DANISH GREEN CARD SCHEME

An Analytic Study of the Formulation of Conditions to Qualify

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Abstract

To determine whether selective immigration policies are influenced by national experience and economic concerns, this research studies Denmark’s The Greencard scheme, and seeks to find the answer if the formulation of the conditions to be qualified will attract or repel the aspiring immigrant. Reasons such as immigration patterns, integration issues, and increasing pressure to the society contributes to the tendency and positive overall impression suggesting repulsive formulation. The content analysis of the research material amicably identified the object of signification and Western values in the definition of parameter to qualify. Although the reduced data showed the application of systematic distinctions in the process of differentiation, the subsequent analysis of the results inferred the intention of the country that is mutually beneficial. That, the basis of evaluation using a point system is designed to assess the likelihood that the immigrant will be able to find qualified work in Denmark. The result of this study revealed an interesting starting point in conducting further research. It will help the researcher to step forward in incorporating either opinion survey or interviews in order to generate an even better strength of results and a more generalized conclusion.

Keywords: Otherness, Distinctiveness, Content Analysis, Green Card
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Chapter 1: Introduction

1.1 Overview of the Research Study, Aim and Research Questions

Seeing the success of Canadian point based immigration system, more and more destination countries such as Europe,¹ is moving towards the same system that favors the selection of highly skilled immigrants. Point based immigration system assesses the immigrants’ skills on various criteria such as educational attainment, work experience, language skills, and age. These criteria are used by most countries, but different variants are implemented depending on its particular compulsions. Britain is currently implementing a point based immigration scheme as inspired by Canada and Australia’s success in attracting skilled immigrants.² Similarly, Denmark has its own point system – Danish Green Card scheme.

This paper studies Denmark’s The Greencard scheme by analyzing the formulation of the conditions to be qualified and granted a residence permit. A residence permit under The Greencard scheme gives the immigrant the right to stay and look for work in Denmark. It is issued on the basis of the individual’s evaluation using a point system. Points are given for educational level, language skills, work experience, adaptability, and age.³ While Canada’s weight age for relatives has been quite successful in attracting skilled immigrants, Denmark accords more weight age to qualifications equivalent to Danish standards.⁴

Benefited from the theory of otherness and distinctiveness in the study of the definition of distinction between qualified and unqualified groups, this research applied qualitative analysis on the content of the conditions to qualify in The Greencard scheme. The aim of the research study is to see if the formulation of the conditions to be granted a residence permit in Denmark, as presented in new to denmark.dk website – The Greencard scheme section, attracts or repels the foreign labor immigrant. In order to achieve the aim of the research, the content of The Greencard scheme section, specifically the formulation of the stated conditions in order to be granted a residence permit.

¹ Canada started the point based immigration system, followed by Australia. Britain, France and Denmark have already adopted the same system. (“CanadaUpdates” 2012, Hatton 2008)
² “Workpermit.com” (2008)
³ “new to denmark.dk” (2012)
⁴ “CanadaUpdates” (2012)
permit, shall be analyzed. Does the formulation of the conditions to be qualified attracts or repels the foreign labor immigrant? Can the analysis of *The Greencard scheme* section support the common knowledge of Denmark’s indifferent attitude towards immigration?  

### 1.2 Background

The employment of most Western European countries marks the beginning of immigration in Denmark. This can be accounted to high level of unemployment until the late 1950s. The guest worker immigrants were mainly from Turkey and the former Yugoslavia; followed by guest workers from Pakistan. In the early 1970s, guest worker immigration stopped, and immigration in Denmark continued with the family reunions among guest workers. Refugees and asylum seekers from Sri Lanka, Iran, Iraq, Lebanon, Balkan states, Afghanistan, and Somalia have become significant in 1985 and 1990; and entry for family reunification purposes expanded in 2001.

The study made by Peder Pedersen and Nina Smith (2001) shows the composition of immigrants with relatively low educational level, and this resulted to high unemployment rates and high degree of dependency of public income support. As in many other countries, these concerns have become major issues in the political agenda in Denmark. The country may not experienced a period of large-scale immigration compared to Germany or France, but the impact of immigration patterns in Denmark – characterized by low-skilled workers, refugees from war, and asylum seekers, remains to be a subject of concern up to the present. Consequently, this has put pressure to the economic concerns of Denmark, and challenges the ingenuity of the policies. Pedersen and Smith confirms that the discussion on “[t]he net contribution of Danish immigrants to the financing of the public sector clearly indicates that unless the future integration policy comes out with much more success than in the past, immigration will not be a solution, but a burden”.

There is reason to believe that Denmark’s significant national experience – composition of immigrants and their inability to integrate in the society justifies well-regulated immigration control and selective immigration policy. Coleman and Wadensjö (1999) confirms that, the phenomenon of

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5 Media’s opinionated views on Denmark’s heavily restricted immigration control stirs the public’s emotions resulting to established common knowledge – Denmark’s indifferent attitude towards furthering immigration.
6 Coleman & Wadensjö (1999:148)
7 Pedersen & Smith (2001:3)
8 Roseveare & Jorgensen (2004:11)
9 Pedersen & Smith (2001:22)
immigration produces economic effects in the host country, which will eventually influence the circumstances on which the economic policy is based, as well as the immigration policy itself.\textsuperscript{10} Apparently, the immigration patterns in Denmark, together with integration issues led to a reconsideration of entry policies; rules have been changed incrementally since around 1998 with a series of legislative amendments.\textsuperscript{11} This can be traced back in the years between 1969 and 1973 when the immigration rules is tightened up in order to address the guest worker immigration, and after it finally came to an end, when the refugee migration started to increase substantially, all legislation has been biased towards tightening up of rules.\textsuperscript{12}

Denmark has been and remains an interesting subject of research in terms of its immigration experience and policy responses in order to control immigration processes impinges upon them and to deal with the novel problems presented by the composition of immigrants, particularly those from outside Europe.\textsuperscript{13} The cumulative effects of initial stream of immigration addressing the need for foreign labor back in the 1960s and 1970s provoke the ingenuity in the development of the policies, i.e. controlling both the quantity and the quality of immigrants. Consequently, much has been written about Denmark’s indifferent attitude towards furthering immigration, expressed through the country’s heavily regulated immigration policy and frequent modification in order to control the influx of immigrants and address the economic effects. It is fair to say that this is the most common reaction to immigration but Denmark’s case is not customary,\textsuperscript{14} i.e. there has not been a long run policy and its development is consistent.

1.3 Previous Research

Most studies on selective immigration are focused on the economic concerns of the immigrants, specifically in consideration to high returns to education or skills. There may be previous studies on the positive selection of immigrants on the basis of skills evaluation, but the decision to migrate still remains at the disposal of the immigrant. To the knowledge of the researcher of this paper, there is no study on immigration in the context of analyzing the particular policy such as \textit{The Greencard scheme} in order to find whether the formulation of the conditions to qualify will attract or repel

\begin{footnotesize}
\begin{itemize}
\item[\textsuperscript{10}] Coleman & Wadensjö (1999:290)
\item[\textsuperscript{11}] Roseveare & Jorgensen (2004:16)
\item[\textsuperscript{12}] Pedersen & Smith (2001:8)
\item[\textsuperscript{13}] Coleman & Wadensjö (1999)
\item[\textsuperscript{14}] Pedersen & Smith (2001:8)
\end{itemize}
\end{footnotesize}
foreign labor immigrant. Nonetheless, the previous studies presented in the succeeding paragraphs are found useful in this paper.

Abdurrahman Aydemir (2003) carried out a research aimed to investigate the role of immigrant selection criteria and self-selection. It specifies migration as a joint outcome of two decision makers (e.g. immigrant and host country), and identifies the factors in the decision making. The application of structural model of international migration using micro data provided a direct test of human capital theory – migrants respond to the earnings differentials across countries in the decision making, and the empirical results eventually provided the evidence in support of this model. From the estimation of the reduced form results, it showed that the immigrants with higher education are less likely to apply while they are more likely to be accepted through the points system. It further showed that while the host country has the effective way of selecting the immigrants on the basis of the easily observed characteristics such as education, the motivation factor outweighed this criterion. This is due to the immigrant’s inclination to higher returns to education in countries such as the USA. Moreover, the comparison between the predicted earnings of the immigrants in the source country and the non-immigrants showed the former comes from the upper end of the income distribution. The author explains, as quoted, “This result is due to positive selection that occurs at the review step by the host country, which shows the importance of rationing of visas by the source country in determining the resulting selectivity of immigrants”.15

Although the population of the study conducted by Edward Miguel and Joan Hamory (2009)16 is more specific and in a smaller scale, the combination of cognitive ability and subsequent migration in the decision to migrate shows to be interesting in the discussion of selective migration. Edward Miguel and Joan Hamory examined whether the migration rates are related to individual ability, which includes cognitive aptitude and health factors. A pre-migration primary school academic test score was employed to measure cognitive ability, while the pre-migration randomized assignment to a deworming treatment program provided the variation in health status. The author finds cognitive test scores to be significantly related to rural-urban migration suggesting cognitive aptitude is valued in the urban labor market compared to physical robustness. Contrary to the existing literature presented in the paper, where educational attainment is not associated with urban migration once cognitive ability is accounted for, the research made by Miguel and Hamory shows

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15 Aydemir (2003:26)
16 Miguel & Hamory (2009)
that young adults with higher cognitive ability are more likely to migrate to urban areas in Kenya. Furthermore, the second part of the analysis applied the same improved ability measures in order to provide a more credible estimation of the urban-rural wage gap in Kenya. The sample of the Kenyan youth showed that cognitive ability and educational attainment explained only a small fraction of the urban-rural wage gap suggesting that the large wage gap is driven by large productivity differences.

1.4 Significance of the Study

There are only few studies on the determinants of international migration, as cited by Abdurrahman Aydemir in his study mentioned above, providing important insights on migration decision, but the focus is more on personal and consideration of household characteristics – marital status, household size and household income. Other studies showing the relationship between educational attainment and later migration such as those cited in the study of Edward Miguel and Joan Hamory. All these studies are inclined on the immigrant’s choice and decision, delimiting the consideration to factors such as the immigration policies of the host country that has the potential to reveal the perspective of the host country. The author of this paper believes that an immigration policy does not only contain the information on what but also on why. Studying the reason behind its formulation will reveal the host country’s decision towards immigration, i.e. heavily restricted policies and frequent modification can define the country’s decision to control the flow of immigrants. While previous researches studied the immigration decision from the perspective of the immigrant, this sets the research study at hand different and significant since its focus is on the immigration decision enacted by the host country, expressed through heavily restricted policies.

