LUTHERAN COMMUNITY CARE SERVICES

ANNUAL REPORT

2019

lccs

CORPORATE INFORMATION

LCCS was set up on 02 September 2002 as a company limited by guarantee by the Lutheran Church in Singapore and its member congregations. It was registered under the Charities Act on 30 January 2003 and was accepted as a full member of the National Council of Social Service on 15 September 2003. LCCS has been an IPC Charity since 1 November 2006.

Charity Registration Number: 1654
Company Registration Number: 200207586Z
IPC Status: 1 May 2017 to 30 April 2020
IPC Number: 000095
Registered Address: 450 MacPherson Road Singapore 368170

BOARD OF DIRECTORS

		OCCUPATION	DESIGNATION	DATE OF APPOINTMENT
1	Teo Thian Hoe [1]	Businessman	Chairman appointed on	01/08/2008 01/06/2018
2	Kee Buck Hwa Terry [2]	Bishop	Director	01/06/2009
3	Chong Foo Kong	Process Manager	Director	12/12/2012
4	Tan Hock Ing	Company Director	Director	12/12/2012
5	Chua Aik Hoon @ Chua It Hoon	HR Consultant	Director	05/04/2014
6	Ho Zi Min Gabriel	Director	Independent Director	16/03/2016
7	Chong Fu Kiong	Pastor	Director	17/06/2016
8	Lau Peng Soon	Interior Designer	Director	25/08/2017
9	Tan Shi Song	Project Manager	Director	05/10/2018

Reasons for term of appointment more than 10 years

[1]: LCCS had a leadership transition in 2018 when the founding Executive Director left. Mr Teo's appointment and contribution as Chairman was critical for leadership continuity.

[2]: It is in LCCS' constitution that the Bishop of the Lutheran Church in Singapore is and will remain as a Board Director of LCCS during the tenure as Bishop.

CORPORATE INFORMATION

MANAGEMENT OF CONFLICT OF INTEREST

There are documented procedures for Board Directors and Staff to declare actual or potential conflict of interest to the Board of Directors.

Board Directors make declarations of actual or potential conflict of interest to the Board.

Board Directors abstain in decision-making, voting and participating in discussions on matters where they have a conflict of interest.

BOARD MEETINGS ATTENDANCE IN 2019

	ATTENDANCE / NO. OF MEETINGS		ATTENDANCE / NO. OF MEETINGS
Teo Thian Hoe	3/3	Ho Zi Min Gabriel	1/3
Kee Buck Hwa Terry	2/3	Chong Fu Kiong	2/3
Chong Foo Kong	3/3	Lau Peng Soon	2/3
Tan Hock Ing	2/3	Tan Shi Song	0/3
Chua Aik Hoon @ Chua It Hoon	2/3		

KEY STAFF

		OCCUPATION	DESIGNATION	DATE OF APPOINTMENT
1	Mui Zhiming Justin	Registered Social Worker	Executive Director	01/06/2018
2	Kek Seow Ling	Registered Social Worker	Deputy Executive Director / Principal Social Worker	01/07/2018

WHY WE EXIST

THE CAUSE

01

EQUIPPING

EMPOWERED INDIVIDUALS

02

BUILDING

CONNECTED COMMUNITIES

> ***All individuals engaged to build and sustain healthy relationships***

03

BREAKING

THE HURT CYCLE

04

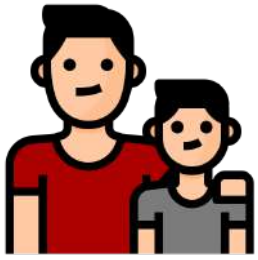
ADVOCATING

A RESTORATIVE MOVEMENT

2019 KEY HIGHLIGHTS

CYCLE WITH DAD CAR-FREE WEEKEND

LCCS collaborated with Centre for Fathering and Singapore Cycling Federation to organise "Cycle with Dad" on 31 August 2019. Formerly incarcerated fathers and their children cycled and celebrated their parent-child relationship with President Halimah as the esteemed Guest-Of-Honour.



ENGAGING THE DISENGAGED SOCIAL SERVICE INSTITUTE EXPERT SERIES

Terry O' Connell, former Director of Real Justice (Australia), demonstrated the impact of restorative engagement to help hurt people reconnect with self and others. 144 participants from social service agencies, religious organisations, government agencies, institutes of higher learning and corporates attended the session.

THE INVISIBLES MENTAL WELLNESS EXHIBITION

With sponsorship from Far East Organization, LCCS partnered Care Corner Singapore Ltd and Trauma Healing Institute to raise awareness of issues faced beneath the surface by people struggling with mental health issues. Mr Christopher De Souza, MP for Holland-Bukit Timah GRC, was Guest-Of-Honour for the exhibition.

