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Now What? Navigating ACLA Orientation
Lori Bryan, Lodi, California, USA

The day you’ve been waiting for – a Leader said “yes” to starting orientation for an ACLA position! How do you offer practical, effective, exciting orientation?

First, look at some of the skills the ACLA will learn during LAD Orientation [see Chapter 1.3, pages 11-16 LAD Manual].

- Know, understand, be able to explain the prerequisites to applying for leadership and the criteria for accreditation
- Understand the reasons for and purposes of various parts of the application
- Develop or refine writing and editing skills using the LAD communication style
- Assess and plan to provide what individual Applicants need.
- Demonstrate a willingness and ability to listen to your orientation partner’s experience/guidance

After a warm welcome, start by going over what resources are available on the LLLL website for Leaders and LAD representatives –
Leader’s Pre-Application Packet- https://www.llli.org/leader-accreditation-department-lad/leaders-pre-application-packet/
Application resources – https://www.llli.org/leader-accreditation-department-lad/application-resources/

The LAD Manual contains the information needed to do LAD work and is a resource you and the new ACLA can refer to often.

You will also want to include the Area LAD Orientation Notebook if you use one, and other resources, such as the Area or Area Network Web site, LADialogue, Facebook site for the Area, Applicants or LAD, etc.

Present LAD orientation in a positive manner. Encourage rapid turn-around orientation (responses within a few days). An ACLA Orientation Checklist (chapter 1.3.1 in the LAD Manual) lists the topics you’ll cover together. The new ACLA can decide whether to cover the checklist items first or work on the checklist while drafting letters either to a practice Applicant, real Applicant or combination of both.

What is a practice application? A practice application is an entire application for training purposes that is written with ‘about you’, ‘about breastfeeding and mothering’, comments on the background reading, Preview evaluations, and dialogue samples of an Applicant’s personal history. The same names can be used through the practice application to add realism. The ACLA receives these practice samples starting with an application and Leader recommendation so they can start writing a welcome letter. A file can be started (hard copy or electronic) just as would be done for a real Applicant. Some choose to use a real application, with permission from the accredited Leader whose application is being used. If a real application is used for orientation, it is important to change names within the application to protect privacy.

You can write the practice letters or ask your support person for their practice sample letters. These letters can be customized to relate to the skills needed and the situations common to the Area. The ACLA
can work through the application in the way that works best for her - an entire letter, a paragraph at a
time, in outline form – whatever helps her to learn best. The ACLA can practice situations at her own
pace with plenty of time for questions, editing and learning, although we encourage about a three-day
turn-around time to keep orientation moving at a steady pace. Some LAD representatives like to give the
ACLA-in-orientation copies of their own responses before asking her to draft her own response.

Sometimes the CLA will ask the ACLA to edit and rewrite a letter and other times may ask her to apply
the edits/suggestion to future letters. Editing style can be customized for the ACLA.

During orientation the ACLA will learn how to:

- Determine if candidate or Applicant meets LLLI Prerequisites to Applying for Leadership
- Read submissions to determine the points for dialogue
- Help an Applicant learn how her personal experience relates to the work of a Leader
- Use sample dialogue examples from the *LLL Philosophy Notebook* in application replies
- Help the Applicant learn about the work a Leader does
- Decide when to send exercises or articles to enhance leadership preparation
- Ask questions if more information is needed from the Applicant
- Write to the sponsoring Leader

Once an ACLA has completed her welcome letters and done enough of the practice samples so that she
understands the LAD style of writing, you can discuss with her whether she’d like to accept a real
application. She would need to agree to continue working ahead on the practice application to its
conclusion. If the Applicant writes quickly then her letters can be used for orientation – the ACLA drafts
a reply, sends to CLA for editing/suggestions, uses edits for her letter and send to the Applicant. If the
Applicant doesn’t write, then practice orientation continues towards conclusion.

In some Areas ACLAs in orientation receive a couple of real applications and learn everything previously
covered while writing to these Applicants. Should they be slow to reply, then orientation can take a long
time to complete. And since the orientation time is for the ACLA to decide if the job is a good match for
her, there may be times when orientation stops and you have to continue working with those two
Applicants.

Some ACLAs prefer to complete their entire practice orientation so they feel prepared to take new
applications and work on them with confidence from their new skills. Then they move from orientation
to consultation!

*Lori Bryan lives in Lodi, California, USA where she works as a Physical Therapist in
rehabilitation. Her husband Mark works a mold maker for plastic injection molding in a large
shop on their country property. They have four adult children and four grandchildren. Lori
nurseries a variety of flowers and is a leader for the guide puppy raising group. Lori has been a
Leader since 1988 and involved in the Leader Accreditation Department since 1992. She is
currently an Administrator of Leader Accreditation for LLL USA and contributing editor for
Taste of LAD in LADders.*
Alternative Seating For Your LAD Work
Linda King Gaboriaud, Montréal, Québec, LLL Canada

Quelle surprise pour la plupart d’entre vous de voir la photo de mon bureau de travail n’est-ce pas? Jamais je n'aurais imaginé un tel arrangement moi non plus.

