

The copyright of this thesis rests with the University of Cape Town. No quotation from it or information derived from it is to be published without full acknowledgement of the source. The thesis is to be used for private study or non-commercial research purposes only.

A THEORY-DRIVEN EVALUATION OF A LEGAL ADVICE AND TRAINING PROGRAMME AT A
WOMEN AND CHILDREN'S CENTRE IN CAPE TOWN

NASREEN BEHARDIEN
(BHRNAS003)

A dissertation submitted in partial fulfilment of the requirements for the award of the
Degree of Master of Philosophy (Programme Evaluation)

Faculty of Commerce
University of Cape Town

2011

COMPULSORY DECLARATION:

This work has not been previously submitted in whole, or in part, for the award of any degree. It is my own work. Each significant contribution to, and quotation in, this dissertation from the work, or works of other people has been attributed, cited and referenced.

Signature:

Date:

ACKNOWLEDGEMENTS

I offer a special word of gratitude to my supervisor, Professor Johann Louw, for his patience, guidance and support throughout the entire process of completing this dissertation. It has provided me with valuable knowledge and skills that will assist me in my future career.

Thank you to Charmaine Morris, programme manager for the Legal Advice and Training Programme, for her time, patience and willingness give me access to the programme documents and records. Without her, this study would not have been possible.

I want to thank my parents, Aziza and Sedick Behardien for the love and support they both have always given me. It is only through their prayers and selflessness that I have managed to succeed this far in my studies. To my siblings, Faaieq and Kashiefa thank you for the endless encouragement you both have given me in this endeavour. I am thankful beyond measure.

Finally, I wish to thank my colleagues from the Sub-Directorate: Human Resource Monitoring and Evaluation within the Department of the Premier: Western Cape for giving me a supportive and enabling work environment and for believing in me. I am eternally grateful.

EXECUTIVE SUMMARY

This study was undertaken to articulate and evaluate the programme theory and implementation of the Legal Advice and Training (LAT) Programme, a publicly funded programme established in 2004 at the Saartjie Baartman Centre for Women and Children in Cape Town. This programme is a behavioural change programme aiming to increase the accessibility of legal services and justice to female victims of domestic violence.

For this study qualitative research methods were used by the evaluator. An approach suggested by Rossi, Lipsey & Freeman (2004) was used to conduct both the programme theory and process evaluation. Qualitative research methods included the use of document reviews, literature reviews and interviews.

Results of this study indicated that the LAT Programme has significant shortcomings in both theory and implementation. The LAT Programme impact theory was found to be implausible, using Ajzen's theory of planned behaviour as behavioural change model. The results further proved that the LAT Programme is not delivering all of its activities as intended. Recommendations are discussed to improve which are directed at both the programme theory and process evaluation.

This study concludes by highlighting the strengths and weaknesses of a theory-driven evaluation approach and providing direction for future research on programmes that employ behavioural change methods to implement knowledge-based programmes.

TABLE OF CONTENTS

CHAPTER ONE: INTRODUCTION	8
Domestic Violence	8
The Domestic Violence Act of South Africa	9
Access to justice	10
The Saartjie Baartman Centre for Women and Children	11
Residential programme.....	13
Counselling programme.....	13
Job skills training programme	13
Programme description: The legal advice and training (LAT programme).....	13
Programme objectives.....	14
Target population	14
Programme activities.....	15
Stakeholders	16
Programme evaluation	17
Theory-driven evaluation	18
Programme theory evaluation.....	19
Programme impact theory	19
Process theory.....	20
Service utilisation plan.....	20
Organisational plan.....	20
Process evaluation.....	21
Rationale of the evaluation.....	21
Aims of the evaluation.....	22
Evaluation questions.....	22
Programme theory evaluation questions.....	22
Programme process evaluation questions.....	23
 CHAPTER TWO: PROGRAMME THEORY EVALUATION.....	 24
Process theory	24
Service utilisation plan.....	24
Organisational plan.....	26
Method.....	27
Design.....	27
Data collection	27

Programme document review	27
Stakeholder interviews.....	28
Literature review	29
Procedure.....	30
Results.....	32
Discussion.....	39
Programme assumptions.....	39
The knowledge-behaviour relationship	40
CHAPTER THREE: PROGRAMME PROCESS EVALUATION	43
Ideal process evaluation	43
Method	45
Design.....	45
Data collection methods	45
Stakeholder interviews.....	45
Programme document review	45
Feedback evaluation form.....	46
Client-utilisation database	46
LAT Programme terms of reference	46
Procedure.....	47
Results.....	48
Discussion.....	53
CHAPTER FOUR: SUMMARY, CONCLUSIONS AND IMPLICATIONS.....	56
Evaluation results.....	56
Programme theory	56
Programme process	57
Recommendations.....	57
Programme theory	57
Programme process	59
Benefits and limitations of a theory-driven evaluation.....	59
Limitations and directions for future research	60
Conclusion.....	61
REFERENCES.....	62

APPENDIX A.....68
APPENDIX B.....69
APPENDIX C.....70

LIST OF TABLES AND FIGURES

TABLES

Table 1	Key stakeholders of the LAT Programme	17
Table 2	Programme process evaluation questions	23
Table 3	Programme documents used for theory evaluation	28
Table 4	Client-utilisation rates for the period 2010/11	49

FIGURES

Figure 1	Programmes offered at the SBCWC	12
Figure 2	LAT Programme service utilisation plan	25
Figure 3	LAT Programme organisation plan	26
Figure 4	Initial LAT Programme impact theory	34
Figure 5	Revised LAT Programme impact theory	35
Figure 6	Theory of planned behaviour	38

University of Cape Town

CHAPTER ONE: INTRODUCTION

Domestic violence

The United Nation defines domestic violence as “violence against women and girls by an intimate partner, and by other family members, whether this violence occurs beyond the confines of the home” and is the most prevalent and underestimated form of violence against women (UNICEF Innocenti Digest, 2000, p. 3).

Global estimates on the prevalence of domestic violence approximate that one in every three women worldwide, is beaten, raped, or otherwise abused during her lifetime (Heise, Ellsberg, & Gottemoeller, 1999). These estimates however tend to be underestimated as reliable data on the prevalence of domestic violence are limited, particularly in developing countries due to the under-reporting of violence by women (United Nations Statistics Division, 2010).

Reasons for this under-reporting include women’s lack of knowledge and access to legal information, protection, the unequal distribution of power between women and men, which has become exacerbated by traditional practices that lowers the status of women in society and workplaces (United Nations Statistics Division, 2010; United Nations, 2006).

South Africa has among the highest incidences of reported sexual abuse against women worldwide (Bollen, Artz, Vetten, & Louw, 1999; Amien, 2001; Masimanyane, 1998; Maharaj, 2005). Research conducted by the United Nations Development Fund For Women (United Nations Fund for Women, 2004) estimates that, on aggregate one woman is killed every six hours by a former or current intimate partner in South Africa. Ayodele (2009) reported that in South Africa a woman is raped every 26 seconds, one in every two women might be raped in her lifetime and one in four women is in an abusive relationship. Similarly, this estimate is not an accurate reflection of the magnitude of the rates of violence in South Africa due to under-reporting by women for fear of further abuse as well as social pressures which prevent women from going to the police (Naidu, Haffejee, Vetten, & Hargreaves, 2005).

Possible reasons for the high estimate on the prevalence of domestic violence rates in South Africa are that women are still more marginalised and vulnerable than men which stems historically from the subservient roles that women have played in patriarchal societies (Amien, 2001). South African women, who are employed, still earn less than men, and are employed predominantly in informal, contractual employment without job security and have less control and access to financial power and decision making (Women's Legal Centre, 2003).

The Domestic Violence Act of South Africa

The severity of domestic violence in South Africa is recognised by the government through the Domestic Violence Act of South Africa (DVA, 1998). The DVA recognises and acknowledges that victims of violence are usually the most vulnerable members and among the poorest groups in society. Domestic violence may take various forms including economic, psychological, emotional, physical and sexual violence. However, the most commonly reported forms are sexual and physical (Naidu, et al., 2005). The DVA makes provision for women who experience violence as follows:

Afford the victims of domestic violence the maximum protection from domestic abuse that the law can provide; and to introduce measures which seek to ensure that the relevant organs of state give full effect to the provisions of this Act, and thereby to convey that the State is committed to the elimination of domestic violence (DVA, 1998 p. 1).

Although the DVA is recognised as a progressive piece of legislation aimed at protecting the rights of women in instances of abuse and violence, it fails to provide clear guidelines for its own implementation.

The main challenges to implementing the DVA include the following:

- There are insufficient human resources for its implementation, which hinders the effectiveness of processes. There are not enough police and court personnel to deal effectively with the demand for legal protection and legal applications (Vetten, Budlender, & Schneider, 2005);
- Law enforcement officers are ineffective and non-compliant in assisting victims and helping them to proceed with legal processes (Parliamentary Monitoring Group, 2008); and
- Police and court personnel have inadequate knowledge of the contents of the DVA and the application of its procedures (Vetten, van Jaarsveld, Riba, & Makhunga, 2009b).

Access to justice

Women in South Africa face numerous challenges when attempting to access legal services. This is illustrated by a national study conducted by the Institute for Security Studies that reported only 11% of women who are victims of violence seek legal advice and services (Rasool, Vermaak, Pharoah, & Stavron, 2002). The lack of access to justice, coupled with the expense of legal services, is a significant obstacle to victims seeking justice as most South African women continue to occupy an inferior economic and social status which limits their ability to access legal services. Women, already vulnerable tend to find themselves without any knowledge or understanding of the legal system or how to access justice.

Some of these challenges stem from the Apartheid era, women have been disadvantaged by the legal system which was predominantly governed by patriarchy and which was responsible for delivering for women seeking justice for domestic violence cases (Vetten, 2005). It can be intimidating for women seeking legal services or justice, as male police officers often ask personal and revealing questions relating to the assault (Vetten, 2005). Apartheid legislation such as the Group Areas Act has been a constraining factor in women's attempts to access justice (Vetten, Le, Leisegang, & Haken, 2010). To illustrate, 74% of South African police stations were located in "white" residential suburbs in 1994 (Bentley & Connor, 2010). Black women had to incur travelling costs associated with reporting abuse, thus making it more difficult for them to access legal.

Another factor that contributes to the under-reporting of domestic violence relate to the perceived police negligence, as it had been reported that women who had gone to police stations in order to obtain protection orders found police officers to be unhelpful and did not possess sufficient knowledge on legal matters such as divorce, protection order and maintenance applications (Vetten, 2005). It was also highlighted this perceived police attitude, victims found this process too intimidating and tiresome and as a result many women withdrew their applications (Mathews & Abrahams, 2000).

Based on the discussion thus far on the challenges women face in terms of accessing legal services, the most common reason is a lack of understanding and knowledge of legal rights and of the financial costs associated with accessing legal services (People Opposing Women Abuse, 2010). Many women in South Africa remain unaware of their legal rights in instances of domestic violence, which have become augmented, with the inception of the DVA in terms of applying for protection orders, maintenance and divorce applications (People Opposing Women Abuse, 2010).

The Saartjie Baartman Centre for Women and Children

The South African government through the adoption of the DVA, makes provision for the establishment of cost-free abuse centres and shelters for women and children. The importance of access to these structures is highlighted by the fact that an abused woman is most vulnerable to physical abuse immediately after leaving an abusive partner and is seeking support services and assistance (United Nations Fund for Women, 2004). It is therefore critical that support services offered at abuse centres, such as counselling, shelter and legal advice offered at abuse centres are provided by the state or other organisations.

An example of a centre that provides these and other basic services to victims of domestic violence and abuse is the Saartjie Baartman Centre for Women and Children (SBCWC). The SBCWC is a Non-Profit Organisation which was established in 1999 in partnership with the Western Cape Department of Social Development. It was the first one-

stop service facility to provide free, short-term programmes and services for women and children in Cape Town.

The SBCWC is located in Manenberg, an area on the Cape Flats with high rates of domestic violence, child and substance abuse, unemployment and poverty (United Nations Division for the Advancement of Women, 2005). It receives funding from the Western Cape Department of Social Development and the National Lottery. The funding received for the Centre is centralised and there is no specific budget allocated to individual programmes.

