



Lala



DEIA quarterly report _____

DIVERSITY, EQUITY, INCLUSION & ACCESS





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CONTEXT CONTEXT CONTEXT



The Latin American Leadership Academy (LALA) is an international organization that promotes sustainable economic development and strengthens democratic governance in Latin America by developing and connecting a new generation of principled and socially innovative leaders. LALA provides three different leadership programs: In-person Bootcamps, Virtual Bootcamps, and The Academy.

As part of the organization's mission, DEIA (Diversity, Equity, Inclusion, and Access) is a top priority in our work throughout the student's journey. LALA provides a socially-impactful, self-development environment that invites students into a lifelong learning community and journey while balancing and aligning ourselves at every step with the DEIA values in our organization.



LALA has gone through extensive and continuous restructuring in the past two years as we focus on bringing in more proximate BIPOC leaders that will lead the change in their communities and countries. Our goals within this restructuring have been to: **1)** increase diversity & representation in the LALA student community and, in turn, **2)** develop structures that systematically remove barriers for underrepresented youth in Latin America.

This report details important aspects of DEIA in our programs in the third quarter of 2022. We want to maximize our impact on the community, improving the spaces offered and enabling Alumni to stay within the ecosystem's opportunities. In doing so, we sought not only to improve the Alumni experience after the end of their courses with us but also to improve the level of engagement overall.



EXECUTIVE summary



our efforts in DEIA have been paying off. LALA's programs have become substantially more diverse and inclusive, as seen in a few key numbers.



In 2022 almost 47% of our new students self-identified as Black; in 2021 only 28% of them did. This shows that we have successfully achieved our goal of bringing more ethnical diversity to our community. When we expanded the indicator to include indigenous and low-income students, we increased from 33% in 2021 to 66.7% in 2022. This increase results from strategic efforts involving partnerships, a dedicated applicant support program, and targeted communications.



DEIA QUARTERLY REPORT



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We saw similar movements in low-income communities and Indigenous students as well, with 66.7% of our new Brazilian students declaring themselves as lower-middle and lower-middle SES and 61.5% of Hispanic American students also stating it, a clear improvement from 2021 when they were only 33%. And 59% of these Hispanic American students identified their ethnicity as mixed or indigenous, a record among our last selective processes. In our most recent cycle of the fundraising program, students were able to raise a total of USD 15,303, with 30.19% of students able to raise 100% of their Bootcamp fee, a result of our teamwork to ensure we would receive students with different backgrounds.



Among the internship and mentoring programs, we have identified a more significant impact on our alums' journey as we have formed teams with a greater diversity of backgrounds, a direct result of our actions to engage and support these groups with the strategic partnerships we have created.

We had more geographical diversity in the program and strong participation of our mentees who come from rural areas (5,8%) or low-income neighborhoods (50,9%), as well as the 29% of our alums who our partner companies hired through our internship program.





We received highly positive responses after a data collection on alum needs; we received highly positive responses where the majority of alums informed us that they feel embraced, represented, and have their opinions heard within our community. In addition, we have received your feedback on improvements and new structures you would like to bring to LALA, which are already being implemented.





ANALYSIS

ANALYSIS

ANALYSIS



For the construction of this report, we consider two top priorities at LALA: The programs that exist to increase diversity & representation in the LALA students community (considered as priority number 1) and the points to develop structures that systematically remove barriers for underrepresented youth (considered as priority number 2).

We carefully analyzed data that reflect our efforts in DEIA in this quarter and that are directly related to the so-called priorities. Related to priority #1, we have:

#1

By 2021, only 28% of our Brazilian students self-identified as Black (black + pardo, in Brazil), while more than 50% of the Brazilian population self-identified as such. In less than one year, we have already balanced this number by almost doubling it, with a difference of 18.4% in addition. When we compare the other indicators, such as indigenous and low-income students (which last year considering Brazilians were 33%, and now is 66.7%), we see similar improvements, doubling or greatly adding to last year's figures.



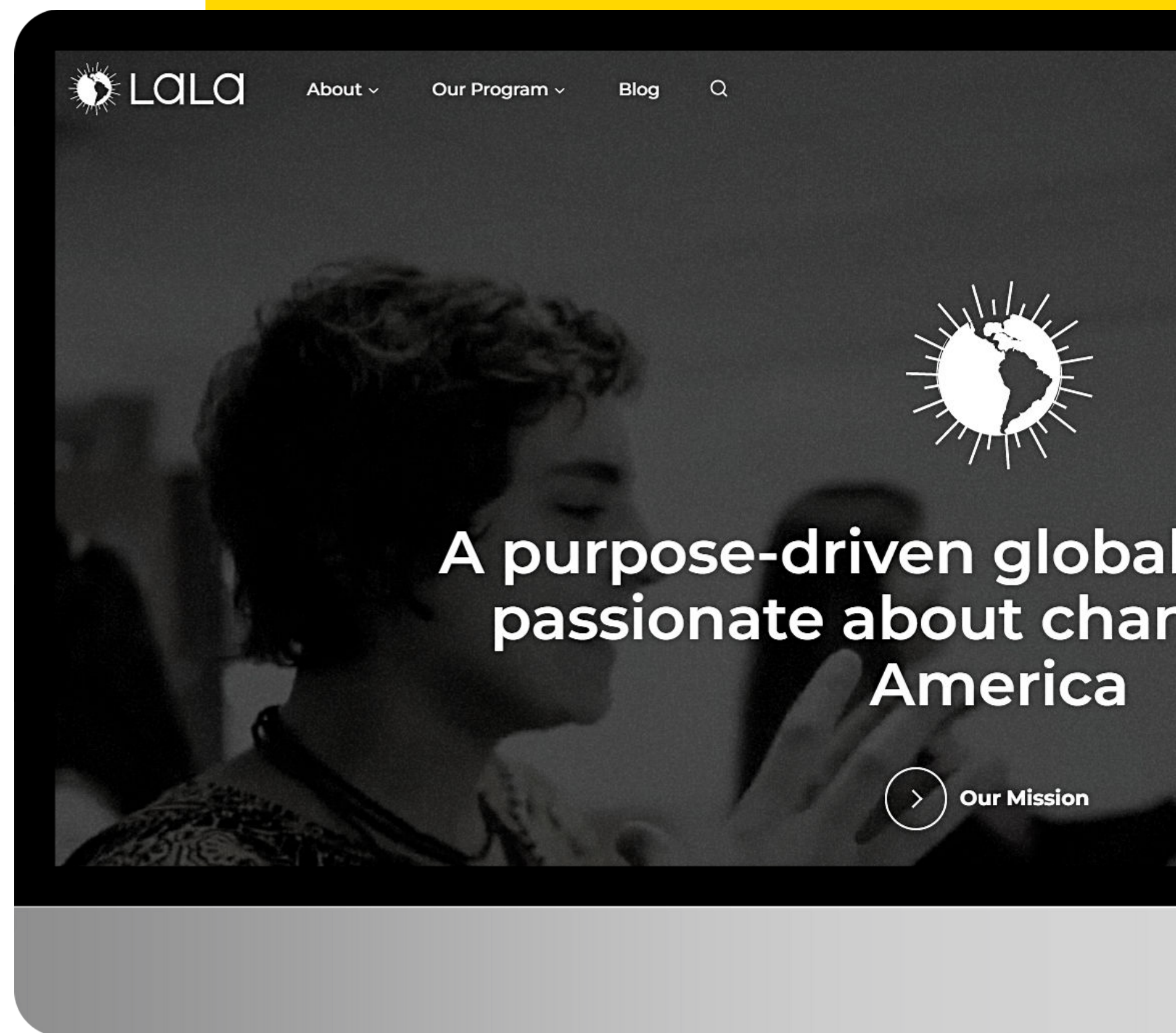
While these numbers are encouraging and achieved after the hard work of several internal areas of LALA, there's still a lot of work to be done in our ecosystem. We want to improve and provide more support for these young people throughout the more than 5,000 extracurricular hours they will enjoy in our community.