Consideration to factors such as the immigration history and policy development in Denmark reveals a number of issues for discussion, which dominate the research agenda in the field. Opinionated as it may appear, but most discussion on the policy development points to the country’s indifferent attitude towards furthering immigration. This paper tries to seek its position in the discussion by looking at one of the country’s immigration policy – The Greencard scheme, correlating it with national experience and economic concerns. The question of how much influence do the national experience and economic concerns have on policy outcomes refers actually to the
common understanding on the policy-making processes of the country. However, only a limited amount of research has been conducted so far in this area.

The correlation of the host country’s national experience and economic concerns in the context of critical analysis of the formulation of the immigration policy such as The Greencard scheme provides an interesting area of studies for future research. This is also one of the subjects of interest to IMER17 study programme at Malmö University – the control of the borders over immigrants through heavily regulated policies, positioning Other in its implicit or explicit definition of preferred group of immigrants in the policy outcomes. Moreover, this study is expected to draw the attention of the policymakers or the intervention of the government policies in shaping the immigration policies and redirecting the critical perception of the readers (e.g. immigrants and neighboring countries) from the outdated phenomenon of immigration to its integral features in the modern times.

1.5 General Limitations of the Research

Despite great effort to discover the influence of national experience and economic concern in the formulation of the conditions to be qualified in The Greencard scheme, time-shortage delimits the study to incorporate opinion survey or interviews in the research method. There is reason to believe that the incorporation of either of these methods would strengthen the result of the research study at hand since it seeks to find whether the formulation of the conditions to qualify will attract or repel the immigrants. The opinions of the immigrants would completely satisfy the aim of the research and substantiate the findings. Moreover, because of this limitation, the result of this research study might not completely generalize the position of the researcher in the discussion; that, the formulation of the conditions to qualify will highlight the Danish standards, making it almost impossible for the most aspiring immigrants to be qualified. Thus, further comprehensive research can incorporate methods such as opinion survey or interviews, in order to explore and get both perspectives of the participants in the argument – researcher (or content analyst) and the immigrants themselves.

17 International Migration and Ethnic Relations – study programme at Malmö University.
1.6 Structure of the Research

Having in mind the national experience and economic concerns of destination countries such as Denmark, and how the modification of policies is represented in media as expression of indifferent attitude towards immigration, this research attempts to investigate the formulation of *The Greencard scheme* and seek its position in the allegation.

Chapter I provides the overview of the research paper; how the research is conceptualized, what is the aim of the research, and what are the questions to be answered through the selected method and material.

Chapter II provides the theoretical approaches to differentiation. This study argues that the formulation of *The Greencard scheme* defines the preferred group of immigrants in parallel to the categorization of *Other*. The concept of race provide the approach to differentiation, and the distinctiveness of Danish standards, that is made evident in the process of differentiation, is viewed in the theoretical framework of orientalism. These two concepts support the claim of the research.

Chapter III describes the research method and material, presents the principle for selection, and discusses the validity and reliability of content analysis as a method.

Chapter IV presents the results from the conducted content analysis through the application of the specialized procedures of content analysis – from formulation of context units to relevance sampling of the texts, to formulation of descriptive accounts and inferences.

Chapter V presents the analysis of the results, where the context units are approached through the lenses of the theoretical framework of race and orientalism. Sentences defining differentiation and distinctiveness are extracted and analyzed through these two concepts.

Chapter VI provides further discussion of the analysis, itemizing the issues that are revealed in the process of differentiation from outdated to integral feature.

Chapter VII finalizes the research and concludes the paper with possible implications of the findings, and outlines incorporation of opinion survey or interviews for future research.
Chapter 2: Theoretical Framework

The research studies the formulation of the conditions to qualify in Denmark’s *The Greencard scheme*. Having stated the Danish equivalency in the criteria suggests the differentiation between groups, giving way to the distinctiveness of one group from the other. Both Thomas Hylland Eriksen and Robert Miles’ discussion on *otherness* provides the theoretical approach to differentiation, while Edward Said’s discussion on orientalism provides the approach to distinctiveness. The discussion of Ania Loomba is presented in order to establish the furtherance of differentiation from natural to necessity, while the concept of ethnicity explains the quest and perpetuation of distinct identity.

2.1 Theoretical Approach to Differentiation

2.1.1 Otherness

Significant differentiations between two groups are discernible in the definition of parameters to qualify. The making of the parameter endorses the embedded discourses and problematization of international migration. There are many topics focusing on these discourses and problematization but only the discussion of *otherness* is relevant to the analysis of the research material. *Otherness* was discussed by Robert Miles in his book *Racism after ‘race relations’*, and it provides a logical foundation to start with. According to Robert Miles (1993), “In a process of differentiation by (for example) skin color, the identification of Us as ‘white’ is an inclusive process which is paralleled by the exclusion from the imagined community of ‘whiteness’ of all those who lack this characteristic”. In this theoretical understanding, the existence of *Other* is assumed to depend on the making of *Us*, and that, the definition of *Us* categorizes *Other* lacking the particular quality, and made them identifiable and excluded. This, however, does not say that *Other* is an enemy, neither does it say that *Us* is unrealizable.

The concept of race establishes the foundation in the discussion of differentiation, and this can be accounted to the physical characteristics (e.g. skin color, stature, and facial features) of the group members themselves, providing a solid basis for identification. Robert Rothman (2005)
says that, “[g]roups of people can be identified by either physical or cultural traits or a combination of the two”, and apparently, these visible physical characteristics are singled out in the society for differential and unequal treatment. In the process of differentiation using these physical characteristics, those who possess certain characteristics are included as Us and those who do not are excluded as Other. The historical root of race relations categorizes the Other at the disadvantage and lower level, and in the context of disdain, discrimination, and humiliation.

In the theoretical framework of race, specifically the solid position of the object of signification, which is biological (e.g. skin color), it identifies socially constructed boundaries that separate people into distinct groups, provides the explanation to social and historical variation, and characterizes that differentiation is natural. In the same vein, the object of signification that is applied in the formulation of the conditions to qualify in The Greencard scheme, having stressed the Danish equivalency, the superior image of the West and its superior power has the solid position in the discussion of differentiation that typically allows one group to discriminate against another. The discussion on the theoretical approach to distinctiveness in 2.2 will further support the solid and significant position of the superior power. This theoretical understanding forms the initial position of this paper in the discussion – differentiation as natural.

According to Ania Loomba (2005), there are a number of factors that can be considered in the discussion of differentiation such as racial hierarchies, social class (or economic structures), and colonial situations. The theoretical concepts they represent are dominant in the discussion of differentiation as they show the demarcation line of differences: black and white (superiority of the white and inferiority of the black), rich and poor, colonizer and colonized (the former dominate, the latter must be dominated); and significant position in the discussion both as an independent concept and when one concept intersects the other. Loomba examines the intersection of race and class in the colonial context: Colonialism was the means for capitalism to achieve its global expansion, and racism facilitates the process, i.e. the labor of colonized people was appropriated.
Race relations eventually formed racial hierarchies, made labor force available and necessitate the process of global expansion. This can be traced back in migration history, where it begins with the origins of mankind in Africa, from where about 1.5 million people spread into Europe, and after the Second World War, labor was needed to sustain booming post-war economies in Europe, North America, and Australia. The forced transportation of slaves during 18th and 19th century served the interest of the Greek colonization and Roman expansion, while selective migration in the modern era is used to address the economic concerns of the host country. This theoretical understanding supports the other position of this paper in the discussion – differentiation is necessary. That is to say, the claim of the researcher that differentiation is evident in the formulation of the conditions is plausible, as it necessitates the need to select the immigrants in order to address economic concerns.

2.1.2 Ethnicity

The application of systematic distinctions in the process of differentiation is the underlining principle of ethnicity, as Thoman Hylland Eriksen (2010) explains, “If no such principle exists there can be no ethnicity, since ethnicity presupposes an institutionalized relationship between delineated categories whose members consider each other to be culturally distinctive”. This sets the concept of ethnicity different from the concept of race; differentiation portrays an important role between majority and minority groups in their quest and perpetuation of ethnic identity. To further set the distinction between these two concepts, Eriksen cited the argument of Michael Banton (1967): “In Banton’s view, race refers to the (negative) categorization of people, while ethnicity has to do with (positive) group identification. He argues that ethnicity is generally more concerned with the identification of ‘us’, while racism is more oriented to the categorization of ‘them’”.

There are a number of discourses surrounding the discussion on ethnicity, but this paper is more inclined to present the ethnic group’s characteristics due to its appropriateness in the analysis of the research material. Unlike the deprived categorization of Other in the concept of race, the ethnic groups are distinctively characterized and classified, and aside from the fact that ascription is

27 Koser (2007:1)  
28 Koser (2007:3)  
29 Koser (2007:1-2)  
30 Eriksen (2010:23)  
31 Eriksen (2010:6-7)
a decisive feature in ethnicity, becoming distinct is not stagnant since it is in the context of the society. The fundamental concern of ethnicity is the relationship between groups; it is not a property of any race, culture or society. Clearly, the quest for identity in the concept of ethnicity does not depend in any visible object of signification. Ethnicity is therefore applied in the analysis of the results, having viewed the stress given on the Danish standards as an assertion of Danish identity; forwarding the identity and distinctiveness of Us from Them. The differentiation in the concept of race may have negatively categorized Other, but the concept of ethnicity provides the positive approach to differentiation – the systematic distinctions in the process of differentiation delineates Danish identity and distinctiveness.

Eriksen presented some standard kinds of ethnic groups, as quoted here below. The effort to further establish the appropriateness of the concept of ethnicity in this paper necessitates the itemization of the ethnic groups. Despite the great variations between the problems and substantial characteristics represented by each group, they all have ethnicity as the common denominator.