According to a report developed by the United Nations Division for the Advancement of Women (2005), the SBCWC has evolved into a best-practice model in South Africa by providing several free programmes and services as part of a comprehensive support package for abused women. These on-site services include the programmes in Figure 1:

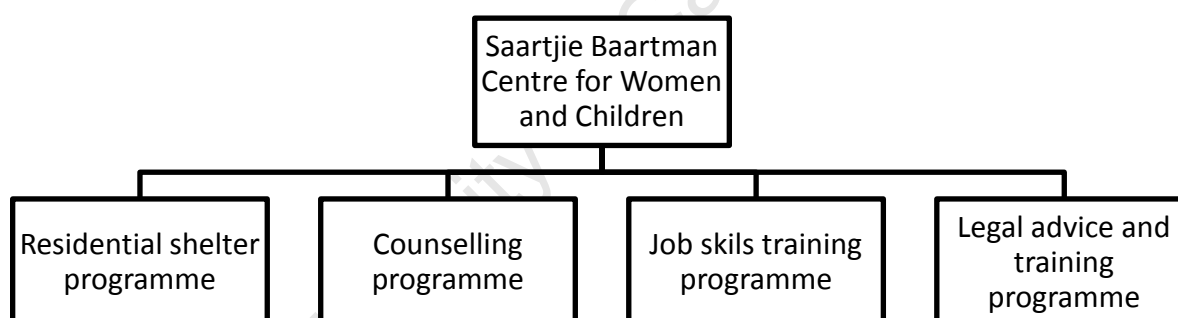


Figure 1. Programmes offered at the SBCWC

In order to understand the programmes highlighted above, a summarised description of each is provided below.

Residential shelter programme

A 24-hour emergency shelter is provided to women and children who are victims of violence within their homes. This service is available every day of the year, including public holidays and weekends. On average this programme houses approximately 22 women and 35 children, for a maximum period of four months. It ensures that residents have access to safe housing and services, where they have on-site access to the counselling, legal advice and empowerment initiatives.

Counselling programme

The counselling programme provides victims of violence with trauma counseling and violence-prevention strategies. Programme staff includes psychologists, a psychological counselor, social workers and psychology and social work interns.

Job skills training programme

This programme coordinates various training initiatives, including life-orientation and skills-development programmes such as parenting and assertiveness training. Evidence suggests a direct link between violence and poverty and the Centre recognises that to address violence against women effectively it must include a programme that can uplift women economically, with training opportunities.

Programme Description: The legal advice and training (LAT) programme

For the purposes of this study, the focus of this evaluation will be on the LAT Programme only. The LAT Programme was established on 1 June 2003, in partnership with the SBCWC and the Community Law Centre based at the University of the Western Cape. It is housed within the SBCWC. The LAT Programme is a behavioural change intervention which aims to educate women who are victims of domestic violence on their legal rights and provide access to legal services at the SBCWC.

The LAT Programme provides three primary services: information on the legal rights of women in terms of the DVA; confidential advice to women and children; regarding their legal rights and options under the law; and advocacy around issues relating to maintenance. Unlike most legal assistance programmes, the LAT Programme does not provide legal representation of women and children in court.

Programme objectives

The SBCWC listed the following as programme objectives on their website:

- “Provision of free legal advice and assistance with protection orders, maintenance and court preparation;
- Conducting information and training workshops for clients of the Saartjie Baartman Centre, staff members of the Centre's partners and other relevant service providers on such issues as the Domestic Violence and Maintenance Acts; and
- Engaging in legal advocacy and research initiatives in priority areas, such as housing” (www.saartjiebaartman.org.za, 2011).

In terms of programme evaluation, the above are not outcome objectives but rather activity objectives, as objectives are the long-term outcomes or goals of the programme (Rossi, Lipsey, & Freeman, 2004). The programme objectives or long term outcomes will be clarified and assessed in Chapter Two of this study.

Target population

Rossi, et al. (2004) defines a target population as the unit, individual or group or community to whom the services or activities are directed. According to programme documents at the SBCWC, the target population is identified and defined as “women who currently experiencing gender-based violence and who are seeking assistance at the Centre, either as clients in the counselling and job skills programmes or as shelter residents” (Legal Advice and Training Programme Terms of Reference, 2005, p. 2).

This definition above may however be too simplistic. It is more useful to identify the target population as consisting of women who:

- visit the Centre who require legal services and advice relating to domestic violence and who are currently victims of such violence, seeking support and assistance at the Centre;
- who reside in the Centre; and
- are from the Manenberg area and surroundings who are and victims of violence and cannot afford to pay for legal services.

The LAT programme allows clients to participate in some of the activities and does not require them to complete any or all of them. Activities can be taken in any order, as desired by the clients. Clients will therefore be able to use only the services offered by the programme that meet their needs. This flexibility in applying the programme is convenient when dealing with a target population who may not require all the services.

Programme activities

According to the programme documents, the LAT Programme attempts to increase access to the use of legal services for women by providing the following activities:

Legal advice and assistance

An onsite paralegal officer assists victims at the Centre by giving legal advice and, whenever she is not able to help directly, by making referrals to relevant organisations. Legal advice and assistance sessions usually last from 30 to 90 minutes. A client usually requires a minimum of three sessions in order to resolve a legal matter. Examples of legal matters that paralegals provide assistance for are applications relating to divorce, maintenance and protection orders.

Training workshop on the Domestic Violence Act

Training workshops are held with the residents of the Centre, usually lasting about 90 minutes. Workshops present the Domestic Violence Act with a particular focus on women's rights and the processes involved when applying for protection orders, maintenance, social grants and divorce applications.

Upon reflection, one can ask whether this is in fact or rather information sessions provided to women seeking information on legal services and the DVA.

Legal advocacy and awareness-raising

A Maintenance Working Group was established in 2004 as part of the LAT Programme in order to create awareness and advocacy around the shortcomings in the functioning of the maintenance courts. Newsletters and educational materials are distributed to civil society organizations, senior magistrates and maintenance court officials of the surrounding courts to inform about of the legal issues surrounding maintenance.

In my interpretation of the legal advocacy conducted by the LAT programme, legal advocacy is not created around issues relating to domestic violence, but rather around issues relating to maintenance only. Awareness-raising is also not done, because there are no marketing strategies to promote the services of the Centre. This is more than likely due to budget limitations.

Stakeholders

The SBCWC'S key stakeholders and their main roles and responsibilities in the programme are summarised below in Table 1.

Table 1

Key stakeholders of the LAT Programme

Stakeholder	Description/Contribution
Soroptimist International Cape of Good Hope	Donors who provide financial resources to the
St Andrew's Church	SBCWC
GreaterGood South Africa	
National Lottery Distribution Trust Fund	
Risk Benefit Solutions	
University of the Western Cape Community Law Centre	Assists with providing legal training and basic human rights training
Intake counselors	Conduct referrals to legal advice programme and schedule appointments
Centre Manager	Manages all programmes of the SBCWC
Programme Staff	Administrators and implementers of the programme
LAT Programme Manager	Management of the LAT Programme.
Research unit at the Centre	Conducts research in terms of delivery of LAT Programme to clients

Programme evaluation

Programme evaluation can be described as:

the use of social research procedures to systematically investigate the effectiveness of social intervention programmes that is adapted to their political and organisational environments and designed to inform social action in ways that improve social conditions (Rossi, et al., 2004, p. 29).

Programme evaluations are usually conducted for one or more of the following reasons: to provide accountability to programme funders; to improve programme delivery to the target group; and to develop social science knowledge on the subject matter (Chelimsy, 1997). The programme evaluation conducted in this study was undertaken in

order to develop social science knowledge of domestic violence programmes and, more specifically, to increase society's understanding of how best to deliver legal services and legal information based on a behavioural change model to victims of domestic violence at abuse centres.

Evaluations that focus on improving programme performance are referred to as formative evaluations (Trochim, 2006). The main aim of formative evaluations is to collect data from programme stakeholders in order to make improvements where applicable (Bhola, 1990). Thus, this study will be a formative evaluation aiming to suggest areas of improvement for the LAT Programme.

This programme evaluation focused on the LAT Programme, a publicly funded programme introduced in 2004 at the SBCWC. The purpose of this evaluation was to articulate and assess the LAT programme theory. It would provide insight and knowledge about the programme to the programme stakeholders such as funders, developers, managers and implementers. This knowledge and insight could then be used to guide ongoing programme development and the monitoring and evaluation of the LAT Programme.

A theory-driven approach is used as an evaluative framework for developing a plausible programme impact theory for the programme, and to conduct a process evaluation of the LAT Programme (Bickman, 1987).

Theory-driven evaluation

Theory-driven evaluation enables evaluators to understand why a programme conducts its activities and how these achieve specific social outcomes or goals (Weiss, 2000). The defining characteristic of theory-driven evaluation is that the programme-related assumptions and the mechanisms behind a programme can be expressed in a logical sequence of cause-and-effect statements. Programme theory comprises both programme and process theoretical components, which will be briefly discussed below (Rogers, Petrosino, Huebner, & Hasci, 2000).

Programme theory

Every programme has a set of goals and objectives it aims to achieve. It is a central function of programmes to implement the activities that it deems will achieve these goals. These activities have underlying assumptions about programme participants, the programme staff and way in which these factors relate to the specific goals. These assumptions form the basis of what is known as programme theory. They will be discussed and expanded upon in Chapter Two of this study.

A programme theory thus explains how and why the programme conducts and implements its activities for its identified target group. If services or activities are not delivered as intended, implementation failure would result, and this causes a breakdown in the programme (Rossi, et al., 2004).

Programme impact theory

Programme impact theory describes the causal chain in a programme that leads from its activities to the eventual desired outcomes (Rossi, et al., 2004). Programme impact theory comprises of the programme's activities, its short-, medium- and long-term outcomes and the implicit and explicit set of assumptions about how the programme will achieve its goals (Rossi, et al., 2004).

Evaluators such as Chen (1990) and Rossi et al. (2004) typically represent a programme's impact theory in the form of a variable-oriented model that illustrates the cause-and-effect linkages presumed to connect a programme's activities with its expected short-, medium-, and long-term outcome(s). Variable-oriented diagrams depict the implicit theoretical programme mechanisms between the programme outcomes (Donaldson, 2007). The general format of a variable-oriented diagram comprises of a representation of programme activities and outcomes (Rossi, et al., 2004). Programme activities refer to the services implemented in programme interventions to bring about the desired outcome/s (Donaldson, 2007). Programme outcomes refer to the changes or benefits that result from programme participants or target groups having received the programme activities (Wholey,

Hatry, & Newcomer, 2010). Programmes generally comprise of short-, medium-, and long-term outcomes, which occur sequentially. Short-term outcomes are the immediate results of the programme and may include changes in the knowledge, attitudes of the programme participants (Wholey et al., 2010). Medium-term or intermediate outcomes follow short-term outcomes and refer to the expected changes in the target population's exhibited practices and behaviours (Donaldson, 2007). Long-term outcomes follow medium-term outcomes and are generally described as the programme's impact. They reflect the ultimate goal of the programme (Wholey et al., 2010).

Process theory

Process theory evaluates the programme as it was originally intended by its stakeholders (Donaldson, 2007). When conducting a process evaluation, it is very useful, even imperative, to first explicate the programme's process theory, which consists of a service utilization plan and an organisational plan (Rossi, et al., 2004).

Service utilisation plan

A service utilisation plan illustrates the services the programme intends to provide to the target population (Rossi, et al., 2004). It includes the programme's assumptions and expectations about how and why recipients of the services access programme and its service. Service utilisation plans are usually depicted in a flowchart that tracks the various paths that the programme's target population can follow (Rossi, et al., 2004). These charts help programme evaluator to identify situations under in the target population may find it difficult to engage with the programme. This information can be used to design questions to evaluate the role of the programme's process in its overall performance.

Organisational plan

The programme's organisational plan refers to the resources needed to deliver an effective programme from the perspective of the programme management. These resources may

include financial, personnel and infrastructure (Rossi, et al., 2004). A programme's organisational plan is represented in terms of inputs and activities.

