Citizen involvement in climate projects  
A critical discourse analysis of texts from three green cities





Master Thesis  
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# Introduction

In recent years the public awareness of climate change has been raised and caused the climate to be a tope issue for many people. The climate issue has gone from being a somewhat low level priority to a top priority for most of the countries in the world. Moreover, climate change not only takes up the time of the top leaders of the world, it has also become an important issue for the public. The debate of climate change has gained strength from movies, expert statements etc. However, the debate has many views, as an example, on one hand the former Vice President of the United States Al Gore’s movie ‘*An inconvenient truth’* raised the question of how the world would survive, if action was not taken and that action must be taken immediately, and on the other hand, the Danish scientist Bjørn Lomborg represents a calmer approach to the climate debate. Lomborg acknowledges the fact that climate change does occur but it should not be favored over e.g. AIDS problems or malnutrition in the third world.[[1]](#footnote-1) Although there are different views on the importance of the climate change, the common denominator is that both ‘sides’ acknowledges that action needs to be taken in order to reduce the climate change. However, the difference is that one side advocate for immediate action and gives climate change top priority and the other side calls for composure and does not give climate change priority over other problems in the world.

These voices of contestation have dominated the scene in recent years, but there is no doubt that the climate debate has gained impetus over the past five years. The ongoing climate debate occurs not only on a national political level but also on the local political level and public levels. At the local level, several cities around the world have taken action to prevent climate change by for instance reducing their CO2 emission. One of the first cities to declare itself ‘climate-friendly’ was the town of Totness in the UK. Totness is a small town with around 8000 inhabitants located in the South Hams district of Devon in the South Western part of England[[2]](#footnote-2). The project Totness has started is called Transition Town Totness (TTT)[[3]](#footnote-3) and the main aim in this project is to produce and begin to implement an *Energy Descent Action Plan* (EDAP) which is a plan that the town can follow in order to safely transition from its present fossil-fuel dependency to oil-independence and enhanced local resilience[[4]](#footnote-4). In order to implement this plan TTT has involved the citizens by directly calling on them to take action and participate in activities that are a part of the transition process. TTT may be seen as pioneers within the field of preventing climate change and more and more cities around the world follow suit and enter into the battle against climate change. Several municipalities in Denmark have, like Totness, taken action to prevent climate change. By February 2010 58 municipalities in Denmark had declared themselves *Climate Municipalities* and thereby committing themselves to reducing their CO2 emission over the next years[[5]](#footnote-5).

In general, it is important to have the support of the citizens if the cities should ever fulfill the climate commitments they have entered into. In this area, TTT may also be seen as pioneers as the project has been able to involve the citizens actively in the transition process. However, one cannot help but wonder whether it is possible to involve the citizens of the Danish municipalities in such a wide extent as in Totness.

This leads to the main question of this thesis:

**To which extent does the communication from the transition towns reflect a wish for public engagement and in what way does the communication express a wish for the citizens to be an active part of the transition process?**

In order to answer the research question above, it would be necessary to narrow the field. My point of departure will be the communication from the transition town Totness to the local citizens. With this starting point I will compare the communication from the Danish Energy city Frederikshavn to its citizens as well as the communication from the green city of Ballerup to its citizens with the communication from Totness. I have chosen Frederikshavn and Ballerup because the two municipalities have a high degree of transition projects that directly as well as indirectly involves the citizens. The two cities are ‘climate municipalities’ that have taken different initiatives to achieve their goals. For Frederikshavn a goal is by the year 2015 to be 100 per cent CO2 free and in stead rely on renewable energy[[6]](#footnote-6) and for Ballerup the goal is by 2012 to reduce the CO2 emission with 25 per cent[[7]](#footnote-7). In order to obtain these goals, both the municipalities of the cities have taken measures that actively involve its citizens, both children and adults. By comparing the communication from these cities, Frederikshavn, Ballerup to the communication from Totness, I wish to examine the concepts citizenship, citizen involvement and public engagement with the purpose of assessing how the three cities communicate with the citizens and moreover, to investigate how and if they express a wish for citizen involvement. In order to do so I will define the meaning of the concept citizen participation versus citizen involvement as these concepts are important for the way the communication from the transition towns is formulated.

## 1.2 Delimitation

There is no question to the fact that involving the citizens of the society is important in order to fight climate change. There are many ways of appealing to the citizens and there are many ways in which organisations view the role of the citizens in the process of adapting to and fighting climate change. However, there are many ways to fight and adapt climate change and cities around the world have founded organisations and initiated projects in order to deal with climate change. As climate change is a worldwide phenomenon it has different impact depending on where in the world it occurs. Thus it is impossible to analyse how and to what extent all organisations around the world appeal to the citizens to get involved in different climate projects so in order to make the case more manageable for me to analyse, I have chosen to delimitate the subject and select communication from three cities, two Danish cities and one city in the United Kingdom and only include what I believe are the most important aspects in order to find out whether and how the three cities express a wish for citizen involvement.

Furthermore, as one of the cities is not Danish, there may be cultural aspects that differ from those of the Danish cities. However, it is beyond the scope of this thesis to analyse the cultural differences between Denmark and the United Kingdom, as it would be a project in itself.

## 1.3 Theoretical considerations

Taking the above-mentioned question as my starting point, I have combined elements of Critical Discourse analysis, Appraisal theory and citizen involvement which I find to be the most relevant when answering my statement of problem. The selection of the analytical tools is based on theoretical considerations which are briefly outlined in this chapter.

The first chapter after these theoretical considerations provides a short overview of the climate goals for the three cities as well as a short introduction to the cities. The purpose of this chapter is to give the reader a brief outline of the cities’ climate goals, because I find it relevant to introduce the cities in question.

In the project, chapter two deals with the considerations concerning the collection and use of empirical data. As this project is largely based on these data, I find it important to include a chapter of the considerations connected to the analytical approach. The chapter includes a brief description of the hermeneutical approach in order to take into account that I cannot be completely objective when analysing, as I am influenced by my own subjective opinion. In this connection I find it important to mention that my empirical material, texts from the three green cities, is also expressions of the organisations’ subjective attitudes.

The third chapter contains the theories which I am going to use and provide me with a foundation for the analysis which I am going use to answer the statement of problem. The chapter is divided into three parts in which one provides an overall insight into the elements of the communication (Critical Discourse Analysis). Another theory deals with Appraisal and the third theory is a discussion and definition of citizen involvement and citizen participation as well as the public and private spheres (Citizen Involvement).

In chapter four, I am going to introduce the Critical Discourse Analysis. This model was developed by Norman Fairclough, who served as professor at the University of Lancaster, where he researched and taught within fields such as critical discourse analysis, language and power, social research etc. I have chosen to include this model because I find it important to find out how the communication from the three green cities are affected by the surrounding world, and moreover, reveal the ‘true’ content of the communication from the three green cities and how this fits in the overall perspective. Critical Discourse Analysis is by some considered to be a Western-ethnocentric analytical approach which means that the results are bound to fit Western ideals. This means that some claim that the theory cannot be used to analyse communication from e.g. China as the ideals of the Chinese culture are different from those of the Western culture. However, this is merely a discussion and who is right and who is wrong is not for me to determine. I have chosen to use the framework of Critical Discourse Analysis because the object of my analysis is communication from three European countries and furthermore, because I do see any constraint of the theory as the object of the analysis originates in the Western World.

In chapter five the system of Appraisal is introduced. Appraisal is useful for investigating how a certain topic is presented in a text. The system will be outlined according to its purpose in this thesis. The system was developed over a period of 15 years by a group of researchers led by Professor James Martin of the University of Sydney, and the theory can be seen as a development of Systemic Functional Lingvistic-founder Michael Halliday’s work[[8]](#footnote-8). The purpose of including a description of the system in the thesis is to elaborate further on how the three cities appeals to the citizens. Moreover, it is used to reveal how the three green cities project themselves and their projects in the eyes of the readers. Having read the communication, I have drawn up tables of the use of the different categories of Appraisal in order to select the categories that I want to investigate and to create an overview of the texts to reveal a deeper layer in the communication. The categories that are most frequently used are the categories that I want to include in the thesis. The categories of the Appraisal system may be criticised for being too loosely defined, meaning that it is possible to interpret statements differently according to subjective interpretation. However, it is still a useful tool for analysing the communication and reveal that the communication contains ambiguous layers.

In chapter six the concept of Citizen Involvement is introduced. Moreover, this chapter also contains an introduction to Jürgen Habermas’ theory of the private and public sphere as I consider this relevant when discussing and establishing the meaning of citizen involvement. The reason why, I have included Habermas’ spheres is because it proves useful when analysing the communication from the three green cities as the communication may have elements in the language that stem from the citizens and not the organisation and this says something about the way the green cities appeal to the citizens.

In the analysis chapter seven I am going to make use of the theoretical tools I have composed in my theory in order to provide an answer to the statement of problem. The analysis is divided into three parts, one which is concerned with Appraisal, one which centres on the different features of the language used in the communication and moreover, investigates the power structure in the communication, and one which discusses the citizen involvement expressed in the communication.

In the first part of the analysis I am going to analyse the communication by drawing out examples from the communication from the three green cities and analyse these by means of Appraisal. I am going to provide an overview of the content of the texts to see what linguistic features that are used to express citizen involvement. The communication is retrieved from the web pages of the three cities. It is selected with the focal point on finding communication that is directed at the citizens of the three green cities.

# Transition Town Totnes

As a response to the peak of oil[[9]](#footnote-9) development, the Transition Town Totnes was initiated among the citizens living in the town and the surrounding areas[[10]](#footnote-10). The way in which Transition Town Totnes works can be characterized as being project oriented as the organisation initiates projects in the town and surrounding area in order to meet the goals. The goals for Transition Town Totnes are:

1. To explore and follow pathways and practical actions that will reduce carbon emissions and dependence on fossil fuels.
2. Strengthen the town’s ability to be self reliant in terms of food, energy, employment, and economics[[11]](#footnote-11).

This implies that the goals for Transition Town Totnes are set by citizens and appeals to citizens. However, it should be noted that Transition Town Totnes has become organized in the form of an organization.

## 2.1 The green city of Ballerup

The municipality of Ballerup is a part of an environmental collaboration between 7 Danish municipalities. The vision for this collaboration is to create a sustainable society where the municipalities participate actively in improving the environment through binding collaboration and political leadership[[12]](#footnote-12).

The main goals for the municipality of Ballerup are:

1. Reduce CO2 emission with 25 per cent by 2015 from the 2006 level
2. Reduce CO2 emission from municipal institutions with 2 per cent a year until 2015

It is important to note that the two goals are aimed at two poles in society. The first goal covers everything in society which is not run by the municipality that means the citizens, the private sector etc. The second goal is aimed at the municipal institutions and refers to public schools, public apartment houses etc.

The overall purpose of setting these goals is to reduce the CO2 emission so the municipality becomes CO2 neutral. Furthermore, the municipality works towards saving energy and increase the use of sustainable energy. Moreover, one of the goals is to create a society which is adapted to the climate. This means that Ballerup wishes to reduce climate change and adapt to the climate as it is right now.

## 2.2 The green city of Frederikshavn

Participants in the energy Camp 06 appointed Frederikshavn to be an example of an Energy city where the energy supply in 2009 would be 50 per cent sustainable energy and by 2015 be 100 per cent supplied by sustainable energy[[13]](#footnote-13). The reason for pointing at Frederikshavn was that the city was of proper size and had the requested features that would make the city optimal as an example of a green city[[14]](#footnote-14).

Frederikshavn is to be viewed as an example of how cities are able to transform the entire energy supply from non-renewable to renewable energy. Furthermore, a part from being an example, Frederikshavn will play host to different projects that develops, tests, and demonstrates energy technology with the purpose of showing the world that by developing and combining different types of energy technologies a city is able to rely on renewable energy.

In order to fulfill the vision public and private companies will have to invest in new technologies and plants. The investments would have to be able to pay for themselves meaning that the investments must not affect the economy or environment in a negative way. This means that the vision must be executed with respect to market conditions and the environment[[15]](#footnote-15). Moreover, because the vision will have an impact on the citizens’ daily life, the vision must be realized with respect to the citizens.

### 2.2.1 Frederikshavn’s climate goals

The goals for Frederikshavn’s climate plan can be narrowed down to two:

1. Before 2015 the city’s electricity, heating and transportation should relying 100 per cent sustainable energy
2. Create jobs[[16]](#footnote-16)

It is important to keep in mind the goals for Frederikshavn as these are the guide for the way the city acts.

# Hermeneutics

In this thesis my aim is to try to determine how three green cities express a wish for citizen involvement in their communication to citizens. Thus, I work on the theory of hermeneutics, which can be characterised as being “*the development and study of theories of the interpretation and understanding of texts*.”[[17]](#footnote-17) The hermeneutical approach is a humanistic science. The hermeneutical approach claims that the meaning or significance of a text, human action or a result of this action must be based on a general interpretation of a text.

Generally, my aim is to seek a more thorough understanding of human activity and the results of these activities. These two factors are important as they stem from humans who want and have an opinion about something[[18]](#footnote-18). Due to the fact that I analyse the texts thoroughly, my thesis has a qualitative approach and is within the field of social constructivism. The general purpose of the qualitative approach is to seek answers to how a specific event is understood and what deeper qualities it has. Furthermore, this approach is used to uncover the structure of the reality or system presented in a case. Both the qualitative approach and social constructivism see objectivity as being impossible as the individual interpretation and understanding of the world is rooted in the assumptions embedded in the perspective of the individual.[[19]](#footnote-19) It may therefore prove to be a problem when analysing, because I may interpret what has been written differently from what was intended, which is also important to bear in mind, when reading the analysis.

Thus, I work on the basis of the idea that any human activity is of an intentional character. This means that each activity is directed towards something, meaning that having an opinion means having an opinion about something. This also applies for feeling, wanting, acting, talking etc., when humans do these things, they are directed towards something[[20]](#footnote-20). The way we understand the world, is partially based on the idea that each manifestation of life, each thought and feeling, each action and the result of this are all enveloped in and dependent on super-individual shapes which by Dilthey[[21]](#footnote-21) are referred to as *the objective spirit*. The objective spirit stems from our way of living, morals, government, religion, art, philosophy, science and law, all created by society[[22]](#footnote-22). This means that we understand things on the basis of man-made planning, systems and value determination which members in a society have in common as they are taught this from birth[[23]](#footnote-23).

On the one hand, our understanding is attached to the relevant concrete objective and on the other hand, our understanding is attached to the context in which the action or expression takes place. What we then must bear in mind is that the interpretation of a text must be done by distinguishing between our interpretation of the writer’s intention and the already determined meaning of the words used combined with the meaning of the text[[24]](#footnote-24).

My interpretation of the texts is characterised by constantly moving to a higher level. This process may also be known as the *hermeneutical circle[[25]](#footnote-25)*. In the beginning of the texts, my immediate interpretation and understanding form the basis of a general idea of what the general theme of the texts is. This general idea contains expectations of what is to come when continuing reading however, if these expectations are not fulfilled, the general idea is revised and I create a new idea containing new expectations. This process continues until the text is interpreted and understood. The interpretation of a text may be characterised as a hypothetical-deductive process where a general idea of the text is created by the reader, and this idea is throughout the reading, tested to either be confirmed or disclaimed in compliance with the details in the text[[26]](#footnote-26). Basically, the ‘jumping’ between the general understanding of a text and the understanding of parts of the text could be seen more as a spiral rather than a circle as I do not move from new and unexpected parts of a text back to the original text entity, but rather to a general idea on a higher, more revised and enriched level.

One of the largest constraints when carrying out a qualitative analysis is the fact that it is difficult to disregard personal attitudes and opinions. Therefore, I have been aware of not including my own opinion when analysing, and I have remained critical in my approach to the analysis.

# Critical discourse analysis

In this section, I will outline Norman Fairclough’s three dimensional model for critical discourse analysis (CDA). Furthermore, I am going to describe the idea and the way of thinking which form the base of the critical discourse analysis. Moreover, I am going to explain the thoughts behind discourse analysis. I have chosen to use Fairclough’s three dimensional model because it can be used to analyse the greater aspect in which a text exists and is created. The model may be characterised as being timeless and it does not depend on a specific culture. This is however a statement which may be discussed. The Chinese researcher Shi Xu claims that CDA is a ethnocentric research method. He claims that the data studied within the framework of CDA is predestined to be proven wrong, bad and false. Moreover, Shi Xu claims that CDA ignores and denies local-cultural-historical definitions, claims or explanations. Additionally, he states that the purpose of seeking out of linguistic forms by means of CDA is to prove and confirm preconceived Western world definitions and judgements of non-Western topics and situations[[27]](#footnote-27). However, as the subject in question in this thesis takes place in the Western world, Denmark and United Kingdom, more specifically, I do not see any reason why I should not be able to use CDA as an overall frame theory. The fact that focus is not only on the text itself, but also on the surrounding world in which the text is produced, is the main reason why I find Fairclough’s theory very relevant as an overall frame-theory for my thesis. However, in order to be able to perform critical discourse analysis, it is important to explain the philosophy which provides the background for discourse analysis, and more importantly Fairclough’s critical discourse analysis and his three dimensional model..

Before actually doing critical discourse analysis it important to determine how discourse may be understood. The two Danish linguists Marianne Jørgensen and Louise Phillips define discourse as a certain way of talking and understanding the world or a part of the world[[28]](#footnote-28). Fairclough’s definition of discourse derives from linguistic philosophy and linguistic pragmatism. However, he differs from these by having focus on the general social practice rather than the individual[[29]](#footnote-29). Jørgensen and Phillips describe five characteristics which are fundamental for Fairclough’s critical discourse analysis as well as for other discourse theorists. In the following, I am going to outline these five characteristics:

1. The first characteristic is that social and cultural processes and structures have a partial linguistic-discursive feature. This means that the receiver or sender of a text reacts to the text through a discursive practice which according to Jørgensen and Phillips is an important form of social practice[[30]](#footnote-30). According to Fairclough his use of the term *discourse* refers to the use of the language as a type of social practice rather than a strictly individual practice or a reflection of situational variables. This implies that discourse is a way of acting, a frame within which people are able to act according to the world and especially according to each other, and furthermore, also a way of representing the world[[31]](#footnote-31). Furthermore, according to Fairclough there is a dialectical relationship between discourse and social structures and more generally between social practices and social structures. Discourse is created and limited by social structures in the broadest sense and in all levels:

* By class and other social relations on societal level
* By relations which are specific to specific institutions such as judicial systems or education
* By classification systems[[32]](#footnote-32)
* By different norms and conventions, both discursive and non-discursive types[[33]](#footnote-33)

Discursive actions vary in the degree of structural determination according to the specific social territory or the institutional frames in which these take place. This means that social practice constitutes the social world as well as the social identities and relations. The way in which these are constituted is by means of ideologies which influence the individual and vice versa. The ideologies make individuals go to other individuals which share the same ideology thus creating ideological groupings in society which through their ideological convictions will make an attempt to be the dominating ideology in society. This means that ideologies in society are fighting constantly to become the dominating ideology and thereby obtain hegemony. In this way, social practice contributes to the changing and reproduction of the social and cultural world with special reference to power relations[[34]](#footnote-34).

1. The second characteristic is that discourse both constitutes and is constituted. According to Fairclough, discourse both **constitutes** and **is constituted** by the social practice of people[[35]](#footnote-35). Discourse is a part of the creation of all the social structures which directly or indirectly create or restrict the discourse, the norms, relations, identities and institutions that relates to the discourse. Discourse does not merely represent the world; it also adds meaning, constitutes and creates the world[[36]](#footnote-36).
2. The third characteristic Jørgensen and Phillips mention is that usage of language should be analysed empirically in the social context. This means that a certain way of using language should be analysed with point of departure in the social context in which it has its origin.
3. The fourth characteristic is that discourse works ideologically, the discursive practice contributing to the creation and re-creation of uneven power relations.
4. The fifth and final characteristic is that critical discourse analysis is based on critical research[[37]](#footnote-37). This refers to the fact that there are many approaches to critical discourse analysis and therefore also important differences between the viewpoints of the theorists.

In Fairclough’s view, critical discourse analysis is not politically neutral but is rather a tool to defend the oppressed social groups. One of the purposes of critical discourse analysis is to analyse how and why the uneven power balance is being maintained. Furthermore, critical discourse analysis aims at increasing the reflection on the uneven power relations, and also on how different ideologies fight for recognition and domination in society[[38]](#footnote-38).

According to Fairclough, discourse has creative effects on various areas but more specifically, discourse has a ‘creative’ effect on three special areas. For the sake of clarity, I have chosen to list the three main areas discourse has an effect on in the following. Discourse:

1. - Contributes to the creation of social identities
2. –Contributes to the creation of social relations between people
3. – Contributes to the creation of systems of meanings[[39]](#footnote-39)

These three areas are what constitute the three language functions and dimensions of meaning which co-exist and interact in discourse. Fairclough refers to the three areas as ‘identity function’, ‘relational function’, and ‘ideational function’ where ‘identity’ covers the ways in which social identities are created in discourses[[40]](#footnote-40). The ‘relational function’ refers to how social relations between discourse members are negotiated and organised and finally, the ‘ideational function’ deals with the way texts add meaning to the world, its processes, units, and relations. The three functions are always present in discourse.