CONNECTING THE YOUNG & OLD FLAG DAY

LCCS and Empower Ageing brought together volunteers representing senior and younger generations, as joint effort to raise funds for work that build inter-generational bonds and close the widening rift between young and old. Volunteers paired up across ages to champion the cause of restoring hurt across generations.

2019 KEY HIGHLIGHTS

COLLABORATION WITH CENTRE FOR DOMESTIC EMPLOYEES

LCCS established a working partnership with the Centre for Domestic Employees to offer dispute resolution services for foreign domestic workers, their employers and employment agencies. The objective of this initiative is to de-escalate and resolve conflict, and to restore relationships between affected parties through facilitating mutual empathy.

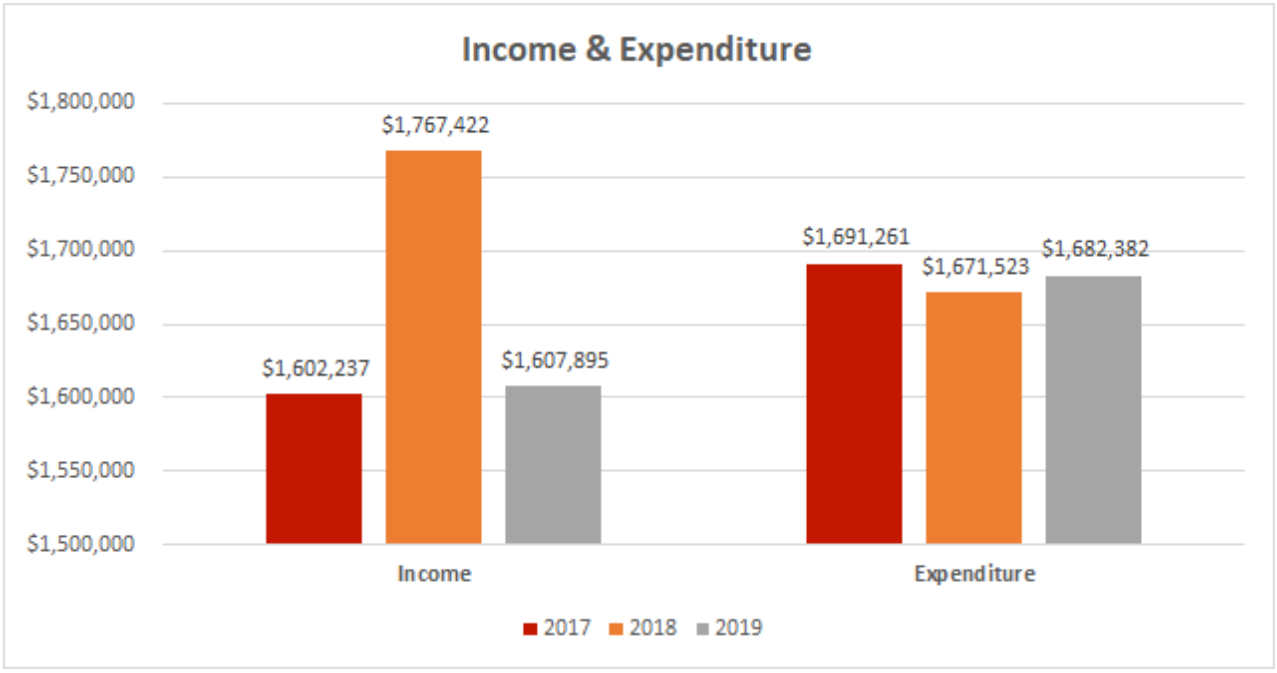
FAMILY GROUP DECISION MAKING TRAINING

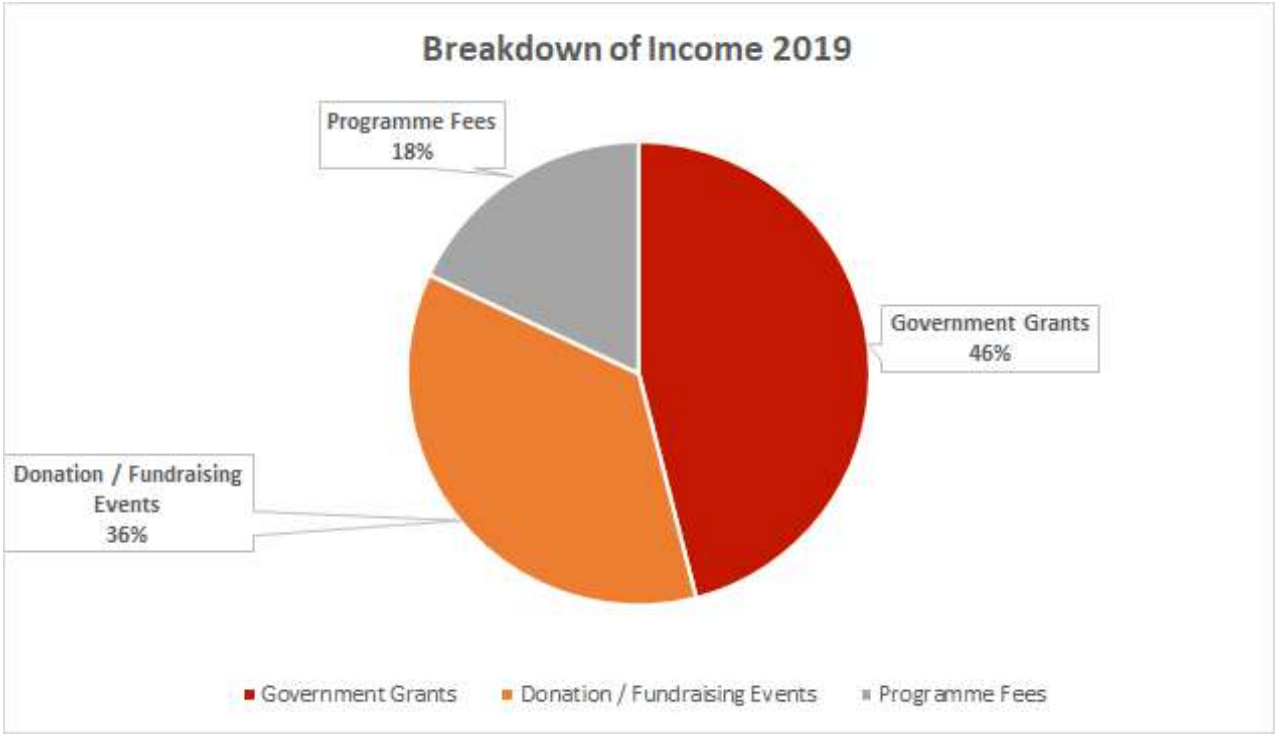
Recognising the need for family members to come together to work on issues affecting each other in a collaborative manner, LCCS developed a new training curriculum to equip practitioners with knowledge and skills, through exploring the concepts of family leadership and support networks, to facilitate platforms that acknowledge the power and strength of family members to formulate solutions that meet their needs.

FORMATION OF STEPPINGSTONES ADOPTION SOCIAL ENTERPRISE

SteppingStones was incorporated on 27 February 2019 as an LCCS subsidiary, to promote family formation through adoption for parents assessed suitable. Through exploring needs and providing support, SteppingStones journeys with potential adoptive parents through and after the adoption process to establish forever families.

FINANCIAL HIGHLIGHTS





INSTITUTION OF PUBLIC CHARACTER (IPC)