En fait, des douleurs au niveau du cou et du dos m'ont obligée à chercher des alternatives aux positions traditionnelles assise ou debout devant un ordinateur car soyons réalistes, au DAM (Département d’Accréditation des Monitrices), on en passe du temps à l'ordinateur… J'ai eu la chance de lire dans un journal la possibilité des bienfaits de la position assise à même le sol pour travailler à l'ordinateur et j'ai décidé de l'essayer.

Dire que ça faisait bizarre au début est un euphémisme. Cependant, je me suis rapidement habituée et maintenant, ça va très bien. Mon travail à l'ordinateur s’effectue pratiquement sans douleur depuis. De plus, vous remarquerez peut-être que je suis assise sur des carrés de liège, carrés qui étaient utilisés pour jouer avec mes jeunes enfants, qui sont actuellement âgés de 27, 25 et 23 ans. L’utilisation de ces carrés me rappelle de bons souvenirs et en prime, leur donne une nouvelle vie.

Finalement, je tiens à préciser que contrairement à la position assise sur une chaise ou debout, la position assise au sol force naturellement les changements fréquents de position. Ça peut être une alternative intéressante pour plusieurs. L’essayer, c’est possiblement l’adopter.

What a surprise for most of you to see the picture of my work desk, isn't it? I would never have thought of such an arrangement myself.

In fact, neck and back pain pushed me to look for alternatives to the traditional positions of sitting or standing in front of a computer, because let's face it, in LAD, we spend long hours on the computer. I had the chance to read in a newspaper the possibility of the benefits of sitting on the floor when working on the computer and I decided to give it a try.
To say it looked weird at first is an understatement. However, I quickly got used to it and now it's going very well. My work on the computer has been almost painless ever since. Also, you might notice that I am sitting on cork squares - squares that were used to play with my young children who are currently 27, 25 and 23 years old. Using these squares reminds me of fond memories, and as a bonus, gives them a second life.

Finally, I want to point out that unlike sitting on a chair or standing at a desk, you naturally change your position frequently when sitting on the floor. It can be an interesting alternative for many of you. Trying it may lead you to adopt it 😊

Linda King Gaboriaud habite à Anjou, dans l'est de Montréal (Québec, Canada). Elle est la coordonnatrice du département d'accréditation des monitrices (C-DAM) pour son affilié Ligue La Leche et le représente au Conseil du département d'accréditation des monitrices (LAD Council). Ses trois enfants (28, 25 et 23 ans) ayant quitté la maison familiale, elle vit maintenant avec son mari et sa mère de 89 ans souffrant d’Alzheimer.

Linda King Gaboriaud lives in Anjou, in the east end of Montreal (Quebec, Canada). She is the Coordinator of Leader Accreditation (CLA) for her affiliate Ligue La Leche and represents it on the Leader Accreditation Department Council (LAD Council). Her three kids (age 28, 25 and 23) have left the family house and so she now shares her life with her husband and her 89 year-old mother with Alzheimer’s.
Updates from LAD Council

Revised Statement of Commitment
The Statement of Commitment (SoC) has been revised by the LLLI Board and will need to be changed in all LAD documents where it appears. Please make these changes in any translated documents. The changes are shown in red below.

I am personally committed to furthering the mission of La Leche League and to supporting breastfeeding as presented in The Womanly Art of Breastfeeding and other La Leche League International publications. I agree to represent La Leche League as a Leader in accordance with the La Leche League Policies and Standing Rules. I understand and agree that in using the designation “La Leche League Leader,” I will comply with all La Leche League Policies and Standing Rules pertaining to Leaders. I will resign from this position if for any reason I find that I can no longer represent La Leche League in accordance with this agreement, and I will discontinue use of the designation “La Leche League Leader.”

Privacy and Confidentiality Statements
LLLI Database Information has been added to the both the Application form and the Statement of Commitment document. This needs to be completed by all new Leaders. It also needs to be completed by Applicants if your Area or entity submits Applicant information to LLLI for entry into the database. Make sure Leaders in your Area/entity know if Applicant’s are entered into the LLLI database.

In addition, the following confidentiality statement has been added to the Application form:

I understand that the information I share in all correspondence during the application may be shared within the Leader Accreditation Department (LAD) support team, which consists of the Coordinator of Leader Accreditation (CLA) for my Area, the Regional/Administrator of Leader Accreditation (R/ALA) for my entity, and the LLLI Director of Leader Accreditation Department (DLAD). This sharing is done, if needed, to help confirm that I meet the LLLI Prerequisites to Applying for Leadership and/or the LLLI Criteria for Leader Accreditation.