- Modern migrants (e.g. non-European immigrants in European cities, ‘Hispanics’ in USA, migrants to urban areas in Africa, Koreans in Japan, and Chinese in Indonesia) – rarely demand political independence or statehood; as a rule integrated into a capitalist system of production and consumption.
- Indigenous peoples – refers to aboriginal inhabitants of a territory, who are only partly integrated into the dominant nation state; and are associated with a non-industrial mode of production and stateless political system.
- Proto-nations (e.g. Kurds, Sikhs, Palestinians and Sri Lankan Tamils) – have political leaders claiming that they are entitled to their own nation-state and should not be ruled by others; territorially based, differentiated by class and educational achievement; described as nations without a state.
- Ethnic groups in ‘plural societies’ – regarded themselves and regarded by others as highly distinctive. “In plural societies, secessionism is usually not an option and ethnicity tends to be articulated as a group competition.”

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32 Eriksen (2010)
33 Eriksen (2010:18-20)
34 Eriksen (2010:20)
• Post-slavery minorities – descendants of slaves; redefined themselves depending on the society and context in question.

Although the above cited ethnic groups (e.g. urban minorities, indigenous peoples, proto-nations, and groups in plural societies) may reveal aspects of politics (competition for power and recognition) and meaning (social identification and belonging), the ethnic groups’ identity is marked by distinctiveness and is regarded not only by the group members themselves but also by others. Distinctiveness is made evident in the ethnic group’s becoming different (e.g. proto-nations are described as nations without a state, post-slavery minorities redefined themselves) and the process is notably non-violent. In addition to this, the distinctive characteristic of the ethnic group is valued and important to them, for example, the “[i]ndigenous populations such as Inuit, Sami, Native Americans and Australian Aborigines have organized themselves politically and are demanding that their ethnic identities and territorial entitlements should be recognized by the state”. More recent examples include the creation of over a dozen states in Soviet Union on the basis of their claim for ethnic identities, and the political dynamics in Europe has moved issues of ethnic identities to the forefront of the politics – loss of ethnic identity has been the political propaganda of the nationalist parties in countries such as Denmark. Eriksen explains, as quoted, “Many Europeans fear that cultural standardization following tight European integration will result in the loss of their national or ethnic identity”. This infers the importance of identity to the ethnic group.

2.2 Theoretical Approach to Distinctiveness

2.2.1 Orientalism

Men have always divided the world, having either real or imagined distinctions from each other. It could be said that differentiation is natural since skin color is discernible, and that differentiation is necessary in order to bind human beings and demarcate them from others, but according to Loomba, “[t]he connection between the outer manifestation of racial difference and the moral and

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35 Eriksen (2010:20)
36 Eriksen (2010:3)
37 Eriksen (2010)
38 Eriksen (2010:3)
39 Said (2003:39)
40 Loomba (2005:102)
social differences they were supposed to signify hardened over time”. An example of this is the *othering* of vast numbers of people in the European context resulting in implacable discursive opposition between races. Such oppositions became crucial, not only for creating images of non-Europeans, but also for constructing a European self.

The structure of orientalism promoted the difference between the familiar (Europe, the West, *Us*) and the strange (the Orient, the East, *Them*). There were innumerable voyages of discovery between West and Orient; aside from the argument, when reduced to its simplest form becomes clear and precise – “There are Westerners, and there are Orientals”; there were contacts through trade and encounter, which establishes the knowledge about the Orient in Western context. The discussion of *race* presented its historical root, providing the foundation in the discovery of Western image and superior power that serves as reference in the discovery of the Orient. According to Edward Said (2003), Orientals are thereafter seen as “[i]rrational, depraved (fallen), childlike, ‘different’; thus the European is rational, virtuous, mature, ‘normal’.”

These assumed differentiations between the Westerners and the Orientals are not a modern phenomenon. Oriental is canonical, and it is used to designate Asia or the East geographically, morally and culturally. During the first decade of the twentieth century, acquisition of land, rigid control over internal affairs, blood and treasure were at the disposal of one or another Western power. In the discussion of *race*, from the discovery of the Orient, mentioned in the previous paragraph, it progressed to racial classification – from differentiation using skin color to differentiation according to hierarchy. This provided the abiding templates for subsequent European images of barbarians, and to the Orientals, as quoted by Said:

> [g]ullible, ‘devoid of energy and initiative,’ much given to ‘fulsome flattery,’ intrigue, cunning, and unkindness to animals; Orientals cannot walk on either a road or a pavement (their disordered minds fails to understand what the clever European grasps immediately, that roads and pavements are made for walking);

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41 Loomba (2005:103)  
42 Loomba (2005:91)  
43 Said (2003:43)  
44 Said (2003:36)  
45 Said (2003:40)  
46 Said (2003:31)  
47 Said (2003:36)  
48 Hierarchy in this context defines the superior power as the master, and the inferior as the slaves. In the context of orientalism, the superior attributes of the West is used as reference point that shapes the image of the Orient.  
49 Loomba (2005:92)
Orientals are inveterate liars, they are ‘lethargic and suspicious,’ and in everything oppose the clarity, directness, and nobility of the Anglo-Saxon race.  

One of the features of Oriental-European relations is that Europe is always in a position of strength and the Orient as weak (as seen by the West), and such strength and weakness are intrinsic to orientalism as they are to any view infers the division of men. The hostility expressed by the division of men into Us (Westeners) and They (Orientals) is to put forward the distinctiveness of the Westeners. Said further explains that when categories like Oriental and Western are used as both the starting and the end points of analysis, research, public policy, “[t]he result is usually to polarize the distinction – the Oriental becomes more Oriental, the Westerners more Western – and limit the human encounter between different cultures, traditions, and societies”.  

Edward Said’s discussion on orientalism provides the framework in understanding how the distinctiveness of the Danish standards constructs otherness. It can be accounted to embedded perception towards the Other – what has been learned through history and experience, and the power dynamics that reinforces them – how the superior power highlights and stress the Western values, and how it shapes the Oriental image. Similarly, what gave the Oriental’s world its intelligibility and identity is not the result of its own efforts, but rather the whole complex series of knowledgeable manipulations – knowledge of the Orient, because generated out of strength, creates the Orient. If the differentiation in race is made possible through the application of visible physical characteristics, the inferior image of the Orient is made available through the knowledge of the superior Western image.
Chapter 3: Method and Material

3.1 Introduction and Choice of Method

The aim to see if the formulation of the conditions to be qualified, as stated in *The Greencard scheme* attracts or repels the foreign labor justifies the use of the method in analyzing its content. Unlike empirical techniques, the researcher or the analyst\(^{54}\) examines the textual content in order to understand its meaning, what they enable or prevent, and what the conveyed information does.\(^{55}\) This research studies the section of document, and seeks to find the answers to the research questions in its content. The content of *The Greencard scheme* section in the *new to denmark.dk* website, as the sole material of this research study, will be called *section of document* in this chapter of method and material.

3.1.1 Content analysis

The method to analyze the content of a particular textual material, technically referred to as content analysis research method, provides the approach in analyzing the *section of document*, providing specialized procedures in analyzing its content in order to satisfy the aim of the research study. Since the focus of the research is on the stated conditions to be granted a residence permit in Denmark through *The Greencard scheme*, the content of the *section of document* shall be the subject of analysis. This will be further elaborated in the succeeding paragraphs.

In content analysis, identifying the textual material for the research study is the starting point of analysis. The main decisive factor in its selection is whether they contain the information needed in the research study; if it provides the necessary information to answer the research questions. The section of document is presented in chapter 3.2.2, and its description justifies its selection and appropriateness in the research study. This is supported by the measurement of its content, as presented in chapter 3.4. After the textual material is realized, follows the recognition of its meaning. According to Klaus Krippendorff (2004), texts in the textual material have no single meaning and its reading provides numerous perspectives, but the specialized procedures that the

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\(^{54}\) Author of this paper will be referred to as analyst, as the research method suggests. This will be used in the chapter of method and material, and the succeeding chapters of results and analysis.

\(^{55}\) Krippendorff (2004:xviii)
analyst is engaged during the process of content analysis shall safeguard its application. There is a wide range of choices in the analysis of texts. “One can categorize its phrases, analyze its metaphors, describe the logical structure of its constituent expressions, and ascertain its associations, connotations, denotations, and commands”.\textsuperscript{56} In this paper, the texts will be subjected to the specialized procedures in content analysis, where it starts from data making to formulation of descriptive accounts and inferences. This will be further discussed in 3.1.2.

Qualitative approach to content analysis offers some alternative protocols in exploring the texts systematically such as discourse analysis, rhetorical analysis, ethnographic content analysis, and conversation analysis.\textsuperscript{57} The application of any of these protocols will provide a deeper and wider understanding of the texts itself since the texts are dealt with above the level of sentences,\textsuperscript{58} relies on structural elements, and styles of argumentation.\textsuperscript{59} Conversely, the research at hand considers the general approach of qualitative content analysis, which is characterized by close reading of the \textit{section of document}, and working within hermeneutic circle with the participation of the analyst’s socially and culturally conditioned understandings.\textsuperscript{60} The close reading of the texts in hermeneutic circle contextualizes the reading of the texts, rearticulates the meanings in view of the assumed context, and allows research questions and answers to arise together in the course of the analyst’s involvement with the texts.\textsuperscript{61} This kind of approach is suitable to the research at hand due to the fact that it is time constrained.

\textbf{3.1.2 Components of content analysis}

Content analysis as a method relies on several specialized procedures for handling texts, and this will serve as tools for designing suitable analyses.\textsuperscript{62} The so-called specialized procedures are guided by the components of content analysis such as unitizing, sampling, recording/coding, reducing data to manageable representations, inferring contextual phenomena, and narrating the answer to the research question.\textsuperscript{63} These components will be introduced in the succeeding paragraphs and its

\textsuperscript{56} Krippendorff (2004:22)
\textsuperscript{57} Krippendorff (2004)
\textsuperscript{58} This means consideration of other relative factors; discourse analysis focuses on how particular phenomena are represented, and rhetorical analysis relies on the identification of structural elements, style of argumentation, etc. (Krippendorff 2004:16)
\textsuperscript{59} Krippendorff (2004:16)
\textsuperscript{60} Krippendorff (2004:17)
\textsuperscript{61} Krippendorff (2004)
\textsuperscript{62} Krippendorff (2004:81)
\textsuperscript{63} Krippendorff (2004:83)
further discussion will depend on its relevance.\textsuperscript{64} This shall constitute the methodology of this research study.