LCCS has been an IPC Charity since 1 November 2006. IPC charities are subject to regular corporate governance evaluation and audit. This rigour helps to instil public and stakeholders' confidence in the management of the organisation. Donors are given up to 2.5 times of Tax Deductible relief to facilitate greater support in the raising of funds to promote the well-being of our local community.

RESERVE POLICY

The Unrestricted Fund balance as of 31/12/2019 is $1,391,512.

The unrestricted fund is equivalent to 9 months reserve to meet its Operating Expenditure based on operating costs and Budget 2020.

The Board regularly reviews the amount of reserves that are required to ensure that they are adequate to fulfil our continuing obligations. We are working towards a reserve of two years to ensure sufficient funds for existing work and adequate provisions to embark on research and developmental work

2019 REVIEW OF YEAR

BREAKING THE HURT CYCLE

456

LIVES RESTORED

Restoration through making things right with self and others

BUILDING CONNECTED COMMUNITIES

1430

LIVES CONNECTED

Safe and caring communities that value one another and embrace vulnerability

EQUIPPING EMPOWERED INDIVIDUALS

837

LIVES EMPOWERED

Individuals equipped with skills and knowledge to build, strengthen and restore relationships

ADVOCATING A RESTORATIVE MOVEMENT

437

LIVES ENGAGED

People in all systems advocating for connected and restorative communities as a way of life

BREAKING THE HURT CYCLE

"The students went through experiential activities such as guiding special needs children in an excursion to the zoo. LCCS partnered organisations such as Equal Ark, the Singapore Zoo and AWWA. Their form teacher reported improvements in the students' behaviour, such as displaying more responsibility for their actions and more patience with others."
- Teacher