NOW AVAILABLE: Revised Application form and LLLI Leader Statement of Commitment and Database Form
If you haven’t already received these revised forms, contact your support person. We encourage translators to make translation of these two forms a priority. Start using them as soon as a translation in your language is available.

Application form revisions include:
- LLL Mission Statement - added because it is mentioned in the revised SoC
- Confidentiality statement - at the beginning of the form after the candidate’s name
• Revised SoC
• LLLI Database Information - to be filled out if Area/entity submits Applicant information to LLLI to be included in the LLLI database
• Available on LLLI website under Leader’s Pre-application Packet: https://www.llli.org/leader-accreditation-department-lad/leaders-pre-application-packet/

LLLI Leader SoC and Data Information form includes:
• LLLI Mission Statement - at the top of the form
• Revised SoC
• LLLI Database information
• Available on LLLI website under LAD Representative Resources: https://www.llli.org/leader-accreditation-department-lad/lad-representative-resources/

Concept Revision - Early and Often
In June, the LLLI Board voted to revise the wording of the “Early and Often” Concept. This was the second of two votes required to revise an LLL concept. The first vote took place on April 2nd, 2020. The revised wording is highlighted below.

New wording:
Mother and baby need to be together early and often to establish a satisfying breastfeeding relationship and reliable milk production. (June 2020)

Previous wording:
Mother and baby need to be together early and often to establish a satisfying relationship and an adequate milk supply. (April 1994)

Rationale for changes to the Concept:
1. “Satisfying breastfeeding relationship” replaces “satisfying relationship” to clearly define the relationship.
2. “Adequate” was changed to “reliable” to make clear that milk production needs to be both adequate to meet the baby’s needs and also responsive to an increased need for more milk.
3. “Milk supply” was changed to “milk production” to recognize that it is the breasts’ ability to produce milk in response to the baby’s needs that is important, not the amount of milk produced.

Revised LAD Resource
LAD Work: Is It for You? - This resource includes information about LAD work and an application for applying to join the department as an ACLA. It can be used as is or adapted to meet the needs of your Area/entity. You will find it on the LAD page of the LLLI website, under LAD Representative Resources: https://www.llli.org/leader-accreditation-department-lad/lad-representative-resources/

Resource added to the LAD web page
Thoughts on Becoming an LLL Leader and IBCLC, which was created in 2015, is now available on the LAD pages under LAD Representative Resources: https://www.llli.org/leader-accreditation-department-lad/lad-representative-resources/. Consider sharing this document when you know someone interested in leadership also wants to become an International Board Certified Lactation Consultant (IBCLC).

Trial LAD Procedure for Applications for Leadership
This procedure is to be followed when an application is received from a candidate who resides outside the country in which the CLA’s Area is affiliated.
The goals of this procedure are:

- to allow candidates for leadership to apply wherever they want.
- to make sure Applicants are aware of Leader requirements in the country/Area/entity where they live.

LAD Council asks all CLAs for whom this procedure applies to implement it until the end of February 2021. After receiving the reporting forms and comments from all CLAs involved with the applications, LAD Council will discuss the results of the trial and implement changes as needed.

Please contact Linda Wieser at wieser.linda@gmail.com or your LAD support person if you have questions about the new procedure and/or the reporting form.

**LAD Procedure: Applications for LLL Leadership**

Most applications for LLL leadership are received by the Leader Accreditation Department (LAD) responsible for the Area/entity where the candidate resides. Whether a potential Applicant attends a Group in person, online, or a totally virtual Group with attendees from different locations or countries, the potential Applicant will typically choose to apply for leadership with the Leaders and Group where rapport has been established.

This procedure is to be followed when an application is received from a candidate who resides outside the country in which the CLA’s Area is affiliated.

**Pre-Application**

When a candidate for leadership chooses to submit an application for leadership outside of the candidate’s country, the Coordinator of Leader Accreditation (CLA) receiving the application will address the following points before accepting the application:

- Make sure the candidate and supporting Leader are aware of all options for applying, including all Areas/entities operating in the locality where the candidate resides.
- Note the reason why the candidate is choosing to apply for leadership outside of the candidate’s Area/entity of residence.
- Contact the CLA for the candidate’s Area/entity of residence and discuss:
  - Options for learning about LLL in the Area/entity of residence and ways to connect with Leaders there.
  - Policies requiring Leaders to belong to the Area/entity of residence.
  - Governmental regulations that impact Leaders.
  - Whether the application was previously submitted to the Area/entity of residence and rejected.