There are three different kinds of units of analysis used in content analysis,\textsuperscript{65} and the units of analysis used in the research study are called context units. These are “[u]nits of textual matter that set limits on the information to be considered in the description of recording units”.\textsuperscript{66} This forms the basic principle in the selection of the research material, which will be discussed separately. Context units require close examination of the sentences and in consideration of the syntactical role\textsuperscript{67} of the words within a sentence, larger context units (e.g. paragraph), and other factors (e.g. footnotes, indices, glossaries, headlines or introduction). For clarification purposes, formulation of context units is the initial step of the specialized procedures in content analysis; texts are referred to the sentences in the \textit{section of document}, while the sentences in the context units are referred to as units. \textit{Text} is the general term in the paper, while \textit{unit} will be used only in the discussion of context units and its formulation.

When context units are realized, then follows sampling, where the analyst needs to limit the research to a body of manageable texts, and find the answer to the research questions from a small body of texts.\textsuperscript{68} During this process, the analyst considers the texts providing answers to the research questions, and these texts can either contains or leads to the answer\textsuperscript{69} – referred to as relevance sampling.\textsuperscript{70} Since this research study aims to understand if the content of the \textit{section of document} attracts or repels foreign labor, the subsequent analysis of the sampled texts will be recorded in the coding of \textit{average} and \textit{exclusive}, then to categorization of either \textit{attracts} or \textit{repels}. The recording of the sampled texts is dependent on the analyst’s interpretation of the texts, and this is backed-up by the established definition of the terminologies, which are presented in chapter 3.3.

\textsuperscript{64} For example, there are three units of analysis used in content analysis – sampling units, recording units, and context units. Only context units are discussed due to its applicability in the research study.

\textsuperscript{65} Sampling units, recording units, and context units

\textsuperscript{66} Krippendorff (2004:101)

\textsuperscript{67} For example, the syntactical role of the word “go” depends on which meaning applies, whether it is meant to denote a game, an action or a command. (Krippendorff 2004:101)

\textsuperscript{68} Krippendorff (2004:111)

\textsuperscript{69} Krippendorff (2004:113)

\textsuperscript{70} Relevance sampling aims at selecting all textual units that contribute to answering the research questions. (Krippendorff 2004:119)
The preceded paragraph describes the data making\textsuperscript{71} in content analysis, where the textual matter or the texts in the \textit{section of document} is filtered to manageable texts. The formulation of the analytical constructs, which is the next stage or subsequent analysis of the texts, actually started from the sampling of the texts; from the formulation of the sampled texts, the descriptive accounts are realized, where the analytical construct withdraws the inferences – the final stage of the specialized procedures in content analysis.\textsuperscript{72} From the inferences, the answers to the content analyst’s questions are conceptualized. Thus, the analytical construct provides the explanation of how a body of text is read, what it does or to what use it may be put in the analyst’s context.\textsuperscript{73} This will be illustrated and further discussed in the succeeding paragraphs.

\subsection*{3.2 Principles of Selection}

\subsection*{3.2.1 Section of document and its analysis}

The basis of analysis applied in the \textit{section of document} follows a certain guideline in unitizing of texts: first, the analyst draws relevant distinctions within an \textit{observational field}\textsuperscript{74} then, the collected observations, which are characterized as \textit{information-bearing}\textsuperscript{75} will be subjected to subsequent analysis. In the chapter of results, the identification of the \textit{observational fields} is presented through the exclusion of texts that are characterized as irrelevant or are not \textit{information-bearing}. Since the material of this research, the section of document, is in the context of the individual’s evaluation of qualifications using a point system, the \textit{observational fields} are immediately identified. The \textit{section of document} presented each criterion separately or independent from one another such as educational level, language skills, work experience, adaptability, and age.

For the purpose of brevity, the division of criterion presented in \textit{The Greencard scheme} such as educational level, language skills, work experience, adaptability, and age will be called \textit{headings}. These \textit{headings} contain the necessary information, and it provides the link for those items that requires further details. The content of the \textit{headings} is the focus of analysis, and the links will be dealt with depending on its relevance. They will be considered in the analysis, as this is the \textit{other factors} mentioned in the earlier part of this chapter. Aside from the links, the analyst recognized the

\textsuperscript{71} From context units to sampling, constitutes the data making, where the texts are filtered in accordance to its relevance or contribution to the information the research requires.

\textsuperscript{72} Krippendorff (2004:172)

\textsuperscript{73} Krippendorff (2004:171)

\textsuperscript{74} This is the analysis of the texts on the basis of its contribution to the research questions, i.e. texts are characterized as either providing answers or leads to the answers to the research questions.

\textsuperscript{75} These are the texts that contain the information necessary for the accumulation of answers to the research questions.
unnecessary information in the content of the headings, which will be presented in the chapter of results. The analyst finds this kind of information as secondary or does not mainly provide answers to the research questions. This is realized during the process of texts sampling, in correlation to the formulation of the descriptive accounts, which constitute the analytical construct in the process of content analysis. This can be illustrated as follows:

![Diagram of data making process](source: Excerpts from Figure 2.1 and 9.1, as presented by Krippendorff (2004))

Above illustration shows that the inferences are dependent on the data making; specifically, the inferences are undeterminable not until the descriptive accounts are realized. The type of inference that is used in this research is abductive in nature, since the inferences proceed from texts, to the answers to the research questions. Krippendorff further explains that abductively inferring contextual phenomena from texts moves an analysis outside the data, and that it bridges the gap between descriptive accounts of texts and what they mean or refer to. The question on the analyst’s sources of certainty in the process of analytical constructs – operationalizing the data making and inferences relationships, will be discussed in the validity and reliability part of this paper.

The data making, as shown in the illustration above, shows two distinct stages – from sampled texts to descriptive accounts. Apparently, sampling of the texts suggests the general approach to the section of document, while descriptive accounts suggest the analytical approach. This is the structure of content analysis that the analyst follows in this research study: descriptive and analytical. The reference point of the descriptive approach is the context units (generating sampled texts), while the analytical approach is in the mapping that summarizes the qualitative data.

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76 Krippendorff (2004:36)
77 Krippendorff (2004:85)
(generated from sampled texts), which will be distributed in the qualitative coding of either \textit{average} or \textit{exclusive}, and this forms the descriptive accounts. After descriptive accounts are formulated, they will now be subjected to categorization of either \textit{attracts} or \textit{repels}, and this form the inferences. Definition of terminologies such as \textit{average}, \textit{exclusive}, \textit{attracts}, and \textit{repels} are presented in chapter 3.3.

The analyst’s specialized procedure can be illustrated as follows:

A computer-aided content analysis, \textit{Open Code}, provided a tool for categorizing the qualitative data generated from text information.\footnote{Mustonen (2011)} \textit{Open Code} is employed in the research for the purpose of having a print out copy of the conducted textual analysis. Besides the credit it will give to the research as far as reliability of the process and results are concerned, Krippendorff himself acknowledges the use of word processing programs (e.g. \textit{open code}) as it provides the tool in categorizing words into classes with similar meanings. He further explains that it “[a]ssumes linguistic stability, which may not be warranted, but it at least models a standard competence of language use”.\footnote{Krippendorff (2004:35)}
3.2.2 Section of document

In order to be granted a residence permit according to *The Greencard scheme*, the aspiring immigrant must attain a minimum of 100 points; points are given for educational level, language skills, work experience, adaptability, and age. The section of document provides the description for each criterion with corresponding level equivalency in Denmark, equivalent in points, additional information (e.g. how to acquire bonus points), and further instructions.

The section of document starts with an introduction of the *The Greencard scheme*, basis for issuance, followed by its limitations, differences from other visas, and consequences for deviation. Since it is issued on the basis of an individual’s evaluation using a point system, the criterion is presented separately, and the content of each criterion shall be the subject of analysis in the research. Introduction to the criterion states the required points to qualify (minimum 100 points), and three (3) other requirements such as: full health insurance, financial documentation, non-entitlement to public assistance.

After the discussion of the different criterion to qualify, follows the information on processing the case, duration and extension, jobseeking in Denmark, special scheme for students at higher educational programmes, family members, application procedure, and appeal guidelines. These are presented at the last part of the section of document, after the presentation of the criteria.

The analyst printed out the section of document, and used it during the conduction of the research study. Print out copy is an updated publication by *The Danish Immigration Service*, as of February 17, 2012. Decision to refer to the printed copy is made in order to avoid inconsistency, in case modification or new updates are made during the conduction of this research study. The analyst believes that this is one way of safeguarding the findings in this research.

3.3 Definition of Terminologies

The method in analyzing the content of the section of document requires the usage of certain terminologies in order to classify the qualitative data. Terminologies used in text coding are

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80 Issuance of residence permits under *The Greencard scheme*.
average and exclusive, and thereafter subjected to text categorization of attracts or repels. These terminologies are defined in the research study as follows:

- Attract – to draw towards
- Repel – to produce a feeling of aversion
- Average criterion – are typical or normal qualifications
- Exclusive criterion – are those that are made available only for some people

### 3.4 Motivation of Choice

#### 3.4.1 Measuring differentiation in the section of document

The above theoretical discussion about differentiation establish its position as natural and necessary – skin color as signifier in the discussion of race, the significant definitions of the Orient in contrast to the Occident, integral features of race in modern society, and perpetuation of distinctiveness as the underlining principle in ethnicity. These theoretical understandings presume the formation of differentiation, and how it is formed through comparison serves as the guiding principle in the selection of the section of document. Through the section of document, this research studies how differentiation is formed. For clarification purposes, the theoretical frameworks provide the analysis and understanding of the differentiation (as a concept), while the analytical method applied to the section of document provides the specialized procedures on the extraction of differentiation (as claimed by the analyst in this research) in the formulation of the condition to be qualified, i.e., how differentiation is formed through the available resources (or the section of document).

Moreover, the claim of the analyst in the research – differentiation is made evident in the formulation of conditions to qualify in The Greencard scheme is further supported by the definition of the word differentiation by the Britannica dictionary. It is defined as “the act or process of differentiating”, and differentiating is defined as “to mark or show a difference”. This is the definition employed by the analyst; initially, in the selection of the section of document; subsequently, in the treatment of the context units. Through this definition, there is reason to believe

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81 “Collins” (2011)
82 “Collins” (2011)
83 “Collins” (2011)
84 “Britannica” (n.d.)
85 “Britannica” (n.d.)
that the section of document does imply differentiation. The question of “Does the section of document provide a clear basis for differentiation?” was answered by focusing on the context that allows the definition of differentiation such as the Danish equivalency of the criterion to qualify. Having stated the Danish equivalency implies two comparison groups; those that fall within the prescribed conditions (or the qualifications that is equivalent to Danish standards), and those that are not (or the qualifications that fall short). This claim of comparison between groups is presented in chapter 4 and further discussed in chapter 5.