GAME OF LIFE

12

STUDENTS

with socioemotional issues and disruptive behaviour developed skills and resilience to manage challenges

"I started to build a very big wall in front of me when dealing with my husband, I really don't trust him so maybe our way of communicating with each other is not proper anymore...we still have this strained relationship so maybe a restorative circle will help us to start developing a new start. If not as husband and wife, at least as an effective parent for our child."
- Survivor of family violence

9

WOMEN

participated in research interviews on their experiences as survivors navigating the help systems and their perception on the possibility of survivors experiencing a restorative process in a community of care as a way for closure and healing

RESEARCH PROJECT WITH A WOMEN'S SHELTER

18

ADOPTIVE PARENTS

learnt knowledge and skills to disclose adoption to children and others that validates the children's feelings and builds connectedness

ADOPTION DISCLOSURE COUNSELLING

"LCCS came highly recommended by an adoptive parent we came to know as an acquaintance. We are so grateful and thankful having chosen LCCS to see/prepare our HSR. Very professional service, God-centred and all good."
- Adoptive Parent

ADOPTIVE HOME STUDY REPORT

80

ADOPTIVE PARENTS

received favourable home study reports and proceeded to adopt underprivileged children who experienced rejection

*Names used have been changed to protect the identity of the service user

BUILDING PROJECT: RECONNECTING PHASE

70

STUDENTS

improved in pro-social skills and confidence to make things right and cope with their difficulties

76.6%

of students reported that they learnt new skills that can help them to build better relationships with other students

BREAKING THE HURT CYCLE

YOUTH AT-RISK ENGAGEMENT (YARE)

108

STUDENTS

were empowered to overcome the challenges and adversities they face in school and at home

Anne* has not been motivated to come to school as she often oversleeps and accumulated many detentions. She was not doing well in her academics and faced difficulties in catching up. However, through individual engagement with the facilitator, her self-esteem gradually improved, and she became more determined not to give up despite her failures. At the end of the programme, she was coming to school more regularly and expressed that she will be trying harder to pass her exams next year so that she will not disappoint herself and those who have been supporting her.

AFTER SCHOOL ENGAGEMENT FOR MENTORING AND BUILDING RESILIENCE

24

YOUTHS

had a better understanding of self and improved their connection with other school stakeholders

MY JOURNEY

8

YOUNG OFFENDERS

from the Reformative Training Centre were supported through restorative processes to deal with what went wrong and built a community of care through strengthened relationships

John, 20 years old, was part of My Journey Programme. He was incarcerated because of drug offence, and always felt his parents did not understand him. However, through the programme, John was provided a space to suggest who his network of care would be and the goal was to then gather this network of care in a circle to talk about to talk about what John needs to stay on track after his incarceration. Today, he continues to rebuild his relationships with his parents.

Read full story below

BREAKING THE HURT CYCLE

""Mr Leonard has supported me from the beginning of my release day. He was there throughout my difficulties. He kept on reminding me and gave me positive vibes for me to keep on doing things that I should have done. Without his support, I don't think I will be in this right path. Thank you Mr Leonard for always helping me and my family. Now I'm happy with myself and also my mini family."
- Kevin*

REFORMATIVE TRAINING CENTRE

7

YOUTH INMATES

were engaged during their release on supervision (ROS) to integrate back into the community

"Session was conducted in a clear, concise way. Everyone given a fair chance to express their concern/views. Facilitator, James, did a good job. Keep it up!"
– Mr Ramli

PROJECT RESTORE

120

INDIVIDUALS

from 30 families engaged in restorative processes to divert from formal court process to achieve community-based and restorative outcomes such as improved relationships and opportunity for all parties to feel heard

Students were engaged in experiential activities to develop social emotional competencies as a class community

80

STUDENTS

were equipped with social emotional skills that enabled them to relate to one another positively as a class community

SOCIAL EMOTIONAL LEARNING

208

STUDENTS

from primary to post secondary level received month allowance from the Straits Times School Pocket Money Fund to help them through school

SPMF FINANCIAL ASSISTANCE

48

ADOPTIVE PARENTS

learnt to be effective parents as part of their marriage / family enrichment skills, through the process of mentoring and support groups

MARRIAGE-PARENTING MENTORING

20

TEACHERS

&

462

STUDENTS

partnered with LCCS facilitators to build classroom community

CLASSROOM BUILDERS

"In each session, through fun and engaging activities, students learn different skills such as recognizing emotions, self-coping mechanisms, skills to communicate effectively and various ways to work together. Learning through play has helped the students to learn more about themselves and their relationships with others. The facilitators guide meaningful conversations that centres on the values of trust and respect, making it a safe and inclusive environment for students to share their thoughts and feelings. As a teacher, being in the same space allows me to see and interact with the students through a different lens. It has improved my relationship with the students and they have opened up to me more. In overall, I see improvements in their attitudes and motivations, somemore than others, but in their own ways."