Process evaluation

Process evaluations are used to assess how well, according to a programme's plan, it has been implemented (Rossi, et al., 2004). This type of evaluation is used to examine programme operations, which includes the activities being implemented, who is conducting the activities, and who is reached through the activities. Process evaluations assess whether inputs or resources have been allocated and whether activities are being implemented as planned. They identify programme strengths, weaknesses, and areas that need improvement.

Programme process include the aspects of the programme that relate to coverage, service delivery and the organisational support a programme requires to perform effectively. Coverage, also called to "service utilisation" refers to the "extent to which a programme reaches its intended target population" (Rossi, et al., 2004). Service delivery discusses the degree to which the programme has been implemented in terms of its activities (Rossi, et al., 2004). Organisational support refers to the programme's financial, human and physical resources that are needed for the successful implementation of activities (Rossi, et al., 2004).

Rationale of the evaluation

This study was motivated by the following factors.

The prevalence of domestic violence in South Africa is increasing and has become highest in the world (UN, 2006). This alarming fact supports the need for programmes such as legal advice and training programmes that allow access to justice. To ensure the effective distribution of support programmes, those who are responsible for implementing them must be equipped with the necessary skills to deliver them with fidelity to the original evidence-based design. Unfortunately, there is a general lack of knowledge about the

factors needed to ensure this (Elliot & Mihalic, 2004). Due to the scarcity of resources to support NGOs, it is important to evaluate whether programmes that do receive funding are functioning optimally and whether they are achieving their expected social outcomes (Rossi et al., 2004; Weiss, 1997).

Aims of the evaluation

The study aimed to develop knowledge of domestic violence and to guide possible improvements in terms of the LAT Programme's delivery of its services to victims of such violence. It also aims to gain a better understanding of behavioural change programmes, by assessing the relationship between knowledge and behavioural change. This study also aimed to contribute towards the literature regarding programme theory-driven evaluations by highlighting the benefits and shortcomings of this method when applying it contextually to the LAT Programme.

Evaluation questions

Since its establishment in 2004, the LAT Programme has not been formally evaluated. An important step with any evaluation is to identify evaluation questions that must be answered in the study (Rossi et al., 2004). A concise set of evaluation questions gives a study structure, and provides a basis for meaningful discussions about the answers to these questions. Below are the programme theory and process evaluation questions this study will answer.

Programme theory evaluation questions

Evaluation questions that will guide the programme theory evaluation are:

1. What are the critical assumptions that underlie the LAT Programme activities?
2. What is the LAT Programme's impact theory that guides their intended activities?
3. Is the LAT Programme impact theory plausible?

Programme process evaluation questions

Below is the programme process evaluation questions tabulated in Table 2.

Table 2

Programme process evaluation questions

Process evaluation	Questions
Coverage	<ol style="list-style-type: none"> 1. Are the recipients of the LAT Programme the intended beneficiaries or target population? 2. How many clients received legal advice for the financial year 2010/11? 3. Does the number of clients served in the 2010/11 financial year justify the programme's existence?
Service delivery and process	<ol style="list-style-type: none"> 4. Did the LAT Programme activities consist of legal advice and assistance, training workshops on the Domestic Violence Act and legal advocacy and awareness-raising? 5. What kinds of legal services are most commonly requested by clients? 6. What are the LAT Programme participants' perceptions of the services that they receive?
Organisational support	<ol style="list-style-type: none"> 7. Are there sufficient human and financial resources to deliver the programme?

CHAPTER TWO: PROGRAMME THEORY EVALUATION

This chapter provides a description of the programme theory and the methods used to extract it. It also includes an evaluation of the impact part of the theory underlying the LAT Programme. As indicated above and summarised by Donaldson (2007), it involves a judgement, based on existing literature, of whether the causal logic of the programme is feasible and theoretically sound.

Process Theory

As mentioned in Chapter One, programme theory comprises of process and impact theory.

Service utilisation plan

Figure 2 below presents the service utilisation plan of the LAT Programme at SBCWC in the form of a flowchart of the procedures and activities that are followed at each step. This flowchart was developed by initially outlining the broad stages of the programme as intended and was outlined by the LAT Programme Manager.

The flowchart tracks how the women from the service area (Manenberg) and the surrounding areas are recruited to the programme. It emerged that to recruit potential clients, the LAT Programme relies on word of mouth from participants who have already participated in the programme. Female victims of domestic violence and or abused women then visit the Centre to seek support or services. Women are assessed by an intake counsellor to determine whether and how the woman can benefit from the four programmes offered. Referrals to the relevant programme are made by the intake counsellor and an appointment made for the client. The client then returns to the Centre for the initial meeting, where training is given on legal rights in terms of the DVA. This training is intended to create awareness and to give the client knowledge that will empower her to schedule further meetings to access legal services and advice from a paralegal officer.

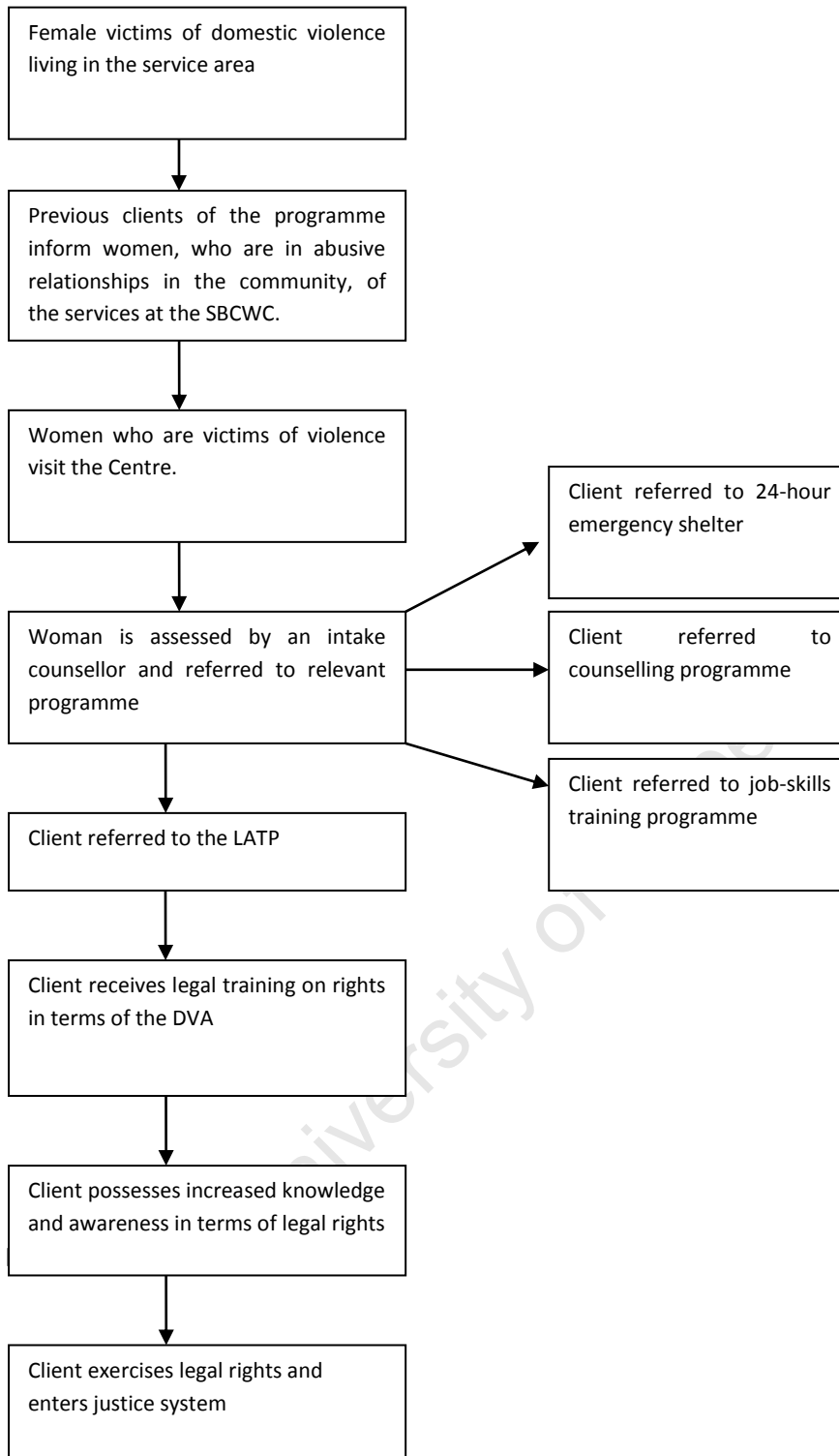


Figure 2. The LAT Programme's service utilisation plan

Organisational plan

Figure 3 below depicts the inputs and activities involved in the composition of the LAT Programme, as specified in the programme documents.

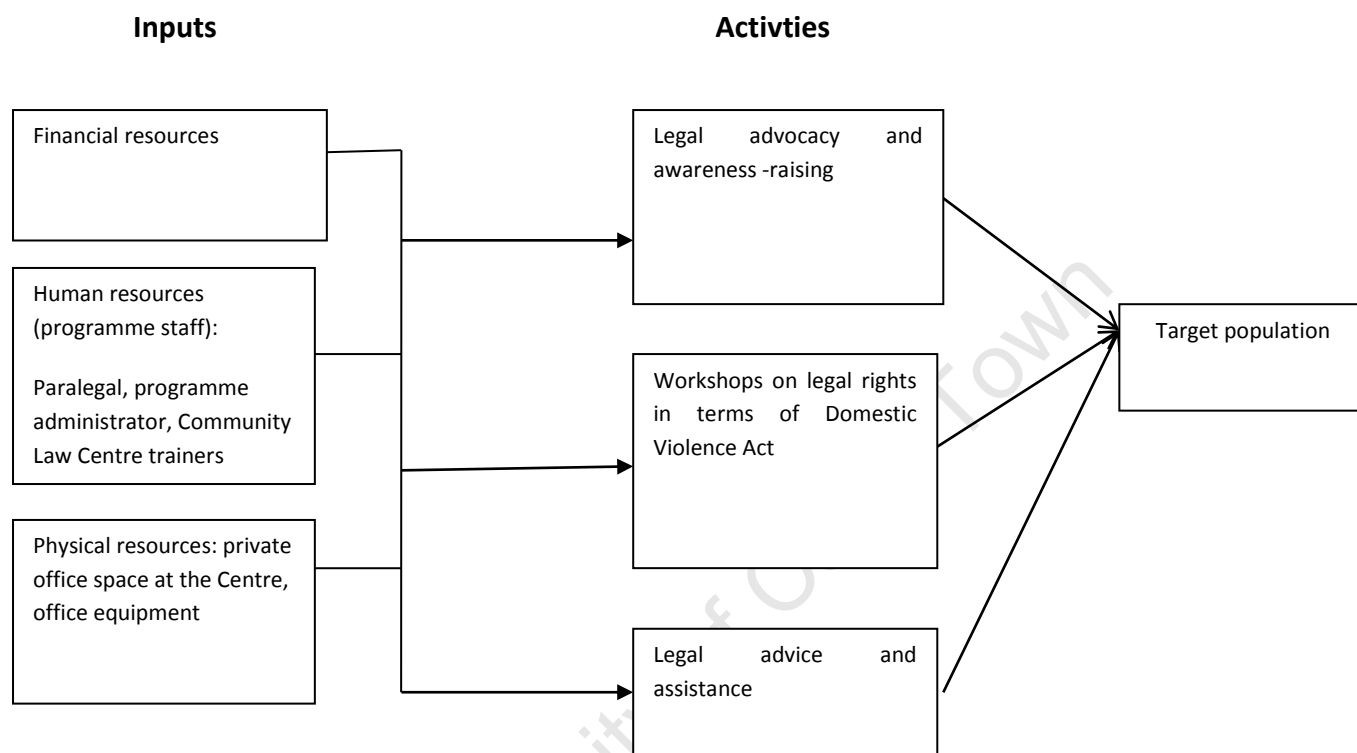


Figure 6. LAT Programme organisational plan

In Chapter Three this framework will be tested against findings from a literature review on effective services that legal advice programmes offer to victims of domestic violence.