The demographic information of the alums who joined us in the V-camps cohorts from the VLB17 cohort until the VLB24 (June 27- Aug 5, 2022) was divided between Brazilians and Hispanic American students.





As a current strategy to bring more young people from these ethnic groups, LALA worked with Yineth Rentería, alumni and part of several Afro-Colombian groups. With this, they identified top organizations and started working with some of them: Fútbol Pazífico and Poderosas. Essentially, these partnerships yielded some candidates as many potential applicants faced problems with technology, the application form, and even barriers coming from their communities, which resulted in several candidates who started the application but could not complete it or who may have had their performance compromised.



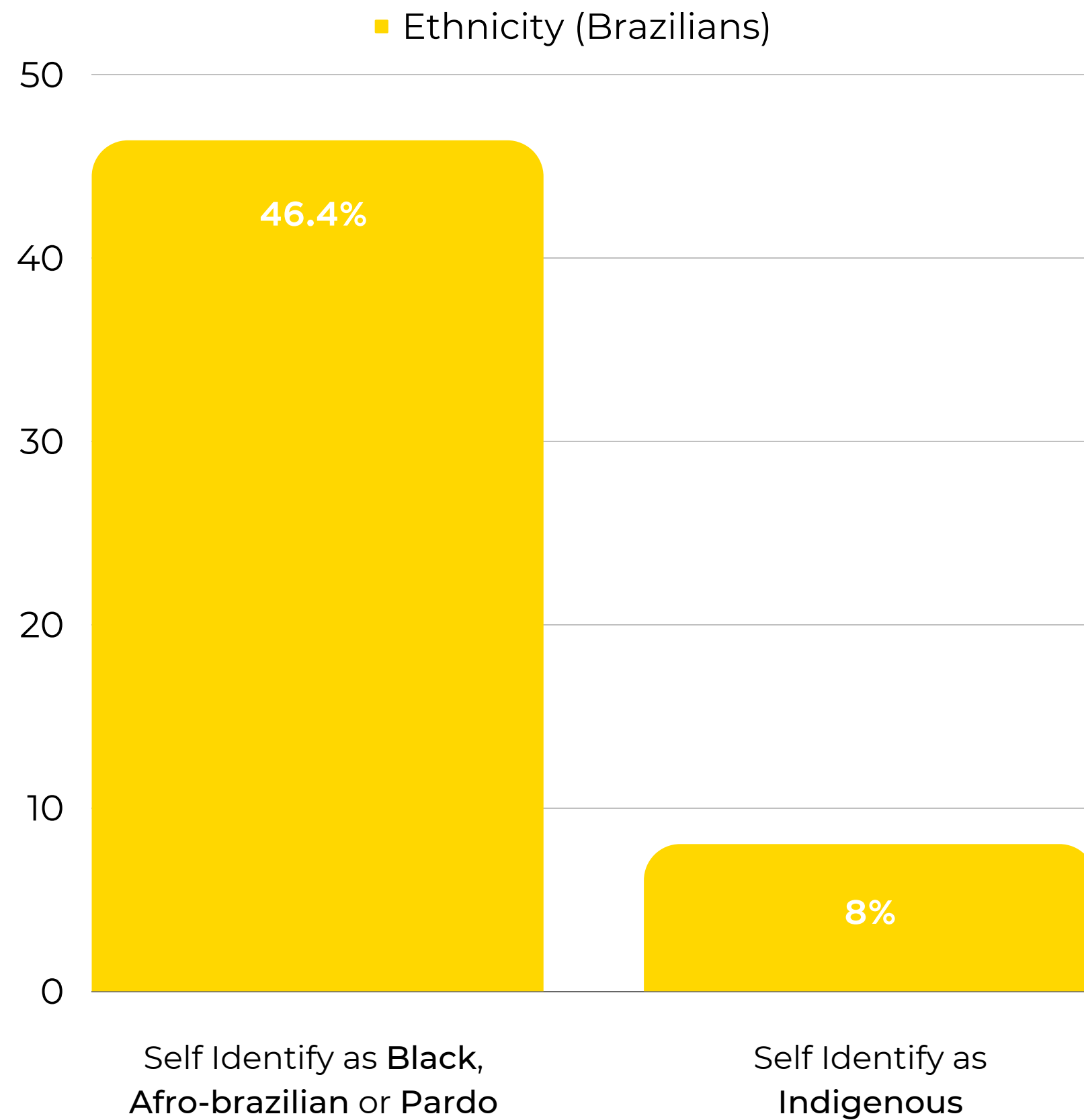


During the last cycle, it was noted that the number of Hispanic students who self-identified as Black+Afro increased by up to 18%, a high number compared to the number of accepted students. In this way, we could identify a strategy for the subsequent cycles to maximize our efforts with the Hispanic applicant support program intentionally.