3.4.2 Defining the section of document

The textual matters in the section of document, specifically after extraction of the context units, are the units the analyst intends to generalize. This characteristic of the section of document, having the ability to generate context units is essential in the selection of the section of document. Additionally, Kimberly Neuendorf (2002) describes a unit as “[a]n identifiable message or message component, (a) which serves as the basis for identifying the population and drawing a sample, (b) on which variables are measured, or (c) which serves as the basis for reporting analyses”. This description characterizes the section of document; from the generated context units, samples are withdrawn, and variables are measured. Thus, the section of document has the essential faculties, the content analytic research requires, and this forms the motivation of choice.

Furthermore, the section of document defines unit of data collection and unit of analysis suggesting communication content, i.e. the analyst and the unit communication. Neuendorf explains, “The unit of data collection is the element on which each variable is measured. The unit of analysis is the element on which data are analyzed and for which findings are reported”. This research studies the formulation of The Greencard scheme, and the unit of data collection is the content of the conditions to be qualified. The units of analysis are the essential faculties that characterize the section of document, as discussed in the precedent paragraph. This further supports the inclination of this paper to the section of document.

86 As mentioned in the earlier discussion of the method, this is the initial stage of the specialized procedures in content analysis.
87 Neuendorf (2002:71)
88 Neuendorf (2002:13)
3.5 Limitations of the Study

The chapter of method and material establishes the role and influence of the analyst in the research, as supported by Krippendorff and Neuendorf: the specialized procedure is divorceable from the personal authority of the analyst in the research,\(^9\) and making decisions as to the scope of the content-analytic study.\(^9\) As mentioned in earlier part of the chapter, content analysis is influenced by the analyst’s claim or position in the discussion, suggesting the full control over the generation of data. Having stated this so-called authority, the analyst is therefore not in doubt of the selection and treatment of the research material or the section of document. Nonetheless, the analyst in this research is aware of the limitations of the study, which includes the selection of material and the established meaning in the conduction of analysis. The analyst is fully aware of the content of the selected material, and finds it large enough to represent the phenomenon under investigation but consideration to the other scheme (e.g. Pay Limit scheme, Corporate scheme) and other factors (e.g. influence and power behind the formulation of the conditions) under the working visa acquisition and policy-making processes will generate a strengthened results. This could have been considered if the research is not time-constrained.

Neuendorf presented in her book, A Flowchart for the Typical Process of Content Analysis Research,\(^9\) and the analyst in this research is aware of the stages, which could have been considered. The flowchart shows the support of computer coding to human coding more than once, and the application of coding schemes in the initial stage and for the reliability tests. Considerations to more than one coding scheme supported by the computer content analysis software will work to the full advantage of the analyst in the generation of well-founded findings and generalized conclusion. This can be considered in the more developed version of this paper.

Moreover, the analyst is also aware of the limitation over the objectivity in analyzing the research material. The analyst is a South East Asian immigrant, and this factor may have influenced the conduction of the analysis apart from the personal opinions towards Denmark; indifferent attitude towards immigration in particular. However, this fact is known to the analyst, and

\(^9\) Krippendorff (2004:18)  
\(^9\) Neuendorf (2002:2)  
\(^9\) Neuendorf (2002:2)
recognizing this limitation sets the distance between the analyst’s personal opinion and treatment of the material.

3.6 Validity and Reliability

Validity is defined by Neuendorf as “[t]he extent to which a measuring procedure represents the intended, and only the intended, concept”.\(^\text{92}\) This suggests the analyst’s familiarization and communication with the research material itself. This analyst’s state of mind establishes the foundation of the quality of the research results; that, the researcher is not in doubt as to what they are, assuring full knowledge of what the data implies.\(^\text{93}\) Krippendorff and Neuendorf discuss a typology of validation assessment that the analyst utilized depending on relevance in the research justifying the results, as follows:

- The research results claims face validity because they make sense – “[t]hat is, they are plausible and believable ‘on their face’ – usually without having to give or expecting to hear detailed reasons”.\(^\text{94}\) Face validity checks require that the analyst take a step back and examine the measures objectively, and considers the “WYSIWYG” (what you see is what you get) approach:\(^\text{95}\) if the research aims to analyze the formulation of the conditions to qualify in The Greencard scheme, then it will be subjected to measurement of attraction and repulsion.
- The research results claims external validity and generalizability since it can be extrapolated to other settings, times, and so on; claim for ecological validity – “the content analysis measurement process is true to life”, and claim for replicability – “the ability of others to repeat the study with a different set of messages”.\(^\text{96}\)

It is the conscious effort of the researcher of this study to establish the specialized procedures in content analysis, giving emphasis on rules consistent with the goals of the method itself. This is to best position the measurement standards of validity and reliability. After the claims for validity of results has been established in the preceded paragraphs, this study further claims for reliability of

\(^{92}\) Neuendorf (2002:112)  
\(^{93}\) Krippendorf (2004:30)  
\(^{94}\) Krippendorf (2004:313)  
\(^{95}\) Neuendorf (2002:115)  
\(^{96}\) Neuendorf (2002:115)
measures. This is well-founded in the definition of Neuendorf: “Reliability is the extent to which a measuring procedure yields the same results on repeated trials”.97 Aside from the repeated trials of the researcher herself, more than one particular person is also considered, as Neuendorf confirms, “[t]hat a measure is not valuable if it can be conducted only once or only by one particular person”.98 For clarification purposes, the 2nd person did not undergo full orientation of the research study, specifically the researcher’s coding and categorization in order to avoid generating same result. With regards to the credibility of the 2nd person, she finished IMER-field studies at Malmö University, and is presently a Master student at Copenhagen Business School. The researcher finds it unnecessary to add and attached further details for practical reasons.

3.7 Ethical Issues in Analysis

This research study considers the ethical issues in content analytic research, i.e. analysis of the research material on top of its focus on technical matter. Initial consideration is given to the selection of the material – The Greencard scheme, and the conduction of the analysis of its content; followed by the formulation of research questions and the embedded critical reasoning and perception of the researcher in the discussion. Similar to Miles and Huberman (1994), the researcher believes that a well-formulated set of ethical guidelines may not be available, but “[e]thical issues are floating constantly beneath the surface of what we do”.99

The research material is an electronic archive, and there is reason to believe that its extraction from the original source – new to denmak.dk website does not require any form of permission neither the reason for such action. Prior or retrospective consent may not be deemed necessary, but the succeeding action matters. In the event that the conducted content analytic research is posted in the internet, the researcher is aware of its responsibility in disseminating converted information, i.e. from the information provided by the electronic archive to the new knowledge provided by the content analytic research. Best effort is therefore given on the communication of honest intention of the research, ethical decisions and actions in the research, and educate the readers about the paper itself from its conceptualization to its finality that is embedded

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97 Neuendorf (2002:112)
98 Neuendorf (2002:112)
99 Miles & Huberman (1994:289)
in consideration to moral and ethical questions (e.g. Am I exploiting anyone with my “innocent” research questions or critical viewpoints in the discussion?).
Chapter 4: Results

4.1 Overview

*The Greencard scheme* presented in *new to denmark.dk* website, represents the sole material in the research study, undergoes the specialized procedure in analyzing its content in order to satisfy the aim of the study. As mentioned in the previous chapter, it contains an introduction before the presentation of the actual conditions to qualify together with the equivalents points, and ends with further details of information. Because the research seeks to investigate the formulation of the conditions to qualify, whether it will attract or repel the foreign labor, the researcher excluded the introduction part and the further information, and focus on the conditions instead, where the actual information to be qualified are stated. Decision to exclude is for the sole purpose of satisfying the requirement of the research to focus on the conditions itself. *The Greencard scheme’s* stated conditions to qualify will be called *text* in this chapter.

Data making is the initial stage of the specialized procedure in analyzing the content of the text, and as explained in the previous chapter, this is characterized by its contribution in generating the answers to the research questions. After data making, follows the formulation of the descriptive accounts, then the formulation of inferences. This chapter will present these stages in content analytic research, specifically on how the results are generated.

4.1.1 Excluded sentences in the process of unitizing

The text provides the information to the aspiring foreign labor immigrants, and it starts with a separate introduction, which was not included in the initial stage of the analysis – unitizing (or the formulation of context units) since the researcher finds the sentences irrelevant or are not *information-bearing* to the subsequent analysis. In addition to this, although the sentences contain the information necessary to fill in for the application, they are excluded in unitizing because the main focus of the research is on the conditions to qualify on the basis of the individual’s evaluation as a skilled worker, and the requirements or documentations are therefore not included. The initial decision necessary in content analytic research – extraction of unnecessary sentences, is for the
purpose of identifying the target textual matter, which variables are measured, serving the basis for reporting analyses.\textsuperscript{100}

The excluded sentences are presented here below, and are actual extracts from the text.

\begin{quote}
In order to be granted a residence permit under the greencard scheme, you must attain a minimum of 100 points. Points are given for: educational level, language skills, work experience, adaptability, and age.

You must have full health insurance covering you and any accompanying family members until you are covered by the Danish National Health Insurance.

You must document that you are able to support yourself during your first year in Denmark. Documentation can be a recent bank statement in your name which clearly states in which currency, and on which date, the statement was issued. If you wish to apply for a residence permit for accompanying family members, you must also document that you are able to support your family members. This documentation must be in either your own or your spouse’s/partner’s name.

Furthermore, it is a requirement that you do not receive any public assistance under the terms of the Active Social Policy Act (lov om aktiv socialpolitik) during your stay in Denmark.

Read more about financial requirements.
\end{quote}

The reading of the text for the formulation of the context units starts with the educational level, as the beginning of the conditions to qualify. Since the requirement in this procedure of unitizing is to limit the text to units of textual matter to be considered in the description of the recording units, there are sentences that are excluded. Here below are the excluded sentences that are extracted from the text:

\begin{quote}
The Danish Immigration Service will decide whether it is necessary to have your educational level assessed by the Danish Agency for the Universities and Internationalisation, an agency under the Ministry of Science, Innovation and Higher Education.