Method

Design

Qualitative research methods were employed to elicit a rich and contextually meaningful discussion around the LAT Programme theory. Qualitative research is subjective, explorative, descriptive and interpretive (Social Research Methods, 2004). The advantage of this approach is that it allows the evaluator to facilitate open-ended discussions around the programme.

Data Collection

Three different data collection methods were used in this study. These included programme document reviews, stakeholder interviews, and a literature review. These specific data collection methods were used due to time constraints and lack of financial resources.

Programme document review

A review of existing programme documents let the evaluator to ascertain whether the programme is based on an explicit conceptualisation of programme theory (Truman & Triska, 2001). In many instances, the causal assumptions which programmes are based upon have not been explicitly identified or questioned in the programme's context, so they are not present in programme documents (Chen, 1990; Rossi et al., 2004). Rossi et al. (2004) suggest that all programme documents are prepared for a purpose, which is seldom used to describe and present programme theory in a valid and direct manner. Programme documents are mainly drafted to persuade potential funder(s) and other interest groups to provide financial assistance to the programme (Truman & Triska, 2001).

Three sources of documents were used to answer the theory evaluations question. The following document was obtained from the LAT Programme Manager as indicated in Table 3 below.

Table 3

Programme documents used for theory evaluation

Document name	Description
LAT Programme description	Provides detail on the LAT programme history, activities, aims and goals
SBCWC annual report 2010/2011	Reports on the Centre's activities, achievements and non-achievements for the financial year 2010/11
LAT Programme terms of reference	Details the organisational and implementation processes of the programme

A document review data-collection sheet (Appendix A) was used to guide the review process. Pertinent text in each of these documents was identified and highlighted. The highlighted texts were then sorted into the broad categories of programme activities and outcomes.

The LAT Programme documents describe the programme activities and expected outcomes, but there is no explicit mention of programme theory and a lack of clarity about the causal change process of how programme activities result in the expected outcomes. The data available in the programme documents were used to elicit the initial or intended programme impact theory and is presented in a variable-oriented model.

Stakeholder interviews

Two (2) semi-structured interviews were conducted with the LAT Programme Manager in order to develop a revised impact theory. Interviews offered numerous advantages in supplementing document review. They allowed the evaluator to tailor the line of discussion to the expertise of the programme stakeholders, to probe and explore issues in depth and to engage stakeholders in careful reflection about how the programme works. This data collection method is cost-effective way to elicit programme information.

The LAT Programme Manager was interviewed because she has considerable institutional memory and knowledge of the programme and is currently responsible for the programme's management, implementation and administration. The LAT Programme is a simple programme, so the evaluator could benefit mainly from drawing on the perspectives of programme staff and participants (Funnell & Rogers, 2011).

Questions that were posed to the LAT Programme Manager related to why the programme delivers the activities it does and whether these are consistent with international best practice models (See Appendix B for the complete interview schedule and a list of questions asked). In addition, the LAT Programme Manager was consulted about the process of designing and finalising the impact theory. Each programme activity was systematically reviewed, by verifying with the LAT Programme Manager that the all the initial and intended variable-oriented model, which was elicited from the programme documents was correctly presented, and how each activity contributes to the desired outcomes. Interviews lasted between forty-five minutes to an hour.

Literature review

When testing the plausibility of a programme theory, it is also common practice to review previous evaluations of legal advice and training programmes. These evaluations provide information regarding programme activities and the effectiveness of the programme. An advantage of conducting a literature review is that it is a quick and cost-effective way to analyse a variety of literature on the subject matter (Social Research Methods, 2004). In conducting the literature search, different articles from various disciplines were used. It must be noted that only limited literature or evaluations currently in South Africa can shed light on the effectiveness of these programmes and the activities that they deliver. This review has examined electronic journals, journal articles, academic books, and electronic based sources from the internet. Peer-reviewed and scholarly articles were used. Journals were sourced from the Academic Search Premier database from the University of Cape Town. Key terms such as "abuse centres; "evaluation of legal services; "domestic violence"; "domestic violence programmes"; "legal advice programmes" and "legal aid programmes"

were used to refine the search. Articles and journals were filtered using the following eligibility criteria:

- Women were included only as victims of domestic violence. Men were excluded from this review although research does suggest an increased prevalence of men as victims and women as perpetrators of domestic violence.
- Both married and unmarried women were included in this study. They were either in or had previously been in a relationship with an abusive partner or had a child or children living with them.
- This study was limited to women older than 18 years old. Women younger than the age of 18 would be classified in terms of child abuse and not domestic violence.
- The study included women from developed and developing countries with the diverse socio-economic backgrounds and ethnicities in order to explore reasons why women from varying backgrounds are abused and why they remain in unhealthy and abusive relationships. This is done to ensure a representative and unbiased sample.

Procedure

Developing programme theory usually includes a number of steps that need to be taken to elicit the programme theory from programme documents or stakeholders (Donaldson, 2007; Rossi, et al., 2004). The first step in the process was to develop a detailed, explicit and agreed upon programme theory of the LAT Programme. Rossi et al. (2004) recommended a particular process to arrive at such a description, and this process was followed in this study.

The programme theory was developed through a combination of approaches such as a document review to elicit an initial impact theory model. Programme documents identified earlier in Table 3 were used to elicit an initial programme impact theory to include the programme activities and outcomes these activities were meant to achieve. Interviews with the LAT Programme Manager were conducted to confirm whether the initial impact theory model was an accurate reflection of the LAT Programme. Resultant from the interviews, amendments were made to the initial impact theory model and a revised impact theory developed. The revised model was then assembled into a variable-oriented diagram to

simplify the presentation of the causal model and to promote common understandings of the causal logic behind the LAT Programme.

Results

The results are presented in terms of the answers to the evaluation questions, formulated in Chapter One.

Question 1: What are the critical assumptions that underlie the programme activities?

It is evident that the LAT Programme has an implicit programme theory because the link between programme activities and programme outcomes has not been clearly defined in programme documents in Table 3. There are inconsistencies in the programme logic about whether programme activities are improving access to legal services and the justice system for female victims of domestic violence.

The critical implicit assumptions of the programme theory are given below. They relate to the responses provided by LAT Programme Manager when asked about the activities, inputs, and outcomes of the LAT Programme, i.e. service utilisation and organisational plans and aspects that appear to underlie confidence that the programme will achieve its goals.

Critical implicit assumptions of the LAT Programme theory:

- Women who enter the LAT Programme are not knowledgeable about their legal rights.
- Women are not aware of how to access the legal services.
- One paralegal officer is sufficient to serve the client populations needs and demands for legal advice and assistance.
- Paralegal officers and not lawyers are needed to deliver the legal services.
- Limited financial and human resources will lead to the desired programme outcomes.
- It is not necessary to implement all of the programme activities in order to reach the desired programme outcomes.

- The target population has been adequately defined.
- Information about the programme will reach the target population.
- Women will complete all the components of the programme and attend all sessions.
- Women will obtain knowledge about their rights in terms of the DVA.
- Having attained that legal knowledge, women will take action and access legal services at the SBCWC.
- Women will only require assistance in terms of family and not other areas or disciplines of law.
- It is not necessary for the programme activities to follow a sequential order.
- Women will have the resources to return to the SBCWC for all legal advice and assistance sessions.
- Clients have transport to attend all LAT Programme activities.
- Programme staff is able to conduct and facilitate DVA information sessions effectively.
- The SBCWC is in an accessible location for programme activities.

Question 2: What is the LAT Programme's impact theory that guides the intended activities?

Figure 4 presents the initial programme impact theory that underlies the programme and was elicited using programme documents. It contains the various components of the variable-oriented model. The arrows in the model represent the causal links. The programme impact illustrates how the LAT Programme is designed to bring about changes in women's level of legal knowledge, their understanding of their rights and ultimately their behaviour. The programme is designed to increase their knowledge about legal rights in terms of the DVA, which will increase their access to legal assistance and services at the SBCWC. In other words, the LAT Programme is based on the assumption that when women are given knowledge they will become aware that they can seek justice by accessing legal services available at the SBCWC.

The initial variable-oriented model, which reflects the programme's impact theory is found below. This model is based on the programme documents that were given to the evaluator and which will be revised and expanded upon later in the study.

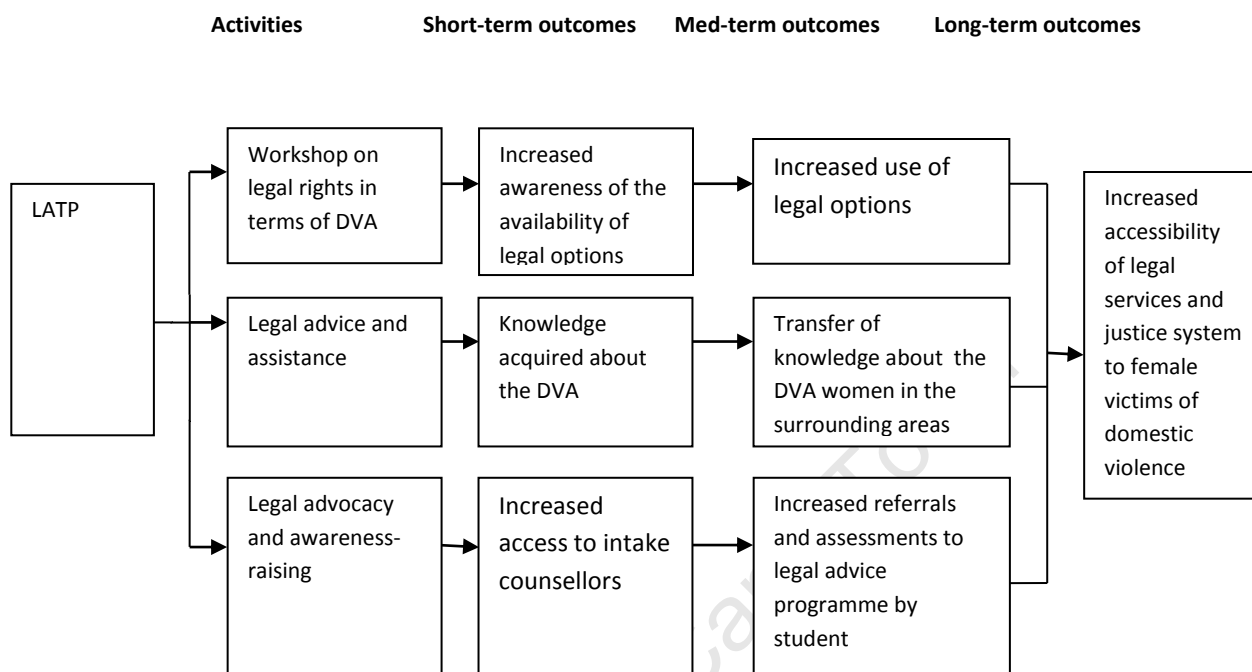


Figure 4. Initial LAT Programme impact theory

Based on the elicited programme impact theory illustrated above, the programme expects to achieve the following short-, medium-, and long-term outcomes.

Short-term outcomes

The following short-term outcomes are assumed in terms of Figure 4 above:

- Increase in the awareness of the availability of legal options
- Increase in knowledge about rights in terms of the Domestic Violence Act of South Africa and rights in general
- Increased access to intake counsellors at the SBCWC
- Increase knowledge and understanding of the justice system and how to access it

Medium-term outcomes

The following medium-term outcomes are assumed in terms of Figure 4 above:

- Increased awareness will lead to behavioural change for women insofar as they will be more inclined to access legal services
- Increased referrals to and assessments of legal advice programme by intake counsellors

Long-term outcomes

The following long-term outcomes are assumed in terms of Figure 4 above:

- Increased accessibility of legal services and justice system to female victims of domestic violence

The initial impact theory which was elicited was presented above in Figure 4. However, based on interviews with the LAT Programme Manager, it seems this impact theory is inaccurate. Figure 5, below is a revised model of the impact theory, of the programme activities and the outcomes the LAT Programme attempts to achieve.