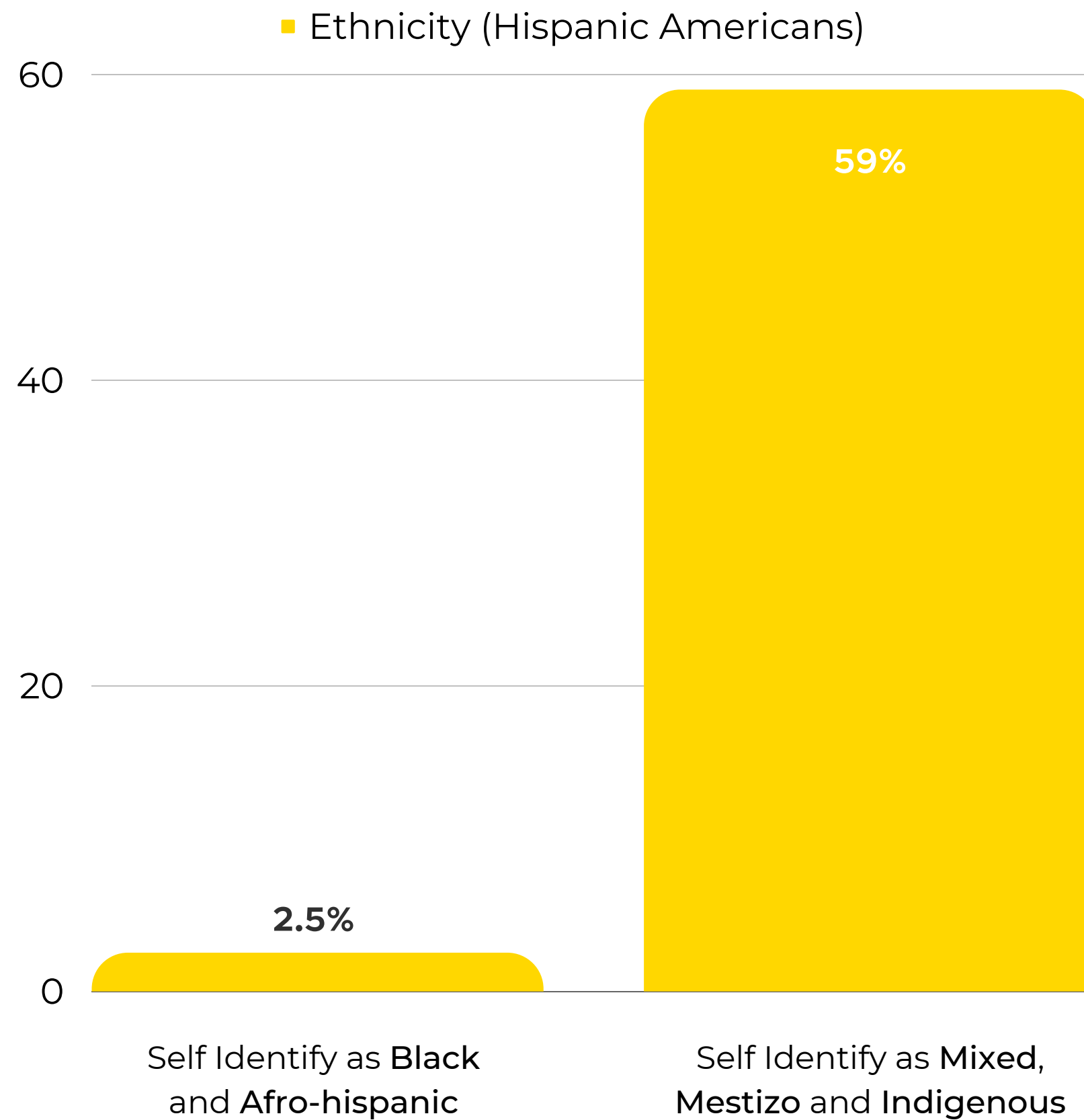


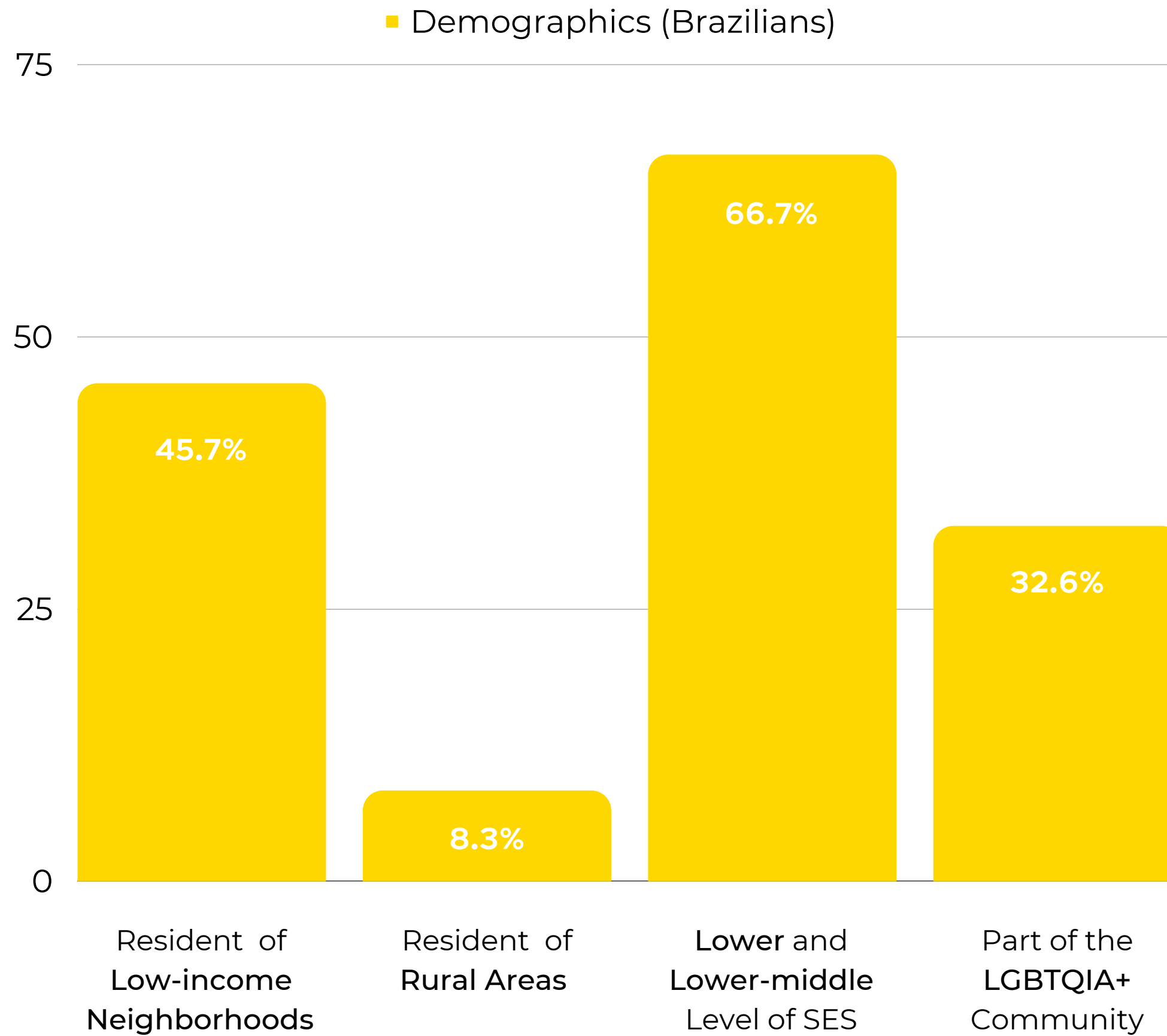
considering the
new **brazilian**
students from 2022