- Ms Shiela, Form Teacher

BUILDING CONNECTED COMMUNITIES

*Names used have been changed to protect the identity of the service user

BUILDING CONNECTED COMMUNITIES

SPMF FAMILY DAY

99

PARENTS AND CHILDREN

who received the Straits Times School Pocket Money Fund, joined us for a time of bonding over games, food, and art and craft during the June school holidays. Each family made craft tins as a souvenir and additional ones for sale to raise funds at the LCCS Charity Golf

Families being proud of the craft tins that they made

PROJECT LIFT

92

INDIVIDUALS

from 23 families came on board the 3-year pilot project, in partnership with Employment and Employability Institute (e2i), to enable families to achieve upward social mobility through employment, education and assets creation with the focus on relationship building within the family and the community

"Engaging with Lutheran Community Care Services has somehow affected my life. Through Project Lift, I discovered the importance of a family conference. The outcome has given me some planning to strengthen the relationship between me and my love ones. I am truly grateful for the experience."
- Luke*

PROJECT RECONNECTING THE YOUNG AND OLD (RYNO)

30

STUDENTS

from Montfort Secondary School facilitated pro-active circles to engage and build intergenerational relationships with the elderly from Cheng San Senior Activity Centre

"Yes (I would like to spend more time to interact with the elderly), because they are friendly."

"Yes (I will spend more time to interact) with my grandparents because I can get to know more about the history of Singapore."

"I would (spend more time to interact with the elderly) because they are getting old and we need to spend more time with them."

BUILDING CONNECTED COMMUNITIES

SINGAPORE PRISON SERVICE

52

MANAGEMENT AND GROUND STAFF

from SPS B4 engaged to build and strengthen relationships, improve the team's synergy, and make sense and meaning of their work

86%

agreed/strongly agreed that their environment encourages an openness in expressing thoughts / viewpoints.

Students demonstrated their skills in an outdoor photoshoot with confidence and were encouraged to express themselves creatively

"Most of them are now comfortable in using Restorative Circles. They had built up confidence in ensuring that arguments are being talked in a restoring manner."
– Isa, Head of Social Work

JAMAIYAH CHILDREN'S HOME RP TRAINING FOR RESIDENTS

22

RESIDENTS

were equipped with skills to plan and facilitate relational building circles with other residents and staff

TIME OUT PROGRAMME (ARTS ENGAGEMENT)

17

STUDENTS

gained better self-efficacy and resilience through translating learnings from the arts

PROJECT REBUILD - RESTORATION OF BROKEN BONDS

300

PARENTS AND CHILDREN

strengthened family relationships through the event "Cycle with Dad"

BUILDING CONNECTED COMMUNITIES

EQUIPPING EMPOWERED INDIVIDUALS

BE A CHAMPION

45

STUDENTS

were empowered to overcome the challenges and adversities they face in school and at home

"The workshop reinforced the idea that the family can take ownership of their issues with the appropriate resources and support. I intend to listen more to client's source of support and to facilitate opportunities for clients to utilize their support and resources."
- Naixiang, Social Worker

FAMILY GROUP DECISION MAKING WORKSHOP

38

PRACTITIONERS

were equipped with knowledge and skills to facilitate Family Group Decision Making with families facing challenging situations

75%

of students indicated that the programme helped them to learn something positive about themselves.

75%

of the couples indicated the programme enhanced their knowledge and skills and would recommend the programme to others.

12

INDIVIDUALS

learnt knowledge and skills to build strong, fulfilling and resilient marriages

MARRIAGE PREPARATION PROGRAMME

"It is a good workshop as we understand how to communicate with our children."
- Parent

118

PARENTS

participated in the parenting workshop where they learnt the principles and skills of restorative parenting to engage with their children to build effective relationships and manage conflicts

PARENTING WORKSHOP

*Names used have been changed to protect the identity of the service user

EQUIPPING EMPOWERED INDIVIDUALS

CONFLICT RESOLUTION WORKSHOP FOR STUDENT LEADERS

110

STUDENT LEADERS

were equipped with strategies to manage conflicts happening among their peers

Students were engaged to share their narratives on the conversations happening during a conflict

SHARE (STUDENT LEADERSHIP)

32

STUDENT LEADERS

were equipped with skills to plan and facilitate relational building circles with classmates

97%

of student leaders agreed/strongly agreed that the trainers were personally engaging. 90.6% of student leaders agreed/strongly agreed that they learnt how to apply the new circle planning skills.

