Activism in a troubled world: auto/biographical and narrative perspectives on struggles for the good and beautiful

Title: Creativity, justice and voice in higher education and local communities – within the frames of New Public Management.

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In this abstract/and further into a paper, we will try to say something about the two (research) projects we're connected to - and look upon differences and similarities, in educational and methodological approaches. Is it possible to make a better world (!) doing good-thinking-projects without politics for real/concrete changes? NPM creates injustice, huge differences and our politicians speaks with a forked tongue when it comes to building power and strong voices of, and from, our communities. To what extent does this affect today's academics? And how goes this along with our work on life histories within communities? Can we make some changes both inside and outside of our universities with our ‘rich and thick’ descriptions?

Here we borrow one question from Hazel Reid from LHBN/Copenhagen in 2017: How do we manage our position to escape the arid arguments around objectivity and subjectivity, asking if reflexivity offers a sufficient defence against issues (of different kind) of power related to changes? Here we will like to add:

How is it possible as academics to both be activists, concerned about political issues in our local communities, to a national extent and worldwide – and be researches within our universities?

Our presentation is from two perspectives: Historically and temporally.

The historical part – our beautiful nature:

- Development of our huge river Alta-Kautokeino for raising energy – and the resistance from both the native Sami population, local communities, skilled and unskilled people, nationally and internationally academics, UN etc.
- The resistance against nuclear power industry locally (presented at ESREA/LHBN in 2015)

The contemporary – our strength to make the good and the best for health and communities worldwide:

- Bømlo – the Norwegian West Coast Example
- Partnership between public schools and the teacher education
- Wind power plant planned and already built several places in our mountains and vulnerable nature
We will like to continue our discussions from ESREA/LHBN in Copenhagen 2017: The discourse of New Public Management in a Nordic context. We are interested in how our research on narratives and life-stories, by capturing the views of the professionals, can contribute to make a better health care and education system and challenge the top-down regulation and sensorship of professional assessment and discretion.

Can narratives and storytelling strengthen care, education within both public schools and universities, for sustainability and peace in our troubled world?

**Keywords:** activism, social justice, values, adult education, academics

**References:**
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