[R]ead more about the assessment of Pakistani and Indian degrees.
\end{quote}

\textsuperscript{100} Neuendorf (2002:71)
In order that the Danish Agency for Universities and Internationalisation can assess your educational level you must include in your application colour copies of all documentation for all your completed education.

Read more about documentation requirements.

Please note: In connection with an application the Immigration Service will decide whether it is necessary to ask the Danish Agency for Universities and Internationalisation to assess the applicant’s educational level. For this reason, the Danish Agency for Universities and Internationalisation prefers that the Immigration Service, not the applicant, requests an assessment.

Read more about the Danish Agency for Universities and Internationalisation.

[Y]ou will only be given points for one educational level. Points are given as follows:
Bachelor’s degree/Graduated from medium-length education: 30 points
Bachelor’s degree followed by one-year Master’s degree: 50 points
Master’s degree: 60 points
PhD: 80 points

[P]oints are given as follows:
Top 400: 5 points
Top 200: 10 points
Top 100: 15 points.

See the top 400 list.

[Y]ou can find these fields on the positive list. In order to obtain the bonus points, your education must be of the level specified for the job type in question, e.g. a Master’s degree or a Professional Bachelor’s degree.

You can only obtain points for completed educational programmes. For example, if you are currently studying for a Master’s degree in Sweden, you should not apply for a residence permit under the greencard scheme until you have completed your programme.

You can be given a maximum of 105 points for your educational level.
Language skills follow educational level, and here below are the excluded sentences extracted from the text:

As an alternative to a language exam, you can document your language skills with a statement from a previous employer attesting that you have used Danish, Swedish, Norwegian, English or German on the job for at least one year, or by presenting documentation that you have completed at least one year of studies at a higher educational programme which was taught in one of these languages. This will be accepted as a level corresponding to that of Study Test in Danish as a Second Language (Studieprøven). Points are given as follows:

Level corresponding to Danish Language Test, Level 1 (Prøve i Dansk 1): **5 points**
Level corresponding to Danish Language Test, Level 2 (Prøve i Dansk 2): **10 points**
Level corresponding to Danish Language Test, Level 3 (Prøve i Dansk 3): **15 points**
Level corresponding to Study Test in Danish as a Second Language (Studieprøven) or higher/one year’s study or work: **20 points**.

You can be given a maximum of **30 points** for your language skills.

Work experience follows language skills, and here below are the excluded sentences extracted from the text:

You can also be given points for other work experience. Points are given as follows:

1-2 years within the past five years as a researcher/in field listed on the Positive List: **10 points**
3-5 years within the past five years as a researcher/in field listed on the Positive List: **15 points**
3-5 years within the past five years, other work: **5 points**

You can be given a maximum of **15 points** for your work experience.

Adaptability follows work experience, and here below are the extracted sentences from the text:

Points are given for either education or work. Points are given as follows:

Completion of at least one year’s study at a higher educational programme in an EU/EEA country or Switzerland: **5 points**
Completion of at least three years’ study at a higher educational programme in an EU/EEA country or Switzerland: **10 points**

Or

At least two consecutive year’s legal residence and work in an EU/EEA country or Switzerland: **10 points**
You will be given 5 bonus points for Danish language skills (passed exam in Danish Language Test, Level 2 (Prøve i Dansk 2) or higher).

You can be given a maximum of 15 points for your adaptability.

Age follows adaptability, and here below are the excluded sentences extracted from the text:

Points are given as follows:
35-40 years: 10 points

You can be given a maximum of 15 points for your age.

4.1.2 Relevance sampling of texts

The formulated context units are subjected to subsequent analysis, which is the relevance sampling of texts. At this stage, the analyst limits the units to a body of manageable texts, and finds the answers to the research questions from this small body of text. This means, at this stage of analysis, the focus is on the research questions – the analyst considers the population of texts that contains or leads to the answers.

During the process of texts sampling, the identification of additional information is recognized. These sentences were not excluded in the process of unitizing because they contain the information that is considered in the process of analytical construct, specifically in the formulation of the descriptive accounts. In the heading of educational level, the following sentences are extracted from the context units:

The level of academic degrees may vary from country to country, even if they have the same title. For example, a Bachelor’s degree from another country may not necessarily be equivalent to a Danish Bachelor’s degree.

If your education is on a level lower than a Danish Bachelor’s degree, you will not be able to obtain enough points to be granted a residence permit under the greencard scheme.

Please note that a Master’s degree from e.g. a Pakistani university will often be assessed as equivalent to two years’ studies at a Danish university, or a Danish Bachelor’s degree.
You will be given **bonus points** if you graduated from a university which is internationally recognized for its high academic level according to the latest THES-QS World Ranking.

You will be given **10 bonus points** if your education qualifies you to work in a field where Denmark is currently experiencing a shortage of qualified professionals.

In the heading of **language skills**, the following sentences are extracted from the context units:

... *(the Danish Language Test, Levels 1, 2 and 3 and the Study Test in Danish as a Second Language).*

*In order to be given points for language skills, you must document that you have passed an exam in either Danish, Swedish, Norwegian, English or German at a level corresponding to at least Danish Language Test, Level 1 (Prøve i Dansk 1).*

*As such, you can receive points for both Swedish and English, or both Danish and German, but **not** for both Danish and Norwegian, or for both English and German.*

*Here is an indicative list of approved foreign language exams with their corresponding Danish level. You will only be given points for approved exams. Other exams do not qualify for points.*

*Please note: Good Danish skills are often essential to engage effectively in the Danish labor market.*

In the heading of **work experience**, the following sentence is extracted from the context units:

*[Y]ou can see these fields and specific job titles on the positive list.*

In the heading of **adaptability**, no sentence is extracted from the context units.

In the heading of **age**, only a phrase is extracted from the context units:

... **34 years or younger: 15 points**
4.1.3 Formulation of descriptive accounts

After the sampling of the texts, follows the formulation of descriptive accounts. This is the stage where the analyst applied the analytical approach to the sampled texts, as explained in the previous chapter. Coding is necessary in this stage in order to classify the texts, and since this research study investigates the content of the text, if the formulation attracts or repels foreign labor, the analyst considers the classification of the sampled texts to average qualifications and exclusive qualifications, as defined in chapter 3.3.

Here below is the table showing the sampled texts and the corresponding code:

<table>
<thead>
<tr>
<th>Heading</th>
<th>Conditions</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational level</td>
<td>as a minimum, have the equivalent of a Danish Bachelor's degree</td>
<td>Average</td>
</tr>
<tr>
<td>Language skills</td>
<td>modelled after the official Danish language proficiency tests for foreigners</td>
<td>Average</td>
</tr>
<tr>
<td></td>
<td>You can only receive points for one Scandinavian language</td>
<td>Exclusive</td>
</tr>
<tr>
<td></td>
<td>and for either English or German.</td>
<td></td>
</tr>
<tr>
<td>Work experience</td>
<td>according to how many years, w/n the last 5yrs, you have</td>
<td>Exclusive</td>
</tr>
<tr>
<td></td>
<td>worked as a researcher or in specific job on the positive list</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3-5yrs w/n the past 5yrs, other work</td>
<td>Exclusive</td>
</tr>
<tr>
<td>Adaptability</td>
<td>educational or work related attachment to the EU/EEA</td>
<td>Exclusive</td>
</tr>
<tr>
<td></td>
<td>(including Denmark) or Switzerland</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Or at least one full year's legal residence and work</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td>maximum points for 34 years or younger</td>
<td>Exclusive</td>
</tr>
</tbody>
</table>

In order to safeguard the definition of exclusive terminology in this paper, and sets its boundary of meaning from the perspective of the analyst, the points system in Canada is used as measurement for average qualifications. As mentioned in the introduction of this paper, the success of the Canadian point based immigration system captures the interest of most destination countries, and its same system favoring the selection of highly skilled immigrants is sought after by countries such as Australia, Britain, and Denmark. Different countries apply different variants of the scheme; Australia has introduced visa subclasses in its variant of Visa system, while Britain’s variation has
moved from HSMP (or Highly Skilled Migrant Program) to a new *Maintenance* requirement.\textsuperscript{101} This will not be discussed in detail in this paper for practical reasons.

The table below presented the comparative description of the point system in Canada and Denmark. Presentation of Canada’s point system for Skilled Worker is for the purpose of presenting *average* qualifications in order to establish the *exclusive* qualifications presented by Denmark in *The Greencard scheme*.

|                          | **Canada**
|--------------------------|----------------------------------
| **Required points**      | 67 points                         |
| **Educational level**    | Univ. deg. of 2yrs. or more at the Bachelor's level & completed at least 14yrs. of full-time or full-time equivalent studies |
| **Language skills**      | English or French Proof of proficiency from approved language test organisation |
| **Work experience**      | 1yr. of work exp. in at least one occupation listed in the NOC No. of years of work exp. must be in the last 10yrs. |
| **Adaptability**         | points for 1 or a combination of the following: partner's educ, prev work/study in Canada, arranged employment & relative in Canada |
| **Age**                  | maximum points for 21 to 49 years old |

|                          | **Denmark**
|--------------------------|----------------------------------
| **Required points**      | 100 points as a minimum, the equivalent of a Danish Bachelor's degree |
| **Educational level**    | One Scandinavian language & for either English or German modelled after the official Danish language proficiency test for foreigners according to how many years, \textit{w/\textit{n the last 5yrs}}, you have worked as a researcher or in specific job on the positive list 3-5yrs within the past 5yrs, other work educational or work related attachment to the EU/EEA (including Denmark) or Switzerland Or at least one full year's legal residence and work higher points for 34 years or younger |

Source: Extracts from Fast Canada Immigration website\textsuperscript{102} and Denmark’s *The Greencard scheme*\textsuperscript{103}

4.1.4 Formulation of inferences

After the formulation of the descriptive accounts, follows the formulation of inferences. At this stage, the texts are subjected to categorization of either *attract* or *repel*. Definition of these terminologies is presented in chapter 3.3. As stated in the previous chapter, the analyst has

\textsuperscript{101} “CanadaUpdates” (2012)
\textsuperscript{102} “Fast Canada Immigration Ltd.” (n.d.)
\textsuperscript{103} “new to denmark.dk” (2012)
withdrawn the inferences from the human process of coding in parallel to the application of *Open Code*. Having stated that the formulation of inferences in this research is characterized as abductive inferences, the categorization is based from the research aim – to see if the formulation of the conditions attracts or repels the foreign labor immigrant.