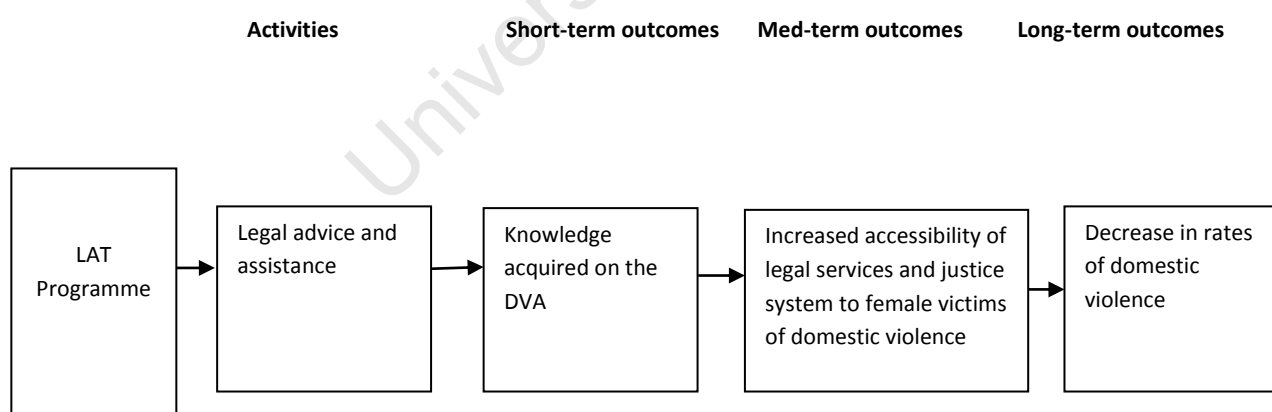


Figure 5. Revised LAT Programme impact theory

Based on interviews with the LAT Programme Manager, the reasoning for providing legal information and advice is that, without basic knowledge of the DVA and the legal

system, women in the community cannot protect themselves or each other from domestic violence (Human Rights and Legal Education, 2011). As seen from the Figure 5, the programme is currently conducting one activity, which is the legal advice and assistance. It is assumed that through the implementation of legal advice sessions will lead to the following short, medium and long-term outcomes.

Short-term outcomes

The following short-term outcome is assumed in terms of Figure 5 above:

- Knowledge acquired about the DVA

Medium-term outcomes

The following medium-term outcome is assumed in terms of Figure 5 above:

- Increased accessibility of legal services and justice system to female victims of domestic violence

Long-term outcomes

The following long-term outcome is assumed in terms of Figure 5 above:

- Decrease in the rates of domestic violence

Question 3: Is the programme impact theory plausible?

To assess the plausibility of the programme impact theory, the evaluator used a psycho-social behavioural change theory to test whether the expected outcome of knowledge acquisition is likely to achieve behavioural change outcomes among programme participants.

Ajzen's theory of planned behaviour was used to assess the plausibility of the impact theory. A review of psycho-social behavioural theories were conducted, and Ajzen's theory

articulated the complex relationship between knowledge and behavioural change, that best suited this study (Ajzen, 1985, 1991; Albarracin & Wyer, 2000; Eagly & Chaiken, 1993).

The theory of planned behaviour posits that human behaviour is reasoned and planned and determined by three types of beliefs which predict the individual's intentions (Mark, et al., 2011). These include positive or negative beliefs about the specific behaviour also known as behavioural beliefs; beliefs about the pressure that others will exert on one to engage or not engage in the behaviour, also known as normative beliefs; and beliefs about one's capability to perform the behaviour (Ajzen, 1985). This theory presented here will be highlighting the complex relationship between variables and demonstrates a lack of causal links between knowledge and behaviour.

Behavioural beliefs

Behavioural beliefs refer to an individual's approximation of the likelihood that engaging in a specific behaviour will lead to a specific outcome (Melvin, Donaldson, & Campbell, 2011). This belief produces either a positive or negative attitude towards the behaviour.

Normative beliefs and subjective norms

A normative belief refers to an individual's estimation of the likelihood that the group (family, friends, community etc) would support the performing behaviour or not (Melvin et al., 2011). The strength of the subjective norm is determined by the individual's motivation to comply with the group.

Control beliefs and perceived behavioural control

Control beliefs refer to an individual's estimation of the likelihood that a given enabling or disabling factor will be present to enable or disable the individual from performing the specific behaviour (Melvin, et al., 2011). Control factors include the availability of time and resources, required skills and knowledge and the cooperation of others (Melvin, et al., 2011).

Thus, human action consists of beliefs about behaviour, beliefs about normative pressure and beliefs about self-efficacy behaviour (Ajzen, 1985). It is suggested that these beliefs combined lead to behavioural intention (Mark, et al., 2011). It is further posited that the more favourable the belief about the behaviour, the subjective norm and self-efficacy, the stronger the intention to perform the behaviour (Melvin, et al., 2011). Figure 6 below is a schematic representation of this above theory.

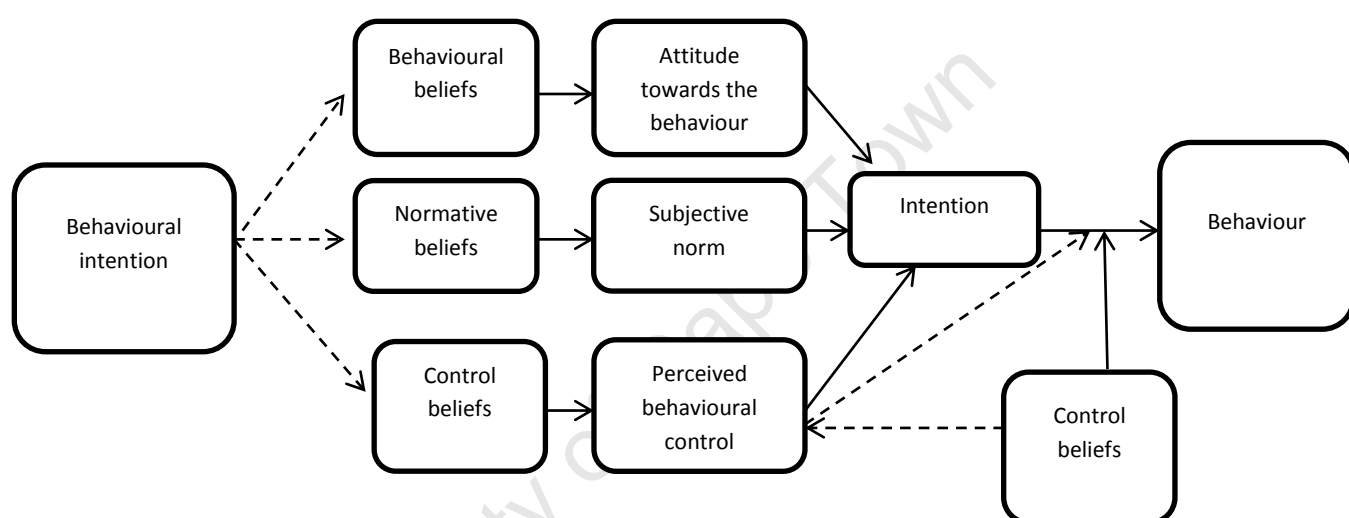


Figure 6. Theory of planned behaviour. Adapted from "Social psychology and evaluation" by M. M. Melvin, S. I. Donaldson, & B. Campbell, 2011, p. 76.

Discussion

This study will now present a general discussion on the plausibility of the LAT Programme theory, based on the results to the evaluation questions above. Results above suggested that the LATP is suffering from theory failure. A literature review conducted posits that it is unlikely that the LAT Programme will achieve its outcomes based on a number of factors. These factors include the critical assumptions that underlie the programme and the impact theory of the LAT Programme which suggests a simple and linear relationship between knowledge acquisition and behavioural change.

Programme assumptions

It is evident from the results presented earlier in this chapter that the LAT Programme has many underlying assumptions that underlie the programme activities. Upon identification and examination of these assumptions, it is evident that there are challenges in how the stakeholders perceive the programme to work, and the real life context in which the programme operates. The stakeholders responsible for the development of the programme may have rejected (implicitly or explicitly) those alternative theories.

As noted earlier in this chapter, the LAT Programme is built upon an implicit programme theory, with many underlying assumptions. The implicit assumptions typically relate to the resources (inputs) needed to bring about the desired social changes among programme participants.

The programme developer's may or may not have considered alternative theories. These implicit theories assume that women who enter the programme do not possess the knowledge of how to access legal services and seek justice. This assumption does not relate to a need but rather a perception by Centre management that conducting their intended programme activities will lead to improved access to justice. It could be a possibility that women do not access the legal system due to factors such as a lack of transport to courts or police stations, lack of child care, lack of motivation or desire to access due fear of partner, lack of support by family or community (Weiss, 1995).

Another assumption embedded in the LAT Programme theory relates to the skills and competencies of programme staff, which directly impacts on the types of services and activities the programme is able to deliver. It is assumed that a paralegal officer is able to provide to all the services needed by the target population. A review of programme services in similar kinds of legal advice interventions found that advocates commonly provided legal services to victims of domestic violence. Advocates were able to actively support and represent victims in court proceedings as they navigate the legal, medical, and social systems to seek protection from future violence or abuse.

Women who receive services from are more likely to seek and follow through with legal remedies and report greater success in obtaining resources and support than women who did not receive advocacy (Sullivan, Campbell, Angelique, Eby, & Davidson, 1994; Sullivan, Tan, Basta, Rumptz, & Davidson, 1992; (Weisz, 1999; Weisz, Tolman, & Bennett, 1998)).

The knowledge-behaviour relationship

An assessment has been conducted to determine whether the initial programme impact theory is plausible. The results suggest that the impact theory is weak and is unlikely to bring about the intended programme outcomes.

The relationship between knowledge and behaviour change is complex, taking into account different beliefs that the individual has which are predictors of human behaviour (Ajzen, 1991). Based on programme documents and interviews with the LAT programme manager, the programme assumes a linear relationship between knowledge and behaviour i.e. that by providing legal information and assistance to women will lead to increased access to the legal system.

However, in terms of Ajzen's theory of planned behaviour, the above relationship has proven to be more complex, with factors such as behavioural, normative and control

beliefs determining the intention to behave (Mark, et al., 2011). This section will explore some of the contemporary theoretical work in this area.

A conceptualisation of the knowledge-behaviour suggest that it can be best understood as a relationship which varies in relation to the context that it operates in and is influenced by a number of factors (Goodman, 2008). As such there is no linear response to whether knowledge is a predictor of behaviour (Bohner & Wanke, 2004).

According to the theory of planned behaviour, the programme impact theory (Figure 6), which suggests that by providing legal advice and assistance to a behaviour change for women to access the justice system. The analysis based on Ajzen's theory of planned behaviour, suggest that the current LAT programme activities are insufficient to bring about an increase in knowledge and awareness of legal rights in terms of the DVA. The programme is based upon the assumption that by providing workshops to women on their legal rights in terms of the DVA, they will gain knowledge and become empowered which will then in turn influence their behaviour to access and complete the legal advice programme at the Centre. While the workshop attempts to raise the women's levels of consciousness about their rights and legal services available, it is not designed and implemented in a way that would change the behaviour of women attending a single session/intervention. The causal logic of the theory suggests that the training at the workshop will provide knowledge which will bring about change in the women's attitudes and perceptions which will in turn bring about changes in their behaviour (Goodman, 2008). The relationship between knowledge and behaviour is complex and the programme does not address this.

This theory is useful application in the design and improvement of the LAT programme. This programme improved if activities were developed that probed women's motivation to seek legal services and justices rather than focusing only on the knowledge or promoting certain behaviours.

Perhaps the programme could be improved if it included activities which explored the extent to which women experienced control over their behaviours compared with the extent to which they perceive their behaviour to be externally control. These activities could

move toward exploring the social and environmental factors that promote or inhibit behavioural change.

In concluding, and based on the results presented in the theory of planned behaviour, there are some limitations in the causal relationship articulated in the programme impact theory model, highlighting the importance of the variable of intention in the knowledge-behaviour relationship (Goodman, 2008). It would seem that the envisaged outcomes of the programme impact theory model are implausible and as such even if the intervention increases knowledge to victims for domestic violence, it still does not address the issue of intent it is unlikely to result in the expected long term outcome of behaviour change.