Mutual support, communication, and accountability are encouraged for all who are participating in this pre-application discussion. This includes:

- Working to resolve issues preventing a candidate from applying to the LAD serving the candidates Area/entity of residence.
- Acknowledging that communication with the Area/entity of residence will occur during the application period.
- Consulting with the Director of Leader Accreditation (DLAD) and the relevant Administrator(s) of Leader Accreditation (ALAs), as needed.

**Application Period**

If the candidate chooses to work with a Group/Area/entity outside of the candidate’s Area/entity of residence:
1. The Applicant, corresponding LAD representative, and CLA from the Applicant’s Area/entity of residence will discuss options for how the Applicant can learn about LLL opportunities and regulations within this Area/entity. This may include:
   a. Providing a packet of information about the Area/entity.
   b. Connecting with a local Leader when accreditation is imminent or at an appropriate time during the application.

2. Prior to accreditation, the corresponding LAD representative, supporting Leader and Applicant will discuss options for Leader connections upon accreditation, and remind the Applicant that a Leader connection to the Area/entity operating where the Applicant resides is subject to:
   a. Policies and procedures of that Area/entity and
   b. Regulations of or accountability to the governmental body of the geographical location where the Applicant lives.

**Accreditation**

At the time of accreditation, the LAD representative who has worked with the Applicant will:

1. Notify the Area/entity where the new Leader lives of the change in status, and, if required, have the primary connection for the new Leader listed as this Area/entity.

2. Remind the new Leader that in accordance with the *LLLI Policies and Standing Rules*, Leaders are required to communicate with other Leaders directly impacted by their work. This means coordinating with these Leaders when necessary, regardless of Area, Area Network or Direct Connect Entity to which they or the other Leaders belong.
Dear Carol CLA,

What should be my relationship with supporting Leaders? Some send me reports after each Applicant and others I never hear from. How often should I be communicating with them?

Warmly,
Angela ACLA

Querida Angela,

Todos los martes me reúno en Facebook rooms o sala con las aspirantes que desean e invito a las lideres madrinas a unirse. Las tengo a todas dentro de un grupo que hice en Facebook de orientación al proceso de Lider, si la Lider madrina no puede unirse entonces le envío copia del checklist o la lista de cotejo de la aspirante de lo que se ha hecho con la aspirante. También las tengo en WhatsApp a todas y les envío avisos y comunicaciones por ese medio también.

Tuya,
Carol

Dear Angela,

I meet every Tuesday through Facebook rooms with Applicants who wish to attend and invite supporting Leaders to join. I have them all in a Facebook group about orientation to Leader accreditation. If the supporting Leader cannot join, I send her a copy of the Applicant’s progress checklist or a list of what the
Applicant has accomplished. I also have all of them in WhatsApp and send them notices and communications through that medium, as well.

Yours,
Carol

Gretchen Rivera, Puerto Rico

Dear Angela,

Your question about responsive and non-responsive supporting Leaders brought me back to my early years in the Leader Accreditation Department when I had the same experience – you’re not alone, Angela.

I’ve found when responding to a Leader Applicant’s submission (segment of personal history writing, reading update, topic checklist progress, etc.) I’d write to the supporting Leader at the same time. The Leader is then brought up to date about the Applicant’s recent accomplishment and I have an opportunity to give a word of thanks to the Leader who has helped alongside.

Oftentimes I’ll include an invitation to the Leader to feel comfortable to approach me if she has any questions at any time about how to help the Applicant.

When sending an issue of “Butterfly” (a newsletter for supporting Leaders), I like to refer to a particular article. Or I’ll ask if the newsletter issues have been informative or inspirational; it gently invites a reply.

Sometimes I’ll include something personal in my life – organizing a family barbecue to celebrate a birthday or special gathering or involvement with a recent LLL function or fundraiser. A favourite personal note to include is about my interest in raising monarch butterflies. It fits in nicely with the supporting Leader newsletter titled “Butterfly” (and Leader Applicant newsletter titled “Chrysalis”). For example, “Today I placed three fat Monarch caterpillars munching on milkweed in clear containers. It always excites my grandchildren and co-workers who delight in observing daily growth, then morphing into a chrysalis and some 10-12 days later a Monarch butterfly emerges. In the same way, you offer the Applicant information and support and marvel at the LLL Leader that she becomes.” This type of personal note seems to entice a supporting Leader to respond in kind and may include a description of the leadership preparations being worked on with the Applicant. Rapport is established and regular future communications become easier.

I target sending a brief note to Applicants and Leaders when two months have passed and I’ve not heard from either. It’s a gentle reminder there’s an ongoing application “in the works” and can elicit a brief or detailed update.