<table>
<thead>
<tr>
<th>Heading</th>
<th>Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational level</td>
<td>as a minimum, have the equivalent of a Danish Bachelor’s degree</td>
</tr>
<tr>
<td>Language skills</td>
<td>modelled after the official Danish language proficiency tests for foreigners</td>
</tr>
<tr>
<td></td>
<td>You can only receive points for one Scandinavian language and for either English or German.</td>
</tr>
<tr>
<td>Work experience</td>
<td>according to how many years, with the last 5yrs, you have worked as a researcher or in specific job on the positive list</td>
</tr>
<tr>
<td></td>
<td>3-5 yrs with the past 5 yrs, other work</td>
</tr>
<tr>
<td>Adaptability</td>
<td>educational or work related attachment to the EU/EEA (including Denmark) or Switzerland</td>
</tr>
<tr>
<td></td>
<td>Or at least one full year’s legal residence and work</td>
</tr>
<tr>
<td>Age</td>
<td>maximum points for 34 years or younger</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Code</th>
<th>Categorization</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average</td>
<td>Attracts</td>
</tr>
<tr>
<td>Exclusive</td>
<td>Repels</td>
</tr>
</tbody>
</table>

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Chapter 5: Analysis

5.1 Overview

The following paragraphs will present the analysis of the context units, where each unit is examined, refined, and theorized. First, the sentences defining differentiation will be analyzed through the lenses of the concept of race, which is the categorization of Other in the definition of Us. The formulation of the conditions to qualify, specifying the Danish equivalency defines the Us and categorizes the Other lacking the particular quality and made them identifiable. Second, the concept of orientalism will be applied in the analysis of the sentences defining distinctiveness, which focuses on the positioning of the superior group in the process of differentiation – the stated Danish equivalency in the conditions to qualify does not only define the non-Danish, but positions the Danish superior image. The concept of ethnicity is applied in the analysis of sentences suggesting exploration of identity and quest for becoming distinct.

5.2 Sentences Defining Differentiation

The application of the concept of race in the analysis of the research material provides the approach in the understanding of differences between groups using a particular object of signification. In the research material, the acknowledgement of differences between groups is notable, and this shall form the foundation of analysis of the context units. Below are the extracted sentences from the educational level heading, upholding the so-called differences:

- The level of academic degrees may vary from country to country, even if they have the same title. For example, a Bachelor’s degree from another country may not necessarily be equivalent to a Danish Bachelor’s degree.

- If your education is on a level lower than a Danish Bachelor’s degree, you will not be able to obtain enough points to be granted a residence permit under the greencard scheme.

- Please note that a Master’s degree from e.g. a Pakistani university will often be assessed as equivalent to two years’ studies at a Danish university, or a Danish Bachelor’s degree. Read more about the assessment of Pakistani and Indian degrees.
In the above sentences, the sentence in blue highlight supports the differences between countries – … vary from country to country…. The word, may can express distraction in the analysis of the text, but the analyst considers the inclination of the research material to differences despite the word may for two reasons: (a) from Merriam Webster dictionary definition of may – have the ability to; have permission to; be free to – suggests the solid position (i.e., the claim is verifiable) of the research material in the claim for differences between countries; (b) the sentence in green highlight not only clarifies the prior sentence but also stresses the acknowledged differences – … may not necessarily be equivalent…. The sentence in orange highlight re-stresses the research material’s claim for differences, and the information for disapproval of application due to insufficient acquisition of points on the ground of … level lower than Danish Bachelor’s degree…. Education level garners the highest point compared to other headings: maximum of 105 points can be given to educational level, maximum of 30 points for language skills, maximum of 15 points for work experience, maximum of 15 points for adaptability, and maximum 15 points for age. The sentence containing this information is stated at the end of every heading.

Going back to the discussion of acknowledged differences between groups, the above sentence in violet highlight is analyzed as: (a) the first sentence serves as clarification (through example between Pakistan and Denmark) and confirmation of the claim for differences (or re-stresses the claim for the 3rd time); (b) the second sentence provides the link to support the first sentence; (c) the degree equivalency is notable – Master’s degree in Pakistan is equivalent to only two years university studies in Denmark. This third point will be further analyzed in the discussion of distinctiveness.

The close reading of the above cited sentences, working within hermeneutic circles provides the analysis of the text – acknowledge differences between countries using the educational level in Denmark as object of signification. This analysis is on the basis of the following arguments:

- **Danish Bachelor’s degree** is stressed and literally highlighted.
- Not only that it is stressed and highlighted, an example is also provided (e.g. Pakistan and Denmark) and supported by a web-link.

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104 “Britannica” (n.d.)
• Educational level, having the highest point (aside from longer presentation) compared to other criterion implies its importance to The Greencard scheme, specifically to its sole purpose.

It can be argued that there is an obvious educational system differences between countries, but the withdrawal of such analysis is established in order to support the position of the research; that, in the formulation of the conditions to qualify, the differences is emphasized through repetition and highlighted texts. As mentioned in the chapter of method and material, the text has no single meaning and expresses layers of meaning, but the application of the method of content analysis, which is influenced by the analyst’s position in the research in general, shapes the treatment of the texts. Thus, the analysis of the first three sentences is organized in such a way that conclusion can be drawn from the texts – differentiation between groups in the formulation of the conditions to qualify.

The presentation of the criteria on educational level ends with the information on bonus points; 10 bonus points will be given if the education qualifies the individual to work in a field where Denmark is currently experiencing a shortage of qualified professionals. This is analyzed in the context of the discussion of Loomba presented in the chapter of theoretical framework regarding the intersection of the concept of race and class in the colonial context, as illustrated here below:

immigrants – categorized Other = distinctive group

<p>| |</p>
<table>
<thead>
<tr>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>through definition of Us</td>
</tr>
<tr>
<td>measured by class (the rich people who can afford to pay the high-priced fees in the university lists of THES-QS World Ranking)</td>
</tr>
</tbody>
</table>

Source: Author’s personal illustration, as inspired by Loomba.

Although the foregoing expresses the articulation of race in the development of the world capitalist system, the analysis of the text remain in its original position to focus and extract differentiation in the interpretation of the text instead of the incorporation of race into Marxist theory. Also, as
mentioned in the chapter of results, the sentence, *You will be given bonus points if you graduated from a university which is internationally recognized for its high academic level according to the latest THES-QS World Ranking* is identified as additional information only, and therefore not included in the relevance sampling of the text. This is due to the content of the sentence itself; it is just a contributing factor in the acquisition of additional points in the criteria of *educational level*. However, the sentence is used in the analysis to support the analyst’s claim for differentiation in the formulation of the conditions; only that in this context, the object of signification is social status. The beginning sentence in the *work experience* heading is within the same context.

*Your work experience can be given points according to how many years, within the last five years, you have worked as a researcher or in a field where Denmark is currently experiencing a shortage of qualified professionals.*

*New to Denmark* website provides an overview of *The Positive List*, where the job titles and specific requirement are stated. The job titles are divided into professional fields, which are characterized as top-ranked professions such as engineer, doctor, and management, among others. Specific requirement is stated, and the educational level should correspond to Danish equivalency including the necessary authorization for the medical field.

Apart from the above discussion of Loomba, the analyst finds the development in the position of *race* in the analysis of the text itself. Having quoted … *where Denmark is currently experiencing a shortage of qualified professionals*, it is obvious to note that the position of *race* in the context of slavery (or the remnant of the past) has been replaced by the economic pressure – shortage of qualified professionals. This point of analysis will be further discussed in the next chapter. Meanwhile, similar to the analysis of the last sentence in the *educational level*, it is only the object of signification that was changed (from skin color to social status), but the specification of the top-ranked professions differentiates the group of people who cannot afford the exclusive education that will qualify them in *The Positive List*.

In the *language skills* heading, the differentiation is made evident in the classification of the documentation to prove the language proficiency. Here below are the extracted sentences to establish this argument:
Your language skills will be given points based on a four-level system modeled after the official Danish language proficiency tests for foreigners

… you must document that you have passed an exam in either Danish, Swedish, Norwegian, English or German at a level corresponding to at least Danish Language Test, Level 1 (Prøve i Dansk 1).

Here is an indicative list of approved foreign language exams with their corresponding Danish level. You will only be given points for approved exams. Other exams do not qualify for points.

The above sentences infer the differentiated Danish level from the rest of the language test agencies (e.g. IELTS, TOEFL). This analysis is based on the definition of … modeled after… and … corresponding to…, which means to “form after a pattern”, and “having or participating in the same relationship (as kind, degree, position, correspondence, or function) especially with regard to the same or like wholes”. The sentence in blue highlight is treated as supporting information to the prior sentence, and as a reminder to the applicant; it stresses the need to submit the documentation that is modeled after… corresponding to Danish level.

The sentence: You can only receive points for one Scandinavian language and for either English or German further establishes the differentiation in the language skills heading. This differentiation is on a smaller scale since Scandinavian countries are represented by Denmark, Norway, Sweden, and usually Finland and Iceland only. The analyst finds the last sentence under this heading as reason for the smaller-scaled (or exclusive) differentiation: Please note: Good Danish skills are often essential to engage effectively in the Danish labor market. Exclusivity in the differentiation will be further analyzed in the discussion of distinctiveness.

The stated conditions in the adaptability and age headings are also found in the same context as the foregoing – smaller-scaled (or exclusive) differentiated group. In the adaptability heading, points can be given to educational or work related attachment to the EU/EEA (including Denmark) or Switzerland, while in the age heading, the maximum points is given to 34 years or younger.

105 “Britannica” (n.d.)
106 “Britannica” (n.d.)
107 Mapes (2012)
5.3 Sentences Defining Distinctiveness

5.3.1 Orientalism

The analysis of the context units on the basis of its definition of differences between groups infers the distinctiveness of Denmark compared to other countries. Below are the text extracts from the context units that define the distinctiveness of Denmark in the process of differentiation:

In the educational level heading:

- ... even if they have the same title... not necessarily be equivalent to a Danish Bachelor’s degree.
- ... level lower than a Danish Bachelor’s degree...
- ... a Master’s degree from... assessed as equivalent to two years’ studies at a Danish university, or a Danish Bachelor’s degree.
- ... you must, as a minimum, have the equivalent of a Danish Bachelor’s degree.

