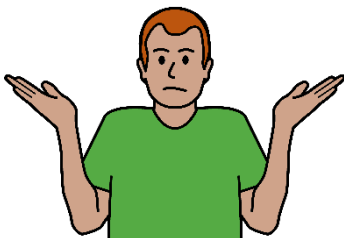
But



The government is different now.

The people who asked for the research

do **not** work there now.

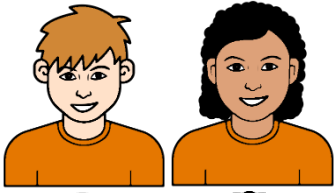


The new government likes the research.

But

The new government do not have a plan for it.

Things do **not** change.



Lee. Maya. Josh. Sione.

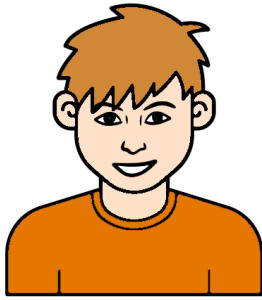


They are young people with disabilities.

They helped with the research.

They shared their

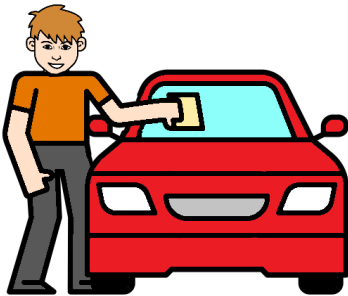
- stories
- ideas.



Lee is 17. He lives in the bush.

He likes computers.

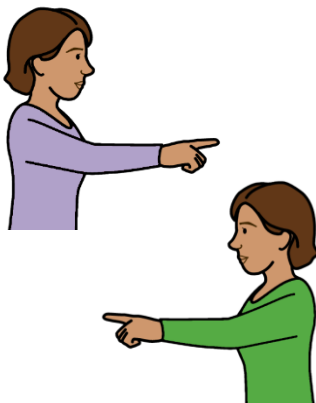
He wants to do work experience with computers.



His school can **not** help him.

They say he can only do work experience in

- a car wash
- a super market.

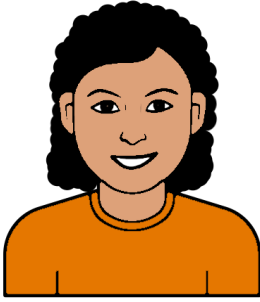


Lee goes to a job agency.

The agency says ask your school.

The school says ask the agency.

The government says there is no money to help.



Maya is 19. She wants a job. Like in a cafe.

She went to TAFE. It was to learn the job.



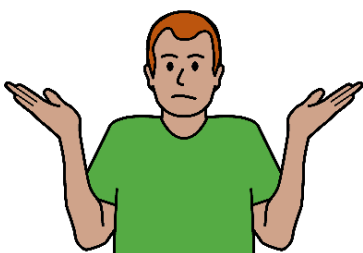
Maya is on the NDIS. **But** her plan is old.

It is from when she was at school.

It has no help to get a job.



Maya asked lots of people. She did **not** get help.



The research team told the government.

None of the government people had disabilities.

They did **not** understand.



Josh got a job. He needs help at work.

Like a support worker.



The government gave his work some money.

It is to pay for the help Josh needs.



Josh learns to do his job. He is good at his job.

The boss says Josh is a good worker.

But



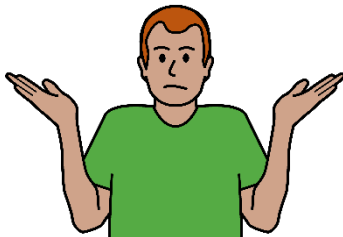
The government money ran out.

Now



The boss can **not** pay for the help Josh needs.

Josh can **not** go to his job.



The government changed.

Different people work there now.

They do **not** know Josh.

They do **not** know about the research.



Sione lives with his family.

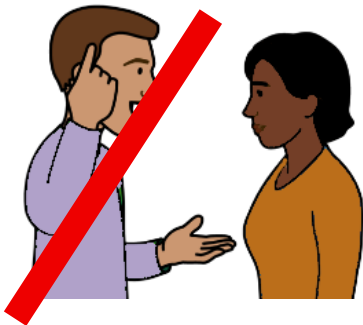
They came from a different country.

They live in Australia now.



Sione finishes school.

He does **not** know what to do.



Places do **not** know how to talk to his family. Like

- his school
- the job agency.

They do **not** talk in a way his family understands.

His family does **not** get good help.



The research team find people to help.
They are people who use that language.
They know how to talk to

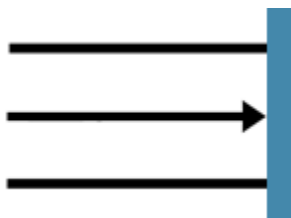
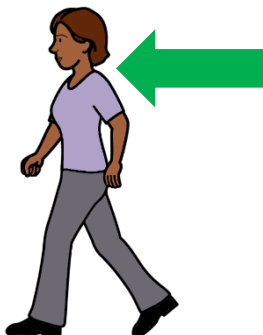
- Sione
- his family.

Sione trusts these people.

But



The group does **not** have a lot of money.
They can **not** pay the person who helps Sione.
The person leaves. It is hard to find new help.
Sione does **not** trust the new help.



This is the end of the stories.

Images

We can use the images from



- CHANGE www.changepeople.org
- PhotoSymbols
- The Noun Project
- Tobii-Dynavox.



We can use the logo. Section 113F of the Copyright Act 1968 says we can do it



This is based on information from the NDRP What to expect from the Evidence to Action Event. Breakout session 24 July 2025.



Access Easy English wrote the Easy English.
July 2025.