## 4.1 Systemic functional grammar and critical discourse analysis

Fairclough’s critical discourse analysis contains elements from systemic functional grammar (SFL). The founder of systemic functional grammar, Michael Halliday’s represents a functional approach to language. The functional approach emphasises the multi functionality of texts. SFL claims that texts simultaneously have ‘ideational’, ‘interpersonal’, and ‘textual’ functions[[41]](#footnote-41). This means that texts not only represent aspects of the physical, social, and mental world, it enacts social relations between participants in social events as well as the attitudes, desires, and values of these participants. Furthermore, texts coherently and cohesively connect parts of the text together and they connect texts with their situational contexts. However, Halliday interprets language as a resource for people to create meaning, and the language is to be viewed as a network of relations. Halliday works with three meta-functions, *the ideational meta-function*, which deals with people’s representation of the world, *the interpersonal meta-function* which refers to the relation between sender and receiver, and finally *the textual meta-function* which deals with how different parts of the language can be combined and creates texts[[42]](#footnote-42). Halliday’s focus on language is that it has developed in a way that has created specific linguistic systems connected to the three meta-functions. Fairclough has a somewhat different view on texts. Fairclough views texts in accordance with the distinction between genres, discourses, and styles. These three ways are the main ways in which discourse figures as a part of social practice, ways of acting, ways of representing, and ways of being. This means that Fairclough’s focus is on the relationship of the text to the event in question, to the wider physical and social world, and to the persons involved in the event. This implies that the difference between the SFL approach to language and Fairclough’s approach to language is that SFL refers to functions whereas Fairclough refers to meanings. Like Halliday, Faiclough has tripartite elements he works with, but he, unlike Halliday, refers to these as meanings. The three main types of meaning Fairclough works with are:

1. Action
2. Representation
3. Identification[[43]](#footnote-43)

When comparing the SFL meta-functions to Fairclough’s meanings, respectively, Fairclough’s ‘Action’ is what is closest to Halliday’s ‘interpersonal function’, and ‘Representation’ is similar to Halliday’s ‘ideational function’. It is noticeable that Halliday does not, like Fairclough, have a separate function for ‘Identification’, but he rather includes this in the ‘interpersonal function’. Moreover, it Fairclough does not distinguish a separate ‘textual function’ as he incorporates this in ‘Action’. Halliday defines ‘textual function’ which deals with how types of information are emphasised or toned down, respectively, taken as a given or presented as something new, are selected to be either a *topic* or a *theme* and moreover, how a part of a text is linked with previous and future parts of the text as well as with the social situation outside the text.

## 4.2 Discourse and society

Discourse contributes to the re-creation of society. This means that the social identities, systems of meaning, and social relations which all are a part of society are re-created according to the changes which occur in society. It is important to view the relation between discourse and social structure as dialectical as this dialectical relation functions as a corrective to an excessive focus on the structures as being determinative for the discourse, hereunder the codes, norms and conventions of the discourse as well as the non-discursive structures. This view on the relation between social structure and discourse presents an ambiguity as discourse shows an ability to refer to conventional structures which form the basis of actual discursive events as well as to the actual events. The dialectical perspective on discourse and social structure views discursive practice and discursive events as always contesting, the social structures which only manifest a temporary maintenance[[44]](#footnote-44). Social practice occurs in many different contexts; economic, political, cultural, and ideological contexts and discourse can be a part of all of these without any of the contexts being reduced to discourse. As an example, there are many ways in which discourse can be a way of expression in environmental practice in which discourse in different degrees has a constituting effect on environmental practices which basically are considered to be non-discursive e.g. introducing electric public transportation[[45]](#footnote-45). However, there are also environmental practices which may be considered discursive e.g. journalism etc.

Furthermore, according to the French sociologist, Pierre Bourdieu, the socio-linguistic order of society may roughly be compared to the structure of a market in which texts are produced, distributed and consumed like goods[[46]](#footnote-46). However, the focus for my part will be on discourse as a type of political and ideological practice which establishes, sticks to, and changes power relations and the collective sizes hereunder, classes, alliances, societies, and groups between which power relations are negotiated. Discourse as an ideological practice constitutes, naturalises, maintains, and changes existing power relations.

Fariclough states that the different types of discourse within different social areas or institutional frames may be politically or ideologically *invested.* This means that different types of discourse also can be *invested* or *re-invested* in different ways.

## 4.3 Discursive practice

Generally, discursive practice is a social practice that shapes the social world as social practice views actions in terms of a dual perspective. On the one hand, actions are concrete, individual, and context bound but on the other hand, the actions are at the same time institutionalised, and socially fixed. Due to this the actions may have a tendency to move towards regularity[[47]](#footnote-47). As stated, Fairclough views discourse as text, talk, and other semiotic systems as e.g. gestures and furthermore, he keeps this separated from other social dimensions of social practice. Moreover, the discursive practice is characterised as being especially discursive because of language. The discursive practice is manifested in linguistic form, by Fairclough referred to as *text* which covers both oral utterances and written language[[48]](#footnote-48). This means that Fairclough’s concept of discursive practice in a way is divided into dimensions which together contribute to the concept. Social practice is one dimension of a discursive event, the text is another dimension and finally discourse as a particular discursive practice is the third dimension. In order not to confuse the discursive practice with social practice it is important to distinguish the two from each other. Social practice can be, but not always, constituted solely by discursive practice as discursive practice may be supplemented by non-discursive practice as a part of social practice. The analysis of a particular discourse as a discursive practice has focus on processes such as production of text, distribution, and interpretation[[49]](#footnote-49):

DISCURSIVE PRACTICE

DISCURSIVE PRACTICE

(production, distribution, interpretation)

SOCIAL PRACTICE

TEXT

(Fig. 1) Fairclough’s three-dimensional critical discourse analysis model.

In this model, all three dimensions are put together in order to show how the dimensions are in a dialectical relationship. All of these processes are of a social character and have a reference to the specific economic, politic, and institutional frames in which discourse is generated. The production and interpretation is of socio-cognitive character because they involve cognitive production and interpretation processes which are based on internalised social structures and conventions. However, it should be mentioned that the model above may be considered simplistic. The discursive practice is a complex process as there are features from social practice in the discursive practice and this indicates that the model should be more open and represent the complex yet obvious relationship between social practice and discursive practice:

TEXT

DISCURSIVE PRACTICE

SOCIAL PRACTICE

The interrelation between social and discursive practice is illustrated in the model above. The fact that Fairclough, in his description of discursive practice, express that discursive practice can be interpreted as a type of social practice is not illustrated in his original model. As there is no distinct line which separates social practice from discursive practice, the original model may not be sufficient when illustrating the complexity of the discursive practice. By opening up the lines between social practice and discursive practice, the model illustrates how social practice affects discursive practice. Discursive practice is according to Fairclough an element in the text production which articulates a combination of different features. The features which constitute this combination are among others features which stem from the reason for writing a text, features from the final result meaning the final text. The reason for writing a text has its origin in the social practice as it is mostly circumstances in the social world which can initiate production of a text.

In order to be able to explain the socio-cognitive processes it is important to specify which orders of discourse that are used and how they are used: this can be analysed by looking at the production and interpretation of a text. The purpose of the discursive practice is to be able to locate explanatory connections between the ways texts are composed and interpreted, how texts are produced, distributed, and interpreted in the broader sense in proportion to its connection to the social structures and battles surrounding it[[50]](#footnote-50). In order to be able to locate the production and interpretation process, it may be beneficial to investigate the *intertextuality* of the text. The discourse and discursive practice is viewed as one dimension of every social practice in a dialectical relationship with other moments of social practice. Unlike Fairclough, other discourse theorists like Laclau and Mouffe view discourse as entirely constituting and there is no dialectic relationship between a discourse and something else, discourse is utterly constitutive of the world.

It is important to underline that there is a grammatical aspect of Fairclough’s critical discourse analysis theory. When it comes to the grammatical aspect, Fairclough states that the meaning of a text is divided into two elements, the element of interpretation meaning the way a text is interpreted by the receiver and the second element is the meaning potential which refers to what meaning or meanings a text may have. The meaning potential of a text is heterogenic meaning a cluster of different, overlapping, and sometimes opposite units of meaning. This causes texts to be ambivalent and open to many different types of interpretation[[51]](#footnote-51). According to Fairclough, the interpreters reduce the potential ambivalence by adding a specific meaning or a small set of alternative meanings to the text. Fairclough uses four aspects when he refers to text analysis: ‘vocabulary/choice of word’, ‘grammar’, ‘cohesion’, and ‘text structure’[[52]](#footnote-52). Choice of words deals with the selection of individual words, grammar deals with the way the words are put together into subordinate clauses and main clauses, cohesion refers to how subordinate clauses and main clauses are connected, and finally, text structure deals with more overall organising qualities in texts[[53]](#footnote-53). Moreover, it may be interesting to look at three other aspects Fairclough mentions. These three aspects are: the power of statements which means what types of actions of speech the text presents e.g. promises, requests, threats etc. The coherence in the texts, and finally, the intertextuality in texts are the two other aspects Fairclough mentions in relation to the grammatical aspect of the critical discourse analysis. Intertextuality is basically a term Fairclough uses about the fact that texts generally consist of parts from other texts. The intertextuality can be explicit or implicit in a text. Furthermore, a text can relate assimilating, contradictory, ironically etc. to the other text that is merged into the main text[[54]](#footnote-54). The intertextuality is important as this element reveals how texts articulate other texts and conventions.

I have chosen to use the theory of Appraisal for analysing the grammatical aspect of the critical discourse analysis. As I find the theory of Appraisal useful for the purpose as it deals with meanings of words as well as with systems of words, and the other aspects Fairclough uses in his critical discourse analysis although in another way. The theory of Appraisal is going to be introduced in the following section.

Discourse is constitutive Dialectical relationship Discourse is constituted

Critical discourse analysis

Laclau and Mouffe’s Discursive psychology (Foucault) (Althusser)

Discourse theory (Gramsci) (Historical materialism)

(Fig. 2*“The role of discourse in the constitution of the world”)[[55]](#footnote-55)*

This model developed by Jørgensen and Phillips illustrates how different theorists within the field of discourse analysis view the role of discourse. Some claim that discourse only is constituting, others believe that discourse only is constituted and in the middle we find critical discourse analysis which claim that discourse is both constituting but also constituted i.e. there is a dialectic relationship between discursive practice and social practice.

# 5. Appraisal systems

In this chapter I am going to describe the Appraisal system which I will use in the main analysis to find out how TTT and the green cities express a wish for public engagement. Appraisal systems have many functions and they can for example be used when investigating how a certain topic is presented in a text and furthermore, it can be used to investigate whether a text encourages the reader to take action or if the text is ‘simply’ narrative.

Appraisal is “*an approach to exploring, describing and explaining the way language is used to evaluate, to adopt stances, to construct textual personas and to manage interpersonal positionings and relationships*[[56]](#footnote-56)”. Therefore, Appraisal is useful when analysing e.g. an article or the communication from one party to another where it is interesting to look at the words the writer uses to describe the subject in question or formulates the text in order to obtain public engagement. Appraisal can be expressed explicitly and implicitly, which in theoretical terms are called inscribed and evoked[[57]](#footnote-57). This means that the writer can choose to make his or her stance clear or to hide his or her attitude, which then makes it up to the reader to interpret the text. Within the area of Appraisal there are 3 subcategories, which are *Attitude, Graduation* and *Engagement.[[58]](#footnote-58)*

ENGAGEMENT

AFFECT

JUDGEMENT

APPRECIATION

monogloss

heterogloss

ATTITUDE

GRADUATION

FORCE

FOCUS

raise

lower

sharpen

soften

A

P

P

R

A

I

S

A

L

Fig.3 [[59]](#footnote-59)

Figure 3 illustrates how Appraisal maps the different meanings available for interpreting Engagement, Attitude and Graduation.

## Attitude

Attitude is a system of meanings that involves three semantic regions which cover what is traditionally referred to as emotion, ethics, and aesthetics[[60]](#footnote-60). Attitude refers to the resources which are used to make either positive or negative evaluation and can be divided into 3 subcategories: *Affect, Judgement and Appreciation.* In a general sense the above-mentioned subcategories all determine feelings.

## 5.1 Affect

The emotive dimension of attitude is concerned with registering positive or negative feelings[[61]](#footnote-61). It is important to establish that Affect indicates how a speaker or writer is emotionally disposed to a person, thing, happening or state of affairs.[[62]](#footnote-62)

Firstly, it is essential to determine whether the affections referred to are either positive, i.e. whether the feelings are perceived as positive in a given culture, or, negative, i.e. whether the feelings are perceived as negative and thereby better avoided. Secondly, it is important to determine whether the feelings referred to involve behavioural process or mental processes, or if they are experienced as an ongoing mental state which is referred to as relational process.[[63]](#footnote-63) Thirdly, when dealing with Affect, it is important to determine whether the feelings are directed at a specific external agency, which in most cases is conscious, or as a general ongoing mood which is typically unconscious.

In addition, it is important to determine whether the feelings involve some kind of intention contrary to reaction. Do the feelings relate to the present (ongoing) or to the future (unrealised)? Finally, the subcategory, *Affect* divides feelings into three main sets:

* *In/security*
* *Dis/satisfaction*
* *Un/happiness[[64]](#footnote-64)*

The first category, in/security, deals with emotions of an *ecosocial well-being* character which covers fear, anxiety, confidence, trust etc. The second category, dis/satisfaction, covers the emotions that relate to *the pursuit of goals* and can be expressed as displeasure, curiosity, respect etc. The third and final category, un/happiness, deals with emotions that relate to the *affairs of the heart* and these are expressed as sadness, anger, happiness and love.[[65]](#footnote-65)

## 5.2 Judgement

Judgement is the language which criticises, praises, condemns or applauds behaviour, actions, sayings, beliefs etc. human individuals and groups.[[66]](#footnote-66) Judgement deals with feelings that are in congruent with the norms of behaviour in the specific culture. These norms of behaviour are codified in the specific culture as legality/illegality, morality/immorality orpoliteness**/**impoliteness.[[67]](#footnote-67) This means that the concept of Judgement can vary according to the prevailing cultural norms of behaviour of the place the writer or speaker comes from (lives). Similar to Affect, Judgement has on the one hand, a positive dimension, and, on the other hand a negative dimension when it comes to behaviour and furthermore, Judgement is divided into two subcategories,

* *Social esteem*
* *Social sanction[[68]](#footnote-68)*

The social esteem includes the opposite notions of admiration and criticism, and in most cases, social esteem is without legal implications, whereas social sanction includes different notions as praise and condemnation. As opposed to social esteem, the category of social sanction often has legal implications.

The Judgements of social esteem covers *normality*, which means that the analysis in this case would be based on the perception of how unusual someone is being. C*apacity*, in connection with Judgement would deal with the capacity of that/those person(s), and, finally, *tenacity*, deals with how determined the person(s) is. The Judgements of social sanction cover *veracity*, which means that the Judgement is based on how truthful someone is, and lastly, *propriety*, where the Judgement is based on a person’s integrity and ethical standards.[[69]](#footnote-69)

## 5.3 Appreciation

Appreciation is used when evaluating the aesthetic quality of semiotic texts, processes, and natural phenomena, and not so much human behaviour. However, human individuals can be appreciated when objectified, but not with direct focus on the correctness or incorrectness of the behaviour.[[70]](#footnote-70) The words used to express Appreciation include among others: beautiful, striking, ugly, remarkable, desirable, elegant etc.[[71]](#footnote-71) Appreciation can be referred to as the feeling in relations to norms about how products, performances, and naturally occurring phenomena are valued.[[72]](#footnote-72) Like it is the case with Affect and Judgement, Appreciation has a positive and negative dimension. Moreover, Appreciation covers three subcategories:

* *Reaction*
* *Composition*
* *Valuation[[73]](#footnote-73)*

In this case, reaction refers to finding out whether a specific text or ongoing progress captures the attention of a person, or has an emotional impact on the person. Secondly, composition deals with the perception of proportionality and complexity, balance and detail in texts and processes, and refers to the aesthetic view and understanding of how things are. Finally, Valuation deals with the assessment of the social importance of the specific text or process the person adds hereto.[[74]](#footnote-74)

## 5.4 Distinguishing attitude

In order to be able to distinguish between the different types of attitude because they often overlap it may be relevant to draw borders in order to distinguish between them. A way to do so could be to form certain grammatical frames. For Affect a useful frame could be: a relational attributive process with a conscious participant involving the verb *feel*. For Judgement a useful frame could be: a relational attributive process ascribing an attitude to some person’s behaviour. Finally, a useful frame for Appreciation could be: a mental process ascribing an attitude to a thing[[75]](#footnote-75). When using the Appraisal system it is important to establish the source and target of the evaluation. Generally, the source of Affect is conscious participants which include persons, human collectives as institutions. The behaviour of these conscious participants is target of Judgement, and finally, Appreciation targets things whether concrete or abstract, material or semiotic[[76]](#footnote-76).

## 5.5 Directly and indirectly inscribed evaluation

The system of evaluation becomes more complex as there are two ways of expressing meanings, a direct and an indirect way (invoked). The main focus on the evaluation in the section above has been on the directly inscribed evaluation. However, a restrictive focus on the directly inscribed evaluation may not be considered sufficient as the selection of ideational meanings may be, as opposed to directly inscribed, invoked. A text does not necessarily require attitudinal lexis that tell the reader how to feel in order to have the desired effect. If analysing the invoked evaluation is avoided, it could bring the suggestions that the ideational meaning is selected without regard to the attitudes it engenders and this may be considered undesirable as the meaning is lost[[77]](#footnote-77). However, by analysing the invoked evaluation there is a risk that an undesirable element of subjectivity could be introduced into the analysis. Due to this, it is important to make a distinction between individual and social subjectivity, between readers as idiosyncratic respondents and communities of readers positioned by specific variables of generation, gender, class, ethnicity, and in/capacity.[[78]](#footnote-78) Thus, specifying the reading position according to the variables is crucial when analysing invoked evaluation. Furthermore, it is crucial to specify whether the text in question is read compliantly, resistantly, or tactically[[79]](#footnote-79). Inscribed attitude launches and subsequently reinforces a prosody which directs readers in the evaluation of non-attitudinal ideational material under its scope. Moreover, the ideational meaning can not only invite but also provoke an attitudinal response in the readers.[[80]](#footnote-80)

## 5.6 Graduation

Graduation refers to the lexical items used when grading feelings, judgements and assessments. In other terms, Graduation is used when turning up or down the volume of the words. Graduation can be divided into two subcategories:

* Force
* Focus

### 5.6.1 Force

Force is to be understood as the grading of meanings from low to high intensity. *[[81]](#footnote-81)* Force includes meanings which have been labelled elsewhere and furthermore, includes intensifiers, down-toners, boosters, emphasisers, emphatics etc.[[82]](#footnote-82) The words used for Graduation evaluations could be adverbs such as *very, really, slightly, a bit, somewhat* and *quite. [[83]](#footnote-83)* More problematically, the principle of grading also applies to the meanings that act to measure quantity, extent, and proximity in time and space. This could be words like *small, large, a few, many, near, far* etc.[[84]](#footnote-84)

The principle of Graduation can be implemented explicitly through individual lexical items or implicitly through intensifying or toning down terms which already have an interpersonal meaning. It is important to stress that the principle of grading within Force fundamentally functions from values of Attitude in the sense that each particular attitudinal meaning represent a particular point along the scale of low to high intensity.[[85]](#footnote-85)

Different degrees of force can be found in texts, for instance ‘to like’ is strong, but ‘to love’ is stronger.

### 5.6.2 Focus

Focus on the other hand is to be understood as the grading of meanings as more or less precise or categorical. As with Force, Focus is also used to lower or raise the intensity of meanings, however, this is not done by turning the volume of the word up or down, but by sharpening or blurring the focus or, in other words, making the meaning of the word sharper or softer.[[86]](#footnote-86) In this way, meanings that, on their own, are non-gradable become gradable. This can for example be done by using hedging and vague language such as ‘kind of’ and ‘as good as’.

To understand the concept of Focus better, I have chosen to include some examples. The first one is a case of sharpening the meaning: *Lily is a* ***true*** *friend*. The word *true* grades the word friend and implies that Lily is part of a selected group. The second example is a case of blurring the meaning: *Lily is a* ***sort of*** *friend*. The words *sort of* also grade the word friend and make the line between friends and other people unclear.

## 5.7 Engagement

The concept of Engagement refers to the resources which speakers and writers use to negotiate positions and ‘enter into dialogue’ with both listeners and readers. Engagement can be divided into two subcategories:

* Monogloss
* Heterogloss

The two systems of Monogloss and Heterogloss draw on different resources in terms of grammatical realisation.[[87]](#footnote-87)

### 5.7.1 Monogloss

Engagement resources make it possible for a writer or speaker to take up a position whereby their readers or listeners are construed as sharing the same, single world view. As regards the Monoglossic attitude, the central grammatical structure that serves to background potential diversity of opinion is the positive declarative. [[88]](#footnote-88) To make the principle easier to understand, here is an example: *Francis Bacon was the author of the Tempest.[[89]](#footnote-89)* This example does not suggest that the statement could be questioned. It is presented as a fact, and implies that writer and reader has the same world view and knowledge. This positive declarative does not directly open up the proposition for negotiation.[[90]](#footnote-90)

### 5.7.2 Heterogloss

Engagement resources make it possible to adopt a stance which explicitly acknowledges diversity with its implication for conflict and struggle among diverse voices. Unlike the Monoglossic view, the Heteroglossic view signals that meanings are subject to negotiation by means of e.g. modal adjunct such as *maybe, probably* and modal finites such as *may, might*. This gives the utterance a degree of uncertainty and thereby does not rule out other options. To illustrate this, I present an example: *Francis Bacon probably was the author of the Tempest*.

Another important resource for expressing Heteroglossic attitudes is the attribution of views and judgements from others than the writer, an example of this could be: *They say Francis Bacon was the author of the Tempest.* [[91]](#footnote-91)

It is important to stress that the determination of ‘the Appraiser’ and ‘the Appraised’ is of great significance for the interpretation of the message expressed in e.g. a written text. The reason for this is that the culture in which ‘the Appraiser’ lives to some extent determines the view and the interpretation of the message. This means that a person that lives in e.g. Australia interprets a message differently than a person living in e.g. an Arabic culture. The culture forms the point of view of a person and in this way affects the way of e.g. making judgements on what is right or what is wrong in the specific culture. It is the norms and values in the specific culture that form the point of view and understanding of the world.

# Citizen involvement

## 6.1 Participatory democracy and citizen involvement

In order to be able to find out whether the communication from TTT and the Danish green cities expresses a wish for public engagement, it is important to explain the concepts of participatory democracy, local democracy and citizen involvement. In the following, I am going to explain the different concepts and furthermore, introduce a theory that may help me in providing solutions for the problem of this thesis.