University of Cape Town

CHAPTER THREE: PROCESS EVALUATION

The aim of this chapter is to describe and evaluate the programme process of the LAT Programme. Process evaluations examine whether the programme is being delivered as intended. They also examine how effectively a programme is functioning and the quality of service being delivered (Rossi, et al., 2004). The impact theory of the LAT Programme was assessed in the previous chapter the evaluation discussed in this chapter focuses in the programme's implementation plan.

Process evaluations are designed to assess programme fidelity, which reports whether the programme has been delivered according to the programme plan. These kinds of evaluations attempt to address questions about programme coverage, service delivery and organisational effectiveness (Bliss & Emshod, 2002; Rossi, et al., 2004). Process evaluations usually focus on the programme's activities, resources and participants (Goodman, 2008).

Process evaluation answers questions about the how the programme is implemented and how its outcomes are achieved. It focuses on questions such as whether the programme is being implemented as planned, what activities are conducted, what services participants receive and what people experience. A process evaluation tracks the strengths and weaknesses of the programme and seeks to identify which parts of the programme are working and which are not (Rossi et al., 2004).

Ideal process evaluation

An ideal process evaluation of a programme would look at whether the programme has been delivering its activities as intended and to the identified target group. In this case it would investigate the resources, personnel capacity and programme delivery of the LAT Programme. It would further focus on whether the method for identifying the target population is sound and to what extent the programme is delivering its activities appropriately to bring about change in its participants' behaviour. An example of this kind of

in-depth process theory evaluation would require responses to the evaluation questions listed below.

1. Are the clients from the Manenberg area and surroundings?
2. Are there needy and unserved persons who the programme is not reaching?
3. What proportion of clients return after the first legal advice session?
4. How many LAT Programme clients re-enter the programme often concluding it?
5. Are appropriate recruitment strategies employed to recruit women to the programme?
6. Are the clients satisfied with the services they receive?
7. Are paralegal officers competent to deliver effective legal advice and assistance?
8. Do paralegal officers provide accurate information about the DVA to clients?
9. What proportion of the women who have completed the programme go to court to finalise legal proceedings?

Unfortunately, it was impossible to answer the above questions due to the limited availability of programme documents and records. It would not have been affordable for the evaluator to conduct this research for this study as it would have been expensive and no financial resources available. Funding from the Centre would have been needed to conduct this research, as well as time to gather answers the above questions.

Given these limitations, the following evaluation questions have been developed which are felt to be useful in programme evaluation. Questions about the training workshops and advocacy activities will not be included in this study because the Centre has not conducted training and advocacy sessions since 2006.

Method

Design

Process evaluations commonly employ both quantitative and qualitative research methods (Steckler & Linnan, 2002). For this study, qualitative data were gathered. (Creswell, 2003; Royse, Thyer, Padgett, & Logan, 2006). Qualitative research methods that are frequently used in conducting process evaluations include field site visits, observations and open-ended interviews.

Data collection methods

Two different data collection strategies were used to evaluate the LAT Programme process: a programme document review and stakeholder interviews. These methods were chosen due to time constraints and cost, as previously discussed. In both instances the aim was to gather data about the programme's service delivery, coverage and organisational plan.

Stakeholder interviews

The same rationale, methods and procedures that underlay the semi-structured interviews with the LAT Programme Manager discussed in Chapter Two also underlay these interviews, and will not be discussed further. However, limitations emerged when interviewing one stakeholder, which will be discussed in the next chapter of this study.

Programme document review

Existing programme documents often provide understandings of a setting or group of people that cannot otherwise be observed. This information is found in document form. Lincoln and Guba (1985) defined a document as "any written or recorded material" not drafted for the purposes of the evaluation or at the request of the evaluator" (Guba & Lincoln, 1981). For the evaluation of this programme, documents were used which included institutional mission statements, annual reports, client utilisation statistics and descriptions

of programme development. These documents are particularly valuable in describing organisational characteristics and in detecting institutional strengths and weaknesses. They help the evaluator to understand the Centre's resources, values, processes, priorities and concerns. Furthermore, they provide a record or history that is not subject to recall bias.

Three main sources of documents were used to answer the process evaluation questions and were provided by the LAT Programme manager. These documents included:

Feedback evaluation form

The feedback evaluation form is a standardised form for evaluating the legal advice and assistance provided to clients. It illustrates the strengths and weaknesses of the Centre's services. Evaluation forms were given by programme staff to programme recipients on completion of the legal advice programme. The evaluation form was developed by the research department within the Centre and contained both open- and closed-ended questions that asked programme participants to give feedback on the services rendered and also whether the services should be improved and how (Appendix C). The statistical software package ATLAS TI was used to analyse data from evaluation forms.

Client-utilisation database

This database records how many clients each month received legal advice in the 2010/11 financial year. Databases are maintained to record how many clients use the programme monthly. This database is maintained and updated manually by the LAT Programme Manager.

LAT Programme terms of reference

This document describes the nature of the programme being delivered within its socioeconomic context. It also highlights and defines the programme's target population, the programme's activities and the resources needed to implement it effectively.

Procedure

A document review data collection sheet was used to guide the review process. Relevant sections of these documents were identified and highlighted. The photocopied texts were then sorted into the following broad categories: coverage, service delivery and organisational resources.

The same rationale, methods and procedures that underlay the programme document reviews discussed in Chapter Two also underlay this process evaluation, and will not be discussed further.

University of Cape Town

Results

The results are presented in terms of the answers to the evaluation questions, formulated in Chapter One.

Coverage evaluation questions

Question 1: Are the recipients of the LAT Programme the intended beneficiaries or target population?

According to interviews conducted with the LAT Programme Manager, the beneficiaries who receive the programme are always the target population. A referral system has been put in place to ensure that the eligibility criteria for programme beneficiaries are adhered to. All shelter residents and women who visit the Centre are screened and assessed by an intake counsellor upon arrival. If they meet the eligibility criteria they are referred to the various programmes offered by the Centre, which include referral to the LAT Programme. This referral process ensures that the intended beneficiaries, who are women requiring assistance in family law only, are always reached.

Question 2: How many clients receive legal advice from the paralegal officers for the 2010/2011 financial period?

According to programme documents, the number of women who received legal advice during the 2010/11 period is as tabulated in Table 4 below. These numbers illustrate how many women go through the programme but not how many successfully complete it.

Table 4

Client-utilisation rates for the period 2010/11

Time Period	<i>n</i> =Number of clients assisted
April 2010	132
May 2010	144
June 2010	149
July 2010	147
August 2010	146
September 2010	134
October 2010	139
November 2010	120
December 2010	123
January 2011	133
February 2011	166
March 2011	167

Table 4 illustrates the programme utilisation rates per month for the financial year 2010/2011. This data set was used because it was the most recent data available. These client utilisation rates reflect only the number of women who have sought legal advice via referral to the programme. During the past financial year, April 2010 to- March 2011, the programme provided legal advice and assistance to 1,700 clients, a figure which, according to programme documents, is 25% more than the previous year. On average, 142 clients receive legal advice monthly. This is about 7 clients per day on average.

From the utilisation rates illustrated in Table 4, it is evident that the highest utilisation rates during this period were during February and March 2011, whilst the lowest was during December 2010. Overall, the pattern is generally consistent. The number of clients assisted monthly ranges from 123 to- 167 during this reporting period.

Question 3: Does the number of clients served justify the programme's existence?

As indicated above, on average the programme provided 142 clients per month with legal advice and assistance. If one considers this number in relation to the number of staff employed, it is a bit excessive for one paralegal officer to service. These numbers further illustrate the severity of the problem of domestic violence and confirm the claims, made in Chapter One about the need for legal advice and assistance for victims of domestic violence and the prevalence of domestic violence rates in South Africa.

The LAT Programme does not have a documented target for the clients it should serve. Therefore, it might be useful to compare the utilisation rates of a similar programme in South Africa. The Women's Legal Centre (WLC) in Cape Town serves on average 130 clients on a monthly basis; however the WLC employs a bigger workforce, and therefore has the capacity to serve more clients. The WLC also provides legal representation to women who require it, based on eligibility criteria, provide advocacy, legal advice and information sessions relating to women's access to the justice system in terms of the DVA.

Service delivery and process evaluation questions**Question 4: Did the programme activities consist of legal advice and assistance, training workshops on the Domestic Violence Act, and legal advocacy and awareness raising?**

According to the LAT Programme Manager, not all of the programme activities are being implemented as intended and described in the programme documents. The programme plan (Figure 5) shows that three activities are intended as part of the LAT programme. However, only one of the programme activities, the legal advice sessions, is being conducted. The implementation of workshops on legal rights in terms of the DVA and legal advocacy and awareness sessions are not being delivered to clients according to the programme plan.

This can only be called implementation as termed by Rossi, et al. (2004). It occurs when the programme does not perform activities as intended or planned. The term “implementation failure” includes instances in which no service, insufficient service, or the wrong services are provided (Rossi, et al., 2004).

Question 5: What kinds of legal services are most commonly requested by clients?

AND

Question 6: What are the participant’s perceptions of the services that they receive?

Feedback evaluation forms were supposed to be given to clients upon completion of the programme. The evaluator was assured by the programme manager that all clients who had completed the programme would be asked to complete the form and that during a two-month period enough forms would be collected to provide meaningful data for analysis.

These forms however were not provided to all the women who completed the LAT Programme. The evaluator had only eight forms, which were not sufficient to provide meaningful results for these evaluation questions. Therefore, the evaluator is unable to respond to questions 5 and 6 due to lack of data.

Organisational support evaluation question

Question 7: Are there sufficient human and financial resources to deliver the programme?

According to programme documents, the following human resources are needed to implement the LAT Programme:

- Continued employment of a full-time paralegal officer to deliver legal advice to women;
- The paralegal officer should possess knowledge and experience of family law;
- The employment of a full-time project administrator to manage the day-to-day administration of the programme;

- Financial resources; and
- Continued partnership with the Community Law Centre to conduct training workshops on the DVA, advocacy and research activities.

Based on interviews with the LAT Programme Manager, the programme does not currently employ a full-time project administrator to deal effectively with all the administration of the programme. The only staff member currently employed in the programme is the programme manager, who serves as a paralegal officer giving legal advice to clients and administrating all the functions of the LAT Programme.

The LAT Programme no longer partners with the Community Law Centre to deliver information sessions to women on the DVA and is therefore solely responsible for providing the training to the Centre. Due to insufficient staff and funding, the information sessions does not take place.

Discussion

The results of this process evaluation suggest that the programme has not been implemented as intended. Based on the above it is evident, that the LAT Programme is not being implemented as originally designed or intended. Due to the lack of financial and human resources, only one of the programme activities is being implemented; namely the legal advice sessions resulting in implementation failure (Rossi, et al., 2004). This study will now present a discussion on the LAT Programme's process relating to the evaluation aspects of coverage, service delivery, organisational support.

Coverage

The need for services from LAT Programme is highlighted by its high service utilisation rates, as presented in Table 3 for the period under review, from 1 April 2010 – 31 March 2011. Despite the fact that there is currently only one paralegal officer to give legal advice and assistance to victims of domestic violence, the utilisation rates have increased from the previous financial year. Even though the SBCWC does not advertise its services and programmes extensively and relies primarily on word-of-mouth to recruit participants from the target population, it still receives a huge number of clients on a monthly basis. This indicates that this service may not even require advertising, and its current recruitment methods are sufficient to attract participants to the programme.

The LAT Programme clients benefit from the platform that the programme is administered and delivered. These benefits provide clients with confidential services and free legal services. Female victims of violence within the Manenberg area are mainly from poor economic backgrounds, and lack of financial resources is a common challenge they face to access legal services. This could be the reason that the LAT Programme is needed and as utilised as statistics indicate. It therefore seems realistic to assume that these benefits contribute to the high utilisation rates to the LAT Programme.

It should also be noted that although these high utilisation rates are encouraging in the context of increasing access to legal services and justice for victims of domestic violence,

it is clear that the employment of one paralegal officer is not enough to service the needs of the entire target population.

Service delivery

Service delivery is critical for programme success (Bliss & Emshoff, 2002). The results of this process evaluation suggest that the LAT Programme is not functioning effectively. In particular, not all the programme activities are being delivered to clients, and thus the programme is suffering from implementation failure (Rossi et al., 2004). The evaluator was unable to comment on client's perception about the services they received from the LAT Programme or staff due to unavailability of programme documents.