considering the new
hispanic american
students from 2022

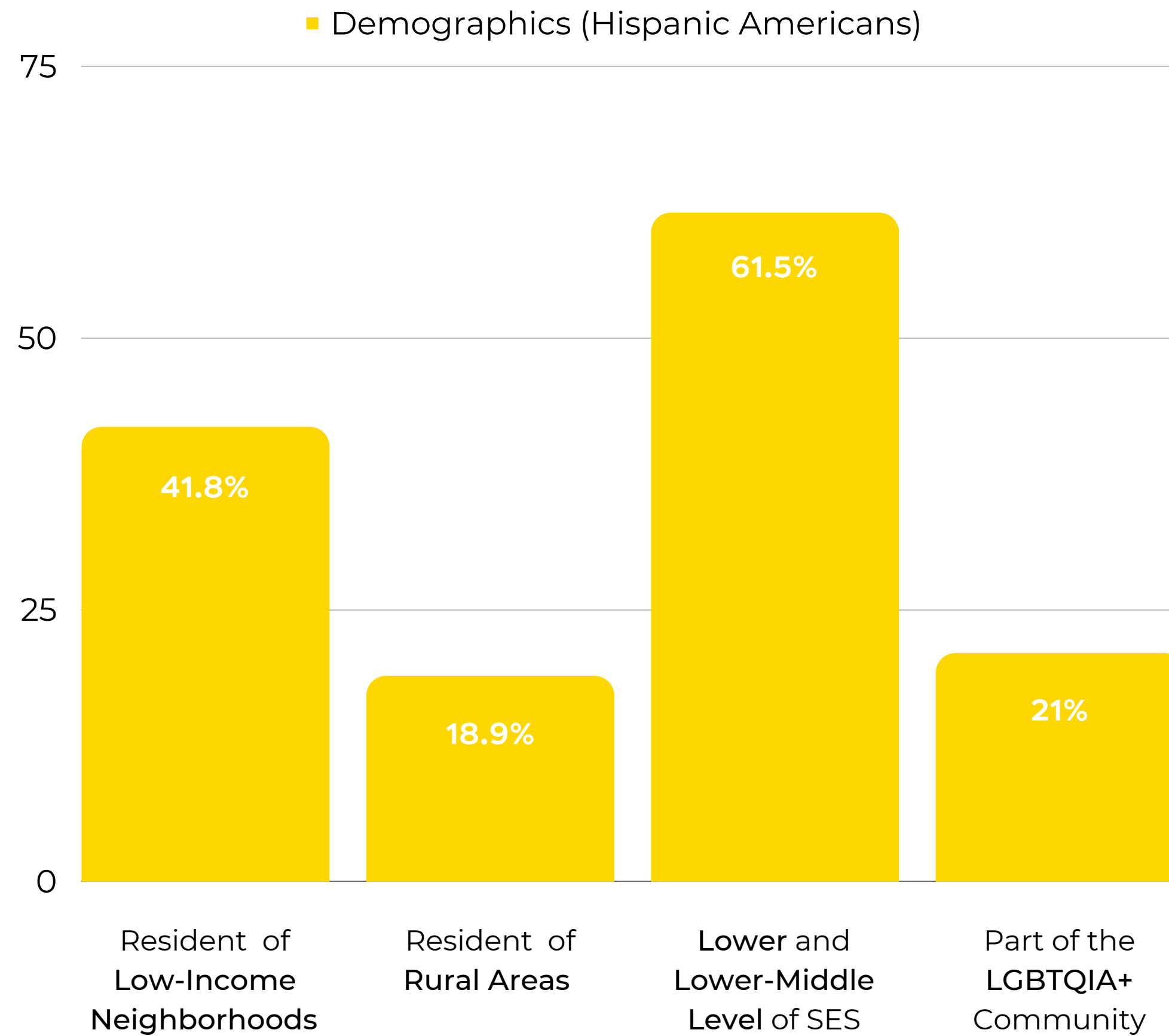


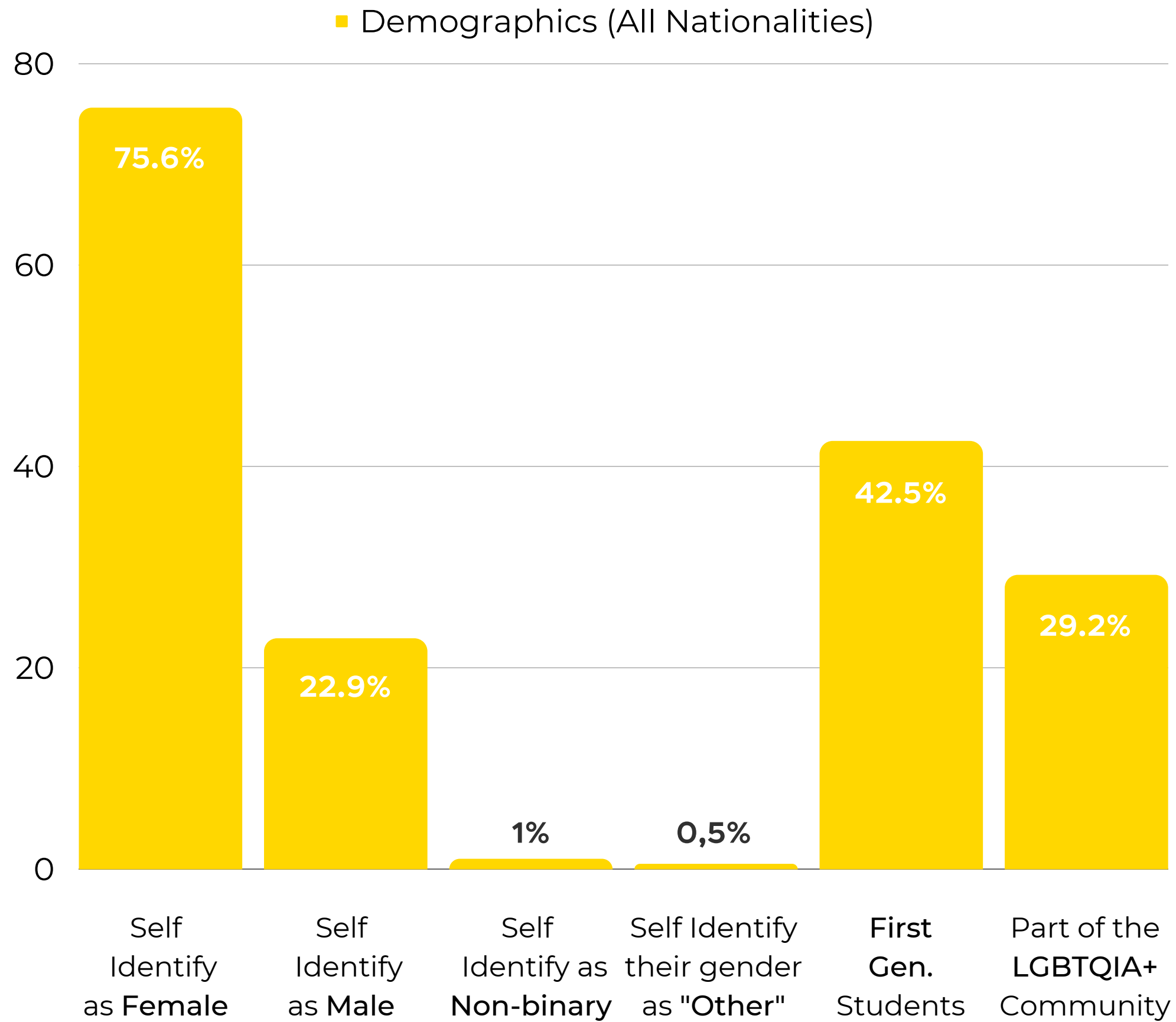


considering the new
hispanic american
students from 2022



considering the new
hispanic american
students from 2022





considering other vital data when we think about bringing more **diversity, equity, inclusion, and access** to LALA



About the program: Offers support to newly accepted students in raising funds to pay for their camp experience. This initiative was born as a response to the higher number of students we started to receive from lower socioeconomic backgrounds that had extra challenges in paying for the V-Camp. Having a diverse collective of students is one thing, but it is another to understand the barriers and difficulties they have faced before even joining our community. That's why we consider it essential to track and offer financial support to our candidates. We noticed that very few educational organizations offer it, so many candidates either try to do it independently or quit the program.

#2

fundraising program

a)



The initiative received the support of 10 Brazilian volunteer mentors who helped guide the students in their fundraising journey. These mentors were alumni who had been through the process of raising money in the past, in this program, or on their own. They kept in touch via other platforms when the students could not join the Zoom call sessions. Several other resources were used for technological needs to ensure that this communication could be done even in cases where the students did not have internet and could always participate; this was a success as many candidates raised the amount even when facing these difficulties.

#2

fundraising program

b)



With an acceptance rate of 37.19% from the applications to the V-camps during the last cycle, the fundraising team had 190 students that applied to receive support from the fundraising team. Actively, 56% of those students followed up on the meetings, the program, and the initiative targets. Considering DEIA, promoting a fundraising program for students while also following the attendance on the Vcamps created an open space for diversity and offered care for those who showed interest. The creation of this program is an active strategy to ensure that we have cohorts with various backgrounds and to help overcome the financial barrier for those young people who could not afford the V-camp.