To begin with, I find it important to define three instances regarding citizen involvement. The term word citizen involvement indicates that the perspective is a so-called top down perspective in which the government and authorities *let* the citizens participate. Citizen participation describes the opposite, a bottom up perspective which focuses on the citizens and their viewpoints[[92]](#footnote-92).

Local democracy and citizen involvement have become an issue in the Danish municipalities and regions, and the relationship between these concepts will be explained in what follows. Due to the recent municipal reform, the distance between the citizens and the local politicians and decision makers has become longer. Furthermore, the politicians and the officials of the local governments have come to realize that changes and development in society can no longer be made from the top but must involve the local citizens[[93]](#footnote-93). The role of the local politicians in municipalities and regions is to make decisions that affect the citizens’ lives; this could e.g. be decisions regarding renewal of the power supply from a combined power and heating station to wind energy or decisions regarding traffic planning. The decisions cover all aspects of society and may be perceived as technicalities by the politicians however, the decisions that they make are important to the citizens and affect their daily lives and quality of life.

The political system in a given country often consists of a government which governs on a national as well as international level but the political system also includes local ‘governments’. The local governments are what we in Denmark know as regions and municipalities. This means that the governmental power is a tripartite system:

1. National government
2. Regional government
3. Municipal government

The municipal government may also be known as a local government. To the citizens of the cities the government may appear to be abstract. Although the politicians in the national government are elected by the citizens in the country, the distance to them may seem enormous thus making it seem difficult for the citizens to feel that they are heard or participate actively and gain influence. Due to this, the local governments in the municipalities may appear to be the place where citizens are able to participate and have the biggest chance of gaining political influence. Participatory democracy and citizen involvement are very closely connected as the purpose is to give the citizens an opportunity to take an active part in societal decisions which affect their everyday lives[[94]](#footnote-94).

## 6.2 Citizen involvement and citizen participation

Citizen involvement and participation stem from participatory democracy. In this connection, professor Hal Koch who advocated participatory democracy stated that democracy was built on humanistic principles. Koch’s perception of democracy is based on the interdependency of dialogue, truth, and right[[95]](#footnote-95). One the one hand Koch states that people have an absolute commitment to what is right but on the other hand Koch states that every man should liberate himself from any dogmatism that will claim monopoly of what is right. Every citizen has the right to question what is right and what is wrong, what is legitimate and what is illegitimate. In that way Koch states that it is the Socratic ignorance[[96]](#footnote-96) which is the key stone in democracy[[97]](#footnote-97). This key stone is expressed in the institutions which ensure the individual’s right to participate in debates about what is right and wrong and furthermore, the individual’s right to have and demand its right. Surrounding these institutions are the human rights. If any majority or minority interferes with these rights with the purpose of closing a debate, it destroys democracy. Still, the human rights are depending on a certain *ethos*, a will to seek the truth. This means that the rights democracy secures depend on something which lies outside the concept of democracy, namely a wish to find the truth[[98]](#footnote-98). In other words, Koch expresses that political participation is in itself a goal and the democratic dialogue and conversation is in the centre because it is through this the citizens are able to find the solutions together.

Furthermore, the democratic process helps educate the citizens and turns them into fellow citizens that respect the interests and views of others as well as making them focus on the solutions that suit everybody. Citizen involvement may be seen as a positive aspect in the political decision process. On the one hand, the citizens may gain more influence in the decision making and on the other hand, citizen involvement may provide a better basis for decisions for the politicians. With that may come better decisions with a greater feeling of ’ownership’ among the citizens which makes the implementation process easier for the politicians as the citizens in that way become responsible for the decisions and moreover, they use their resources for the good of society. It is important to underline that an increased citizen involvement is not an attempt to undermine the representative democracy, it is to be seen as a supplement to the politicians’ decision making. Increasing the citizen involvement may strengthen the politicians’ basis for decisions because the involvement of citizens may bring more views and votes to issues. Furthermore, by strengthening the citizens’ responsibility and participation and giving them a voice in important decisions in their local communities may on the one hand provide the decision makers with a larger perspective and new aspects when making a decision. And on the other hand give the citizens a feeling of being a part of shaping their society.

It may be considered relevant to distinguish between the concepts citizen involvement and citizen participation and the relationship between these and the state, municipalities and regions. When it comes to the municipalities’ and regions’ part in the citizen involvement, there may be some measures these institutions can use when it comes to involving the citizens:

* Invite citizens to participate in dialogues
* Set frames and prepare the process
* Render financial and other types of support to active citizens
* Arrange meeting places and create new networks locally
* Assist active citizens in orienting in the administration system[[99]](#footnote-99)

It is important to note that citizen involvement implies that it is top down involvement meaning that it is the authorities that allows the citizens to get involved. It is relevant to establish who the promoter is when it comes to the distinction between citizen involvement and citizen participation. Regarding citizen involvement the initiative is, in most cases, taken by the authorities, hence the top down structure, and when it comes to citizen participation the initiative, in most cases, is taken by the citizens, hence the bottom up structure.

## 6.3 The public and private sphere

The concepts of citizen involvement and citizen participation cannot however be divided into two separate poles as the reality is not black and white. The German professor Jürgen Habermas points out that interference occurs between citizens on the one hand and society on the other hand. Habermas distinguishes between two spheres when he deals with citizenship. The first is the *public sphere* which he characterizes as

*“(…) a realm of our social life in which something approaching public opinion can be formed”[[100]](#footnote-100)*

By this, Habermas states that the public sphere is an element of citizens’ social lives where they are able to form opinions. Moreover, it is important to establish that the public sphere is to be understood as institutions which assume concrete form through the participation of people[[101]](#footnote-101). People, according to Habermas, act as a *public body* when they meet in a way where there is a guarantee of freedom of assembly and association and with the freedom to express and publish their opinions freely[[102]](#footnote-102). The term public sphere however, may be considered a general term for describing a space where people meet and where opinions are shaped. When dealing with the ‘public’ as a reference to people’s wishes to assemble and express meanings, *public opinion* comes into mind[[103]](#footnote-103). The public sphere and public opinion may be considered correlative as the public sphere can be characterized as a mediator between society and state. The mediating characteristic appears as the public sphere organizes itself to become the holder of public opinion. The main thing the public sphere calls for is the accessibility of information and certain proceedings are public. This creates another concept, *public information*. The demand for public information has increased throughout time and it has not always been a given that the public has been able to gain insight and participate in what we today know as democratic processes. Compared to today’s society, the 19th century societies were characterized as being ruled by monarchs and high-ranked individuals but wars and uprising by the people against the closed societies, and the rulers of these changed the role of the structure so it became possible for the citizens to be an active part of societ,y thus obtaining the opportunity to be a part of a democratic control of the state[[104]](#footnote-104). However, Habermas points out that although the claim for information to be public may be considered instructive, it does not apply to the actual conditions of the welfare state[[105]](#footnote-105). As I stated in the beginning of this section, Habermas distinguishes between two spheres, the public sphere and *the private sphere*. The private sphere may be what constitutes the citizens’ society and the family privacy. Due to the fact that the changes in the societal structure created a shift in the power balance of society so it was ‘everyone’, who could participate and gain access in democratic processes, the public sphere entered into the dominion of the private sphere. The overlapping of the private sphere into the public sphere sets demands for the public sphere to mediate between the needs created in the private sphere and the state thus turning the public sphere into a space where competition of interests take place[[106]](#footnote-106). Moreover, laws which have been constituted by the citizens arise from what Habermas refers to as consensus of private individuals engaged in public discussion. These laws correspond in a clear way to the compromise of conflicting private interests[[107]](#footnote-107). Moreover, social organisations such as The Danish Society for Nature Conservation act within the political public sphere whether it is indirectly through political parties or directly through the public administration. Due to this overlapping of the public and the private sphere, the political authorities on the one hand assume specific functions in the sphere of trade and social labour and on the other hand, the social organisations and power assume political functions. This means that an interrelationship between the public and private sphere has occurred. Therefore, it is not possible to distinguish and separate these completely as they tend to overlap. This is seen when organisations to a wider extent no longer work in the public sphere but they rather work towards political compromises with the state and with each other thus excluding the public sphere whenever it is possible[[108]](#footnote-108) although not 100 per cent as the organisations still need the public to support them. The way the organisations gain support is to engage them by giving them a vote on referendums and also by giving a signal of being open[[109]](#footnote-109). The critical function of the public sphere in the modern welfare state has thus been weakened

There are different types of citizen involvement and in the perfect society the citizen involvement would be in a high level. However that is not always the situation as the politicians and decision makers are not always open to citizen involvement. Generally, the main challenge for the politicians and institutions who wish to hear the citizens is to accept the citizens as participants in the decision making processes. The citizens may not be able to contribute with specific technical knowledge but they can contribute with knowledge based on estimations, recommendations and general knowledge of being a citizen in a society. Furthermore, it is important that it makes sense to the citizens to participate in the processes, they have to feel that they are heard and trust the institutions in society, and they have to feel that their contributions are used and that they can make a difference[[110]](#footnote-110).

# Transition Town Totnes’s appraisal of climate initiatives

For the sake of clarity, I have chosen to analyse the texts individually. They will be analysed text by text where after an overall analysis will be made. I have chosen to abbreviate Transition Town Totnes TTT.

### 7.0.1 Text one

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| *Line* | *Instantiation* | Appraiser | Appreciation | Judgement | Affect | Appraised | |
| 1 | The Transition Together project is now underway and ready to welcome you as a participant | TTT |  | +Social Esteem  (Capacity)  (Invoked) |  | Transition Together project | |
| 2-3 | Transition Together is a very local programme designed specifically for anyone living here in Totnes and its surrounding villages | TTT | +Valuation  (Inscribed)  This is because the term *very local programme* refers to a programme which is exclusive for the citizens in TTT and surrounding areas. |  |  | Transition Together project | |
| 4-5 | It enables you to take a number of effective, practical, money and energy-saving steps together with a group of neighbours, your friends or your family | TTT |  | + Social Esteem  (Capacity)  (Invoked)  Because it refers to the fact that the Transition Together project enables the citizens to take actions |  | Transition Together project | |
| 4-5 | It enables you to take a number of effective, practical, money and energy-saving steps together with a group of neighbours, your friends or your family.a number of effective, practical, money and energy-saving steps (…) | TTT | +Valuation  (inscribed) |  |  | Steps to save energy | |
| 5 | The workbook shows you the easiest ways to (…) | TTT |  | +Social esteem  (Capacity)  (Invoked) |  | The Transition Together Workbook | |
| 9 | It also explores easy, practical ways to take advantage of cheaper transport options and the great value, healthy, local food available in our town. (…) | TTT |  | +Social esteem  (Capacity and inscribed propriety)  This is because the workbook is capable of appealing to the citizens to tell them that the right thing is to use public transportation and eat local food. |  | The Transition Together Workbook | |
| 9 | (…) easy, practical ways to take advantage of (…) | TTT | +Valuation  (inscribed) |  |  | The Transition Together Workbook |
| 9-10 | (…) cheaper transport options and the great value, healthy, local food (…) | TTT | +Valuation  (inscribed) |  |  | Transport options and local food |
| 10 | It also helps you (…) | TTT |  | +Social esteem  (Capacity) |  | The Transition Together Workbook |
| 11 | (…) what this means for you, your family and your local community. | TTT |  | +Social sanction  (Propriety)  (Invoked) |  | The citizen |
| 13 | Working together helps (…) | TTT |  | +Social esteem  (Propriety)  (Inscribed) |  | Collaboration between the citizens? |
| 13-14 | It will save you money, reduce your environmental impact and bring you and your local community closer together. | TTT |  | +Social esteem  (Propriety)  (Inscribed) |  | Transition Together project |
| 14-15 | It will also help you make some sense of these times of great uncertainty in which we live (…) | TTT |  | +Social esteem  (Propriety)  (Invoked)  Because it refers to the ethical correctness it is to understand the reason why the citizens live in an uncertain world. |  | Transition Together Workbook |
| 15 | (…) times of great uncertainty (…) | TTT |  |  | -In/security | The situation of the world today |

### 7.0.2 Text two

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| *Line* | *Instantiation* | | Appraiser | Appreciation | Judgement | Affect | | Appraised |
| 2 | (...) what the programme will do for you, how it works (...) | | TTT |  | +Social esteem  (Capacity)  (Inscribed) |  | | Transition Together project |
| 5 | Cut your household bills with this new programme that offers (...) | | TTT |  | +Social esteem  (Capacity)  (Inscribed) |  | | Transition Together project |
| 5 | (...) easy, helpful, practical advice (...) | | TTT | +Valuation  (Inscribed) |  |  | | Transition Together project |
| 5-6 | (...) to help you | | TTT |  | +Social esteem  (Capacity)  (Inscribed) |  | | Transition Together project |
| 11 | Have fun, make friends and save money at a pace and schedule that suits you | | TTT |  | +Social esteem  (Capacity)  (Inscribed) |  | | Transition Together project |
| 12 | Transition Together helps you (...) | | TTT |  | +Social esteem  (Capacity)  (Inscribed) |  | | Transition Together project |
| 12 | It cuts through (...) | | TTT |  | +Social esteem  (Capacity)  (Inscribed) |  | | Transition Together project |
| 12-13 | (...) the massive amount of often confusing information (...) | | TTT | -Valuation  (Inscribed) |  |  | | Information about climate change |
| 13 | (...) provides you (...) | | TTT |  | +Social esteem  (Capacity)  (Inscribed) |  | | Transition Together project |
| 13-14 | (...) reliable facts and practical tips from the experts | | TTT | +Valuation  (Inscribed) |  |  | | The information available in the Transition Together project |
| 14 | It provides (...) | | TTT |  | +Social esteem  (Capacity)  (Inscribed) |  | | Transition Together project |
| 14 | (...) local information relevant for all of us living here in Totnes (...) | | TTT | +Valuation  (Inscribed) |  |  | | Information available in the Transition Together project |
| 16 | Designed for you (...) | | TTT | +Valuation  (Inscribed) |  |  | | Transition Together project |
| 16 | (...) it enables you to take straight-forward, practical steps (...) | | TTT |  | +Social esteem  (Capacity)  (Inscribed) |  | | Transition Together project |
| 17-18 | Transition Together helps making changes not just easier, but much more enjoyable | | TTT |  | +Social esteem  (Capacity and propriety)  (Inscribed Capacity and invoked propriety)  This is because the Transition Together is able to help the citizens in making the changes but they also express that it is socially important that it is fun and not a chore. Furthermore, it is implied that the changes should be made as these are important for the overall survival of the society/world. |  | | Transition Together project |
| 18-19 | It will save you money and bring you and your community closer together | | TTT |  | +Social esteem  (Capacity and propriety)  (Inscribed Capacity and invoked propriety) |  | | Transition Together project |
| 20 | The workbook shows you the easiest ways to improve your home’s energy efficiency, save money on your water an utility bills and reduce waste (...) | | TTT |  | +Social esteem  (Capacity and propriety)  (Inscribed Capacity and invoked propriety) |  | | Transition Together Workbook |
| 21 | It explores easy, practical ways to take advantage of cheaper transport options and the best value, healthy, local food available in our town. (...) | | TTT |  | +Social esteem  (Capacity and inscribed propriety)  (Inscribed)  This is because the workbook is capable of appealing to the citizens to tell them that the right thing is to use public transportation and eat local food. |  | | Transition Together Workbook |
| 22-23 | It also helps you understand (...) | | TTT |  | +Social esteem  (Propriety)  (Inscribed) |  | | Transition Together Workbook |
| 24-25 | It helps you to develop (...) | | TTT |  | +Social esteem  (Capacity) |  | | Transition Together Workbook |
| 27 | The programme is very flexible | | TTT |  | +Social esteem  (Capacity) |  | | Transition Together project |
| 27-28 | (...) you arrange dates and venues where you’ll make your way through (...) | | TTT |  | +Social esteem  (Capacity) |  | | Transition Together project |
| 33-34 | | (...) which you’ll discuss together, but you’ll each develop your own plans specific to your home and family | TTT |  | +Social esteem  (Capacity)  Inscribed |  | Transition Together project | |
| 37 | | In between sessions you have time to start to put your plans into action | TTT |  | +Social esteem  (Capacity and propriety)  (Inscribed Capacity and invoked propriety)  The inscribed capacity is expressed by stating that the Transition Together project leaves time for the citizens to take action and the inscribed propriety is expressed by indirectly stating that it is seen as important that there is time for the citizens to carry out the actions. |  | Transition Together project as this tells or ‘enables’ the citizens to take part | |
| 38 | | (…) you have space and time to (…) share (…) exchange (…) consume(…) | TTT |  | +Social esteem  (Capacity and propriety)  (Inscribed capacity and invoked propriety) |  | Transition Together project | |
| 41 | | (…) practical workbook | TTT | +Valuation |  |  | Transition Together Workbook | |
| 42 | | (…) you will together explore (…) | TTT |  | +Social esteem  (Inscribed Capacity and invoked propriety) |  | Citizens following the instructions of the Transition Together project | |
| 49 | | The workbook provides (…) | TTT |  | +Social esteem  (Capacity)  (Inscribed) |  | Transition Together Workbook | |
| 50 | | It includes (…) | TTT |  | +Social esteem  (Capacity)  (Inscribed) |  | Transition Together Workbook | |
| 53 | | (…) there’s a wide range of other things that will help support you (…) | TTT |  | +Social esteem  (Capacity and propriety)  (Inscribed) |  | Transition Together extras | |
| 57 | | (…) you can borrow and try out in your own home | TTT |  | +Social esteem  (Capacity and propriety)  (Inscribed capacity and invoked propriety) |  | Extra offers from the Transition Together project | |
| 61 | | A professionally run, enjoyable, engaging workshop (…) | TTT | +Valuation |  |  | A Transition Together Workshop | |
| 61 | | (…) to help your group (…) | TTT |  | +Social esteem  (Capacity and propriety)  (Inscribed)  This is because the Transition Together project makes the citizens capable of helping each other but it also expresses that it is seen as a good deed to help each other in carrying out the project)) |  | Transition Together Workshop | |
| 63 | | (…) you can enjoy (…) | TTT |  | +Social esteem  (Capacity) |  | DVDs and Books from the Transition Together project | |

When looking at the table above, it becomes clear that the two texts derived from TTTs web page are characterised as containing many examples of Judgement. Even though the texts are supposed to be encouraging the citizens of TTT to take part in the transition project, most of the Judgement is more concerned with positive judgement of the project. As the object of the text is the Transition Together project, a thing that is, I am going to analyse Judgement but applied to the Transition Together project as the project in a way is personified in the text as I assume that the text is written by people and the Transition Together project is developed by people. One cannot help but wonder whether the overload of positive Judgement of the Transition Together project really is working with regards to citizen involvement. Moreover, when looking at the type of Judgement found in the texts, it is characterised by a majority of social esteem in the sub-category of capacity. The subject in question in the two texts is the Transition Together project. As the word *Together* implies, it is an attempt to create a sense of community spirit within Totnes and the surrounding areas. However, the way in which TTT attempts to generate action in the citizens is characterised as being indirect to a wide extent.

When reading the texts, a type of division occurs. In the first text, the main theme is an introduction of the Transition Together project. Furthermore, this introduction is utterly positive when it comes to describing, or selling for that matter, the Transition Together project which can be seen from the overwhelming amount of positive Judgement, in the sub-category of capacity as this is characterised as being judgement of the capacity of processes or persons. As mentioned, the judgement is positive. An example of positive capacity in text one could be ‘*Transition Together is a very local programme designed specifically for anyone living here in Totnes and its surrounding villages’.* This is the first introduction and overall description of the project. The statement implies that the project is to be seen as a unique project which is designed to fit the citizens in the area of Totnes. The uniqueness implied may have the effect that the citizens feel that it is something special, designed specifically for them. When it comes to the attempt to involve the citizens it is interesting to observe how TTT describes the projects in order to ‘sell’ the project to the citizens in this way. When reading text one, it becomes clear that the sender is TTT and the receivers are the citizens. Although Transition Together is a somewhat new project, it is noticeable that TTT have not chosen to include statements from citizens who already have signed up for the programme or have shown interest in signing up. This could have added another dimension to the text as it would bring a citizen aspect.

Moreover, when looking at the table above there is also a large amount of Appreciation in the sub-category Valuation. The Valuation is overall positive as it is used to describe what the project can do and the social importance. The Valuation is used to describe the social importance a person adds to a specific text or process. It is quite clear from the text one that the sender, TTT, finds that the actions the citizens are supposed to take in the Transition Together project are very important to the society. An example of this is *‘(...) a number of effective, practical, money and energy-saving steps (...)’* . On the one hand it is clear that the Valuation is direct but on the other hand there may be an invoked layer. The invoked layer appears as the words ‘effective’ and ‘practical’ are words that imply that the citizens have to be active. The direct Valuation may be made using the words ‘money and energy-saving’ as these words have positive connotations to the citizens as it becomes clear to them that they can save money effectively.

There is one example of Affect in text one. The Affect used is in the sub-category of In/security and is negative *‘It will also help you make some sense of these times of great uncertainty in which we live’*. This implies that TTT presupposes that the citizens are aware of the fact that climate change occurs and creates an unstable world in which the citizens live. However, by using the pronoun ‘we’ TTT in a way joins the citizens in the way that TTT is also a part of the citizens and society. The use of Affect in the sub-category In/security in this case may have the effect that it generates a fear in the citizens so they join the project because they fear the impact of climate change on society.

When looking at text two, there is a similar overload of positive judgement of the Transition Together project. However, the thematic division of the text is somewhat different from text one. Where text one generally only had focus on the Transition Together project, text two also has focus on the citizens. This appears in the section ‘How does it work’(line 26 in text two). In this section TTT attempts in a concrete way to inform the citizens what they are to do when joining the programme. This is done by setting up points of action in punctiform probably in order to simplify the actions the citizens have to take when joining the Transition Together project. However, although the section on the one hand is about the actions the citizens have to take, the text is on the other hand also a positive description of the Transition Together project and what it can do and offers the citizens. An example of this is *‘Cut your household bills with this new programme that offers easy, helpful, practical advice to help you (...)’.* On the one hand, by stating this, TTT tells us what the citizens *can* do but on the other hand and perhaps more unclear to the citizens, it also tells the citizens that the Transition Together project is what actually cuts the bills and saves them money as it only can happen if they join the project. Generally, the two texts try to appeal to, and also attempt to create a community sense in the citizens. This is done by encouraging the citizens to sign up to the project in groups. An example of this could be *‘Designed for you, your home and your street, it enables you to take straight-forward, practical steps with your neighbours, your friends, your work colleagues and your family’ (Line 16-17 in text two)* The attempt to make the citizens join the project in groups is probably due to the fact that TTT is aware of the fact that they will gain a larger affiliation if the citizens act in groups rather than individuals.