An evaluation is only as good as the data on which it is based (Rossi, et al., 2004). During this study, the evaluator was confronted with some challenges to collecting data for the service delivery component. While the LAT Programme Manager gave the evaluator access to the programme's documents and records, some of the data sources had limited value because they were incomplete. These gaps in the data result from the LAT Programme staff's use of data management systems during the past seven years: the staff failed to record data as required.

Feedback evaluation forms are useful sources of data for process evaluations. It is therefore recommended that these feedback evaluation forms be provided to all participants who complete the programme. It may also be advisable for the data on these forms to be captured electronically by a programme administrator to improve the data management processes to ensure that records are kept consistently (Goodman, 2008).

Organisational support

The assessment of organisational support is important when conducting process evaluations as it ascertains how the programme is resources and whether there is sufficient and staff and budget to implement activities (Rossi, et al., 2004).

It is clear that the LAT Programme does not have sufficient budget or staff to conduct all of its activities as intended. This would suggest the LAT Programme significantly under-resourced and that it may be prudent to focus on fundraising in order to obtain the necessary resources to implement the programme as planned.

Groenewald (2009) argues it is essential that abuse centres and shelters provide all their intended programme activities and services to women and children affected by violence. Because of the significant role that abuse centres play in the lives of women and children, they should be well funded and have enough staff to deliver the services to vulnerable groups (United Nations Fund for Women, 2004).

Adequate funding is necessary in order to employ enough personnel to deliver the services to meet the demand. No specific budget is allocated to the LAT Programme, and so the programme suffers from insufficient funding to employ more staff members. Thus, there are not enough human resources to deliver all programme activities.

Funding is important to any organisation, and the SBCWC is no different. In a report conducted in the United States by domestic violence-programmes, it was reported that "The more resources and advocacy victims receive, the better the chance they have. Cuts in funding eventually cost lives." (National Network to end Domestic Violence, 2007, p. 4). The SBCWC's lack of funding disproportionately affects women's access to justice as it has also been reported that when women initiate processes leave abusive relationships and situations, they are at risk of further violence. Women and children therefore need a place of safety where they can receive services such as legal advice and assistance that could potentially protect their lives. In addition, women are faced with an inability to negotiate the complex legal system or represent themselves in court proceedings .

CHAPTER FOUR: RECOMMENDATIONS, SUMMARY AND CONCLUSION

This chapter presents the most significant evaluation findings and makes recommendations that could be useful to consider to improve the LAT programme. Finally, it will provide a discussion on the evaluator's personal experience of conducting a theory-driven evaluation.

Evaluation results

One of the primary goals of this study was to propose recommendations for the improvement of the LAT Programme. The evaluation results were interpreted and presented to identify specific components of the programme which could be improved.

Programme Theory

Based on the results of the theory evaluation, it can be concluded that the LAT Programme has an implicit assumptions embedded in the programme theory. Evidence from evaluations of other legal advice programmes further highlight the unintended impact of implicit assumptions which could hinder the LAT Programme. To mitigate this, the programme the assumptions presented in this chapter warrant further investigation.

The impact theory presented in this study was assessed using Ajzens 's theory of planned behaviour as a psycho-social theory. The elicited programme impact theory that the LAT Programme is not based on international literature but rather on a management decision from the SBCWC. The decision was based on the notion that by providing women who are victims of domestic violence with legal knowledge will improve access to access to legal services at the SBCWC for women seeking justice.

It is evident that the LAT Programme is suffering from theory failure and as such it is challenging to evaluate whether the programme activities lead to women accessing legal services, due to only one activity being implemented (Rossi, et al., 2004).

Programme Process

Based on the results of the programme process evaluation, it was concluded that the programme is suffering from implementation failure. Due to insufficient funding and personnel shortages only one programme activity, the provision of legal advice is being delivered to programme participants. Due to lack of programme documents detailing how the clients perceive the services they are receiving, this study was unable to comment programme delivery. However, recommendations for improving the programme process were suggested.

Recommendations

The recommendations generated from this study aim to provide future programme developers and stakeholders with an informative platform of knowledge about the field of legal advice programmes for victims of domestic violence. Recommendations are provided below for both the programme theory and process evaluations.

Programme Theory

In Chapter Two of this study, the programme impact theory was found to be weak in the likelihood in producing its intended outcomes, given its limited inputs and resources. The programme design of this programme and programme theory were not based on international best practices nor needs assessment. This could have resulted in the programme activities being chosen without enough research or knowledge of the needs of its clients'. The lack of a formal needs assessment created a situation in which no information was available to the evaluator about who needed the programme services or how needs were distributed among the target group. Therefore one cannot accurately conclude whether the target group identified was the most likely to benefit from the programme.

A key recommendation for programme stakeholders is that programmes be developed in response to a formal and documented need. Time and resources should be

allocated to comprehensively identifying needs prior to the development of future programmes.

This study suggests that one way of improving programme impact theory would be to identify and develop clear programme goals or outcomes (Goodman, 2008). Documented programme objectives should include the behaviour being targeted, and the context under which this behaviour is envisaged to occur. It is recommended that programme developers create objectives that translate directly to the desired changes the programme intends to effect (Rossi et al., 2004).

Evidence from the theory evaluation suggests that the programme impact theory is weak in that it assumes that knowledge of legal rights will lead to access to the legal system and a decrease in the rates and incidences of domestic violence. The theory evaluation concluded that the causal logic underlying the LAT Programme neglects some of the complexities in the relationship between knowledge and behaviour change. The programme's causal logic implies a simple and linear relationship, according to which increasing knowledge will bring about changes in behaviour. The evaluation concluded that there is not much evidence to support the causal logic because: because an increase in knowledge does not necessarily lead to behaviour change.

When developing similar programmes, it is recommended that programme developers pay particular attention to the implicit assumptions, discussed in Chapter Two that underlie the programme (Rossi, et al., 2004). Also, programmes that focus on changing the behaviour of would benefit from using psycho-social science research and theories to inform future programme development. Ajzen's theory of planned behaviour (1991) posits that behaviour is determined by three beliefs: attitude toward the behaviour, social pressures and self-efficacy. By applying this theory, the causal logic of the LAT Programme for victims of domestic violence could be strengthened by increasing the female victims of domestic violence knowledge of legal rights and processes. The programme activities should therefore focus on all these beliefs that will lead to the intention to perform the behaviour.

Programme process

The LAT Programme cannot execute the activities due to lack of funding. It is thus recommended that this evaluation be used for funding proposals so that the SBCWC will be to implement its activities as planned.

Centres like the SBCWC should receive much more State support than what they currently do. Politicians and policymakers should show that they are serious about addressing domestic violence by channeling resources to people who work with those affected.

Should funding become available for the programme, the SBCWC might consider appointing of an advocate or lawyer who would be able to represent its clients in court. Funding could cover legal advice and representation for female victims of domestic violence and risk-prone women as their cases proceed through the legal system.

Benefits and challenges of a theory-driven evaluation

The programme theory has given key stakeholders an opportunity to contribute toward a common understanding and consensus on what the legal advice programme is, what it intends to achieve and how it works. In doing so, the programme manager has confirmed that this participatory process has given funders the opportunity to be a part of the process and has further strengthened ties among stakeholders and provided further commitment to the programme.

The programme theory has given the LAT Programme Manager a useful communication tool to illustrate visually which programme activities should be implemented to reach desired programme outcomes, via a variable-oriented model.

There has not been much literature published in South Africa surrounding the programme theory of legal advice programmes offered by abuse centres and services. The available literature is mostly from non-South African sources. Thus the programme theory developed will contribute to published literature in South Africa.

Because a theory-driven evaluation evaluates the programme theory of a programme, it has allowed the evaluator to test empirically whether the current programme theory is sound and plausible and whether the programme is producing the outcomes as intended. The evaluation has revealed that the programme theory is weak and inconsistent but it has also given programme stakeholders the recommendations needed to improve the programme theory and to achieve their goals.

One of the drawbacks of a theory-driven evaluation is that the theory used to elicit the programme theory can be far removed from real-world practicalities. This is particularly evident in the resources available to the SBCWC. Also, the social contexts and socio-political environments of the programme are different to those of international literature. The programme is implemented in South Africa and, in particular, Manenberg, which is a crime hot-spot.

Because this study required extensive consultation with various stakeholders, it was time-consuming to analyse documents and conduct a literature review. One of the challenges the evaluator encountered in this approach was a difficulty in meeting with programme stakeholders due to their busy work schedules.

Limitations and directions for future research

This study has a number of limitations. The first limitation affecting this study was the use of programme documents, literature reviews and interviews with the LAT Programme Manager as the only data collection methods. Other data collection methods often recommended for theory-driven evaluations include observations and interviews with the programme participants (Dussenbury, Brannigan, Hansen, Walsh, & Falco, 2005). Due to the confidential nature of the LAT Programme services offered (legal advice and assistance) it

was not possible to observe private sessions with LAT Programme clients. The LAT Programme Manager was the only stakeholder interviewed, as it was advised that she would be able to best respond to question relating to the programme. The use of these data collection methods thus were the only viable sources of data for the current study, within time frames and resources.

The second limitation evident in this study was the lack of data management systems to provide the evaluator with programme records and documents. Programme records and documents provide the evaluator with valuable information. The lack of data severely limited the type of evaluation questions that could be asked.

Although limited, the document analyses and interviews have the advantage of being simple and time-effective. This allowed the evaluator to investigate various aspects of the programme process often cited in the research on legal advice programmes. Future evaluation research should aim to incorporate some form of observation of programme activities. This can be used to validate the information that results from self-reports and will strengthen the validity of the findings.

Conclusion

Domestic violence has become a significant problem where victims require a host of social services to be provided to them, affecting women of all races, ages and socioeconomic backgrounds. Although the statistics provided in this study reveal that very few women report their perpetrators, due to fear, lack of knowledge on their legal rights or a lack of access to legal services. The SBCWC has attempted improve access to women seeking legal services and justice and provide them with knowledge how to access these services, within a limited budget. For the SBCWC to continue to provide the essential services to vulnerable women and children, it is necessary that sufficient funding be provided to ensure that programme activities are implemented and based on a plausible programme theory.

REFERENCES

- Ajzen, I. (1985). From intentions to actions: A theory of planned behaviour. In J.K.J.B. (Ed.), *Action control: From cognition to behaviour* (pp. 11-39). New York: Springer-Verlag.
- Ajzen, I. (1991). The theory of planned behaviour. *Organizational behaviour and human decision making processes*, 50, 179-211.
- Albarracín, D., & Wyer, J. R. S. (2000). The cognitive impact of past behavior. *Journal of personality and social psychology*, 79 (1), 5-22.
- Amien, W. (2001). Recent developments in the area of women's rights in South Africa: focus on domestic violence and femicide. In J. Sarkin, & W. Binchy (Eds.). *Human rights: the citizen and the state*. Round Hall Sweet and Maxwell.
- Aphane, M. J. D., Hlanze, Z. E., Dlamini, L., & Shongwe, P. (2001). *Multiple jeopardy: Domestic violence and women's search for justice in Swaziland*. Swaziland: Women and law in Southern African Research and Educational Trust Swaziland.
- Ayodele, O. (2009). *A look at gender-based violence in South Africa and Nigeria*. Retrieved May 20, 2011 from <http://www.suite101.com/content/violence-against-women-in-africa-a98184>
- Bentley, I., & Connor, T. (2010). *The Eastern Cape basic service delivery and socio economic trends series*. Retrieved May 20, 2011 from http://www.fhiser.org.za/files/publications/file/Final_Ch_9_Safety_July.pdf
- Bennett, L., Riger, S., Schewe, P., Howard, A., & Wasco, S. (2004). Effectiveness of hotline, advocacy, counseling, and shelter services for victims of domestic violence: A statewide evaluation. *Violence and Victims*, 19 (7), 815-829.
- Bhola, H. S. (1990). *Evaluating literacy for development projects, programs and campaigns: Evaluating planning, design and implementation, and utilisation of evaluation results*. Hamburg, Germany: UNESCO Institute for Education.
- Bliss, M. J., & Emshoff, J.G. (2002). *Workbook for designing a process evaluation*. Retrieved 18 May 2011 from <http://health.state.ga.us/pdfs/ppe/Workbook%20for%20Designing%20a%20Process%20Evaluation.pdf>
- Bohner, G., & Wanke, M. (2004). *Attitudes and attitude change*. Philadelphia: Psychology Press.