Sometimes I sprinkle in appropriate clipart or emojis (a flower, sunshine, happy face, etc.) with the message to add a light touch.
Yours,
Carol

Sylvia Walker
Winnipeg, Manitoba, Canada

Angela,

La relación con las lideres madrinas es de respeto y apoyo. Estamos para facilitarles el proceso de certificación, responderle sus dudas y estimular la formación de nuevas aspirantes. Quizás te sería útil hacer una reunión de lideres o reuniones individuales con cada líder, donde expliques el proceso de certificación y así puedas tener noticias de si llevan un proceso de certificación o tienen dudas de cómo iniciar uno.

Tuya,
Carol

Angela,

The relationship with supporting Leaders is one of respect and support. We are here to facilitate application work, respond to their doubts and encourage the training of new Applicants. You might find it helpful to have a Leaders’ meeting or individual meetings with each supporting Leader, where you discuss the application requirements and find out if they have a plan of what to do or if they are unsure where to start.

Warmly,
Carol

Dania Amador, Panama

Dear Angela,

You've asked a very important question. It seems that you're well aware that typically the application consists of a triangle between the supporting Leader, the Applicant, and the ACLA. Most of your correspondence is, of course, with the Applicant, but we expect the Applicant to be working with the supporting Leader, so we need some kind of feedback from the Leader as well. You don’t need to write to the Leader every time you have contact with the Applicant; the minimum would be self-introduction to the supporting Leader when you begin the application (often it's easy to use the comments that were
written on the recommendation by the supporting Leader and ask for more details or clarification) and a report from the supporting Leader when the Applicant completes the *Preview*.

Additionally, it's very useful to send and receive comments now and then, as a heads-up, on how they're moving along, if any difficulties occur, and any particular circumstances the application might face.

Thanks to technology at our fingertips this kind of contact can take many forms: written reports, phone calls, social media notes, audio messages, etc. Sometimes it's a challenge for the ACLA to find the media that works best for a particular supporting leader. To start off with good communication, you can ask supporting Leaders in the very first self-introduction “letter” how they want to be contacted.

And it's a challenge to find the right balance between supporting the Leader during the application and giving her "extra" work. We all know that everybody's busy. That's why taking advantage of the variety of technology available to us can be a real time-saver for everybody. Sending a 2-minute audio after meeting or corresponding with the Applicant is within most people's possibilities, for example. If you model this kind of contact, you encourage the person to respond in the same way. Acknowledging and appreciating the Leader’s efforts to contact you is also important.

I hope you really enjoy your work as an ACLA. You are so important to the future of mother-to-mother support and LLLI.

WarmLY,
Carol
Laura Laubach
Pamploma, Spain

Querida Angela,

Aca hemos hecho reuniones con todas las lideres para explicar el proceso de acreditación y los pasos! Cada dos o 3 meses aproximadamente dependiendo de como veo los avances les escribo a las aspirantes con copia a las madrinas para que me cuenten en que estan y como poder ayudarlas.. y ahora en cuarentena nos reunimos en zoom todas las lideres y madrinas para aclarar temas y revisar puntos entre todas!

Tuya,
Carol

Dear Angela,

We have had meetings with all Leaders to explain application work and the steps to accreditation! Approximately every two or three months, depending on how I see the progress, I write to the Applicants...
and copy their supporting Leaders asking them how things are going and how can I help them. And now during lockdown we meet by Zoom with all Leaders to clarify issues and review points among all of us!

Yours,
Carol

Carola Estuardo, Chile

Hello Angela,

This is a great question, contact with the supporting Leaders is so valuable in allowing us to really help a Leader Applicant. It sounds like you’ve had a range of experiences already and you are wondering how and if to reach out to those who are not getting in touch with you.

I wonder if it would help to send them a friendly update whenever the Applicant makes some progress on their application with you and use the opportunity to ask for an update in return? Some Leaders may find writing long emails difficult to fit in. Maybe offering a telephone or video call or online chat could be a way to build a relationship as well as being another way to communicate.

You are doing such a valuable role working with Leaders and Applicants, one of the loveliest parts of it can be the people we meet and friendships that develop. You never know if the time you spend talking with a supporting Leader may be the reason she later considers LAD work for herself.

WarmLLLy,
Carol CLA

Clare Davidson
Derby, United Kingdom

Angela,

Es bueno mantener una relación fluida con las madrinas. Puede que les sea más fácil hacerte llegar la documentación si mantienes contacto con ellas, si conversas con las líderes cada cierto tiempo para saber cómo les va (no sólo respecto al trabajo de LLL) posiblemente notes una gran diferencia.

Tuya,
Carol
Angela,

It is good to have a fluid communication with supporting Leaders. It may be easier for them to send you documentation if you keep in touch with them. If you talk with them once in a while to find out how they are doing (not only in respect to LLL work), you may possibly notice a big difference.