An additional consideration based on this part of the analysis is that many of the cases of Judgement could might as well be in the category of Appreciation as the sentences tend to have a double-meaning and function. The first function is to illustrate what the Transition Together project *can* do if the citizens join the project and the other function, which is more indirect, invoked that is, is to illustrate what the project *makes* or *tells* the citizens to do. An example of this double function can be found in the sentence: *‘It enables you to take a number of effective, practical, money and energy-saving steps together with a group of neighbours, your friends or your family.’* In this sentence TTT informs the citizens of what the Transition Together project is capable of making them do but also it appreciates the importance of the actions as the words *effective, practical, money and energy-saving steps* are words that are characterised as socially important as the main purpose is to save energy and fight the effects of climate change. Furthermore, it is important to note, that there are many cases in which Judgement is double coded and both Capacity and Propriety are present. An example of this is: *‘It explores easy, practical ways to take advantage of cheaper transport options and the best value, healthy, local food available in our town’*. This sentence has two functions. The first function is Capacity which is expressed in the first part of the sentence where it is stated that the Transition Together workbook is able to show the citizens how to take advantage of different possibilities. Moreover, the second function Propriety is expressed more indirectly as it is implied that it is seen as ethically correct to use the local opportunities. Furthermore, and perhaps at a third level, the call for using local food and public transportation is an indirect approval of the Transition Together project achievements when it comes to producing local food and encourage public transportation. The fact that the texts have many cases of double coding gives the texts more layers than what meets the eye. This means that TTT is able to express their ethical responsibility when it comes to involve the citizens. Furthermore, it enables TTT to promote the Transition Together project positively as the capacity of the project is expressed as positive. Finally, the positive Valuation of the actions and what they can do for the citizens helps TTT gain support and perhaps participation from the citizens.

## 7.1 Graduation

### 7.1.1 Text one

|  |  |  |  |
| --- | --- | --- | --- |
| *Line* |  | *Force* | *Focus* |
| 2 | (...) a very local programme, designed specifically for anyone (...) | Explicit grading; intensifier, upgraded |  |
| 4 | (...) a number of effective, practical, money and energy-saving steps (...) |  | Sharpener |
| 5 | (...) the easiest ways to (...) | Explicit grading; intensifier, upgraded | Sharpener |
| 9 | (...) easy, practical ways (...) |  | Sharpener |
| 13 | (...) making lifestyle changes easier and more fun (...) | Explicit grading; intensifier, upgraded |  |
| 15 | (...) some sense of these times (...) |  | Sharpener |
| 15 | (...) great uncertainty (...) | Explicit grading; intensifier, upgraded |  |

### 7.1.2 Text two

|  |  |  |  |
| --- | --- | --- | --- |
| *Line* |  | *Force* | *Focus* |
| 5 | (...) easy, helpful, practical advice (...) |  | Sharpener |
| 9 | (...) times of change and uncertainty |  | Sharpener |
| 12-13 | (...) the massive amount of often confusing information (...) |  | Sharpener |
| 13 | (...) reliable facts and practical tips (...) |  | Sharpener |
| 15 | This programme is free (for the first 100 participants!) and only available to local residents | Explicit grading; intensifier, upgraded |  |
| 18 | Transition Together helps making changes not just easier, but much more enjoyable | Explicit grading;  Intensifier, upgraded |  |
| 18 | (...) but much more enjoyable | Explicit grading; intensifier, upgraded |  |
| 19 | It will save you money and bring you and your community closer together | Explicit grading; intensifier, upgraded |  | |
| 22 | (...) best value | Explicit grading; intensifier, upgraded |  | |
| 27 | (...) very flexible | Explicit grading; intensifier, upgraded |  | |
| 42-43 | (...) key areas |  | Sharpener | |
| 49 | (...) a great range of (...) |  | Sharpener | |

The two texts are characterised by containing a high degree of Graduation, both in the category of Force but also Focus. In the two texts, the Graduation is primarily used to either sharpen or intensify the description of the Transition Together project. An example of an intensifier used in the text could be *‘Transition Together is a* **very** *local programme designed specifically for anyone living here in Totnes and its surrounding villages’* (text one line 2-3). The word ‘very’ helps emphasize that the Transition Together project genuinely is local and special for the citizens living in Totnes and area around. TTT makes use of both intensifiers and sharpeners which help them emphasize and stress the easiness and effectiveness of the Transition Together project. An example of a sharpener could be *‘It will save you money and bring you and your community* **closer** *together*’ (Text two lines 18-19). By using the word ‘closer’ TTT sharpens and emphasizes the fact that joining the Transition Together project will bring the citizens closer together with their fellow citizens and the local community in general. In this case, the meaning of the sentence is figurative which is why it can be categorised as Focus. The use of Focus, sharpeners, helps sharpen and specify the meaning of the statements TTT presents. If we take another look at the example from before, and if we take the root of the word ‘closer’ which is ‘close’, the word implies that TTT assumes that the communities in Totnes and its surrounding areas are close, but by using the comparative form of the word namely ‘closer’ TTT sharpens the meaning and thereby implies that the Transition Together project brings the communities in Totnes and the surrounding areas even closer together than they already are.

## 7.2 Engagement

The two texts are characterised as being monoglossic meaning that it generally is the voice of TTT and no one else. As mentioned above, adding other voices in the form of citizens who have already joined the programme would bring another dimension to the texts. It has become clear in the process of going through the two texts that it is only TTT who is the communicator thus adding the monoglossic characteristic. This means that the content of the two texts is not op for negation as in many cases it is stated as a fact. An example of this could be found in text two, line 20: *‘Cut your household bills with this new programme that offers easy, helpful, practical advice to help you’*. The use of imperatives which is overall prevalent in the last part of text two causes the text to be the ‘truth’. When thinking about the purpose of the text which probably is to be to make people join the Transition Together project or involving the citizens, the monoglossic character of the texts on the one hand causes the text to be dictating rather than encouraging. However, on the other hand the texts are written in a concrete and simple way without any noise in the form of other voices that may cause a disturbance or confusion in the readers, the citizens that is.

# The green city of Ballerup’s Appraisal of climate initiatives

For the sake of clarity, I have chosen to abbreviate the green city of Ballerup to GCB. The procedure for this analysis is the same as the one for TTT. However, it should be noted that the target language of the communication that is being analysed is in Danish. Therefore, the instantiations of the texts that are analysed is in Danish however, I have translated the instantiations to English in the brackets which follow the original instantiations.

### 8.0.1 Text one

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *Line* | *Instantiation* | Appraiser | Appreciation | Judgement | Affect | Appraised |
| 1 | Ballerup Kommune satser på en bæredygtig udvikling og går forrest (…)  *(The municipality of Ballerup aims at being a sustainable development and leads (…)* | GCB |  | Social esteem  (Capacity) |  | GCB |
| 1-2 | (…) grøn kommune  *(green municipality)* | GCB | +Valuation |  |  | GCB |
| 2-3 | Vi har derfor iværksat projekterne Den store klimatest og Ting Taler, der begge har til formal at (…) *(Therefore, we have initiated the projects The great climate test and Ting Taler with the purpose of (…)* | GCB |  | Social esteem  (Capacity) |  | GCB |
| 4 | Ballerup Kommune uddeler også hvert år (…) *(Each year, the municipality of Ballerup also awards(…)* | GCB |  | Social esteem  (Capacity) |  | GCB |
| 4 | (…) en lokal miljøpris (…)  *(a local environtmental award (…)* | GCB | Valuation |  |  | GCB |
| 8 | (…) hvor familierne skal prøve at være vanebrydere (…)  *(where the families try to be habit breakers (…)* | GCB |  | Social esteem  (Capacity) |  | The great climate test |
| 9 | De er udvalgt (…) *(they are chosen (…))* | GCB |  | Social esteem  (Capacity) |  | The chosen families |
| 15 | (…) udviklet et internationalt klimaformidlingsprojekt for børn (…) *(developed an international climate communication project for children (…))* | GCB |  | Social esteem  (Capacity) |  | GCB and collaboration partners |
| 17 | Ballerup kommune vil gerne styrke og anerkende lokale miljøinitiativer (…) *(GCB wishes to strengthen and recognise local environmental initiatives)* | GCB |  | Social esteem  (Capacity) |  | Local environmental initiatives |
| 17-18 | (…) har derfor indstiftet en miljøpris *(has therefore instituted an environment award)* | GCB |  | Social esteem  (Capacity) |  | GCB |
| 30 | (…)gik miljøprisen til Kantinebestyrer Michael Freyvald Hansen fra ISS, for hans indsats med at bringe (…) *(Canteen manager Michael Freyvald Hansen from ISS was awarded for his efforts to bringing down (…))* | GCB |  | Social esteem  (Capacity) |  | Michael Freyvald Hansen |
| 32 | (…) hædrende omtale til Plejecentret Toftegården(…) *((…) honorable mention of Toftegården nursing center)* | GCB | +Valuation |  |  | Toftegården nursing center |
| 33 | (…) en storstilet kampagne (…) *(a comprehensive campaign)* | GCB | +Valuation |  |  | A campaign made by Toftegården nursing home |

### 8.0.2 Text two

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *Line* | *Instantiation* | Appraiser | Appreciation | Judgement | Affect | Appraised |
| 1 | Vi har alle indflydelse på klimaet og kan derfor også gøre en forskel *(We all influence the climate and therefore we are able to make a difference)* | GCB |  | +Social esteem  (Capacity and propriety)  (Inscribed) |  | GCB and the citizens |
| 1-2 | Ballerup Kommune ønsker at påtage sig et ansvar og være med til at forbedre klimaet *(The municipality of Ballerup wishes to claim responsibility and take part in improving the climate)* | GCB | +Valuation  (Invoked) |  |  | GCB |
| 2-5 | Ballerup har derfor sat fokus på kommunens eget ressourceforbrug og sat sig klimamål bl.a. om at nedsætte vand- og energiforbrug, fokus på trafik og transport forhold, fokus på bæredygtigt byggeri og omlægning til en kost med et større forbrug af grønsager *(Therefore, Ballerup has focus on the municipality’s own energy consumption and set climate goals such as e.g. reducing the water and energy consumption, focus on traffic and transportation, focus on sustainable buildings and a diet renewal to use more vegetables)* | GCB | + Valuation  (Inscribed) |  |  | GCB |
| 6-7 | Både virksomheder og borgere står for en stor del af kommunens samlede klimapåvirkning *(Both companies and citizens are responsible for a large part of the municipality’s overall influence on the climate)* | GCB |  | Social esteem  (Capacity)  (Inscribed) |  | Companies and the citizens |
| 7 | Derfor må vi alle gøre en indsats for at ændre udviklingen. *(Therefore, we must all make an effort to change the development)* | GCB |  | +Social esteem  (Propriety)  (Inscribed) |  | Everyone  *‘we’* |
| 7-8 | Gennem mange år som Grøn Kommune og et fokus på borgerinddragelse har lært os, at et tæt samarbejde mellem borgere og Ballerup Kommune er nødvendigt for at skabe resultater *(Many years as being a Green Municipality and with a focus on citizen involvement, has taught us that a close collaboration between citizens and Ballerup municipality is necessary to create results)* | GCB | +Valuation |  |  | GCB |
| 10 | Kommunalbestyrelsen har vedtaget en ambitiøs bæredygtighedsstrategi, hvori vi forpligter os til (…) *(The municipal council has passed an ambitious sustainability strategy (…))* | GCB | +Valuation |  |  | The municipal council |
| 10-11 | (…) hvori vi forpligter os til at nedsætte udledningen af CO2 med 25 % inden 2015 (…)*in which we oblige to reducing the emission of CO2 with 25 % before 2015)* | GCB |  | +Social esteem  (Capacity)  (Inscribed) |  | GCB |
| 11-12 | For at nå dette mål er det også vigtigt at alle bidrager *(In order to meet this goal it is important that everybody contributes).* | GCB |  | +Social esteem  (Propriety)  (Inscribed) |  | The citizens |
| 12-13 | Vi har store udfordringer foran os (…) *(We are facing great challenges (…))* | GCB | -Valuation |  |  | The future challenges |
| 12-13 | (…) men også muligheder for at bryde vaner og ændre adfærd, til fordel for klimaet. *(but also opportunities to break habits and change behaviour in favour of the climate)* | GCB |  | +Social esteem  (Capacity)  (Inscribed) |  | The citizens and municipality |
| 15 | Og mange har allerede meldt deres interesse. *(And many have already shown interest)* | GCB |  | +Social esteem  (Propriety)  (Inscribed) |  | The people who have shown interest in participating in the great climate test |
| 17 | Projektsekretariatet udvælger 20 officielle Vanebrydere, som vi følger mere tæt (…) *(The secretariat selects 20 official Habit breakers which we follow more closely (…))* | GCB |  | +Social esteem  (Capacity)  (Inscribed) |  | The project secretariat |
| 17-18 | (…) og som forpligter sig til at dele deres erfaringer med alle os andre *(and who oblige to share their experiences with all of us* | GCB |  | +Social esteem  (Propriety)  (Inscribed) |  | The official habit breakers |
| 20-22 | Og vi sørger for, at ambassadørerne kan hjælpe med at skabe resultater inden for de fire ”klimaområder”, vi har valgt ud (…) *(And we make sure that the ambassadors are able to help creating reults in the four ‘climate areas’ which we have selected (…))* | GCB | +Valuation |  |  | GCB |
| 23 | Det er vigtigt at understrege, at alle kan være med, få gode råd og skabe resultater for klimaet *(It is important to stress that everyone can participate, get good advice and create results in favour of the climate)* | GCB |  | +Social esteem  (Capacity)  (Inscribed) |  | GCB and the great climate test |
| 23-24 | Hele formålet er jo at vise, at vi alle kan være med til at gøre en forskel *(The whole purpose is after all to show that we can all participate in making a difference)* | GCB | +Valuation | Social esteem  (Propriety)  (Invoked) |  | The purpose of the great climate test |
| 25 | Fra kommunens side hjælper vi med viden, værktøjer og dokumentation af resultaterne *(Fro the municipality’s side, we help with knowledge, tools, and documentation of the results)* | GCB | +Valuation |  |  | GCB |
| 32 | Vi kommer på besøg og optager videodagbog hos Vanebryderne *(We visit the habit breakers and record a video diary)* | GCB | +Valuation |  |  | GCB |
| 36 | I det hele taget satser vi på et sjovt og lærerigt arrangement *(Alltogether we aim at a fun a educational event)* | GCB | +Valuation |  |  | GCB |

### 8.0.3 Text three

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *Line* | *Instantiation* | Appraiser | Appreciation | Judgement | Affect | Appraised |
| 3 | Der er en stor CO2 reduction ved at spare på strømforbruget *(There is a great CO2 reduction to gain by reducing the power consumption(…)* | GCB |  | Social esteem  (Capacity) |  | Advice on how to reduce CO2 emission from GCB |
| 3-4 | I 1. Del opnåede familierne besparelser (…) *(In the first part, the families saved (…)* | GCB |  | Social esteem  (Capacity) |  | The families in GCBs programme |
| 6 | I 2. Del vil vi se på muligheden(…) *(In the second part, we are going to look at the opportunity (…)* | GCB |  | Social esteem  (Capacity) |  | GCB and the families in the programme |
| 7 | (…) vil vi undersøge om (…) *((…) we are going to investigate (…))* | GCB |  | Social esteem  (Capacity) |  | GCB and the families in the programme |
| 8 | Der vil også være fokus på (…) *(Another focal point will be (…))* | GCB |  | Social esteem  (Capacity) |  | GCB and the families in the programme |

### 8.0.4 Citizen advice

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *Line* | *Instantiation* | Appraiser | Appreciation | Judgement | Affect | Appraised |
| 3-4 | Dem vil vi fra nu af nu slukke på væggen! *(We are now going to turn them off on the wall)* | Habit breaker 1 |  | +Social esteem  (Capacity)  (Inscribed) |  | Habit breaker 1 |
| 5-6 | I dag er videoen som vi bruger to gang om året taget ud af stikket – den bruger ca. 1 kWh om dagen *(Today the VCR which we use twice a year is unplugged – it uses about 1 kWh a day)* | Habit breaker 2 |  | Social esteem  (Capacity)  (Inscribed) |  | Habit breaker 2 |
| 7 | Vi holder lyset slukket i køkken og gang om aftenen *(We turn the lights off in the kitchen and hall at night)* | Habit breaker 3 |  | Social esteem  (Capacity)  (Inscribed) |  | Habit breaker 3 |
| 9 | Vi har udskiftet natlyset i stuen med den udleverede lampe (…) *(we have replaced the night light in the living room with the distributed lamp(…))* | Habit breaker 4 | +Valuation |  |  | GCB and the great climate test |

When looking at the analysis of the three texts from GCBs web page, it becomes clear that two of the texts are characterized by containing a high level of Judgement in the sub-category of social esteem, Propriety and Capacity; in addition, there are also examples of Appreciation: Valuation. As Judgement in the texts from TTT was applied to the Transition Together project which was personified by the fact that people are behind the project and the texts, I am going to use Judgement in the same context in this analysis. This means that I am going to see the Great Climate test as being personified and the general climate initiatives as the objects of these texts because these have been created by people. Many of the cases of Judgement and Valuation are positive as they are used to describe the Great Climate test and the background for starting the climate initiatives in the municipality of Ballerup. Furthermore, when it comes to expressing a wish for citizen involvement, GCB stresses that they are aware of the fact that the fight against climate change cannot be won only by the local authorities but the citizens have to contribute. This means that GCB, unlike TTT, directly addresses the citizens by stating that they have to take part if the climate initiatives are to be realized. This means the purposes of the texts are to involve the citizens. However, the high level of Judgement in the sub-category of social esteem is concerned with positive judgement of GCB but in spite of this focus, GCB uses pronouns such as *‘we’* and *‘our’* and by doing this, GCB puts itself on the same footing as the citizens and reduces the distance between the municipality and the citizens. This causes the citizens to feel addressed and realise that the people working at GCB are citizens just like themselves. An example of this is, *‘Vi har alle indflydelse på klimaet of kan derfor også gøre en forskel (Text two line 1).* In this statement, GCB states that every citizen has an effect on the climate and is able to make a difference. Moreover, it is also stated that the right thing is to take action. This means that the statement has a double coding as the statement may be categorized as Judgement in the sub-category Social esteem, Capacity and Propriety.

Throughout text one and two, GCB cases occur where the organisation puts itself in a situation where it is exposed as *citizens* who take initiative and not so much as an *authority* which dictates what the citizens should do. An example of this is, *‘Derfor må vi alle gøre en indsats for at ændre udviklingen’* *(Text two, line 7)*. In this statement GCB uses the pronoun *we* to stress that the organisation also is going to do something to prevent climate change. Furthermore, GCB indirectly stresses that the organisation sees it as ethically and socially right to join the fight against climate change. However, it should be noted that GCB uses positive Judgement in the sub-categories of Propriety and Capacity, of itself and the climate initiatives the organisation has taken. An example of this is *‘Ballerup Kommune satser på en bæredygtig udvikling og går forrest (…)’ (Text one line 1)*. In this case, GCB refers to the fact that it aims at obtaining a sustainable development and also that it leads the development at municipal level. This expresses what GCB is capable of and what the organisation prioritises. When reading the texts, it becomes clear that each text has a theme and moreover, that each text addresses the citizens in a different way. In text one, the theme is an introduction to the different climate initiatives GCB has taken. Furthermore, in this part the organisation attempts to ‘sell’ its ideas by including a section where it describes an award the citizens can get, if they take special action. Text one has many cases of positive Judgement of GCB but also of citizens who have been awarded with an environment prize.

In text two the theme is the background for the climate initiatives. In this section, the focal points are to describe the background for the climate initiatives and what type of actions the citizens can take in order to take part in GCB’s fight against climate change. Moreover, the purpose of the climate initiatives is described in this section and in a way GCB attempts to ‘sell’ its message by addressing the citizens directly. This is done by making it clear that everyone can participate and that the whole purpose of the climate initiatives is to show the citizens that it is something everyone can be a part of. The theme in the third text is concrete advice on how to reduce the CO2 emission. Furthermore, it is worth noting that text three includes a section in which citizens that are a part of the Great Climate test give advice and share their experiences in short terms. Unlike the texts from TTT, GCB adds another dimension to its message. This ‘citizen dimension’ adds to the ‘selling’ of GCB’s climate initiatives. By including the citizen aspect, GCB indirectly verifies that the initiatives it has taken to fight climate change actually do have an effect.

Moreover, there is a large amount of Appreciation, in the sub-category of Valuation in text one and two. The Valuation can be characterised as being positive. An example of positive Valuation is ’*Og vi sørger for, at ambassadørerne kan hjælpe med at skabe resultater inden for de fire ”klimaområder”, vi har valgt ud (…)’ (Text two lines 20-22)*. In this statement GCB describes what it is going to do to help the citizens when they join the fight against climate change. Moreover, it indirectly states that GCB adds great social importance in helping the citizens when they adapt the climate initiatives to their daily lives.

