

Guideline - Document Analysis „Peerthink“

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Preface

What is a document analysis?

It is an investigation method, that focuses on data material and documents, which already exist. The analysis includes exclusively documents, no interviews or other survey material (collected data material).

Necessary conditions:

The documents have to be interpretable. What does that mean?

Intentions, feeling, expectations,..... should be outlined through the document material.

Documents are considered as externalisation/ objectivation of the authors mind.

Philipp Mayring (2002)¹ formulates 6 criteria which cover the knowledge utilization of documents:

- 1) The form of the document: reports, documentations, project descriptions, applications, invitations, newsletter, homepage, movies,
- 2) The physical characteristics of the document (How does the document look like? Material? Condition?)
- 3) The internal characteristics of the document / The content in the document.
- 4) The aim of the document: What is the aim of the document ? What is the message?
- 5) How near or far away is the document from the content ? Does the document really represent the intended content ?
- 6) Where does the document come from? Who wrote the document? Who takes responsibility for it?

The process of document analysis in four steps (Mayring, 2002):

- 1) clear defined question
- 2) definition of documents: what is a document ?
- 3) consideration about the documents relevance for the defined question.
- 4) interpretation of the document according to the defined question (based on a checklist, see below)

¹ Mayring, Phillip (2002): Einführung in die qualitative Sozialforschung. Weinheim und Basel. Beltz Verlag.

Checklist for Document Analysis

1. **Type of document** (Documentation, Report, Newsletter, Information Brochure, Invitation,)

2. **The physical characteristics of the document** (How does the document look like? Material? Condition?)

3. **Date of the document**

4. **Author of the document / responsible person for content**

5. **For what audience was the document written ?**

6.Document Information

What are the main topics of the document ?

(e.g. sexual diversity, empowerment for girls, sports, health, intercultural workshops for boys, pedagogical approach, teamwork, funding,)

Who is the target group of the content, described in the document ? (answer the question with reference to the following categories: gender, age, ethnicity, class)

Is there any specific form of violence as well as violence prevention mentioned in the document ? If yes: **Which forms of violence are addressed ?** (physical violence / psychic violence / material violence / sexual violence / others)

Who is addressed, in connection with violence / violence prevention? (boys/ girls / heterogeneous violence groups, others.....)

Is there a special focus but on racism, homophobia, stalking, others..... ?

Which stage of violence is addressed ? (before violence occurs / situations of probable violence occurrence / after violence occurred)

Which methods of violence prevention are described ? (De-escalation-strategies / "Risflection" / Conflict Training / Mediation / others.....)

In which way are the intersectional categories mentioned in the document ?		
Gender Ethnicity Class		
	Writing Material	Pictures / Photos
In which roles are boys and girls / women and men illustrated ? traditional gender roles (e.g. cooking girls and sailing boys ?) or alternatives (e.g. caring masculinity) ?		
Does ethnicity play an important role in the document? In which way? ...in connection with gender? ...in connection with class?		
Which aspects of ethnicity are attached ? (Racism, Intercultural work, Generational Work, Violence and Migration,)		
Which aspects of class are attached in the content of the document ?		
Who is in-group , who is out-group ? ²		

² According to the Theory of Difference (Royal/Taira, 1995), power relations in social systems are strongly connected to group membership. In-group members are characterized by an easy access to resources, by seeing themselves as individuals and not as group members and by their possibility to set norms and standards for in-group members. Out-group members are recognized as group members much more than as individuals (e.g. the kurds,) and they are aware of in-group barriers (norms, rules), much more than the in-group members are aware of these rules. Out-group members need to exchange and communicate with in-group members to avoid self victimization.

The definition of in- & out-group is influenced by the situational context (e.g. imagine your role/position in a community of blind people).

<p>Are girls/women represented in written language ?</p>		
<p>Are there any signs for stereotyping ? give examples!</p> <p>e.g. un-questioned assumptions about a differentiation of men/women (women are emotional / men are rational) or about a differentiation of in-group (majority) and out-group (minority) ?</p> <p>- The assumption of equality if there is none (e.g. male dominated full-time work as a norm for work)</p> <p>- Different valuation of aspects, that affect women & men (e.g. men are "inquisitive" while women are "nosy")</p>		
<p>How much space /resources do girls and boys / women and men receive in the document?</p>		
<p>In which way is the relation between the genders illustrated ?</p>		
<p>Is the relation between people with ethnical background and non-ethnical background important ?</p>		

<p>Does the content of the document refer to the societal, structural background of the intersectional categories (gender, ethnicity, class) ?</p>		
<p>Does the content of the document refer to the connection of intersectional categories ?</p>		
<p>Is there any reference to empowerment of marginalized groups ?</p>		
<p>What is the main message concerning the categories gender ethnicity and class in the document ?</p>		

Are there any other categories mentioned in the document ?

What is the most important message in the document?

Why do you think the document was written ?

Are there any unanswered questions left?

What are my personal feelings relating to the content ?