In the language skills heading:

- ... will be given points based on a four-level system modeled after the official Danish language proficiency tests for foreigners...
- ... can only receive points for one Scandinavian language and for either English or German.
- ... with their corresponding Danish level.... Other exams do not qualify for points.

In the work experience heading:

- ... you have worked as a researcher or in a field where Denmark is currently experiencing a shortage of qualified professionals.

In the adaptability heading:

- ... educational or work related attachment to the EU/EEA (including Denmark) or Switzerland...

In the age heading:

- Maximum points is given to 34 years or younger.
The subsequent analysis of the above text extracts defining *distinctiveness* reveals Denmark’s perception of *Other* countries. Through the lenses of the concept of orientalism, the result of the conducted content analysis showed that the ranking of *Other* countries is withdrawn from the Danish superior image. Below are two illustrations of the analysis:

![Diagram showing the categorization of education level and language skills](image)

Both illustrations show that the way Denmark categorizes the *Other* infers that Denmark’s *education level* and *language skills* are more advanced. These assertions are made clear in the content of the respective headings through repetitive and highlighted texts, which implies their significant meaning and Denmark’s conscious effort to put forward Western values. In the analysis of the text, it further shows that this Western values are more adequate to serve the sole purpose of *The Greencard scheme* – for the immigrant to find a job and to address the economic concern.
5.3.2 Ethnicity

The subsequent analysis of the context units, specifically the sentences defining distinctiveness, further reveals the claim and perpetuation of Danish identity in its conscious and best effort to remain and be recognized as distinct by the other groups. These are made evident in the following instances, as expressed in the formulation of the criteria. As explained in the theoretical chapter of this paper, ethnicity is more concern with Us (than Them or Other), and the mark of distinctive characteristics is valued and important.

In the educational level heading, the following words are notable:

- … even if they have the same title.
- … may not necessarily be equivalent to…
- If your education… lower than Danish… you will not be able…
- … Master’s degree from (high degree in other country)… equivalent to two years studies at a Danish university (suggesting lower equivalency)…
- … be given bonus points if you… which is internationally recognized for its high…

In the language skills, the following words are notable:

- … will be given points based on… modeled after…
- … can only receive points for one Scandinavian language and for either English or German.
- … approved foreign language exams with their corresponding Danish level.

The specification of profession in the work experience, smaller-scaled country-specific in adaptability, and younger preference in age requirement are also notable.
Above stated analysis can be illustrated as follows:

![Country Comparison Diagram](image)

Source: Author’s personal illustration

The illustration shows that each country has their own claim of distinctiveness, as the underlining principle in ethnicity, but Denmark’s claim remains to be “Us not necessarily the same as Them” – educational level and language proficiency level are higher; distinct in such a way that professions are in top ranking, have studied and worked in EU/EEA country or Switzerland, and are younger professionals.
Chapter 6: Discussion

This study analyzes the formulation of the conditions to be qualified in The Green Card scheme, where the evaluator did not benefit from the evaluation. There is a tendency and positive overall impression suggesting that the formulation of the conditions repels the foreign labor, having stressed and highlighted the Danish standards. However, the conducted analysis of the entirety of its content advances the understanding from original perception of Us and Other to identification of its new meaning. The historical root of race may have provided the answer to the question of what in quest for understanding the meaning of the text, but its subsequent analysis leading to the question of why is identified as important. Apparently, the question of why challenges the original idea of race from outdated feature to integral feature. The question of differentiation in the past may be answered by the exclusionary practices within race relations, but this argument no longer works in present times, where differentiation necessitates the need to address economic concerns.

The mapping of the categories that are made evident in the process of differentiation is difficult to grasp without the specific understanding of race, but there is more in the identification of the demarcation line of differences such as validity of the categorization, and the refracted meaning in the absence of opinionated argument. While the results of this research study shows how race is utilized to inferiorize the Other as lacking the qualifications equivalent to Danish standards, it does not validates the categorization of Other as weak or incompetent. Similarly, the concept of orientalism may provide the explanation in the understanding of the inferiorized categorization of Other, but neither does it validate the negative evaluation of the inferior or unqualified group. What is notable in the process of differentiation is the application of object of signification, and although they are fixed and dominant in the discussion, the meaning undeniably evolves over time. A very clear illustration of this is how and where the foreign labors were used before compared to present time – before, foreign labors was to address the demand for low-skilled workers to fill-in the low-paying jobs or menial tasks, while the economic competition in the modern societies demands highly skilled professionals.

The analysis of the sampled text establishes the differentiation between qualified and unqualified groups, and the distinctiveness of the Danish standards is made obvious during the process such as younger and high-ranked professionals with more advanced level of education and
English language proficiency. This can be interpreted subjectively given Denmark’s significant national experience and economic concerns, but the subsequent analysis of the text reveals interesting argument in the discussion. First, the stated conditions to be qualified are formulated in such a way that the aspiring foreign labor applicant will be able to find qualified work in Denmark. Second, residence and work permit under The Greencard scheme is issued on the basis of skills evaluation. These arguments infer that the aspiring foreign labor immigrants that meet the specific qualification are evaluated irrespective of race or group belonging, and are likely to find a work in Denmark.

This research study comes close to the study made by Abdurrahman Aydemir, where the role of immigrant selection criteria was investigated; the selection by the host country as one of the decision makers in the immigration processes. This study identifies the factors in the selection of immigrants by the host country through the evaluation of skills. Interestingly, the study recognizes the effective policy instrument such as the point system in the selection of immigrant, and discerns its inability to measure the unobserved characteristics (e.g. motivation factor). Although the study of Aydemir considers the selection process by the host country through the evaluation of skills in the decision making of the immigrants, it did not specifically nail the conditions to qualify and see how the formulation affects the decision making. Conversely, this research study did not consider taking a step further to see if the formulation of the condition will actually repel the foreign labor, which can be done through opinion survey or interviews. Considerable factors such as age, gender, marital status, social class, and different level of professionals from different countries will generate interesting results. Moreover, the study made by Edward Miguel and Joan Hamory, where individual ability and later migration is examined, reveals an interesting finding. Although the measurement of migration decision delimits the consideration to the host country’s policies, it considers both the educational attainment and the cognitive ability of the immigrant. Both studies of Aydemir, Miguel and Hamory shows the influence of the cognitive ability of the immigrant in finalizing the decision to migrate. Immigrants may be positively selected by the host country through the evaluation of skills, as shown in the study of Aydemir, but the inclination to higher returns to education in countries such as the USA is an influential factor in the decision making. Similarly, the study of Miguel and Hamory shows the immigrants’ consideration to positive returns to ability. It is possible, however, that the formulation of conditions to qualify may be overlooked
by the immigrant after consideration to high returns to skills. This remains in the hand of future researcher.

In summary, this research study was able to find the answers to the research questions through the analysis of the conditions to be qualified in *The Greencard scheme*; that, the formulation of the conditions to be qualified is found to be in the context of demanding higher qualifications due to the country’s national experience and economic concerns, positioning the aspiring foreign immigrant to reconsider the decision to apply. However, it seems that the embedded perception of the researcher (or the analyst) towards Denmark in general does not form an effective beginning in the analysis of the text, and therefore the conducted analysis of the formulation of the conditions does not benefit the researcher, i.e. the texts may suggest repulsion but the analysis of the entirety of its content implies otherwise.
Chapter 7: Conclusion

National experience and economic concerns have made immigration management a top priority, and therefore the formulation of policies is marked by a relatively high degree of ingenuity and sophistication. Critical reasoning and critical perception appears to believe that the well-regulated and frequent modification of policies in Denmark is in the context of history and hostility. This research study is fueled by such knowledge, and claim to find its affirmation in the analysis of the content of point based immigration system that favors the selection of highly skilled immigrants. Danish Green Card scheme defines and highlights the qualifications equivalent to Danish standards paralleled to categorization of Other groups lacking the particular quality. This paper has argued that the application of object of signification and western values are made evident in the definition of parameters to qualify.

Result of the content analytic study presented the body of manageable texts. Subsequent analysis showed the exclusivity in the Danish standards, supported by the comparative description of the points system in Canada. The human process of coding, together with the computer-aided content analysis, further categorizes the text, and is characterized as repulsive. How the conditions to be qualified are formulated substantiates this claim – Danish Us qualifications is not necessarily the same as Them. The qualifications equivalent to Danish standards delimits the boundary into a smaller, yet distinctive group – younger high-ranked professionals, proficient in English and one Scandinavian language, and have attained a more advanced level of education from EU/EEA country or Switzerland. This angle of analysis may have supported the intended meaning of the researcher, but the richness of the texts itself further reveals an unexpected finding.

The issue is not that The Greencard scheme in Denmark deselects the majority of the immigrants; it is not that the Danish standards validates the negative evaluation of the inferior group neither does it categorizes the Other as incompetent. In principle, the formulation of the conditions is designed to assess the likelihood that the immigrant will be able to find work in Denmark. In practice, the formulation of the conditions to qualify presents a narrow set of standard norms, and expects the evaluators (or the readers) to get the points across. Yes, it can be understood objectively, but chances are it will be interpreted subjectively; given that Denmark has a significant immigration experience. Arguably, the Danish standards implicitly or explicitly ranked the Other as
inferior to those who made the evaluation. In the case of this research study, the evaluator did not benefit from the conducted evaluation. The subjective opinion of the researcher, together with the authority over the analysis of the content of the conditions to qualify may have a significant influence on the results, but the real meaning of its context finds its way out, providing a great deal of understanding to the researcher, and works to the advantage of the sole purpose of *The Greencard scheme*.

This study only represents the analysis of the researcher on substantially limited resources therefore it is not possible to draw a general conclusion. However, the result of this research shows how the critical perception fabricates the real meaning of selective immigration policies. This analytic study should be accompanied with opinion surveys and interviews in order to achieve stronger results (and more chances to be generalized). Though the limitation of this research highlighted some drawbacks, an essential part in dealing with the research questions assumed by this research study is represented by the application of an appropriate method to be employed further on.

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108 Miles (1993:82)
REFERENCES:


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