## 8.1 Graduation

### 8.1.1 Text one

|  |  |  |  |
| --- | --- | --- | --- |
| *Line* | *Instantiation* | Force | Focus |
| 1 | (…) går forrest som en grøn commune. *((…)leads the way as a geen municipality)* |  | Sharpener |
| 3 | (…) en mere bæredygtig udvikling. *((…) a more sustainable development)* | Explicit grading; intensifier, upgraded |  |
| 5 | (…) der har gjort en ekstra indsats for miljøet og for en mere bæredygtig udvikling. *((…) which have made an extra effort for the environment and for a more sustainable development)* |  | Sharpener |
| 9-10 | De er udvalgt, så de kan udgøre en slags mini-Ballerup. *(They have been selected to make up a kind of mini-Ballerup)* |  | Sharpener |
| 10 | Holdet består af store og små familier, børn, unge, gamle og enlige. *(The team consists of large and small families, children, youngsters, old, and singles)* |  | Sharpener |
| 13 | Klimaproblemerne er alt for alvorlige til kun at overlade til voksne! *(The climate problems are far too serious to leave only to adults)* | Explicit grading; intensifier, upgraded |  |
| 31 | (…) bringe Rådhusets Kantine op på 72 procent økologisk kost, fra 2 procent (…)*((…) bring up City Hall’s canteen’s use of organic food to 72 per cent from 2 per cent(…))* | Explicit grading; intensifier, upgraded |  |
| 31-32 | (…) i løbet af ganske få måneder. *(over very few months)* | Explicit grading; measure of time, upgraded |  |

### 8.1.2 Text two

|  |  |  |  |
| --- | --- | --- | --- |
| *Line* | *Instantiation* | Force | Focus |
| 1-2 | Ballerup Kommune ønsker at påtage sig et ansvar og være med til at forbedre klimaet *(The municipality of Ballerup wishes to claim responsibility and be a part of the improvement of the environment)* |  | Sharpener |
| 5 | (…) kost med et større forbrug af grønsager *((…) diet renewal to use more vegetables)* | Explicit grading; intensifier, upgraded |  |
| 6 | Men det er ikke nok *(But that is not enough)* | Explicit grading; downtoner |  |
| 6-7 | Både virksomheder og borgere står for en stor del af kommunens samlede klimapåvirkning *(Both companies and citizens make out a large part of the municipality’s overall climate effect)* |  | Sharpener |
| 7 | Gennem mange år som Grøn Kommune (…) *(Throughout many years as a Green municipality (…))* | Explicit grading, measure of time, upgraded |  |
| 8 | (…) et tæt samarbejde mellem borgerne og Ballerup Kommune er nødvendigt, for at skabe resultater *((…) a close collaboration between the citizens and the municipality of Ballerup is necessary in order to create results.)* | Explicit grading, intensifier, upgraded |  |
| 12 | Vi har store udfordringer foran os (…) *(We are facing great challenges (…))* | Explicit grading, intensifier, upgraded |  |
| 15 | Og mange har allerede meldt deres interesse. *(And many have already show interest)* | Explicit grading, measure of time, upgraded |  |
| 17 | (…) som vi følger mere tæt(…) *((…) which we follow more closely(…))* | Explicit grading, intensifier, upgraded |  |
| 18 | (…) at dele deres erfaringer med alle os andre *((…) to share their experiences with all of us)* |  | Sharpener |
| 19 | Der skal være både børnefamilier, pensionister og singler. *(Both families with children, senior citizens and single people)* |  | Sharpener |
| 23 | (…) få gode råd (…) *((…) get good advice(…))* |  | Sharpener |
| 25-26 | Helt konkret har vi planer om *(Concretely, we have plans to* | Explicit grading, intensifier, upgraded |  |
| 28 | (…) være mere hensynsfulde overfor klimaet *((…) be more considerate totowards the climate* | Explicit grading, intensifier, upgraded |  |
| 33 | (…) egne fotos og erfaringer i øvrigt. *((…) own photos and experiences in general)* |  | Sharpener |
| 34 | Til sidst inviterer vi alle kommunens borgere (…) *(Finally, we are going to invite all the citizens in the municipality (…))* | Explicit grading, measure of time |  |

### 8.1.3 Text three

|  |  |  |  |
| --- | --- | --- | --- |
| *Line* | *Instantiation* | Force | Focus |
| 3 | Der er en stor CO2 reduktion at opnå (…) *(There is a large CO2 reduction to gain (…))* |  | Sharpener |
| 6 | I 2. Del vil vi se på muligheden for at opnå yderligere CO2 besparelser (…) *(In part 2, we are going to look at the opportunity of gaining additional CO2 reductions (…))* | Explicit grading, intensifier, upgraded |  |

I have chosen not to include a table for the advice from the habit breakers. This is due to the fact that the overall graduation is concerned with measure of time. An example of graduation, in the sub category measure of time is *‘Dem vil vi fra nu af nu slukke på væggen’ (Line 4)*. Generally, the Graduation, measure of time is used to describe how the participants in the Great Climate test after joining the programme have learned to make savings by remembering to turn off the light, turn off electrical installations and machines when they do not use them. Moreover, the measure of time is also used to express that since they have joined the Great Climate test they have learned the value of being more considerate in connection with their consumptions of energy thus making them turn off any unnecessary use of installations.

Generally, the three texts are characterized by containing a high level of Graduation in the categories Force and Focus. The Graduation is primarily used to either sharpen or intensify the description of the climate initiatives and the background for these initiatives. Moreover, there are examples of Force, measure of time. Measure of time is used to illustrate a time dimension which can be used either positively or negatively. An example of a positive measure of time is *‘Gennem mange år som Grøn Kommune (…)’ (Text two line 7-8)*. The use of measure of time in this context is positive as GCB by using ‘*through many years’* adds seniority to itself which in the eyes of the citizens may be perceived as positive as it frames GCB as a competent institution with experience. Moreover, the seniority adds to the fact that GCB creates a sense of security when it comes to citizen involvement. One cannot help but think that citizens are aware of the fact that climate change occurs and may have an effect on them. This combined with the fact that GCB, because of many years of experience, gives the impression that the organisation knows what it is doing, which may make the citizens feel secure both because something is being done in order to fight climate change but also, if they should choose to join the fight, this will happen under proper conditions and organization.

The use of intensifiers helps GCB emphasizes its messages. An example of an intensifier could be *‘(…) et tæt samarbejde mellem borgerne og Ballerup Kommune er nødvendigt fir at skabe resultater’* *(text two lines 8-9).* The word *tæt (close)* helps emphasize the fact that GCB knows that it has to not only work together with the citizens but the two parties have to work *closely* together. By stating this, GCB opens up to the citizens and directly states that GCB cannot fight climate change alone but needs the citizens to carry out the plans. Moreover, sharpeners also occur in the texts. An example of a sharpener is *‘Holdet består af store og små familier, børn, unge, gamle og enlige’ (Text one line 1o)*. By using the words *store* (big) and *små* (small) when referring to the families that are a part of the Great Climate test, GCB sharpens and emphasizes the fact that everyone can join and that the organisation *wants* everyone to join regardless of age or size. To the citizens this gives the impression that it is not a limited selection of people in a certain category but rather a broad spectrum of the population which perhaps could cause more citizens to join the fight against climate change.

## 8.2 Engagement

Text one and two may be characterized as being monoglossic meaning that it generally is the voice of GCB that dominates the texts. It is clear when going through the texts that the communicator is GCB which is the reason for the monoglossic characteristic. This means that the contents of texts one and two are not up for negotiation as it is concrete description of the purpose and background for the climate initiatives. An example of this is *‘Hele formålet er jo at vise, at vi alle kan være med til at gøre en forskel’.(Text two lines 23-24)*. This statement is not up for negotiation as it is stated as a fact that the purpose of the Great Climate test is to show the citizens, and perhaps the world, that everyone can make a difference when it comes to fighting climate change. However, when looking at text three which is a section with advice from the citizens the communication from GCB in this case is slightly different than that of TTT and GCF. It is important that GCB chooses to include the advice from the citizens. As the advice is published on GCBs web page, GCB can be characterized as being the mediator in the communication from the citizens to other citizens. In a way, GCB is the indirect sender of the advice from the citizen as it is edited and published on their web page but the citizens are the direct senders of the information. This adds a heteroglossic dimension to the message GCB tries to send. This means that texts one and two may be characterized as being monglossic but text three can be characterized as being heteroglossic. Although there are three individual texts each text has a feature of being either monoglossic (text one and two) or heteroglossic (text three) when your combine them, the message from GCB is additionally strengthened as they use voices of real people who are active in the fight against climate change.

# The Energy city of Frederikshavn’s Appraisal of climate initiatives

I have chosen to shorten ‘green city of Frederikshavn’ to GCF. The procedure of this analysis is similar to that of the two others.

### 9.0.1 Text one

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *Line* | *Instantiation* | Appraiser | Appreciation | Judgement | Affect | Appraised |
| 2 | Som Energiby-aktivist giver du noget af din egen energi til byen- og får noget til at ske *(As an energy city-activist you give some of your own energy to the city – and make something happen)* | GCF |  | +Social esteem  (Capacity)  (Inscribed) |  | Energy activists |
| 3-4 | (…) og gennem aktiviteter og projekter er I med til at sætte kursen for Energibyen Frederikshavn og udbrede kendskabet til projektet. *((…) and through activities and projects you help set the course for the Energibyen Frederikshacn and spread knowledge of the project.)* | GCF |  | +Social esteem  (Capacity)  (Inscribed) |  | The energy-activists |

### 9.0.2 Text two

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| *Line* | *Instantiation* | Appraiser | Appreciation | Judgement | Affect | Appraised |
| 1 | Et stærkt hold *(A strong team)* | GCF | +Valuation  (Inscribed) |  |  | The ‘advisory board’ of GCF |
| 2-3 | Energibyen Frederikshavn er et helt unikt projekt som kalder på nytænkning og samarbejde på tværs af kommunen, erhvervslivet, uddannelsesinstitutionerne og borgerne. *(Energibyen Frederikshavn is a completely unique project that calls for new thinking and collaboration across the municipality, the business community, the educational institutions, and the citizens)* | GCF | +Valuation  (Inscribed) |  |  | The GCF project |
| 5-6 | I hverdagen er det projektets sekretariat, der med sparring fra styregruppen har ansvaret for at gøre vision til virkelighed *( On ordinary days, it the secretariat of the project with the steering committee as a sparring partner that is responsible for turning vision into reality)* | GCF | +Valuation  (Inscribed) |  |  | The structure of the GCF project |
| 6-7 | Flere og flere deltager også I Energiby-projektet som frivillige aktører. *(More and more also participates in the Energiby project as volunteers)* | GCF |  | +Social Esteem  (Tenacity)  (Invoked) |  | The volunteers who join the GCF project |
| 7-8 | De bruger både dage og aftner på at udbygge forskellige grene af projektet *(They spend both days and nights developing different branches of the project)* | GCF |  | +Social esteem  (Tenacity)  (Inscribed) |  | The volunteers who join the GCF project |
| 8-9 | – fordi de synes, det er en god ide og ser gensidige muligheder i samarbejdet. *(– because they think it is a good idea and see mutual opportunities in the collaboration)* | GCF | +Valuation  (Invoked) |  |  | The GCF project |
| 9-10 | Det er svaret på flere udfordringer og kan bringe byen i front på en lang række områder. *(It is the answer to several challenges and can bring the city in front on many areas)* | GCF | +Valuation  (Inscribed) |  |  | The GCF project |

### 9.0.3 Text three

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 4-6 | Med nøgleordene – mange teknologier, mange aktører – forsøger temagruppen ‘Lokal energi’ bredt at mobilisere ressourcer, teknologier og kompetencer til at omstille Energibyen til en vedvarende energiby. *(With the keywords – many technologies, many actors – the theme group ’Local energy’tries to mobilise resources, technologies, and competences broadly to switch over GCF to a renewable energy city)* | GCF | +Valuation  (Inscribed) | +Social esteem  (Capacity) | |  | The theme group ‘Local energy’ |
| 6-7 | I gruppen er både nationale og lokale energiaktører repræsenteret – alle med det formal at planlægge og realisere energikonceptet for Energibyen Frederikshavn *(In the group both national and local energy actors are represented – everyone with the purpose of planning and realising the energy concept for energy city Frederikshavn)* | GCF | +Valuation  (Inscribed) |  | |  | The theme group ‘Local energy’ |
| 11-13 | Energibyen Frederikshavn giver uddannelsesinstitutionerne helt nye muligheder for at gennemføre spændende projekter om alt fra klima, energi, miljø, teknologi til besparelser *(The Energy city Frederikshavn gives the education institutions completely new opportunities to carry out exciting projects about everything from climate, energy, environment, technology to savings.)* | GCF | +Valuation  (Inscribed) | +Social esteem  (Capacity) | |  | GCF |
| 16-19 | I samarbejde med Aalborg Universitet og på tværs af faggrænser oprettede EUC Nord og MARTEC en ny Energi- og Miljøskole, som skal styrke Nordjyllands position som et naturligt centrum for grøn og bæredygtig teknologi. *(In collaboration with the University of Aalborg and across disciplinary boundaries, the EUC North and MARTEC founded a new Energy and Environment school which is to strengthen Northern Jutland’s position as a natural centre for green and sustainable technology)* | GCF | +Valuation  (Invoked) |  | |  | EUC Nord and MARTEC |
| 26-27 | Derfor er borgernes opbakning og engagement af stor betydning for Energibyens success *(Therefore, the support and engagement from the citizens is of great importance for GCF’s success)* | GCF |  | Social esteem  (Propriety)  (Inscribed) | |  | GCF |
| 27 | Det skal ikke være besværligt at have adresse i Energibyen *(It must not be inconvenient to have an adress in GCF)* | GCF |  | +Social esteem  (Propriety)  (Invoked) | |  | GCF |
| 29 | Gevinsten er en renere, sundere og mere attraktiv by. *(The prize is a cleaner, healthier, and more attractive city)* | GCF | +Valuation |  | |  | GCF |
| 29-31 | Som borger kan man bakke op om projektet ved at skrue ned for energiforbruget I sin bolig, men man kan også slutte sig til gruppen af EnergibyAktivister. *(As a citizen, it is possible to support the project by turning down the energy consumption in the house but it is also possible to join the group of EnergyActivists)* | GCF |  | +Social esteem  (Propriety)  (Invoked) | |  | GCF |
| 31-33 | Siden begyndelsen af 2009 har en gruppe engagerede borgere i temagruppen ’Min Kommune’ en gang i måneden mødtes og taget aktivt ejerskab for projektet. *( Since the beginning of 2009, a group of committed citizens in the theme group ’My Municipality’ have met once a month and taken active ownership for the project)* | GCF |  | Social esteem  (Capacity)  (Inscribed) | |  | The citizens in the theme group ‘ My Municipality’ |
| 33-34 | Som aktivister går de forrest, spreder budskabet og får ting til at ske – der, hvor borgerne er *(As activists they walk in front, spreads the message and make things happen –there where the citizens are)* | GCF |  | Social esteem  (Tenacity) (Inscribed) | |  | The citizens in the theme group ‘ My Municipality’ |
| 37-38 | Ikke fordi det er oppe I tiden, men fordi det er det eneste fornuftige. *(Not because it is a popular issue nowadays but because it is the only reasonable thing to do)* | GCF | +Valuation  (Inscribed) |  | |  | A working group within the municipality which works towards developing the municipality to being an energy and environmentally friendly municipality |
| 38-39 | I 2007 blev Frederikshavn Kommune, som den første kommune i Danmark, klimakommune *(In 2007 the municipality of Frederikshavn became the first climate municipality in Denmark)* | GCF | +Valuation  (Invoked) |  | |  | GCF |
| 39-40 | Kommunen var også blandt de første til at underskrive en Kurveknækkeraftale med Elsparefonden *(The municipality was also among the first to sign a curve breaker agreement with The Danish Electricity Saving Trust)* | GCF | +Valuation  (Invoked) | +Social esteem  (Propriety)  Invoked | |  | GCF |
| 40-41 | Med aftalerne har Frederikshavn Kommune forpligtet sig til at nedbringe den absolutte CO2-udledning med 3 procent pr. år frem til 2025 *(With the agreements the municipality of Frederikshavn has committed themselves to reducing the absolute CO2 emmission with 3 per cent per year until the year 2025)* | GCF |  | +Social Esteem  (Capacity) | |  | The municipality of Frederikshavn |
| 43-44 | I Frederikshavn Kommune er det blevet en selvfølge at anvende energisparematerialer og –produkter, når offentlige bygninger og inventar står over for en modernisering og udskiftning *(In the municipality of Frederikshavn it has become a matter of course to use energy saving materials and products when public buildings and equipment are modernised and changed)* | GCF |  | + Social esteem  (Propriety)  Inscribed | |  | The municipality of Frederiskhavn |
| 45-47 | Det grønne valg er blevet et naturligt valg – og sådan har det I princippet været siden 1999, hvor kommunen tog initiativet til energispareprogrammet ‘Spar-2004’ og gik til angreb på de overflødige energikilo. *(The green choice has become a natural choice – and generally it has been like that since 1999 where the municipality took the initiative to start the energy saving programme ‘Save 2004’ and attacked the surplus energy kilos)* | GCF | +Valuation |  | |  | GCF |
| 49 | Også på cyklen er Frederikshavn Kommune i front. *(Also on the bicycle the municipality of Frederikshavn is the leader)* | GCF | +Valuation |  |  | | GCF |
| 49-50 | Undersøgelser viser, at frederikshavnerne og skagboerne er blandt de danskere, som bruger cyklen mest som dagligt transportmiddel. *(Studies show that people living in Frederikshavn and Skagen are among those Danes who use the bicycle the most as a daily way of transporting themselves)* | GCF |  | +Social esteem  (Capacity)  Inscribed |  | | The citizens of Frederikshavn and Skagen |
| 50-53 | Derfor har Frederikshavn Kommune meldt sig som ‘lead partner’ og projektleder I projektet ‘Nordiske Cykelbyer’, der skal udvikle locale cykelpolitikker, -handlingsplaner og –regnskaber. *(That is why the municipality of Frederikshavn has enrolled as ’lead partner’ and project manager in the project ’Nordic Bicycle cities’ which is going to develop local bicycle politics, plans of actions, and accounts)* | GCF |  | Social esteem  (Capacity)  (Inscribed) |  | | GCF |

When looking at the table above, it becomes clear that the three texts from GCF are characterized by containing a high degree of positive Appreciation, in the sub category of Valuation but also Judgement, in the category of social esteem in the three sub categories of Capacity, Propriety, and Tenacity. As the object of this analysis is GCF, a thing that is, I am going to use the category of Judgement but applied to GCF as this in a way is personified in the texts as I, like it was the case with the texts from GCB and TTT, assume that the texts are written by people and the projects undertaken by GCF and GCF itself consist of people. Furthermore, it should be noted that the Appraisal analysis revealed that GCF makes use of double codings and moreover, there are some instances of Judgement, in the category social esteem in the sub-category of Tenacity.

As mentioned before, the Appreciation found in the texts is positive. The positive Appreciation in the sub category of Valuation is used to describe and frame GCF and its project on turning the city into an energy city. Moreover, when looking at the table above, it becomes clear that the ‘relationship’ between the Appraiser and the Appraised is characterised as being a relationship between the same two parties meaning that the Appraiser is GCF and what is mostly Appraised is GCF and projects it has undertaken. The reason for making this specific statement is that when reading the texts it appears as if GCF appreciates the behaviour of others but in fact they appreciate itself however, it does so in an indirect way. An example of this indirect, or invoked, Appreciation is, *‘fordi de synes, det er en god ide og ser gensidige muligheder i samarbejdet’ (Text two lines 8-9)*. By writing this, GCF states that the motivation of the volunteers who join the programme is based on the fact that they think it is a good initiative. In this way, GFC indirectly displays its project as a positive undertaking and it bases this on the support from the volunteers. Moreover, the statement can be interpreted as a validation of the projects as the volunteers would probably not join the programme if they thought it was a bad idea. As stated above, the texts also contains example of double codings where what is stated can be interpreted two ways. An example of a double coding is *Kommunen var også blandt de første til at underskrive en Kurveknækkeraftale med Elsparefonden* *(Text3 lines 39-40)*. This statement can be interpreted as both a positive valuation of the signing of the curve breaker agreement but it can however, also be interpreted as Propriety. As we can assume that the signing of the agreement has been done by people, the statement thus has a double coding which at one level says something positive about the fact that an agreement has been signed and moreover, at another level says something about the fact that the people who have signed the agreement find it ethically and socially correct to do this. As stated above, the texts also contain Judgement in the sub categories of Capacity and Propriety. The Judgement is primarily used to describe the actions, the capacity of the citizens who join the GCF programmes. Moreover, the Propriety found in the texts is used to state that GCF believes that its undertakings are a result of the fact that it believes that the right thing to do is to take action in order to transform the city into being an energy city. An example of Judgement in the sub category of Propriety is *‘Derfor er borgernes opbakning og engagement af stor betydning for Energibyens success’ (Text three lines 26-27).* By stating this, GCF directly writes that it is important that the citizens participate.

However, it is worth noting that GCF does not directly say something about the citizens but about the organisation itself as it indirectly writes that it is aware of the fact that the involvement and support of the citizens are important. Thus the focus of the communication does not move from the GCF project to inviting the citizens to participate. This means that the focus mainly is on GCF. This is clear when looking at who is appraised and who appraises. An example of Judgement in the sub category of Propriety is *‘Som borger kan man bakke op om projektet ved at skrue ned for energiforbruget i sin bolig, men man kan også slutte sig til gruppen af EnergibyAktivister’ (Text three lines 29-31)*. By writing this, GCF says something about what the citizens can do for the project and moreover how to become a good citizen. By using Propriety GCF appeals to the citizens’ ethical responsibility towards society. This leaves the impression that the purposes of texts are to tell the citizens what they can do in order to be respectable citizens. However, when investigating whether this form of appealing to the citizens works in terms of citizen involvement, it is noticeable that GCF *informs* the citizens of what they can do in order to be respectable citizens. This is done in a way which leaves the impression that it is up to the citizens whether they wish to get involved or not rather than to invite them to join the GCF project. However, the high degree of positive Valuation of GCF by GCF leaves the impression that the purpose of the texts is to inform of GCF’s projects rather than inviting the citizens to participate. This gives the impression that the prioritisation of GCF is first to inform of the projects and secondly to inform the citizens of what they can do in order to be good citizens. Moreover, an example of Jugdement, social esteem in the sub-category of Tenacity is: ‘*Flere og flere deltager også I Energiby-projektet som frivillige aktører’ (Text two lines 6-7).* As Tenacity says something about how determined a person is, this example says something of how the citizens who volunteer in the projects are viewed by GCF. Indirectly, GCF states that these citizens are persistent and engaged in the work and thereby sends the message that the citizens who join the project are committed to making an effort in the execution of the project. With regards to the question of citizen involvement it is important to notice that not once does GCF directly express a wish for citizen involvement. Instead GCF indirectly encourages participation of the citizens, but this is not expressed in a way which makes the citizens join the programme. In this way, it may be possible to assume that GCF takes other measures to involve the citizens and not in its communication on the web page.