WarmLLLy, Carol

Dunia Guerrero, Peru

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**New Abstract**

*Dear Carina CLA,*

*How can we make sure that a potential Applicant meets the prerequisites to applying for leadership if Series Meetings are suspended and only taking place online?*

*Lucy Leader*

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How would you respond? Send your ideas for a reply or an extract you would like to share with other LAD representatives to Linda Wieser at wieser.linda@gmail.com.
Valeria Calderon, Bogota, Columbia

Soy Valeria Calderón, mamá de tres: Sarah, Daniel y David. Vivo en las afueras de Bogotá, la ciudad principal de Colombia con mi esposo y mis hijos. Soy una mamá que trabaja en casa. Trabajo en consultoría como abogada, en temas de salud sexual y reproductiva. Soy fundadora de una compañía que brinda apoyo a programas educativos para comunidades poco privilegiadas y trabajo en programas que apoyan a madres solteras y profesionales de la salud que buscan dar recursos y soporte en iniciativas que facilitan el trabajo en casa.

Soy la creadora AYU, de la muñeca que llevaba a su bebé, la cual paseó por el mundo visitando a algunas líderes para celebrar los sesenta años de LLL.

Considero que los talentos se convierten en potenciales cuando son usados para el beneficio de los demás. LLL me ha dado la oportunidad de hacerlo y de expandir mi liderazgo para promover el bienestar de los bebés y las nuevas familias, especialmente el de la madres, para que puedan recibir información vital y acceso a apoyo en la lactancia.
I am Valeria Calderon, mother of three: Sarah, Daniel and David. I live outside Bogota, the main city of Colombia, with my husband and kids. I am a stay at home working mother. I provide legal advice services related to sexual and reproductive health. Also, I am a founder of a company that supports education programs for underprivileged communities and works for a cross-functional program with single and new mothers and health professionals intended to identify support resources and provide guidance to stay-at-home businesses. I am the creator of Ayu, the doll used for the 60th anniversary of La Leche League that traveled the world visiting some leaders to celebrate!

I think that talents become potentials when they are used for the benefit of others. La Leche League has given me the opportunity to do that, and expand my leadership within the organization, by promoting the well-being of all babies and new families, especially mothers, so that they can receive vital information and access to breastfeeding support.

Kathrin Bühler, Lake Zurich, Switzerland

Zur LLL bin ich durch einen Zufall gekommen, als meine 1 Tochter ca. 4 Monate alt war. Anfangs habe ich nur die Treffen besucht aber schnell war mir klar, dass ich auch gern Stillberaterin werden möchte.

I am Kathrin, 39 years old, married and mummy of 4 daughters (8J, 5J and 2x 2J). Together we live in Switzerland at the beautiful Lake Zurich. I came to La Leche League by chance when my first daughter was about four months old. In the beginning I only attended the meetings, but soon it was clear to me that I would like to become a lactation consultant. I became a Leader in January 2016. Besides the consultations and my meetings, I am also active on the Area Team and in April 2020 I became CLA for LLL Switzerland. I am happy and proud to be a part of the La Leche League family, where I have met many strong women.
Congratulations on your appointment!

Lauree Busch, ACLA, Michigan
Caterina Casot, ACLA, Italy
Claudia Friar Burke, ACLA, Pines and Palmettos
Aracelis Frias, CLA, Carib/Caribbean
Vicky Reynell, ALA, Asia, Africa, and Middle East
Maurizia Sicchirol, ACLA, Italy
Anna Maria Tarchi, ACLA, Italy
Daniela Ulloa, ACLA, Peru & Ecuador
Helping Hands

So many of us spend hours at a keyboard writing to those we are supporting, particularly when we can’t get face-to-face with them. So, our hands aren’t just used for caring physically, they’re used to help us communicate. LAD members were asked to share a photo of their hands, at a keyboard or just having a rest, and tell us about any way their hands showed their history.

My hands show my history through the large veins that exist in them. I have been a pianist for several years and am proud to have strong fingers and the additional circulation structures necessary for piano playing. The wrinkles on my hands have come from living in several countries where I have studied, worked, and adopted all while having a lot of sun exposure. Additionally, my hands enable me to complete arm balances with my yoga, care for my family and complete farm chores. My hands are an invaluable part of my anatomy and daily experience.

Colleen Stadlwieser, ACLA, LLL Alberta, Canada, Leduc Leader
Here is a picture of my hands having just sent off a Statement of Commitment to a Leader Applicant!! And now they are waiting for it to come back signed!! My hands actually DON'T tell the history of today - of which I am very glad about because I did rainbow spaghetti messy play with my children this afternoon and we all got covered in an assortment of colours!!