#2

fundraising program

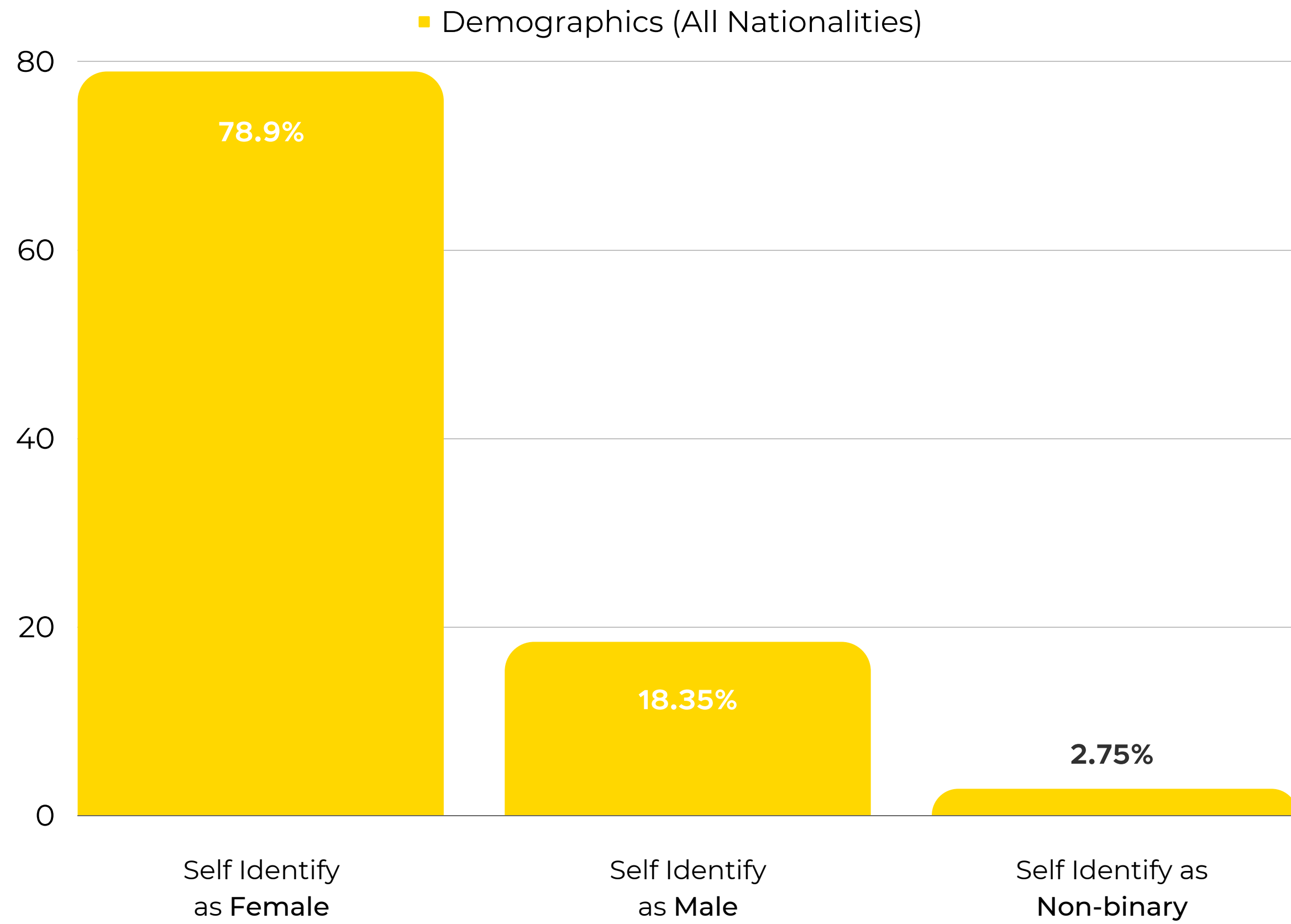
c)



During the cycle, they helped 73 Hispanic students with a diversity of nationalities, such as Peruvian, Colombian, Argentinean, Mexican, Venezuelan, Nicaraguan, and Paraguayan, representing a total of 68,87% of the students in the program; the other 31.13% were Brazilian students. Intentionally there was an effort for students from this group to receive direct support from our staff. The fundraising program managed to make this a reality, with the excellent participation of these young people in the program.

#2

fundraising program



d)



Among the group of students, they ethnically identified themselves as Black, Hispanic, mixed, white, and Indigenous. Considering the demographic data, the program had a strong impact in terms of creating a sense of community and avoiding the loneliness feeling that some students endured in the past since they had communications platforms designed for them, offering a space to share their progress and anxieties on their journey promoting their fundraising campaigns and being economically vulnerable.

#2

fundraising program

e)



Approximately 50% of students raised more than 70% of the amount for their V-camp.

#2

fundraising program

f)



The amount raised by the students was \$15,503.00 (60% of the total goal, \$25,604.00). This represents the effectiveness of the strategy they are implementing when we teach students how to tell their stories and how to invite others to collaborate with them. It also adds a lot of value to the resources and tools that can be useful for LALA in the future but also personally for them if they want to create a similar program for their communities and organizations.

#2

fundraising program

g)



The amount raised is high considering the duration and time of the program, and analyzing the candidates that remained engaged from start to finish, the achievement was even higher. Hence, a possible strategy for the following cycles is to change the program's duration to maximize these results.