## 9.1 Graduation

### 9.1.1 Text one

|  |  |  |  |
| --- | --- | --- | --- |
| *Line* | *Instatiation* | Force | Focus |
| 1 | Energiske borgere søges *(Energetic citizens wanted)* |  | Sharpener |
| 2 | Som Energiby-aktivist giver du noget af din egen energi til byen – og får noget til at ske *(As an energy city activist you give some of your own energy to the city – and make something happen)* | Explicit grading, intensifier, upgraded |  |

### 9.1.2 Text two

|  |  |  |  |
| --- | --- | --- | --- |
| *Line* | *Instantiation* | Force | Focus |
| 1 | Et stærkt hold *(A strong team)* |  | Sharpener |
| 2 | Energibyen Frederikshavn er et helt unikt projekt som kalder på nytænkning og samarbejde (…) *(The energy city Frederikshavn is a completely unique project which calls for new thinking and collaboration (…))* | Explicit grading, intensifier, upgraded |  |
| 3-4 | Derfor etablerede Frederikshavn Kommune, som projektejer, tidligt i projektet et ’advisory board’ (…) *(Early in the project,, the municipality of Frederikshavn as project owner, established an ‘advisory board’ (…))* | Explicit grading, measure of time, upgraded |  |
| 4-5 | (…) nogle af branchens betydelige aktører er repræsenteret *(Some of the most important actors in the business are represented)* |  | Sharpener |
| 6-7 | Flere og flere deltager også i Energiby-projektet som frivillige aktører *(More and more also participate in the energy city project as volunteers)* |  | Sharpener |
| 7-8 | De bruger både dage og aftener på at udbygge forskellige grene af projektet (…) *(They spend both days and nights on developing different branches of the project (…))* | Explicit grading, measure of time, upgraded |  |
| 9 | For Energibyen Frederikshvn er ikke alene et ’grønt’ projekt. *(For the energy city project is not only a ‘green’ project)* | Explicit grading, intensifier, upgraded |  |
| 9-10 | Det er svaret på flere udfordringer og kan bringe byen i front på en lang række områder. *(It is the answer to several challenges and can bring the city in front in many areas)* |  | Sharpener |

### 9.1.3 Text three

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| *Line* | *Instantiation* | Force | Focus | |
| 1 | Mange teknologier, mange aktører *(Many technologies, many actors)* | Explicit grading, intensifier, upgraded |  | |
| 2 | Det kræver en stor indsats (…) *(It takes a great effort(…))* |  | Sharpener | |
| 2-3 | Det kræver store økonomiske anlægsinvesteringer (…) *(It takes great economical investments (…))* | Explicit grading, intensifier, upgraded |  | |
| 3-4 | (…) rettet mod både borgere og erhverv og ikke mindst kræver det en usædvanlig grad af koordinering energiselskaberne imellem *((…) aimed at both citizens and the business community and not at least it calls for an unusual degree of coordination between the energy companies)* | Explicit grading, intensifier, upgraded |  | |
| 5 | (…) forsøger temagruppen ’Lokal Energi’ bredt at mobilisere (…) *((…) the theme group ’Local Energy’ tries to mobilise broadly (…))* |  | Sharpener | |
| 6-7 | I gruppen er både nationale og lokale energiaktører repræsenteret (…) *(In the group both national and local energy actors are represented (…))* |  | Sharpener | |
| 11 | (…) og være en attraktiv by at forske og studere i. *((…) and be an attractive city to do research and study in)* |  | Sharpener | |
| 11-12 | Energibyen Frederikshavn giver uddannelsesinstitutionerne helt nye muligheder(…) *(GCF gives the educational institutions completely new opportunities* *(…))* | Explicit grading, intensifier, upgraded |  | |
| 13-14 | Børn, unge og forskere fra ind- og udland kan på tæt hold opleve (…) *(Children, youngsters, and researchers from home and abroad can experience more closely (…))* | Explicit grading, intensifier, upgraded |  | |
| 13-14 | (...) den nyeste energiteknologi og se teori omsat til praksis (*(…) the newest energy technology and see theory translated into action)* |  | Sharpener | |
| 19-20 | (…) give de studerende de allerbedste forudsætninger(…) *((…) provide the students with the very best conditions(…))* |  | Sharpener | |
| 20 | (…) den nyeste vedvarende energiteknologi *((…) the newest sustainable energy technology)* |  | Sharpener | |
| 22-23 | Centeret spiller en vigtig rolle i omstillingen af transporten til vedvarende energi. *(The centre plays an important role in the reorganization of the transport to sustainable energy)* |  | Sharpener | |
| 26-27 | Derfor er borgernes opbakning og engagement af stor betydning for energibyens success. *(Therefore, the support and engagement of the citizens is of great importance for the success of the energy city)* | Explicit grading, intensifier, upgraded |  | |
| 29 | Gevinsten er en renere, sundere og mere attraktiv by. *(The prize is a cleaner, healthier, and more attractive city)* | Explicit grading, intensifier, upgraded |  | |
| 31 | Siden begyndelsen af 2009 (…) *(Since the beginning of 2009 (…))* | Explicit grading, measure of time, upgraded |  | |
| 33 | Som aktivister går de forrest (…) *(As activists the walk in front (…))* |  | Sharpener | |
| 37-38 | Ikke fordi det er oppe I tiden, men fordi det er det eneste fornuftige. *(Not because it is a popular issue nowadays but because it is the only reasonable thing to do)* |  | Sharpener |
| 38 | I 2007 (…) *(In 2007 (…))* | Explicit grading, measure of time, upgraded |  |
| 38-39 | (…) som den første kommune I Danmark(…) *(as the first municipality in Denmark (…))* |  | Sharpener |
| 49 | Også på cyklen er Frederikshavn Kommune i front. *(Also on the bicycle, the municipality of Frederikshavn is the leader)* |  | Sharpener |
| 49-50 | Undersøgelser viser, at frederikshavnerne og skagboerne er blandt de danskere som bruger cyklen mest som dagligt transportmiddel. *(Studies show that people living in Frederikshavn and Skagen are among those Danes who use the bicycle the most as a daily way of transporting themselves* |  | Sharpener |

The three texts are characterized by containing a high degree of Graduation. In the texts, the Graduation is used to measure time, however more frequently, it is used to emphasize and intensify GCF’s points regarding its projects. An example of explicit grading, measure of time is *‘Siden begyndelsen af 2009’ (Text three line 31)*. In this case, the measure of time is used to stress the fact that citizens since 2009 have met and participated actively in GCF’s project. By including this, GCF emphasizes the fact that they have been working towards becoming an energy city for some time and additionally, GCF emphasizes the fact that the citizens think GCF’s projects are good ideas and therefore participate actively. Moreover, GCF makes use of intensifiers. An example of an intensifier is ’*De bruger både dage og aftener på at udbygge forskellige grene af projektet (…) (Text two lines 7-8)’*. In this, GCF intensifies the fact that the citizens who participate in the project spend much time on the project. Furthermore, by using intensifying features, GCF emphasizes that it really does believe the transition of the city into an energy city is a good idea and that it presents many opportunities for the citizens and, more importantly that the citizens who participate actively use much of their time and resources on the project. This adds to the assumption that GCF indirectly validates its projects. However, by using intensifiers GCF strengthens and makes clearer the validation.

Additionally, GCF makes use of Force which helps sharpen and specify meanings. An example of this is *’Undersøgelser viser, at frederikshavnerne og skagboerne er blandt de danskere som bruger cyklen mest som dagligt transportmiddel’* *(Text three lines 49-50)* which refers to the Danish citizens who use their bicycles as a daily way of transporting themselves. At first sight, this example appears to be Focus as it is appears to be ‘de danskere’ (those Danes) who are emphasized by ‘som bruger cyklen mest’ (who use their bicycles the most) creating an explicit grading. However, this is a metaphor used to refer to a specific group of people who use their bicycles and thus do not cause CO2 emission. Therefore, this example belongs in the sub category of Focus. An example of a Sharpener which is not a metaphor is *’Det er svaret på flere udfordringer og kan bringe byen i front på en lang række områder’* *(Text two lines 9-10)*. By classifying ’områder’ GCF sharpens its point which is the GCF projects are going to do positive things for the city of Frederikshavn. Moreover, generally when looking at the amount of Graduation, GCF mostly uses this to emphasize and intensify the fact that these projects are important for the development of the city. It would appear as if the main focal point for GCF is to stress the importance of the projects with regards to the reputation and development of the city, and not so much because it is what is environmentally correct, but because it is important to GCF that the city of Frederikshavn is the leader in all areas. Moreover, the Graduation is not used to stress or make sharper what the citizens can do in order to participate. This is worth keeping in mind when discussing citizen involvement. Although the texts are retrieved from GCF’s web page, the texts are on the surface the closest information about what the citizens can do in order to participate and, more importantly, the texts are the only texts found on the web page that mention the citizen’s part in the transition progress. However, not once does GCF express a direct wish for citizen involvement.

# Realis and irrealis in the texts from the green cities

An aspect of the Appraisal analysis which may be interesting to use in the analysis is the realis-irrealis aspect, an aspect which will be shortly introduced as I have chosen not to include it in my main presentation of the appraisal theory. The reason for this is that it is not my main focus but I still find it relevant to illustrate whether the communication is characterized as being actual or hypothetical. Furthermore, the reason for including this in the analysis is that the projects and what these include are depending on the fact that citizens actually join. This means the realization of the projects can only happen if the citizens choose to join. This indicates that the communication should have elements of irrealis as the features of the projects only can occur if citizens join. This means that the projects in a way are conditional as the citizen participation is a condition for the carrying out of the projects. In this section, I am shortly going to give examples of irrealis and realis in order to illustrate which elements in the communication from the three cities are actual and which are hypothetical.

First of all, I am going to shortly outline the basic principles of realis and irrealis.

Realis events may be characterized as being events that are directly perceived by the speaker or writer which means that realis refers to actual and actualised events[[111]](#footnote-111). Irrealis may then be characterized as being events that are imagined and exist purely within the realm of thought[[112]](#footnote-112). Irrealis statements have the function that they lead the reader to expect a ‘real’ statement to which the writer is committed. As the irrealis event entails the existence of a person who actually is performing a type of hypothesizing, the hypothetical propositions are typically signaled by reference to the beliefs of the audience and/or the writer[[113]](#footnote-113). Furthermore, what indicates irrealis or realis are conjunctions and modal verbs. Generally, past tense and present tense are what indicate realis and future tense as well as conditional sentences are what indicate irrealis. An example of an indicator of an irrealis event is the modal verb *will*, and an example of an indicator of realis event is *did[[114]](#footnote-114)*.

Arguably, the communication is marked by the fact that the communicators relate the projects to events taking place in present time and moreover, that the projects are being carried out. However, it should be noted that the carrying out of the projects, more or less directly expressed by GCB and TTT, depends on the participation of the citizens. This means that the communication does not directly express what the projects can do *now* but rather what it can do in the *future* *if* the citizens join the projects. The expression of the future impact of the projects can be interpreted as a ‘promise’. This promise can in a way be interpreted as a guarantee for the outcome of the projects is what is stated. Examples of this can be found in the texts from all green cities:

Example from TTT:

‘It( The Transition Together project red.) will save you money, reduce your environmental impact and bring you and your local community closer together’.

Example from GCB:

’Vi har store udfordinger foran os, men også muligheder for at bryde vaner og ændre adfærd, til fordel for klimaet’.

Example from GCF:

’Som Energiby-aktivist giver du noget af din egen energi til byen- og får noget til at ske’

All of the instances above express a type of promise of what is going to happen if the citizens decide to get involved in the projects. It is noticeable that the carrying out of the projects for TTT and GCB only can happen if the citizens participate as the communication expresses a wish for citizen involvement and moreover, the projects are specifically designed for the citizens. When it comes to GCF, the citizens can contribute with their participation; however, generally the GCF project does not depend on the involvement of citizens only.

# A different interpersonal perspective

Before analysing the texts further, it would be relevant to make clear who the sender and receiver of the texts is. This is important as the relationship between the sender and receiver is determining for the contents of the text and how this is formulated in order to gain the wished effect. Thus the communication is from three different cities. This means that the senders of the individual communication are TTT, GCB, and GCF, respectively and the receivers are the citizens and other interested persons living in the cities.

## 11.1 Formality

What is general for the texts from the three cities is that the senders are organizations, TTT, GCB, and GCF and the receivers are the citizens living in the cities and the surrounding areas. Taking into consideration the relationship between the receivers and senders is determining for what is being communicated and how it is communicated. In the case with the three green cities, it is relevant to establish that the texts are somewhat informal. The level of informality is important as a low level of formality may appeal to a broader audience as the receivers, in this case citizens may include all layers of society. This means that the language used is crucial for the interpretation and perception of what is communicated. A high level of formality which is found in traditional legal texts appeals to a narrow audience as it would require knowledge within the legal world. However, by using a low level of formality, the green cities attempt to reach the general public in the areas. More specifically, the level of formality is low in the texts from the three green cities. An example of low level of formality in the texts from TTT is *‘Working together helps making lifestyle changes easier and more fun’*. The level of formality in this is low, however. If we investigate further the concept of lifestyle change which TTT states it is when the citizens join the Transition Together project, lifestyle change may be considered a rather modern concept. Generally, we are used to relating lifestyle change to e.g. overweight or smoking and when people go through lifestyle changes they work hard and have to make an effort in order to gain the wished change which could be to lose weight or stop smoking. However, in the case of TTT the lifestyle change is related to taking measures to reduce the effect of climate change and fight climate change in general. In order to gain support and make the citizens understand that they can make a difference TTT uses the somewhat familiar term ‘lifestyle changes’ in a new way which is in the attempt to gain support from the citizens. An example of a low level of formality in the texts from GCB is ‘*I det hele taget satser vi på et sjovt og lærerigt arrangement’*. The level of formality is low in this example as GCB uses everyday language. Additionally, when comparing this to the example from the TTT texts a word which is used in order to describe how participating in the projects are fun and educational. Like TTT, GCB indirectly refers to the fact that joining the project is a change in lifestyle and in order to ‘sell’ the message to the citizens, GCB keeps focus on the positive features of lifestyle changes. By doing so, GCB indirectly presupposes that what the citizens normally combine with lifestyle changes is hard work and by focusing on the positive features, GCB in the role as the communicator, controls and revises the perhaps established idea of what lifestyle changes imply to their advantage. An example of a low level of formality in the texts from GCF is *‘som Energiby-aktivist giver du noget af din egen energi til byen – og får noget til at ske’*. In this example, GCF directly addresses the citizens. What is noticeable is the use of the pronoun *du (you).* By using this, GCF lowers the level of formality and eases the impression of GCF from being an organization where the distance may seem long into being something that is only a phone call away. However, when reading through the rest of the texts, the distance between GCF and the citizens becomes wider and wider. When taking Appraisal analysis into consideration, the primary purpose of the texts is to inform of all the positive things GCF can do and does for the good of the city and in the overall world and perhaps not so much to involve the citizens. Compared to the texts from GCB and TTT, the spread of e.g. personal pronouns is limited which adds to the impression that the texts are to inform rather than to get the citizens to participate. It is possible to state that GCF takes responsibility for the climate initiatives and leaves the citizens with the impression that they in fact do not have to act if they do not wish to.

## 11.2 Power structure

What is general for the texts from the three cities is the power structure. The power structure expressed in the texts gives the impression that the relationship between communicator and receiver is uneven. This imbalance in the relationship between the green cities and the citizens may appear natural but when keeping in mind the fact that the Transition Together project can be compared to an item, the citizens do not at first have the possibility to consider whether they want to accept the features that are presented. When reading the texts it is important to keep in mind that they represent one-way-communication as the opportunities to ask questions, make critical comments and contributions in general depend on the citizens joining the projects. This means that the texts are specially designed on the assumption that the citizens have to join the projects if they want the opportunity to have something to say. The markers for this asymmetry in the power structure are however subtle in the texts. However, by looking at the texts, a form of thematic division in the contents as well as in the move structure occurs:

For TTT a rough thematic division is:

* Introduction to the Transition Together Project
* What can the Transition Together Project do
* The Workbook

The GCB text has the following thematic organization:

* Introduction to Projects
* Background knowledge
* Project implications
* Results so far

The thematic organization of the GCF text is:

* Invitation to participate
* Introduction to GCF
* What do GCF do and what do they want

In terms of content the first thematic division is similar in all three cities. However, whereas TTT and GCB in the following sections use the texts to explain what the projects they wish the citizens to participate in entail, GCF uses the space to inform of the projects the organization has undertaken, what the projects implicate and which results the organization has gain so far. Thus it is important to keep in mind that the thematic divisions of the texts is an indirect way of displaying how the green cities use the communication to ‘sell’ the projects to the citizens and moreover how they, perhaps without knowing it, show that they have the power in the interaction with the citizens. This structure adds to the fact that the indicators for the uneven power structure are subtle. Although the power structure may be interpreted as the green cities’ way of controlling what is communicated to the citizens, the structures are not obvious to the naked eye. However, whether the texts are selected out of context which is the case for the texts in this thesis or whether they are read on the web pages, the structure remains the same; no matter whether looking at the texts individually or together, the structures do not change.

If the imbalance in the power structure is related to the interaction between the green cities as senders and the citizens as receivers, it becomes clear that the indicators for the asymmetric power structure can be characterized as being indirect. The distance between the three green cities and the citizens seem to be wide; however, the indicators implicitly give the citizens the impression that the distance is short. It is important to keep in mind that roughly stated, the contents of the texts are subjective. Generally, when reading the texts one cannot help but get the impression that the point of view from which the communication is created is the dominating factor for the contents and structure of the communication. However, by involving other social actors such as scientists and institutions providing documentation, and communicators who - through communicative processes -formulate texts based on what the researchers ‘say’ can contribute to a validation of the projects. This means that the texts and the contents are designed to have the specific effect of ‘selling’ their projects to the citizens. The designs of the texts are made on the basis of expected effects of details such as words, grammar, pronouns, and language in general. The subtle indicators of power asymmetry in the texts create a specific level of formality.

## 11.3 Conversation versus direction

The low level of formality makes the interaction between the citizens and the green cities easier. By using everyday language the distinction between formal and informal language becomes clearer. Moreover, the distance between the citizens and the green cities becomes shorter than if the texts had contained e.g. a high degree of formality. The high level of informality in the texts can be interpreted as a subtle marker for power asymmetry as the texts then have a level where the citizens are able to read and understand the contents. Due to this it is possible to state that an overall feature of the texts is that they are more conversational than directive. The use of pronouns such as ‘you’ and ‘we’ add to the conversational nature of the texts. The conversational feature of the texts can be viewed as an expression of the fact that the green cities which we safely can establish as organizations use a language which is familiar to the citizens and which the citizens use in their everyday lives. This means that the green cities select language which the citizens use in their private sphere and use it in the public sphere In general this means that the boundaries between the private and public sphere become smaller as the organizations, in this case the green cities, take the language of the citizens and use it their communication. In terms of citizen involvement this may be seen as a clever move from the communicators as this raises the effect of the communication as the citizens’ understanding then increases.

It is important to note that the language used is a tool the green cities use in order to create a text. This text goes through a complex process. The themes used in the texts both articulate features from the background of the projects which then forms the purpose of the texts and features from the ‘target text’. Moreover, besides the purpose of the texts the ‘target text’ is influenced by how the communicator believes the citizens’ interpretation process is. Generally, the texts that are the object for this analysis have been through a complex process which is displayed in the figure below:

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# Citizen involvement in the texts from the green cities

When reading the texts it becomes clear that the texts from GCB and TTT are different from the texts from GCF. However, in order to establish how the texts differ from each other, it is necessary to determine which factors should be the focal point. The focal point for my part is to investigate how (and whether) the three green cities express a wish for citizen involvement and furthermore, it would be interesting to investigate how the three cities call for citizen involvement. When reading the texts, it becomes clear that the texts from GCB and TTT are characterized as being encouraging in proportion to citizen involvement while the texts from GCF can be characterized as being informational. In order to illustrate this, it would be beneficial to look at the texts separately.

First, the texts from TTT can be characterized as being encouraging citizen involvement. It is clear that TTT communicates to the citizens that they want them to participate in the projects. The contents of the texts directly urge the citizens to take action and participate in the programme. Moreover, it appears as if the primary focal point for TTT, and thus the purpose of the texts, is to describe the easiness of joining the Transition Together project and furthermore, that it is not difficult to participate and urge the citizens to participate. The mere name of the project, *Transition Together* can be seen as a specific communicative feature in the attempt to gain support from the citizens as it implies two things. On the one hand, *Transition Together* implies that the citizens together with other citizens should join the project and start the transition process together with other citizens; on the other hand *Transition Together* implies that it is not just the citizens but also the governmental institutions, the business community, everyone who is a part of society. This way of appealing to the citizens creates a sense of community and reduces the distance between the organizations, the governmental institutions, and the business community by bringing what the citizens perhaps see as public institutions down to the same level as the citizens.

Furthermore, when looking at the Appraisal analysis combined with the power structure embedded in the texts, it leaves the impression that the communication line is top down. The reason for making this statement is that the citizens are bound to perceive TTT as an organization rather than a group of citizens who have started an initiative. Moreover, the Appraisal analysis revealed that even though at a first glance the texts appear to be requesting the citizens to get involved, in fact what is appraised is TTT and the Transition Together project and not so much the citizens and what they can do. The focal point of the texts is to inform in a positive way about what joining the project can do for the citizens. Taking into consideration that the citizens do not make any thorough analysis of the texts, the way TTT appeals to the citizens is by framing the Transition Together project in a positive way. This supports my earlier suggestion that the project can be seen as an item. The best way to sell an item is to present it in a positive way which is what TTT does.