98%

of participants learnt how to apply Restorative Practices into their lives/work.

245

SCHOOL STAFF

were equipped with the knowledge and skills to build better teacher-student relationships and address issues proactively

RESTORATIVE PRACTICE SCHOOL TRAINING

EQUIPPING EMPOWERED INDIVIDUALS

100%

of the participants agreed that they learnt how to apply the practice to their work or life.

"The workshop helps me in being more intentional on approach and understanding myself in the relationship with others."
– Ng Wen Xu

22

OFFICERS

from SPS A3 equipped with Restorative Practice knowledge and skills to enhance their practice and engage inmates to build and strengthen relationships

SPS CLUSTER A3 RP TRAINING

43

SERVICE VOLUNTEERS

were trained and equipped with Restorative Practice knowledge and skills to volunteer in our programmes

VOLUNTEER TRAINING

"Circles are not a one-time solution. Circles give people an outlet to express and help to build relationships."
- Siok Ching

97

PRACTITIONERS

were equipped with Restorative Practice knowledge and skills to enhance their practice and engage service users to build, strengthen and restore relationships with those that matter

RESTORATIVE PRACTICE TRAINING

75

TEACHERS

received further enhancements in their facilitation skills that helps them to engage with students more effectively

RESTORATIVE PRACTICE SCHOOL CONSULTANCY

In a consultancy session with a school, teachers wanted LCCS trainers to discuss about how RP can be applied to enhance student management protocols. Through the facilitated discussions, teachers realised that teachers' capacity to manage students' behaviour can be strengthened through platforms that encourage them to cope with their shame. The discussion quickly turned into how teachers can support one another through holding circles to validate each others' experiences.

- James Lim, Assistant Director

Family Nation Network and Minister Desmond Lee at the event

#BADGE4CHANGE CAMPAIGN PARTNERSHIP WITH TJC STUDENTS

127

TEACHERS AND STUDENTS

in Tampines Junior College learnt about restorative conversations through 7 students' advocacy efforts for #badge4change

EMBRACING PARENTHOOD CARNIVAL @ JURONG SPRING

80

INDIVIDUALS

learnt about how #badge4change conversations can be used in daily interactions in the family and strengthen parent-child bonds during LCCS' participation in Embracing Parenthood Carnival at Jurong Spring as part of the Family Nation Network

ADVOCATING A RESTORATIVE MOVEMENT

ADVOCATING A RESTORATIVE MOVEMENT

TEASER TALKS

100

PARTICIPANTS

from 4 different organisations were introduced to Restorative Practice principles and concepts through various sharing platforms