- Bollen, S., Artz, L., Vetten, L., & Louw, A. (1999). *Violence against women in metropolitan South Africa: A study on impact on service delivery* (Monograph No. 41). Johannesburg: Institute of Security Studies.
- Bickman, L. (ed.). (1987). *The functions of program theory. New Directions for Program Evaluation*. San Francisco: Jossey-Bass.
- Bybee, D. I., & Sullivan, C. M. (2002). The process through which an advocacy intervention resulted in positive change for battered women over time. *American Journal of community psychology*, 30, 103-132.
- Chelimsky, E. (1997). *Evaluation for the 21st Century*. Thousand Oaks, CA: Sage Publications.
- Chen, H. T. (1990). *Theory-Driven Evaluations*. Thousand Oaks, CA: Sage Publications.
- Creswell, J. W. (2003). *Research design: Qualitative, quantitative and mixed method approaches* (2nd Ed.). Thousand Oaks: Sage Publications.
- Domestic Violence Act 116 of 1998. Retrieved May 11, 2011 from <http://www.info.gov.za/view/DownloadFileAction?id=70651>
- Donaldson, S. I. (2007). *Program theory-driven evaluation science: Strategies and applications*. Mahwah, NJ: Lawrence Erlbaum.
- Dussenbury, L., Brannigan, R., Hansen, W. B., Walsh, J., & Falco, M. (2005). Quality of implementation: Developing measures crucial to understanding the diffusion of preventive interventions. *Health Education Research*, 20(3), 308-313.
- Eagly, A. H., & Chaiken, S. (1993). *The psychology of attitudes*. Fort Worth: Harcourt Brace Jovanovich College Publishers.
- Elliot, D. S., & Mihalic, S. (2004). Issues in disseminating and replicating effective prevention programs. *Prevention Science*, 47 (7), 47-52.
- Funnel, S. C., & Rogers, P. (2011). *Purposeful program theory: Effective use of theories of change and logic model*. San Francisco, CA : Jossey-Bass
- Gelderblom, C. (2008). *A theory-based evaluation of the implementation of a purveyor type programme.* Unpublished thesis. University of Cape Town.
- Goodman, S. (2008). *An evaluation of a social context training programme for South African magistrates*. Unpublished thesis. University of Cape Town.
- Groenewald, J. J (2009). *"Guidelines for a shelter service delivery model for victims of abuse"*. Unpublished thesis. University of South Africa.

Heise, L., Ellsberg, M., & Gottemoeller, M. (1999). *Ending violence against women population reports*. Series L. No. 11. Baltimore, Maryland: Population Information Program, Johns Hopkins University School of Public Health.

Human Rights Watch. (1995). *Violence against women in South Africa: State response to domestic violence and rape*. United States of America: Publisher unknown

Maharaj, I. (2005). *The Story Saartjie Baartman Centre for Women and Children 1999 – 2004*. Retrieved May 20, 2011 from <http://www.saartjiebaartmancentre.org.za/EA2B1D64-597F-4B8B-8CF2-3210B11CB256/FinalDownload/DownloadId-7CE7A9AC2A8EA0B30A65285C58ABD794/EA2B1D64-597F-4B8B-8CF2-3210B11CB256/docs/story.pdf>

Masimanyane Women's Support Centre.(1998). CEDAW shadow report - focus: violence against women. Retrieved May 20, 2011 from <http://www2.ohchr.org/>

Mathews, S., & Abrahams, N. (2000). *Combining Stories and Numbers: An Analysis of the Impact of the Domestic Violence Act (No.116 of 1998) on Women*. Retrieved May 20, 2011 from <http://www.mrc.ac.za/gender/domesticviolence.pdf>

Melvin, M.M., Donaldson, S.I., Campbell, B. (2011). *Psychology and evaluation*. London: Guildford Press.

National Network to end Domestic Violence. (2007). *Domestic violence counts: 07*. Retrieved May 06 2011, from http://www.nnedv.org/docs/Census/DVCounts2007/DVCounts07_StateSnapshots_MO.pdf

Naidu, K., Haffejee, S., Vetten., L & Hargreaves, S. (2005). *On the margins: violence against women with disabilities*. Retrieved May 06 2011, from <http://www.csvr.org.za/docs/gender/onthemargins.pdf>

Parliamentary Monitoring Group. (2008). *Domestic Violence Act: Department's implementation report*. Retrieved May 06 2011, from <http://www.pmg.org.za/report/20080827-domestic-violence-actdepartments-implementation-report>

People Opposing Women Abuse (2010). Retrieved May 06 2011, from www.powa.co.za

Posavac, E. J., & Carey, R. G. (2007). *Program evaluation: Methods and case studies*. Upper Saddle River, NJ: Pearson Education.

Rasool, S., Vermaak, K., Pharoah, R. and Stavron, A. (2002). *Violence against women: A national survey*. Pretoria: Institute of Security Studies.

- Rogers, P., Petrosino, A., Huebner, T., & Hasci, T. (2000). Program theory evaluation: practice, promise, and problems. *New Directions for Evaluation*, 87, 5–13.
- Rossi, P., Lipsey, M. W., & Freeman, H. E. (2004). *Evaluation. A systematic approach*. (7th Ed.). Thousand Oaks, CA: Sage Publications.
- Royse, D., Thyer, B., Padgett, D., & Logan, T. (2006). *Program evaluation*. CA: Thompson, Brooks/Cole Publishers.
- Saartjie Baartman Centre for women and children. (2011). Retrieved May 06 2011, from <http://www.saartjiebaartmancentre.org.za/>
- Social Research Methods. (2004). Retrieved June 03 2011, from www.socialresearchmethods.net.
- Steckler, A., & Linnan L. (2002). *Process evaluation for public health Interventions and Research*. San Francisco: Jossey-Bass.
- Sullivan, C. M., & Bybee, D. I. (1999). Reducing violence using community-based advocacy for women with abusive partners. *Journal of Consulting and Clinical Psychology*, 67, 43-53.
- Sullivan, C. M., Campbell, R., Angelique, H., Eby, K. K., & Davidson, W. S. (1994). An advocacy intervention program for women with abusive partners: Six-month follow-up. *American Journal of Community Psychology*, 22, 101-122.
- Sullivan, C. M., Tan, C., Basta, J., Rumptz, M., & W. S. (1992). An advocacy intervention project for women with abusive partners: Initial evaluation. *American Journal of Community psychology*, 20, 309-332.
- Trochim, W. M. K. (2006). *Research methods knowledge base*. Retrieved May 19, 2011, from <http://www.socialresearchmethods.net/kb/sampling.php>
- Truman, C., & Triska, O. H. (2001). "Modelling success: articulating program articulating impact theory". *The Canadian journal of program evaluation*, 16 (2), 101–112.
- United Nations Children's Fund Innocenti Digest. (2001). *Domestic violence against women and children*. Retrieved April 06 2011, <http://www.unicef-irc.org/publications/pdf/digest6e.pdf>
- United Nations Development Fund for Women. (2004). Retrieved June 03 2011, from www.United Nations Fund for Women.org
- United Nations (2006). *In-Depth Study on All Forms of Violence against Women: Report of the Secretary-General*. New York: United Nations.

- United Nations advancement of Women (2005). Retrieved June 01 2011, from www.un.org
- United Nations Statistics Division. (2010). *The world's women 2010 trends and statistics*. Retrieved November 18 2011, from http://unstats.un.org/unsd/demographic/products/Worldswomen/WW_full%20report_color.pdf
- Vetten, L., Budlender, D., & Schneider, V. (2005). *The price of protection: costing the implementation of the Domestic Violence Act (no. 116 of 1998)*. CSVR gender programme, policy brief No. 02.
- Vetten, L. (2005). *Violence against women: Good practices in combating and eliminating violence against women*. Retrieved May 12, 2011, from <http://www.un.org/womenwatch/daw/egm/vaw-gp-2005/docs/experts/vetten.vaw.pdf>
- Vetten, L, van Jaarsveld, F, Riba, P. and Makhunga, L. (2009b). *Implementing the Domestic Violence Act in Acornhoek, Mpumalanga*. Tshwaranang Legal Advocacy Centre Research Brief No. 2.
- Vetten, L, Le, T, Leisegang, A and Haken, S. (2010). *The right and the real: A shadow report analysing selected government departments' implementation of the 1998 Domestic Violence Act and 2007 Sexual Offences Act*. Johannesburg: Tshwaranang Legal Advocacy Centre.
- Weiss, C. H. (1995). Nothing as practical as good theory: Exploring theory-based evaluation for comprehensive community initiatives for children and families. In J. P. Connell, A. C. Kubisch, L. B. Schorr, & C. H. Weiss (Eds.), *New Approaches to Community Initiatives: Concepts, Methods, and Contexts*, 1, pp. 65-92.
- Weiss, C. H. (1997). How can theory-based evaluation make greater headway? *Evaluation Review*, 21, 501-524.
- Weiss, C. H. (2000). Which links in which theories shall we evaluate? *New Directions for Evaluation*, 87, 35-45.
- Weiss, C. H. (2007). Theory-based evaluation: Past, present, and future. *New Directions for Evaluation*, 114, 68-81.
- Weisz, A. N. (1999). Legal advocacy for domestic violence survivors: The power of an informative relationship. *Families in Society*, 80, 138-147.
- Weisz, A. N., Tolman, R., & Bennett, L. (1998). Effects of services to battered women on completed prosecutions and levels of police intervention. *Journal of Family Violence*, 13, 395-415.

Wholey, J. S., Hatry, H. P., & Newcomer, K. E. (2010). *Handbook of practical evaluation*. San Francisco: Jossey-Bass.

Women's Legal Centre. (2003). *Women's Legal Centre submission on South Africa to the commission on the status of women*. Retrieved May 12, 2011, from http://www.wlce.co.za/morph_assets/themelets/explorer/general%20issues/WLC%20report%20to%20Commission%20on%20the%20status%20of%20women.pdf

University of Cape Town

APPENDIX A**LAT Programme document review data collection sheet**

Name of document reviewed: _____

Date: _____

1. Was the target population identified and described?

Y/N

Page no.: _____

2. Was programme theory mentioned in the document?

Y/N

Page no.: _____

3. Did the document identify the programme activities?

Y/N

Page no.: _____

4. Did the document identify the intended programme outcomes?

Y/N

Page no.: _____

APPENDIX B

Interview Questions

Programme theory evaluation questions

1. What does the LAT Programme do?
2. What are the activities that comprise the LAT Programme?
3. Why are these activities chosen?
4. Is the programme based on international model?

Programme process evaluation questions

1. Are the recipients of the LATP, the intended beneficiaries or target population?
2. Is the programme being implemented as intended?
3. If no why?
4. Are all the programme activities being delivered to the participants?
5. If not why?
6. How long to clients wait to get appointment to see a paralegal?
7. How many sessions does it take to assist with one legal problem?

APPENDIX C

LAT Programme feedback evaluation form

SAARTJIE BAARTMAN CENTRE FOR WOMEN AND CHILDREN
LEGAL ADVICE AND TRAINING PROJECT
 Evaluation Form

Date	
Name (Optional)	
Age	
Home language	
Highest educational level	

1. What were you assisted with? (Please tick the appropriate box. You may choose more than one option)

Protection order application	Protection order related application	Advice regarding domestic violence and protection orders
Divorce action	Advice regarding divorces and the consequences of divorce	Maintenance order application
Enforcement of maintenance order application	Advice regarding maintenance	Other (Describe)

2. What was useful about the assistance that you received?

3. What other assistance would you have liked to get?

4. Which word best describes the project and our work? (Please circle appropriate choice : Excellent / Very good / Good / Average / Poor / Very poor

5. How can we improve our service? Do you have any suggestions?

6. Comments