Secondly, the texts from GCB can, like the texts from TTT, be characterized as being encouraging in relation to citizen involvement. The way in which GCB appeals to the citizens is rather similar to that of TTT. The way GCB appeals to the citizens is first of all to outline the background for taking the initiative to start the programme *Den Store Klimatest*. In the beginning of the section by providing the citizens with background information, GCB appeals to a common responsibility in the local community. By initiating the section with the statement: *‘Vi har alle indflydelse på klimaet og kan derfor også gøre en forskel’* GCB appeals to a sense of community among the citizens. This sense of community is used to create an awareness of what forms the basis for the programme, which in this case is climate change. Like with the Appraisal analysis of the TTT texts, the texts from GCB also revealed that the communication is marked by positive evaluation of GCB and its programme. Moreover, the Appraisal analysis showed that GCB, like TTT, frames its programme and its activities in this relation very positively. This can be seen as a method GCB uses to gain the attention of the citizens. By framing the Great Climate Test in a positive way, GCB gives the citizens the impression that the programme is a positive undertaking. However, and perhaps at a more subtle level, it appears as if GCB by framing themselves positively and by accentuating themselves as a climate conscious organization, gives the citizens an impression of living in a municipality that takes an active part in the fight against climate change. This could result in more citizens joining the programme.

It should be noted that GCB, as the communicator, is perceived as an organization and the citizens may perhaps therefore have the impression that the distance is too far in order for them to take action. But by writing *‘Vi har alle indflydelse på klimaet og kan derfor også gøre en forskel’* descends to the same level as the citizens as the use of the pronoun ‘vi’ which leaves the citizens with the impression that they are not the only ones who have to take action, it is everybody. This could have the result that more citizens choose to participate in the programme because GCB appeals to the sense of community which gives the citizens the feeling that they are not alone with the responsibility of fighting climate change.

What differentiates the texts from GCB from the texts from TTT, and GCF for that matter, is that GCB has published statements and advice from citizens who have already joined the Great Climate Test. By publishing this on its web page, GCB offers a validation of the programme. The fact that ‘real’ citizens actually have experienced results and in their statements explain that it is not that difficult to participate is a feature GCB uses to their advantage when it comes to expressing citizen involvement. By including the statements, GCB diminishes whatever distances the citizens might feel there is between GCB and them. This can lead to a high degree of citizen participation and support.

Finally, the texts from GCF can be characterised as informational rather than encouraging citizen participation. However, when looking at the first text, there is an actual example of encouragement with regards to citizen involvement. The lines *‘Energiske borgere søges’* is GCFs way of expressing a wish for citizen participation. However, taking into consideration that the following text of that first text, can be interpreted as a short description of what it means to be an active part of the project, GCF does not express a wish for citizen involvement in the text that follows. The focal point for GCF is rather to inform of the projects, what the organisation has achieved, and what it wants to achieve in the future. Unlike TTT and GCB, GCF does not specify what it takes to be an active part of GCFs fight against climate change. Having the Appraisal analysis in mind, GCF spends much time, like TTT and GCB, framing its project in a positive way. However, it appears as if the main purpose is to accentuate the organisation rather than accentuating the role of the citizens and projects they can participate in, if any. What is characteristic for the TTT and GCB texts is indeed to explain to the citizens what they can contribute with in the fight against climate change and encourage the citizens to take active part in the projects, but it does not appear as if this is the purpose of the GCF texts. When reading the texts from the three green cities, the texts from GCB and TTT use features in the language and in the structure to communicate with the citizens at citizen level whereas the texts from GCF is more concerned with accentuating itself, stressing the fact that it strives to be the leader in all areas with regards to transforming the city into a completely green city. This means that the role of the citizens appears less important in the mind of GCF although in the introductory text the organisation states that it is searching for citizens to participate. When reading the texts from GCF it leaves the impression that it is a strong organisation which controls all activities strictly. Indeed the impression received from the texts from GCF is that the way of communicating is a strong top down rather than the middle road which is a characteristic that can be added to the texts from GCB and TTT.

# Meeting the goals

When taking into consideration the goals the three cities set forth, the communication should express the wish to fulfil these goals. When looking at the GCB goals, it is clear that the organisation by appealing to an overall sense of community between the citizens, and between the citizens and the municipality, attempts to fulfil its goals. It should be made clear that the communication analysed in this thesis is primarily aimed at the citizens. However, since the goals of GCB can be divided into two poles, a citizen pole where the citizens are to reduce their CO2 emission, and a municipal pole where the municipal institutions are to reduce their CO2 emission, the way GCB appeals to the citizens reflects the organisation’s wish to meet its goals. As appears from the goals, the biggest change has to be made by the citizens as the goals express a wish to reduce the citizens’ CO2 emission by 25 per cent. Thus creating projects that will help the citizens make these reductions is a move taken by the organisation to try to fulfil its goal.

When looking at GCF it appears as if its goals are to be met by public institutions and the municipality and not so much the citizens. However, it should be noted that the organisation appeals to the citizens by stating that the organisation is in need of activists and engaged citizens. How this complies with meeting the organisation’s goals may have to be found at a slightly different level than what appears obvious. GCF in a way draws on the citizens as a remedy to help the organisation meet its goals. The attempt to reach the goals by appealing to the citizens is a way of creating a public awareness among the citizens. By appealing to the citizens and ask them to join the organisation’s projects is an indirect way of making the citizens work for the organisation. As the analyses revealed, the organisation works on the basis of theme groups where citizens are involved and can join; in this way GCF indirectly uses the citizens to meet the organisation’s goals. However, this is not done directly through projects especially designed for the citizens, which is the case for GCB and TTT, but rather by joining GCF and then work through the citizen groups to help the organisation achieve its goals. Moreover, it should be noted that GCF not only relies on the participation of the citizens but also the participation of the business community and institutions to help achieve its goals. This means that the appeal is twofold. One the one hand, GCF appeals to the citizens and on the other hand the organisation appeals to the business community and institutions in order to achieve its goals. However, the focal point for my analysis is citizen involvement and the appeal to the business community and institutions would require other focal points in the analysis. In relation to this, it should be mentioned that the business community and institutions are run by people and thereby citizens but they are however, obliged to follow the directions of the institutions in which they work. However, as citizens they are on equal terms as everyone else. This raises the question whether the citizens who are a part of the business community and institutions would choose to join the project outside their working place. One cannot help but wonder whether the fact that the business community and institutions join the project could create a chain reaction meaning that the citizens who work in the sectors would follow the initiative of the work place and join the project as private persons. However, it should be mentioned that according to the goals presented by GCF the main goals are to create jobs and become self sufficient in terms of sustainable energy. The main target for the communication would then be the more powerful institutions rather than individuals. The CO2 reduction is to be seen as a ‘bonus’ in terms of meeting the goals. This could be one of the reasons why the communication to a wide extent does not directly ask for citizen involvement.

Finally, when looking at the texts from TTT there is no question that the organisation makes direct appeals to the citizens. Like there are two main goals for GCB, there are two main goals for TTT. The first goal is to be achieved at the organisational level but with the help and input from the citizens. Moreover, the second goal is to strengthen the city and make it independent with regards to fossil fuels. When reading the communication from TTT it becomes clear that the second goal is to be fulfilled by the citizens and at their level. As the changes are meant to happen in the everyday lives of the citizens it is important that TTT makes it clear what is expected and what the organisation wishes the citizens do. Moreover, TTT appeals to the sense of community by keeping focus on the community and the fact that the project is developed in a way which allows the citizens to work together in the process. The fact that TTT appeals to the sense of community helps achieving the goals as it may be plausible that more people will join as they can participate in the project together with people that are close to them or live in the same community. By means of this, TTT not only gets the citizens involved and thus comes one step closer in achieving its second goal but the organisation also opens up and makes it easier for them to achieve its first goal. This is due to the fact that it appears as if the organisation believes that when the citizens are involved in the project at the citizen level, they also become more motivated and interested in participating at a higher level and help the organisation to develop new pathways to help the transition of the city and thus help TTT achieving its first goal.

# Analysing using a CDA approach

The main purpose of this thesis is to investigate how three green cities express a wish for citizen involvement with regards to climate projects. By means of the theoretical tools selected, I have indeed performed a Critical Discourse Analysis. It is important to keep in mind that the Critical Discourse Analysis is a method which is used to reveal how communication is in a dialectical relationship with the society and the practices that are created in this. This can be illustrated by using Fairclough’s three dimensional model. However, I have chosen to used the revised model to illustrate how the different elements of theory and analysis interact in the Critical Discourse Analysis:

Communicative process, Appraisal

Citizen involvement, Habermas

Communication from the three green cities, (Appraisal)

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As the model suggests, this thesis is an overall Critical Discourse Analysis where the different parts of the analysis based on the theory function as the three dimensions in the model. This means that each part of the analysis is in a dialectical relationship with each other and moreover, that one depends and is affected by another.

Citizen involvement and Habermas’ theory of the private and public spheres function as the social practice as this deals with the democratic processes and thus function as the socio cultural context. The communicative process and Appraisal function as the discursive practice as Appraisal illustrates which linguistic features are used to fulfill the purpose of the texts. Moreover, due to the openness between the discursive practice and the social practice, the communicative process is affected by the social practice which additionally affects the text. The textual dimension is the texts that I have analysed however, Appraisal can also be seen as a part of this dimension, as this clearly deals with the text.

# Conclusion

This thesis has tried to reveal how three green cities express citizen involvement. The central question addressed in the thesis is;

**To which extent does the communication from the three green cities reflect a wish for citizen involvement and in what way does the communication express a wish for the citizens to be an active part of the transition process?**

There is no question to the fact that climate change occurs and has an impact on the world society. As I have discovered in the process of making this thesis, climate change has become an issue which more and more cities around the world now recognize and thus try to adapt and reduce the impact of it. The point of departure in this thesis is how three green cities appeal to their citizens to take part in the fight against climate change.

What is characteristic for the texts from the three green cities is that they by means of positive reference to their projects try to appeal to the citizen to get involved. Furthermore, the green cities refer to what they believe the citizens can do in order to be good citizens and thus add great social importance to their projects. Therefore, I can conclude that the way in which the green cities express a wish for citizen involvement is by framing their projects in a positive way. Moreover, I can conclude that by referring to and telling the citizens what they can do in order to be respectable and good citizens is a way in which the three green cities express a wish for citizen involvement.

Furthermore, I can conclude that the use of personal pronouns is a move the green cities take in order to signal that the organizations are on the same level as the citizens which is a factor that helps reducing the distance between the organizations and the citizens. Moreover, by creating a sense of community, the three green cities try to create a common feeling of responsibility among the citizens and additionally by encouraging the citizen to join in groups the cities reflect a wish for citizen involvement. Thus I can conclude that these features are measures the cities take in order to make it easier and create a sense of security among the citizens because they can join with other citizens that they know.

The use of the language in the texts plays a role in the way the texts appeal to the citizens and moreover how the texts appeal to the citizen to get involved in the climate projects. By means of everyday language, I can conclude that the cities make it easier for the citizens to understand what the cities want them to do. By taking elements such as the language from the private sphere and use it in the public sphere, I can conclude that the cities directly appeals to the citizens to take action in a way which is not difficult to understand.

The combination of focus on citizens and positive evaluation of the climate projects, creates a double coding. On the basis of this double coding I can conclude that by appealing to the capacity of the citizens in relation to get involved in the projects and by appealing to the fact that the right thing is to get involved, the cities directly and indirectly express a wish for citizen involvement.

It is possible to conclude that GCF differs from GCB and TTT. Where TTT and GCB uses much space to explain how their projects work and what these can do for the citizens and the good for the overall society, the texts from GCF is more concerned with informing of its projects, what the organization has achieved so far, and finally what it wishes to achieve in the future. On the basis of this, I can conclude that GCF not directly expresses a wish for citizen involvement. However, indirectly the organization encourages the citizens to participate however I can conclude that this is not expressed in a way which directly makes the citizens to join. Furthermore, I can then conclude that GCF and its project do not depend on citizen involvement only but also involvement from other local institutions.

Unlike GCF, the TTT and GCB projects depend on citizen involvement. Thus it is possible to conclude that the level of expressing and reflecting a wish for citizen involvement is high as the projects only can happen on the condition that citizens participate. However, I can conclude that this is not the case for GCF which is why the reflection and expression of citizen involvement is low.

The fact that climate change occurs and cities now start to take measures to fight and reduce the impact of this is a positive thing. But it is important that it is not only the cities and organizations that have to lead the way, in order to fight climate change it is important that everyone contributes. However, as this thesis has proven, it is important that the way of appealing to the citizens is clear and designed to generate action as the citizens in many cases are unaware of the fact that they can contribute to the fight against climate change.

If climate change is to be fought, the societies, organizations, and the world society in general have to work together otherwise the extreme consequence could be that there is nothing more to fight for…

# Summary

In this master thesis the main aim is to answer the statement of problem:

**To which extent does the communication from the three green cities reflect a wish for citizen involvement and in what way does the communication express a wish for the citizens to be an active part of the transition process?**

The method I use in the thesis is qualitative research. Moreover, my approach is hermeneutical. In the thesis my aim is to try to determine how three green cities express a wish for citizen involvement in their communication to citizens. The hermeneutical approach is a humanistic science. The hermeneutical approach claims that the meaning or significance of a text, human action or a result of this action must be based on a general interpretation of a text.

Generally, my aim is to seek a more thorough understanding of human activity and the results of these activities.

In order to answer the problem, I had some theoretical considerations and narrowed the field down to three main theories: Critical Discourse Analysis, Appraisal Theory, and Citizen Involvement.

The Critical Discourse Analysis was developed by Norman Fairclough, who served as professor at the University of Lancaster, where he researched and taught within fields such as critical discourse analysis, language and power, social research etc.

The Appraisal is useful for investigating how a certain topic is presented in a text. The purpose of Appraisal is to systematize texts. I have included a description of the system in order to elaborate further on how the three cities appeals to the citizens. Moreover, Appraisal is used to reveal how the three green cities project themselves and their projects in the eyes of the readers. Having read the communication, I have drawn up tables of the use of the different categories of Appraisal in order to select the categories that I want to investigate and to create an overview of the texts to reveal a deeper layer in the communication. The categories that are most frequently used are the categories that I want to include in the thesis.

Finally, I have chosen to discuss and establish the concept citizen involvement. Furthermore, I wish to elaborate on the concept of citizen involvement further, and do so by including Jürgen Habermas’ theory of the private and public sphere as I consider this relevant when discussing and establishing the meaning of citizen involvement.

The results of the analysis were that the three green cities have different approaches to appeal to the citizens. Moreover, it is established that the three green cities have different views on the importance of citizen involvement as two of the cities’ projects depend on citizen involvement and the third city does not only depend on the citizens’ involvement thus the level of appealing to citizen involvement is low in this case. Thus the communication proved to have different features that all generally have positive views on the projects and initiatives taken by the green cities. The reason for communicating this to the citizens is because the best way to get them involved is to frame the cities and projects positively. Furthermore, the thesis also proves that the language used in the communication from the three green cities is characterised by being everyday language. This means that in order to gain the interest and participation of the citizens, the green cities use the ‘citizens’’ language in an organisational context.

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**Appendices**

Appendix 1: Texts from Transition Town Totnes

Appendix 2: Texts from the green city of Ballerup

Appendix 3: Texts from the green city of Frederikshavn

**Appendix 1: Transition Town Totness**

**Text one**

The Transition Together project is now underway and ready to welcome you as a participant.

Transition Together is a very local programme designed specifically for anyone living here in Totnes and its surrounding villages.

It enables you to take a number of effective, practical, money and energy-saving steps together with a group of neighbours, your friends or your family. The workbook shows you the easiest ways to:

* Improve your home’s energy efficiency
* Save money on your water and utility bills
* Reduce waste

It also explores easy, practical ways to take advantage of cheaper transport options and the great value, healthy, local food available in our town. It also helps you understand what’s behind the rising oil prices and climate change, and what this means for you, your family and your local community.

Working together helps making lifestyle changes easier and more fun. It will save you money, reduce your environmental impact and bring you and your local community closer together. It will also help you make some sense of these times of great uncertainty in which we live.

**Text two**

About the programme

In this section find out what the programme will do for you, how it works, more about the workbook and the extras...

What will it do for me?

Cut your household bills with this new programme that offers easy, helpful, practical advice to help you:

* Take control of your daily costs
* Reduce your impact on the environment
* Understand better these times  of change and uncertainty
* Act together with your friends, family and community
* Have fun, make friends and save money at a pace and schedule that suits you

Transition Together helps you build a Practical Action Plan. It cuts through the massive amount of often confusing information that's out there, and provides you with reliable facts and practical tips from the experts. It provides local information relevant for all of us living here in Totnes and District. This programme is free (for the first 100 participants!) and only available to local residents.

Designed for you, your home and your street, it enables you to take straight-forward, practical steps with your neighbours, your friends, your work colleagues and your family. Transition Together helps making changes not just easier, but much more enjoyable. It will save you money and bring you and your community closer together.

The workbook shows you the easiest ways to improve your home’s energy efficiency, save money on your water and utility bills and reduce waste. It explores easy, practical ways to take advantage of cheaper transport options and the best value, healthy, local food available in our town. It also helps you understand what’s behind the rising oil prices and climate change, and what this means for you, your family and your local community.  It helps you to develop ways to live well in these times of change.

How does it work?

The programme is very flexible. Together with your group, you arrange dates and venues where you'll make your way through the workbook together.

* The ideal size for a group is 5 - 8 households
* You'll meet about 7 times, usually once every 2-3 weeks
* Group members generally take turns to host a meeting at their homes, but other places can be used
* There's a new chapter for each session which you'll discuss together, but you'll each develop your own plans specific to your home and family
* Some actions are shared by the group e.g. one person calls to find out about cavity wall insulation grants for homes in your street
* In between the sessions, you have time to start to put your plans into action
* At the next session you have space and time to catch up with the rest of your group, share trials and tribulations, exchange ideas and offer support and generally, consume a lot of cake!

The workbook

You will each get your own practical workbook. Over a series of 7 sessions, you will together explore practical ways to control your usage and cut your bills in these key areas:

* Energy
* Water
* Food
* Waste
* Transport

The workbook provides a great range of effective actions that you and your family can take. It's up to you to decide how much or how little you want to take on. It includes how to find out about current grants available.

The extras

As well as the workbook, there's a wide range of other things that will help support you in carrying out the actions and making the savings:

* Access to a range of discounted products, such as energy meters and water saving devices
* A low energy light bulb sample kit that you can borrow and try out in your own home
* Enery monitors that you can borrow for a day or two to see where you money is actually going
* A professionally run, enjoyable, engaging workshop on offer to help your group work well together
* How to get free access to relevant DVDs and books that you can enjoy in your own time
* Ideas for getting more involved in local activties, if you so choose

Kilde: [www.transitiontogether.org.uk](http://www.transitiontogether.org.uk)

**Appendix 2: The green city of Ballerup**

**Text one**

Ballerup Kommune satser på en bæredygtig udvikling og går forrest som en grøn kommune. Vi har derfor iværksat projekterne [Den Store Klimatest](http://www.ballerup.dk/get/47305.html) og Ting Taler, der begge har til formål at fremme en mere bæredygtig udvikling.

Ballerup Kommune uddeler også hvert år en lokal miljøpris til en person, en forening, en institution eller en virksomhed, der har gjort en ekstra indsats for miljøet og for en mere bæredygtig udvikling. Miljøprisen er på 25.000 kr.

**Hvad er Den store Klimatest?**

10 familier i Ballerup Kommune deltager i den store klimatest, hvor familierne skal prøve at være vanebrydere i forhold til dagligdagens energiforbrug. De er udvalgt, så de kan udgøre en slags mini-Ballerup. Holdet består af store og små familier, børn, unge, gamle og enlige. Deltagerne bor i parcelhuse og andelsboliger. Læs mere om projektet [her.](http://www.ballerup.dk/get/47305.html)

**Hvad er Ting Taler**

Klimaproblemerne er alt for alvorlige til kun at overlade til voksne! Derfor har Ballerup Kommune sammen med Rødovre Kommune, Vestforbrænding, Heerup Museum og Cross Cultures Project Association udviklet et internationalt klimaformidlingsprojekt for børn, som hedder Ting Taler.

**Hvad skal der til for at få miljøprisen?**

Ballerup kommune vil gerne styrke og anerkende lokale miljøinitiativer og har derfor indstiftet en miljøpris. Miljøprisen uddeles 1 gang årligt til en person, en forening, en virksomhed eller en institution der har gjort en ekstra indsats for miljøet.

Alle kan indstille kandidater til miljøprisen. Så hvis din nabo, institution, købmand eller du selv har gjort en ekstra indsats for miljøet, så er det bare om at skrive en indstilling og sende den af sted.

**Du skal skrive til:**

By- og Erhvervsudvikling

Ballerup Rådhus

Hold An-vej 7

2750 Ballerup

Husk at mærke dit brev med ”Miljøpris”  
Du kan også skrive en mail til: [byogerhverv@balk.dk](mailto:byogerhverv@balk.dk) husk at mærke emnefeltet med "Miljøpris"

**Hvem har tidligere fået miljøprisen?**  
I 2008 gik miljøprisen til Kantinebestyrer Michael Freyvald Hansen fra ISS, for hans indsats med at bringe Rådhusets Kantine op på 72 procent økologisk kost, fra 2 procent, i løbet af ganske få måneder. Der blev også uddelt hædrende omtale til Plejecentret Toftegården for deres indsats med at inddrage alle i en storstilet kampagne for at nedbringe elforbruget

**Text two**

**Del 1**

**Baggrund**

Vi har alle indflydelse på klimaet og kan derfor også gøre en forskel. Ballerup Kommune ønsker at påtage sig et ansvar og være med til at forbedre klimaet. Ballerup har derfor sat fokus på kommunens eget ressourceforbrug og sat sig klimamål bl.a. om at nedsætte vand- og energiforbrug, fokus på trafik og transport forhold, fokus på bæredygtigt byggeri og omlægning til en kost med et større forbrug af grønsager.