ENGAGING THE DISENGAGED SOCIAL SERVICE INSTITUTE EXPERT SERIES

130

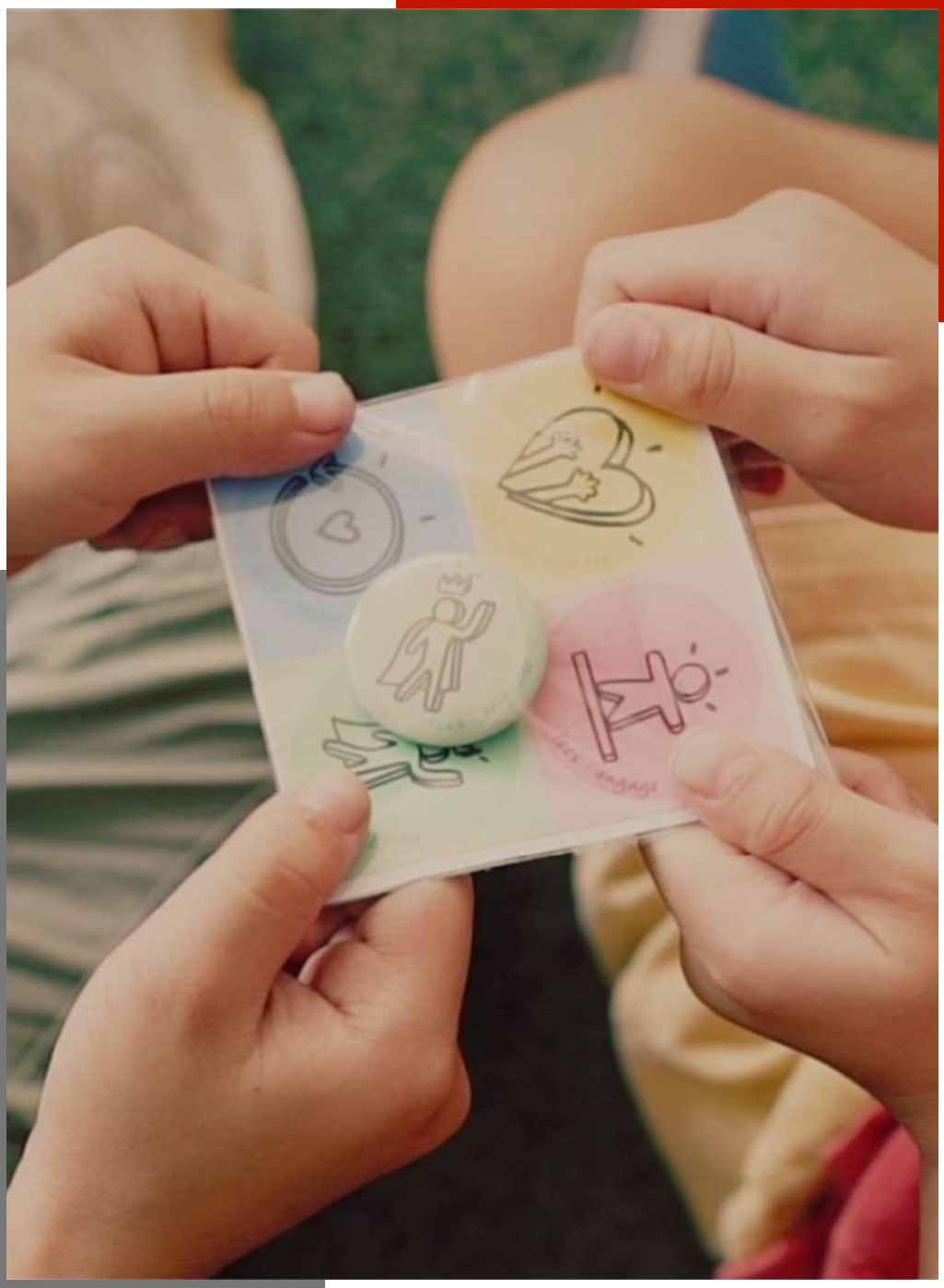
PARTICIPANTS

from 55 different organisations learnt to make sense and meaning of their work and were equipped with Restorative Practice knowledge and skills to enhance their practice in engaging disengaged individuals.

"I plan to incorporate more intentional communication approaches when I interact with the students I work with."
- Marianne Phua

"It is useful in how I approach colleagues with conflicts at work and how I managed personal conflicts (internal/external)."
- Serene Tan

#BADGE4CHANGE STORIES



The following stories highlight elements of badge4change, moments where engagement, empowerment, restoration and collaboration is what matters.

COLLABORATION WITH STAR SHELTER

To create a space for healing and restoration of self for survivors of family violence, LCCS wants to understand how women cope with the effects of family violence and their experiences in navigating the help systems. As restorative practice is not a mainstream practice in the area of family violence in Singapore, LCCS also seeks to explore the survivors' perceptions of the possibility of them experiencing a restorative process of her meeting the perpetrator in a community of care as a way for closure and healing.

In August 2019, LCCS collaborated with Star Shelter to understand more about the experiences of survivors of family violence through interviews with their residents. Under the purview of the Singapore Council of Women's Organisations (SCWO), Star Shelter is a crisis shelter in Singapore that provides temporary refuge for women and children who experience family violence.

"Out beyond ideas of wrongdoing
and rightdoing there is a field.
I'll meet you there."
–Rumi

Through engaging survivors and listening to their personal stories, the interviewers witnessed the resilience in the survivors to overcome challenges and the hope they harboured to heal and move forward in their journey for themselves and their loved ones. The life-giving stories about the considerations they had and the choices they made before seeking refuge at a crisis shelter revealed much about the connections the survivors hold dearly and the value they put on familial relationships.

The collaboration with Star Shelter has been purposeful and rewarding as both LCCS and Star Shelter have the shared goal of journeying with survivors to rebuild their lives free from violence with their innate strengths and capabilities. Many abused women and their children want the violence to stop but also want a family (Holmes & Lundy, 1990) and may remain attached to their abusers because of economic, emotional, and cultural bonds (Hoff, 1990).

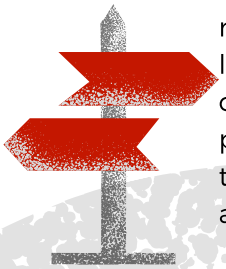
A restorative justice process which is relationship focused can be relevant to address family violence. A restorative process promotes equality by enabling all parties to have a voice to express their feelings, how they have been affected and what they need. A restorative process also promotes responsibility and accountability within a community of care and support to deal with the issue, which is critical for issue of family violence that is often experienced in silence. It is this process where real conversations can happen to facilitate healing.