#2

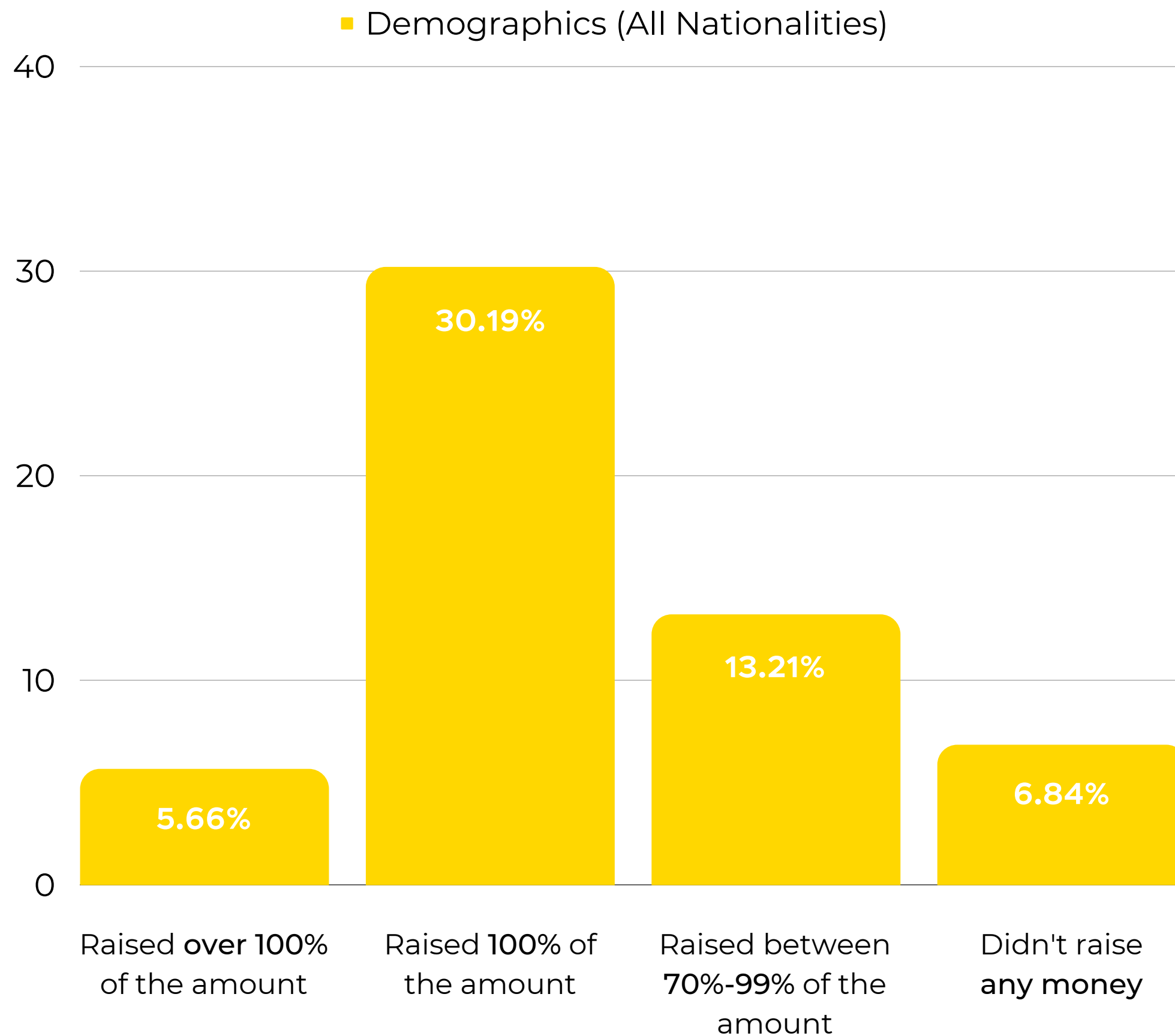
fundraising program



The program itself is for low-income people, so all strategies were focused on making it accessible to various realities of students by keeping everything in writing, with examples or videos. In the future, they plan to improve the program itself to generate even more impact as they consider all participants essential and offer support with different educational methods on how to raise these funds.

#2

fundraising program



related to **priority**
#2, we have...



The Mentorship Program seeks to generate value for mentors and mentees, accelerating our alums' development, enhancing the impact and sustainability of their projects, and allowing our mentors to improve their supportive guidance skills.

#3

mentorship program

a)



On that note, during the 4th Mentorship season that took place from March to July of 2022, they had: There were 104 applications, 59 mentee applications, and 45 mentor applications. Most of them were in Portuguese, and their Spanish applications surpassed the English ones for the first time, possibly due to our efforts to offer more support to Hispanic students.

#3

mentorship program

b)



Thanks to the Arco Institute <> LALA Mentorship Pilot, they received additional applications.

#3

mentorship program

c)



They did not have enough black mentees' applications (only 14% in our community). For the first time, the DEIA department helped to encourage some people from black and indigenous communities to apply.

#3

mentorship program

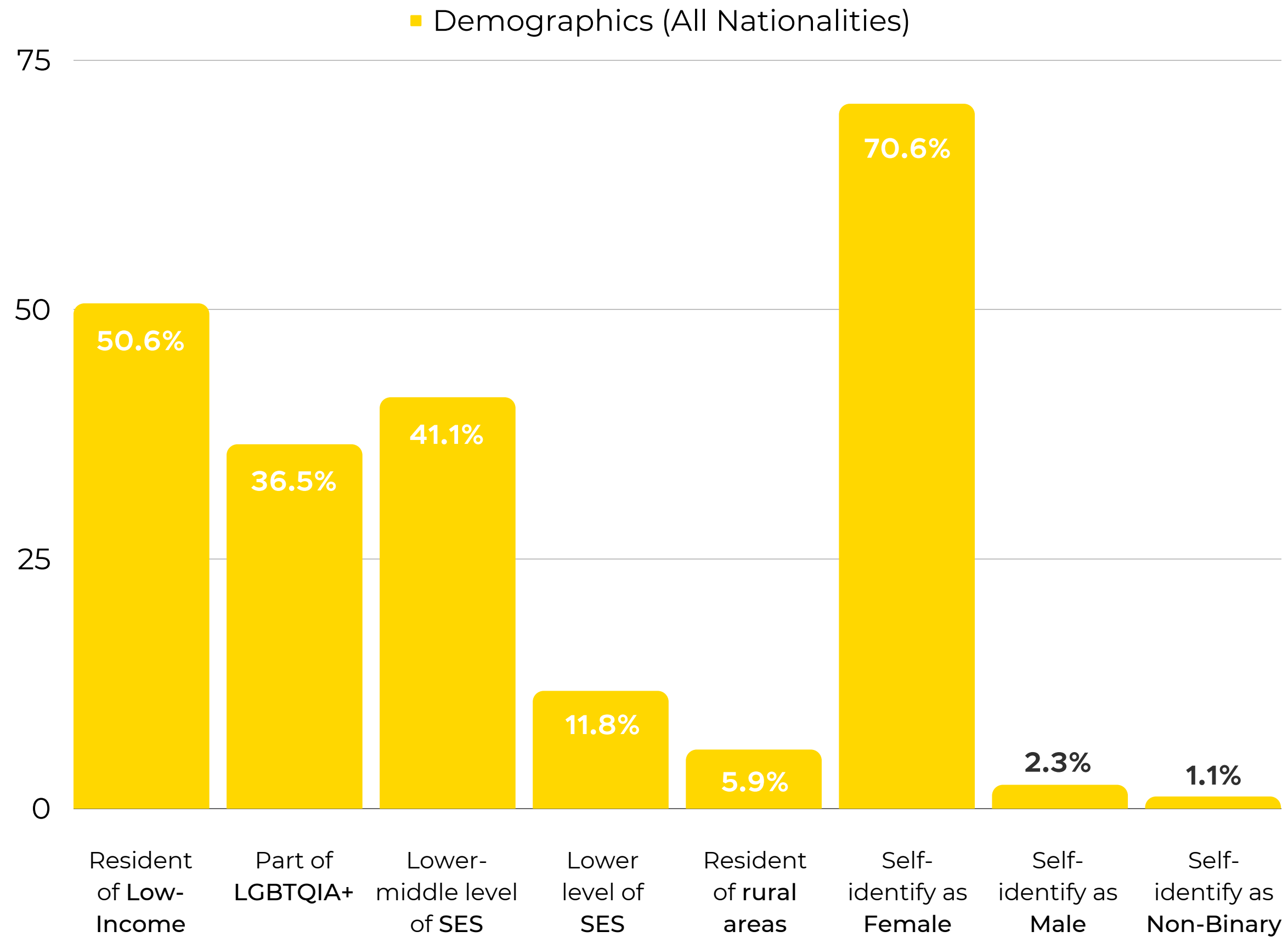
d)