Men det er ikke nok. Både virksomheder og borgere står for en stor del af kommunens samlede klimapåvirkning. Derfor må vi alle gøre en indsats for at ændre udviklingen. Gennem mange år som Grøn kommune og et fokus på borgerinddragelse har lært os, at et tæt samarbejde mellem borgerne og Ballerup Kommune er nødvendigt, for at skabe resultater.

Kommunalbestyrelsen har vedtaget en ambitiøs Bæredygtighedsstrategi, hvori vi forpligter os til at nedsætte udledningen af CO2 med 25 % inden 2015. For at nå dette mål er det også vigtigt at alle bidrager. Vi har store udfordringer foran os, men også muligheder for at bryde vaner og ændre adfærd, til fordel for klimaet.

**Vanebryderne**

Alle borgere og familier i Ballerup er inviteret med til Den Store Klimatest. Og mange har allerede meldt deres interesse.

Projektsekretariatet udvælger 20 officielle Vanebrydere, som vi følger mere tæt, og som forpligter sig til at dele deres erfaringer med alle os andre. Vi vælger de 20, så de udgør en slags mini-Ballerup. Der skal være både børnefamilier, pensionister og singler. Deltagere fra både Måløv, Skovlunde og Ballerup. Nogle fra lejligheder, fra rækkehuse og andre fra villaer. Og vi sørger for, at ambassadørerne kan hjælpe med at skabe resultater indenfor de fire ”klimaområder”, vi har valgt ud: elforbrug, vandforbrug, transport og kost.

Det er vigtigt at understrege, at alle kan være med, få gode råd og skabe resultater for klimaet. Hele formålet er jo at vise, at vi alle kan være med til at gøre en forskel. Og spare både penge og CO2!

Fra kommunens side hjælper vi med viden, værktøjer og dokumentation af resultaterne. Helt konkret har vi planer om, at:

* De officielle Vanebrydere får besøg af en energikonsulent. I fællesskab lægger vi en plan for, hvordan vi kan bryde vanerne og være mere hensynsfylde overfor klimaet. Og så vi tager hensyn til, at hverdagen stadig skal hænge sammen.
* Vanebryderne får tilknyttet et fast coach hos kommunen. I fællesskab følger vi op undervejs og samler resultater, erfaringer og gode råd ind.
* Vi kommer på besøg og optager videodagbog hos Vanebryderne. Resultatet kan ses her på hjemmesiden sammen med familiernes egne fotos og erfaringer i øvrigt.
* Til sidst inviterer vi alle kommunens borgere og de officielle Vanebrydere til Den Store Klimafest. Her kan alle møde Vanebryderne, vi fortæller om resultaterne, der vil være udstillinger og debat. I det hele taget satser vi på et sjovt og lærerigt arrangement

**Text Three**

**EL spareråd**

Der er en stor CO2 reduktion at opnå ved at spare på strømforbruget. I 1. del opnåede familierne besparelser ved at ændre vaner og ved at måle husstandenes strømforbrug på de enkelte tings standby funktioner.

I 2. del vil vi se på muligheden for at opnå yderligere CO2-besparelser ved at afprøve LED lyssystemer og samtidig vil vi undersøge, om solcellesystemer kan erstatte noget af elforbruget.

Der vil også være fokus på LCA-livscyklusvurderinger i forhold til, hvornår det er relevant at udskifte husstandens hårde hvidevarer, tv, pc’er, køkkenudstyr osv. for at se, hvornår det bedst kan betale sig at skifte ud i forhold til en CO2 besparelse.

**Spareråd fra Vanebryderne**"Vi har et par halogen-lamper, en bordlampe og en standerlampe, som bruger en del strøm, når de er slukkede! - Dvs. der er en transformater i, som bruger strøm...  Ca. 5 watt i timen!  Dem vil vi fra nu af nu slukke på væggen!"

  "I dag er videoen som vi bruger to gange om året taget ud af stikket – den bruger ca. 1 kWh om dagen – Flot"

"Vi holder lyset slukket i køkken og gang om aftenen. Det er lidt mørkere i huset, men børnene falder fint i søvn."

"Vi har udskiftet natlyset i stuen med den udleverede lampe, der selv slukker, når det bliver lyst om morgenen. Børnene kan godt finde vej til toilettet og vores værelse om natten med det lys."

"Vi slukker hver aften for modemet. Det er noget vi stadig skal huske os selv på. Den er ikke på PC-spareskinnen, da det skal være muligt at komme på nettet med de bærbare, selvom den stationære er slukket."

"Vi har sat elspareskinnen til fjernsynet, således at vores Wii og DVD også slukker for standby når vi slukker for fjernsynet. Det var simpelt."

Vi har fået mere fokus på at

* + slukke lys efter sig
  + skifte til elsparepære
  + Vaske ved lavere temperatur, 30 C, i stedet for 40 C og 60 C
  + Opvaske ved 50 C i stedet for 65 C
  + Fylder opvaskmaskine helt op
  + Slukke router, når den ikke bruges
  + Stege grøntsager på pande i stedet for ovn
  + Koger vand i elkedel, også til madlavning
  + Installeret nyt nat-spare-lys til Frida på 4 år – fra startpakken

**Generelle råd**

*Spar på strømmen*, sluk efter dig, der er ingen grund til at lade lyset brænde

*Køb elsparepærer*, de bruger kun 1/3 el, og varer mange gange længere end de traditionelle  
*Mål dit køleskab*, det skal køle 5 grader ikke mere, og afrim din fryser

Gode råd fra Elsparefonden  
[På Elsparefondens hjemmeside](http://www.elsparefonden.dk/) kan du bl.a. få overblik over hvor du kan spare i hverdagen, samt hjælp til at finde det energibesparende udstyr

DONG Energy   
[På DONG Energy hjemmeside](http://www.dongenergy.dk/privat/energiforum/tjekditforbrug/Pages/Energivaner.aspx) kan du bl.a. checke dit energiforbrug og se hvor det ligger sammenlignet med andre.

1 ton mindre  
Beregn dit personlige CO2-udslip – og se hvordan du kan formindske det på [www.1tonmindre.dk](http://www.1tonmindre.dk/) . Her kan du også afgive et personligt klimaløfte. Beregneren tager ca. 10 minutter. Kvik-beregneren tager ca. 2 minutter.

Energitjenesten   
Få information og vejledning af den lokale energitjeneste om energibesparelser og vedvarende energi.  
<http://www.energitjenesten.dk/index.php>

**Kilde: www.ballerup.dk**

**Appendix 3: The green city of Frederikshavn**

**Text one**

**Energiske borgere søges**  
Som Energiby-aktivist giver du noget af din egen energi til byen - og får noget til at ske. Du deltager i møder med de andre aktivister og gennem aktiviteter og projekter er I med til at sætte kursen for Energibyen Frederikshavn og udbrede kendskabet til projektet.   
Lyder det som noget for dig, så tag kontakt til chefsekretær i Energibyen Frederikshavn Lilly Pedersen på 9845 6104 eller skriv til [energibyen@frederikshavn.dk](mailto:energibyen@frederikshavn.dk).

**Næste møde**  
Tirsdag den 8. september kl. 17-19 på Strandby Varmeværk.

**Dokumenter fra forrige møder**  
[De første 111 ideer - januar 2009](http://www.energibyen.dk/fundanemt/files/Se_de_111_ideer.pdf)  
[Arbejdsgrupper](http://www.energibyen.dk/fundanemt/files/grupper.pdf)  
[Opsamling fra møde - marts 2009](http://www.energibyen.dk/fundanemt/files/Opsamling_fra_aktivistmoedet_den_31_april.pdf)  
[Opsamling fra møde - maj 2009](http://www.energibyen.dk/fundanemt/files/Opsamling_den_4_majx.pdf)  
[Se hvordan du kan spare på energien](http://www.energibyen.dk/fundanemt/files/FrederikshavnForsyning_%5bKompatibilitetstilstand%5d.pdf)  
[Opsamling fra møde - august 2009](http://www.energibyen.dk/fundanemt/files/Stikord_18._august.pdf)

**Text two**

**Et stærkt hold**

Energibyen Frederikshavn er et helt unikt projekt, som kalder på nytænkning og samarbejde på tværs af kommunen, erhvervslivet, uddannelsesinstitutionerne og borgerne. Derfor etablerede Frederikshavn Kommune, som projektejer, tidligt i projektet et ’advisory board’, hvori nogle af branchens betydelige aktører er repræsenteret. I hverdagen er det projektets sekretariat, der med sparring fra styregruppen har ansvaret for at gøre vision til virkelighed. Flere og flere deltager også i Energiby-projektet som frivillige aktører. De bruger både dage og aftener på at udbygge forskellige grene af projektet – fordi de synes, det er en god idé og ser gensidige muligheder

i samarbejdet. For Energibyen Frederikshavn er ikke alene et ’grønt’ projekt. Det er svaret på flere

udfordringer og kan bringe byen i front på en lang række områder. Det frivillige arbejde sker derfor

med afsæt i fem temagrupper - Lokal Energi, Undervisning, Uddannelse og Forskning, Min Kommune, Grøn Kommune samt Erhverv. Læs mere om arbejdet i temagrupperne på de næste sider.

**Text three**

**Mange teknologier, mange aktører**

Det kræver en stor indsats at omstille en hel by til vedvarende energi. Det kræver store økonomiske

anlægsinvesteringer, energisparekampagner rettet mod både borgere og erhverv, og ikke mindst kræver det en usædvanlig grad af koordinering energiselskaberne imellem. Med nøgleordene – mange teknologier, mange aktører – forsøger temagruppen ’Lokal Energi’ bredt at mobilisere ressourcer, teknologier og kompetencer til at omstille Energibyen til en vedvarende energiby. I gruppen er både nationale og lokale energiaktører repræsenteret – alle med det formål at planlægge og realisere energikonceptet for Energibyen Frederikshavn.

**Energibyen som vidensby**

Energibyen skal styrke hele det regionale uddannelsessystem - lige fra folkeskolerne til de videregående uddannelser – og være en attraktiv by at forske og studere i. Energibyen Frederikshavn giver uddannelsesinstitutionerne helt nye muligheder for at gennemføre spændende projekter om alt fra klima, energi, miljø, teknologi til besparelser. Børn, unge og forskere fra ind- og udland kan på tæt hold opleve den nyeste energiteknologi og se teori omsat til praksis. På Frederikshavn Gymnasium og HF-kursus tager de klima- og energiproblematikken op i undervisningen, og i 2009 så et nyt lokalt uddannelsessamarbejde dagens lys. I samarbejde med Aalborg Universitet og på tværs af faggrænser oprettede EUC Nord og MARTEC en ny Energi- og Miljøskole, som skal styrke Nordjyllands position som et naturligt centrum for grøn og bæredygtig teknologi. Formålet er at uddanne ansatte indenfor energi- og miljøområdet og give de studerende de allerbedste forudsætninger for at beskæftige sig med den nyeste vedvarende energiteknologi. Også Autobranchens Udviklingscenter har til huse i Frederikshavn. Her efteruddannes blandt andre mekanikere til at kunne servicere nye modeller, ligesom nye køretøjer testes. Centeret spiller en vigtig rolle i omstillingen af transporten til vedvarende energi.

**Aktivister sætter dagsordenen**

Jo mindre energi der forbruges, des lettere og hurtigere når Energibyen sit mål om at være 100 procent forsynet med vedvarende energi. Derfor er borgernes opbakning og engagement af stor betydning for Energibyens succes. Det skal ikke være besværligt at have adresse i Energibyen.

Tværtimod skal projektet bevise, at man sagtens kan spare på energien, uden at det går ud over komforten og livskvaliteten. Gevinsten er en renere, sundere og mere attraktiv by. Som borger kan man bakke op om projektet ved at skrue ned for energiforbruget i sin bolig, men man kan også slutte sig til gruppen af EnergibyAktivister. Siden begyndelsen af 2009 har en gruppe engagerede

borgere i temagruppen ’Min Kommune’ en gang i måneden mødtes og taget aktivt ejerskab for projektet. Som aktivister går de forrest, spreder budskabet og får ting til at ske – der, hvor borgerne

er.

**Grøn Kommune**

Under temaet ’Grøn Kommune’ arbejder en gruppe internt i kommunen på at udvikle Frederikshavn

som en energi- og miljøvenlig kommune. Ikke fordi det er oppe i tiden, men fordi det er det eneste fornuftige. I 2007 blev Frederikshavn Kommune, som den første kommune i Danmark, klimakommune. Kommunen var også blandt de første til at underskrive en Kurveknækkeraftale med Elsparefonden. Med aftalerne har Frederikshavn Kommune forpligtet sig til at nedbringe den absolutte CO2-udledning med 3 procent pr. år frem til 2025. Det sker ved at ’knække’ energiforbruget i de kommunale bygninger svarende til 1,25 procent CO2 pr. år og ved at omlægge til vedvarende energi svarende til 1,75 procent CO2 pr. år. I Frederikshavn Kommune er det blevet en selvfølge at anvende energisparematerialer og –produkter, når offentlige bygninger og inventar står over for en modernisering og udskiftning. Det grønne valg er blevet et naturligt valg – og sådan har det i princippet været siden 1999, hvor kommunen tog initiativ til energispareprogrammet ’Spar-2004’ og gik til angreb på de overflødige energikilo. Princippet i programmet er, at alle de penge, kommunen sparer ved at energirenovere, geninvesteres i nye energitiltag.

Også på cyklen er Frederikshavn Kommune i front. Undersøgelser viser, at frederikshavnerne og skagboerne er blandt de danskere, som bruger cyklen mest som dagligt transportmiddel. Derfor har Frederikshavn Kommune meldt sig som ’lead partner’ og projektleder i projektet ’Nordiske Cykelbyer’, der skal udvikle lokale cykelpolitikker, -handlingsplaner og -regnskaber.

1. Politiken 2007 [↑](#footnote-ref-1)
2. Totnesonline 2010 [↑](#footnote-ref-2)
3. Transition Town Totnes 2010 [↑](#footnote-ref-3)
4. Ibid [↑](#footnote-ref-4)
5. Danmarks Naturfredningsforening 2010 [↑](#footnote-ref-5)
6. Frederikshavns Kommune 2010 [↑](#footnote-ref-6)
7. Ballerup Kommune 2010a [↑](#footnote-ref-7)
8. Martin and White 2005: 11ff. [↑](#footnote-ref-8)
9. The extraction of oil follows the Hubbert-curve. The Hubbert oil theory goes for both the oil field and the oil producing country and can in short terms be described as: for a period of time, the production of oil reaches a climax (the peak point). The peak point is generally when half of the oil reserves are used after which the production will be declining until the oil field has been emptied. [↑](#footnote-ref-9)
10. Transition Town Totnes 2010 [↑](#footnote-ref-10)
11. Ibid. [↑](#footnote-ref-11)
12. Ballerup Kommune 2010 [↑](#footnote-ref-12)
13. DR 2006 [↑](#footnote-ref-13)
14. Frederikshavns Kommune [↑](#footnote-ref-14)
15. Ibid. [↑](#footnote-ref-15)
16. Frederikshavns Kommune 2010 [↑](#footnote-ref-16)
17. The Columbia Encyclopedia 2008 [↑](#footnote-ref-17)
18. Collin et al 2007: 140 [↑](#footnote-ref-18)
19. Burr 2003: 152 [↑](#footnote-ref-19)
20. Ibid.:141 [↑](#footnote-ref-20)
21. Burr, 2003: 144 [↑](#footnote-ref-21)
22. Ibid. [↑](#footnote-ref-22)
23. Ibid. [↑](#footnote-ref-23)
24. Ibid.: 145 [↑](#footnote-ref-24)
25. Ibid.: 148 [↑](#footnote-ref-25)
26. Ibid. [↑](#footnote-ref-26)
27. Shixu 2007 [↑](#footnote-ref-27)
28. Jørgensen & Phillips, 1999: 9 [↑](#footnote-ref-28)
29. Fairclough 2008: 17 [↑](#footnote-ref-29)
30. Jørgensen and Phillips, 1999 [↑](#footnote-ref-30)
31. Fairclough, 2008: 17 [↑](#footnote-ref-31)
32. My understanding of classification systems is that it is the division of people in society by society into different classes or categories so they form different groups in society, e.g. doctors [↑](#footnote-ref-32)
33. Fairclough, 2008: 17 [↑](#footnote-ref-33)
34. Jørgensen & Phillips, 1999: 73 ff [↑](#footnote-ref-34)
35. Fairclough, 2008: 18 [↑](#footnote-ref-35)
36. Ibid. [↑](#footnote-ref-36)
37. Jørgensen & Phillips, 1999: 73 [↑](#footnote-ref-37)
38. Ibid. [↑](#footnote-ref-38)
39. Jørgensen & Phillips, 1999: 73 ff. [↑](#footnote-ref-39)
40. Ibid. [↑](#footnote-ref-40)
41. Fairclough, 2003: 26 [↑](#footnote-ref-41)
42. Frandsen et al., 2002: 17 [↑](#footnote-ref-42)
43. Fairclough, 2003: 27 [↑](#footnote-ref-43)
44. Fairclough, 2008: 21 [↑](#footnote-ref-44)
45. Fairclough, 2008: 21 [↑](#footnote-ref-45)
46. Ibid. [↑](#footnote-ref-46)
47. Jørgensen og Phillips, 1999: 18 [↑](#footnote-ref-47)
48. Fairclough, 2008: 26 [↑](#footnote-ref-48)
49. Fairclough, 2008: 27 [↑](#footnote-ref-49)
50. Fairclough, 2008: 27 [↑](#footnote-ref-50)
51. Fairclough, 2008: 31 [↑](#footnote-ref-51)
52. Ibid. [↑](#footnote-ref-52)
53. Ibid:32 [↑](#footnote-ref-53)
54. Ibid: 43 [↑](#footnote-ref-54)
55. Jørgensen & Phillips, 1999: 20 [↑](#footnote-ref-55)
56. White 2005 [↑](#footnote-ref-56)
57. Ibid. [↑](#footnote-ref-57)
58. Coffin 2006:141 [↑](#footnote-ref-58)
59. Coffin 2006:141 [↑](#footnote-ref-59)
60. Martin & White 2005: 42 [↑](#footnote-ref-60)
61. Martin and White, 2005: 42 [↑](#footnote-ref-61)
62. Ibid. [↑](#footnote-ref-62)
63. Hunston et al., 2001:149 [↑](#footnote-ref-63)
64. Ibid: 150 [↑](#footnote-ref-64)
65. Ibid. [↑](#footnote-ref-65)
66. White 2005 [↑](#footnote-ref-66)
67. Ibid. [↑](#footnote-ref-67)
68. Hunston et al., 2001:156 [↑](#footnote-ref-68)
69. Ibid. [↑](#footnote-ref-69)
70. White 2005 [↑](#footnote-ref-70)
71. Hunston et al., 2001: 146 [↑](#footnote-ref-71)
72. Ibid.: 159 [↑](#footnote-ref-72)
73. Ibid: 160 [↑](#footnote-ref-73)
74. White 2005 [↑](#footnote-ref-74)
75. Martin & White 2005: 58-59 [↑](#footnote-ref-75)
76. Ibid. [↑](#footnote-ref-76)
77. Martin and White, 2005: 62 [↑](#footnote-ref-77)
78. Ibid: 63 [↑](#footnote-ref-78)
79. Ibid. [↑](#footnote-ref-79)
80. Ibid. [↑](#footnote-ref-80)
81. Ibid.: 115 [↑](#footnote-ref-81)
82. White 2005 [↑](#footnote-ref-82)
83. Coffin, 2006:143 [↑](#footnote-ref-83)
84. White 2005 [↑](#footnote-ref-84)
85. Ibid. [↑](#footnote-ref-85)
86. Coffin, 2006: 143 [↑](#footnote-ref-86)
87. Coffin, 2006: 143 [↑](#footnote-ref-87)
88. Ibid. [↑](#footnote-ref-88)
89. White 2005 [↑](#footnote-ref-89)
90. Coffin, 2006: 143 [↑](#footnote-ref-90)
91. Ibid. [↑](#footnote-ref-91)
92. Tortzen, 2008: 16 [↑](#footnote-ref-92)
93. Ibid.: 15 [↑](#footnote-ref-93)
94. Tortzen 2008: 15 [↑](#footnote-ref-94)
95. Danmarks Pædagogiske Universitet 2010 [↑](#footnote-ref-95)
96. Socratic ignorance – Stems from one of the great writers of antiquity, Socrates. Through dialogues Socrates could discuss a concept or idea with a discussion partner. In the dialogue he would typically ask the discussion partner to define the concepts they were discussing. Thus by asking critical questions to the discussion partner’s own definitions Socrates tried to refute the discussion partner’s statement on his own terms. The purpose was to get the person to acknowledge his own ignorance and thereby create a truer acknowledgement. (Folkets Hus 2010) [↑](#footnote-ref-96)
97. Danmarks Pædagogiske Universitet 2010 [↑](#footnote-ref-97)
98. Ibid. [↑](#footnote-ref-98)
99. Tortzen, 2008: 19 [↑](#footnote-ref-99)
100. JSTOR 2010: 2 [↑](#footnote-ref-100)
101. Ibid. [↑](#footnote-ref-101)
102. Ibid. [↑](#footnote-ref-102)
103. Ibid. [↑](#footnote-ref-103)
104. Ibid.: 3 [↑](#footnote-ref-104)
105. Ibid.: 7 [↑](#footnote-ref-105)
106. Ibid. [↑](#footnote-ref-106)
107. Ibid.: [↑](#footnote-ref-107)
108. Ibid. [↑](#footnote-ref-108)
109. Ibid. [↑](#footnote-ref-109)
110. Tortzen, 2008: 18 [↑](#footnote-ref-110)
111. Nordström 2010: 25ff. [↑](#footnote-ref-111)
112. Ibid. [↑](#footnote-ref-112)
113. Hunston et. al., 2000: 133ff. [↑](#footnote-ref-113)
114. Nordström 2010: 25ff. [↑](#footnote-ref-114)