**Paty Paliokosta and Theresa Nash - Kingston University and St. George's, University of London**

**Fighting for our Rights’ project (2016-2018),** was a Heritage Lottery funded collaboration between a local charity for independent living, two social enterprises, two university departments (School of Nursing and School of Education) and a local special school. It collected and shared stories from people involved in Disability Rights Movement (DRM) from 1960s to 1990s within the local community in order to inspire future generations of care professionals and teachers in working with people with disabilities.

The aim was to improve awareness, knowledge and understanding of student nurses and teachers about disability and inclusion in their developing professionalism in HE and beyond. This would be facilitated by learning about local disabled people’s activism, by finding out about independent living and by embedding information in the given HE modules through collaborative work and co-production, while building relationships with people with disabilities and the wider community.

*Theory*

Freire (1972); Giroux, (1988), Bell Hooks (1994) on critical pedagogy in schooling and higher education; advocacy and civil rights education.

*Outputs*

• Permanent digital record of the DRM (website available with complete lesson plans;

• Drama production with local children;

• Displays at Museum, Heritage Centre and 4 local libraries;

• Resource Pack for Educators (KS2): 13 cross-curricular lesson-plans inspired by the life-narratives made by student-teachers.

*Outcomes*

• Inter-professional partnerships;

• Involvement of students-teachers in a real life project and co-production of curricula;

• Making professional teacher standards more meaningful by linking with a local, civic project;

*Initial impact*

• Awareness within the community;

• Improved awareness in student population;

• Improvements on teaching and learning strategy for Education and Nursing students due to civic engagement in terms of input and outputs; co-production.

*Ways forward*

We will continue to address culturally entrenched values and norms of what HE curricula look like through partnerships with the community and practice sectors with impact on resources and infrastructure.