Hannah Perch, CLA, LLL Great Britain
Everything has been quite challenging for the past few months so my hands seem to be permanently wrapped round a cup of coffee, and they look somewhat the worse for wear! I spent a lot of my time during my Leader application thinking that I’d have to wait till my hands looked nice before I could accredit – then I decided that those I could support would probably have more pressing concerns than whether I looked scruffy.

Helen Lloyd, CLA, LLL Great Britain
The information from the previous SAR is indicated in parentheses. “Length of applications” shows the median length in months; subtotals and LLLI total are averages of the medians. United States refers to LLL Alliance and LLL USA LAD, which supports the LAD in five Area Networks: Garden State, Mosaic, Southern California/Nevada, Texas, US West.

<table>
<thead>
<tr>
<th>LLLI, Ligue La Leche, Great Britain, New Zealand</th>
<th>Leaders</th>
<th>Groups</th>
<th>Applicants</th>
<th>New Applications</th>
<th>Discontinued Applications</th>
<th>Accreditations</th>
<th>Length of Applications (Months)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLL Canada</td>
<td>392 (386)</td>
<td>175 (172)</td>
<td>67 (81)</td>
<td>11 (28)</td>
<td>17 (11)</td>
<td>12 (8)</td>
<td>12.0 (12.0)</td>
</tr>
<tr>
<td>Ligue La Leche</td>
<td>79 (78)</td>
<td>22 (20)</td>
<td>5 (12)</td>
<td>1 (1)</td>
<td>0 (1)</td>
<td>4 (1)</td>
<td>21.0 (21.0)</td>
</tr>
<tr>
<td>Great Britain</td>
<td>236 (220)</td>
<td>81 (81)</td>
<td>117 (104)</td>
<td>39 (30)</td>
<td>13 (16)</td>
<td>13 (16)</td>
<td>15.3 (19.1)</td>
</tr>
<tr>
<td>New Zealand</td>
<td>116 (109)</td>
<td>29 (33)</td>
<td>19 (23)</td>
<td>7 (4)</td>
<td>6 (2)</td>
<td>5 (1)</td>
<td>10.0 (18.0)</td>
</tr>
<tr>
<td><strong>Subtotals</strong></td>
<td>823 (793)</td>
<td>307 (307)</td>
<td>208 (220)</td>
<td>58 (63)</td>
<td>36 (24)</td>
<td>34 (26)</td>
<td>14.6 (17.5)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Europe, Latin America, Asia Africa and the Middle East</th>
<th>Leaders</th>
<th>Groups</th>
<th>Applicants</th>
<th>New Applications</th>
<th>Discontinued Applications</th>
<th>Accreditations</th>
<th>Length of Applications (Months)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Europe</td>
<td>1,190 (1,211)</td>
<td>638 (636)</td>
<td>382 (373)</td>
<td>78 (74)</td>
<td>52 (30)</td>
<td>45 (34)</td>
<td>21.0 (22.4)</td>
</tr>
<tr>
<td>International</td>
<td>331 (328)</td>
<td>153 (153)</td>
<td>50 (63)</td>
<td>14 (11)</td>
<td>8 (4)</td>
<td>15 (9)</td>
<td>15.0 (18.0)</td>
</tr>
<tr>
<td>Latin America L.</td>
<td>368 (340)</td>
<td>186 (208)</td>
<td>147 (158)</td>
<td>30 (28)</td>
<td>22 (15)</td>
<td>8 (22)</td>
<td>15.0 (22.0)</td>
</tr>
<tr>
<td><strong>Subtotals</strong></td>
<td>1,889 (1,879)</td>
<td>977 (997)</td>
<td>579 (594)</td>
<td>122 (113)</td>
<td>82 (49)</td>
<td>68 (65)</td>
<td>17.0 (20.8)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>United States</th>
<th>Leaders</th>
<th>Groups</th>
<th>Applicants</th>
<th>New Applications</th>
<th>Discontinued Applications</th>
<th>Accreditations</th>
<th>Length of Applications (Months)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LLL Alliance</td>
<td>1,063 (1,200)</td>
<td>353 (417)</td>
<td>129 (134)</td>
<td>46 (40)</td>
<td>11 (15)</td>
<td>26 (28)</td>
<td>11.5 (10.8)</td>
</tr>
<tr>
<td>LLL USA LAD</td>
<td>1,375 (1,384)</td>
<td>512 (508)</td>
<td>155 (158)</td>
<td>57 (86)</td>
<td>26 (25)</td>
<td>53 (45)</td>
<td>9.5 (9.0)</td>
</tr>
<tr>
<td><strong>Subtotals</strong></td>
<td>2,438 (2,584)</td>
<td>865 (925)</td>
<td>284 (292)</td>
<td>103 (126)</td>
<td>37 (40)</td>
<td>79 (71)</td>
<td>10.5 (9.9)</td>
</tr>
</tbody>
</table>

| LLLI Total    | 5,150 (5,256) | 2,149 (2,229) | 1,071 (1,106) | 283 (302) | 155 (113) | 181 (162) | 14.5 (16.9) |
# Semi-Annual Report