Healing does not mean reconciliation in relationships and forgiveness. Restoration is definitely not a return to the previous state where the relationship is unequal and toxic. Rather, restorative justice is about "establishing or re-establishing social equality in relationships; relationships in which each person's rights to equal dignity, concern and respect are satisfied" (Llewellyn and Howse, 1998, p.1).

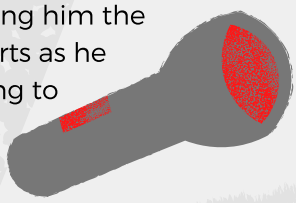
MY JOURNEY

by Leonard Ng

John was a 20 year-old that got incarcerated due to drug offences. In my conversations with him, John shared that he had always felt that his parents did not believe in the things he had wanted to do. His ideas about what he aims to do were often shut down and the only thing that his parents wanted was for him to do well academically. While he understood the need for academics, that was an area he struggled with because his strength was more in sports as he is a kinesthetic learner. The lack of motivation and consistent disagreements with his parents resulted in his attention towards negative coping – drugs – as an outlet for his stressors.



Through our various engagement, John said that the time spent in prison had allowed him to think about many things in his life. One of which was a chance to prove to his family that he can start to make more positive choices. He wished that he could have gone back to the age of 12 to make everything right again. Deep down in his heart, he still hopes that his parents would reconsider giving him the empowerment to pursue sports as he believes it would be something to keep him grounded.



I then took my engagement to his parents and asked them what mattered to them? His parents recounted that because John was the oldest of 3 children, they had hope he would eventually be a pillar of support for his siblings one day when they no longer are able to work. His parents never had a thought that he would not do well in sports. Instead they were concerned that without maintaining academics, there would also be limited opportunities in pursuing sports. However, they had expressed that they too wish they could rewind time to change the way they had engaged John so that he did not have find negative ways to cope. At this point, John's parents told me that they are willing to support his decision if he were to work towards sports as a career; however, they did not know where to start.

The programme that John was in provided a space for John to suggest who his network of care would be and the goal was to then gather this network of care in a circle to talk about goals that would help John stay on track after his incarceration. John told me that apart from wanting his parents and siblings to be part of this circle, he had hopes that his sports idol would also be able to join. His sports idol runs his own gym and has an influential reputation. I was able to get in contact with John's idol – Alan – and shared John's story with him. Much to John's surprise, Alan wanted to be part of his network of care and believed that he would be able to contribute to the fulfilment of John's goals. When John and his parents heard of this, they expressed empowerment that as a family, this would be an opportunity to rewrite their stories.

At the circle, everyone took the time to share their own needs and wants of themselves as a family as well as what they hope John would achieve. The presence of Alan – John's idol – had a significant impact on both John and his family. The willingness of Alan to collaborate with the family on helping John work towards his goals gave a great sense of hope for everyone. This collaboration spurred John to realise that sports alone is not the key factor of success. Rather it is the effort and hard work of an individual that helps fuel the passion for working towards a person's success. John also realised that there are other factors in life that matters and are needed in sustain a person's passion. This new realisation got John to understand the importance of balancing everything in life including family relationships and work that may not necessarily be in the realm of his passion for sports.

Till this day, although John's main work has nothing to do with sports, he found that he could use his passion of sports to be a positive coping and an outlet for his stressors. He frequently goes to the gym and has rebuilt his relationships with his parents and his parents. This was possible because of the sense of collaboration from Alan which provided a possibility for John and his family to find empowerment within themselves and rewrite their stories.

CALL TO ACTION

The Restorative Movement

engage

Meaningful conversations help us discover our 'why'. LCCS values opportunities to share the 'why' that forms the basis and foundation for 'what' we do. Your journey as an organisation, practitioner or individual matters to us.

Let's talk about it, speak with us.

collaborate

Society's problems are far too complex for any organisation to solve alone. Leveraging on gifts and strengths of organisations and individuals, a strong collective impact can be achieved.

Let's pool together resources, work with us.

empower

Issues are best resolved by people directly involved. LCCS' work in Restorative Practice is best placed in the hands of people we work with: peers, individuals, families, and communities.

Let's share our practice, empower with us.

restore

Hurt people hurt people. Relationships matter in all that LCCS does. Learn how to restore relationships that matter, embrace vulnerability and experience restoration.

Support the Restorative Movement, in professional or voluntary capacity. Your contributions matter.