**Apr 2020**

## Comparison of Four Reporting Periods

**LAD Council**

Abbreviations used are: Canada English (LLLC), Ligue Leche (LLLF) Great Britain (GB), New Zealand (NZ), Asia Africa and the Middle East (AAME). United States refers to LLL Alliance and LAD LLL-USA which supports the LAD in five Area Networks: Garden State, Mosaic, Southern California/Nevada, Texas, US West.

### Leaders

<table>
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<tbody>
<tr>
<td>LLLC, LLLF, GB, NZ</td>
<td>854</td>
<td>850</td>
<td>793</td>
<td>823</td>
</tr>
<tr>
<td>Europe, Latin America, AAME</td>
<td>1,725</td>
<td>1,934</td>
<td>1,879</td>
<td>1,889</td>
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<tr>
<td>United States</td>
<td>2,998</td>
<td>2,659</td>
<td>2,584</td>
<td>2,438</td>
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<tr>
<td><strong>Total</strong></td>
<td>5,577</td>
<td>5,443</td>
<td>5,256</td>
<td>5,150</td>
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### Groups

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<tbody>
<tr>
<td>LLLC, LLLF, GB, NZ</td>
<td>316</td>
<td>298</td>
<td>307</td>
<td>307</td>
</tr>
<tr>
<td>Europe, Latin America, AAME</td>
<td>849</td>
<td>1,013</td>
<td>997</td>
<td>977</td>
</tr>
<tr>
<td>United States</td>
<td>1,046</td>
<td>911</td>
<td>925</td>
<td>865</td>
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<tr>
<td><strong>Total</strong></td>
<td>2,211</td>
<td>2,222</td>
<td>2,229</td>
<td>2,149</td>
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### Applicants

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<tbody>
<tr>
<td>LLLC, LLLF, GB, NZ</td>
<td>226</td>
<td>237</td>
<td>220</td>
<td>208</td>
</tr>
<tr>
<td>Europe, Latin America, AAME</td>
<td>586</td>
<td>590</td>
<td>594</td>
<td>579</td>
</tr>
<tr>
<td>United States</td>
<td>290</td>
<td>294</td>
<td>292</td>
<td>284</td>
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<tr>
<td><strong>Total</strong></td>
<td>1,102</td>
<td>1,121</td>
<td>1,106</td>
<td>1,071</td>
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### New Applications

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<tbody>
<tr>
<td>LLLC, LLLF, GB, NZ</td>
<td>80</td>
<td>58</td>
<td>63</td>
<td>58</td>
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<tr>
<td>Europe, Latin America, AAME</td>
<td>111</td>
<td>128</td>
<td>113</td>
<td>122</td>
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<tr>
<td>United States</td>
<td>114</td>
<td>131</td>
<td>126</td>
<td>103</td>
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<tr>
<td><strong>Total</strong></td>
<td>305</td>
<td>317</td>
<td>302</td>
<td>283</td>
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## Semi-Annual Report
### Apr 2020

### Discontinued Applications

<table>
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<th></th>
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<tbody>
<tr>
<td>LLLC, LLLF, GB, NZ</td>
<td>39</td>
<td>31</td>
<td>24</td>
<td>36</td>
</tr>
<tr>
<td>Europe, Latin America, AAME</td>
<td>72</td>
<td>61</td>
<td>49</td>
<td>82</td>
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<tr>
<td>United States</td>
<td>40</td>
<td>38</td>
<td>40</td>
<td>37</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>151</strong></td>
<td><strong>130</strong></td>
<td><strong>113</strong></td>
<td><strong>155</strong></td>
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</tbody>
</table>

### Accreditations

<table>
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<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>LLLC, LLLF, GB, NZ</td>
<td>54</td>
<td>27</td>
<td>26</td>
<td>34</td>
</tr>
<tr>
<td>Europe, Latin America, AAME</td>
<td>70</td>
<td>92</td>
<td>65</td>
<td>68</td>
</tr>
<tr>
<td>United States</td>
<td>89</td>
<td>76</td>
<td>71</td>
<td>79</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>213</strong></td>
<td><strong>195</strong></td>
<td><strong>162</strong></td>
<td><strong>181</strong></td>
</tr>
</tbody>
</table>
Curious about long-term trends and data? Here are the ten-year LAD International Semi-Annual Reports, recently compiled by LAD Council.
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