They had seven mentees from an in-person Bootcamp and 34 from V-Camps. They increased their Spanish (9 more) and Portuguese applications (5 more) compared to the last cycle.

#3

mentorship program



among the
entire group
of **mentors**,
16 declared
themselves
as...



The LALA Internship program (May to June of 2022) is a 6 to 12-week part-time internship with a LALA partner organization that offers LALA alums paid work experience. This program aims to connect LALA students to personal and professional development opportunities that contribute to their growth as leaders, broaden their agency to choose among multiple career pathways, and give them opportunities for social mobility.

#4

internship program



Their long-term vision is to systematically reduce barriers and unlock freedoms for our students to pursue high-impact work in their communities throughout Latin America. We understand that many alums have wanted to develop their skills on the job through actual work experiences. That is why we built the initiative that facilitates the beginning of our students' professional lives.

#4

internship program

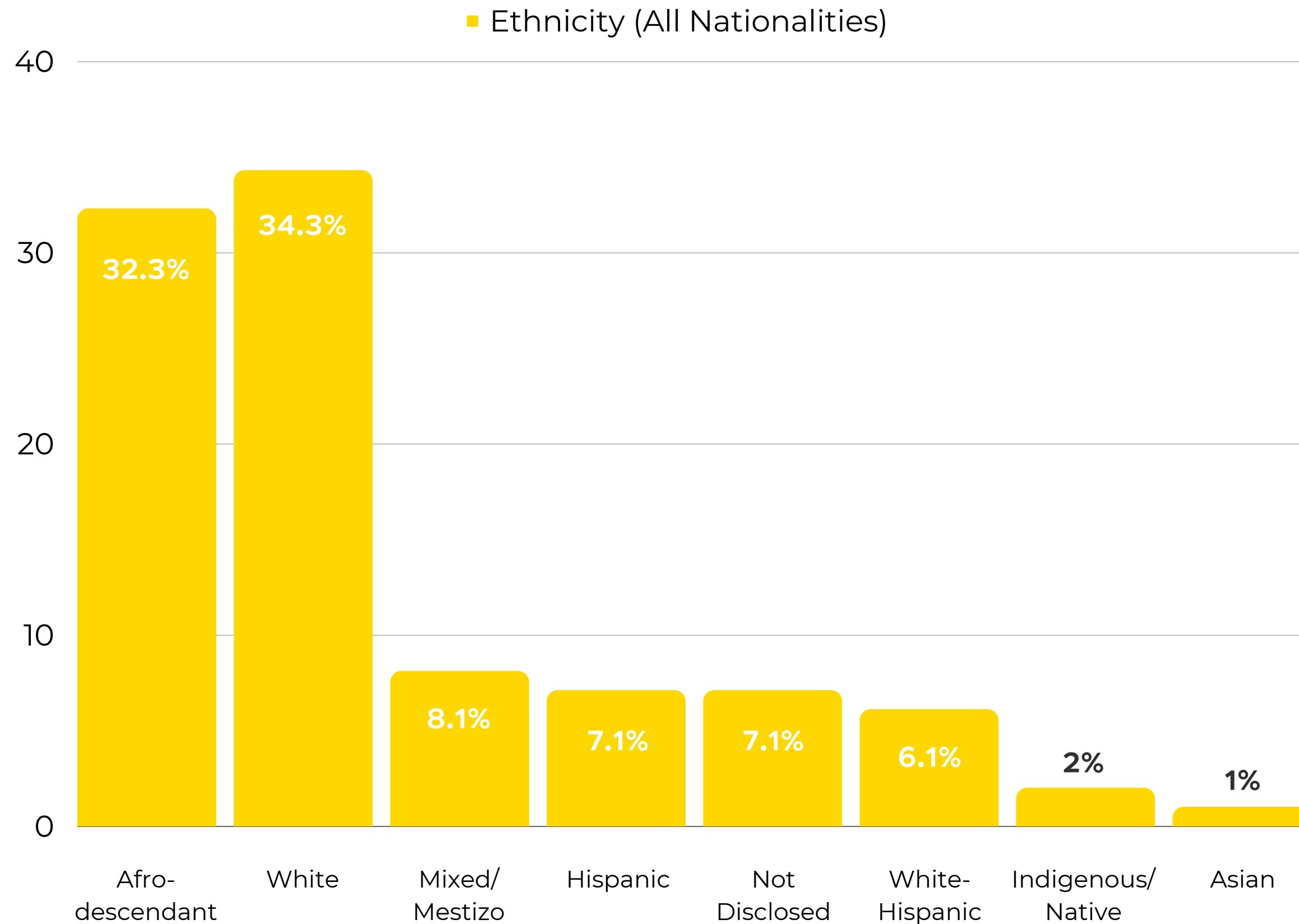
a)



The program helped 99 alums, accepted after our internal selection process during the last cycle. It is essential to point out that their participation in the initiative does not mean that, at that moment, they got an allocation in a job vacancy with one of our partners, as this depends on external availability and processes. So far, 29% of the students have been hired.

#4

internship program



among the
entire group of
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declared
themselves
as...



DEIA Committee wants to re-establish the LALA culture in a way that impacts the community, improving the spaces offered and enabling Alumni to stay within the ecosystem's internal and external opportunities. In doing so, they sought not only to improve the Alumni experience after V-camps and Bootcamps but also to improve the level of engagement overall.

#5

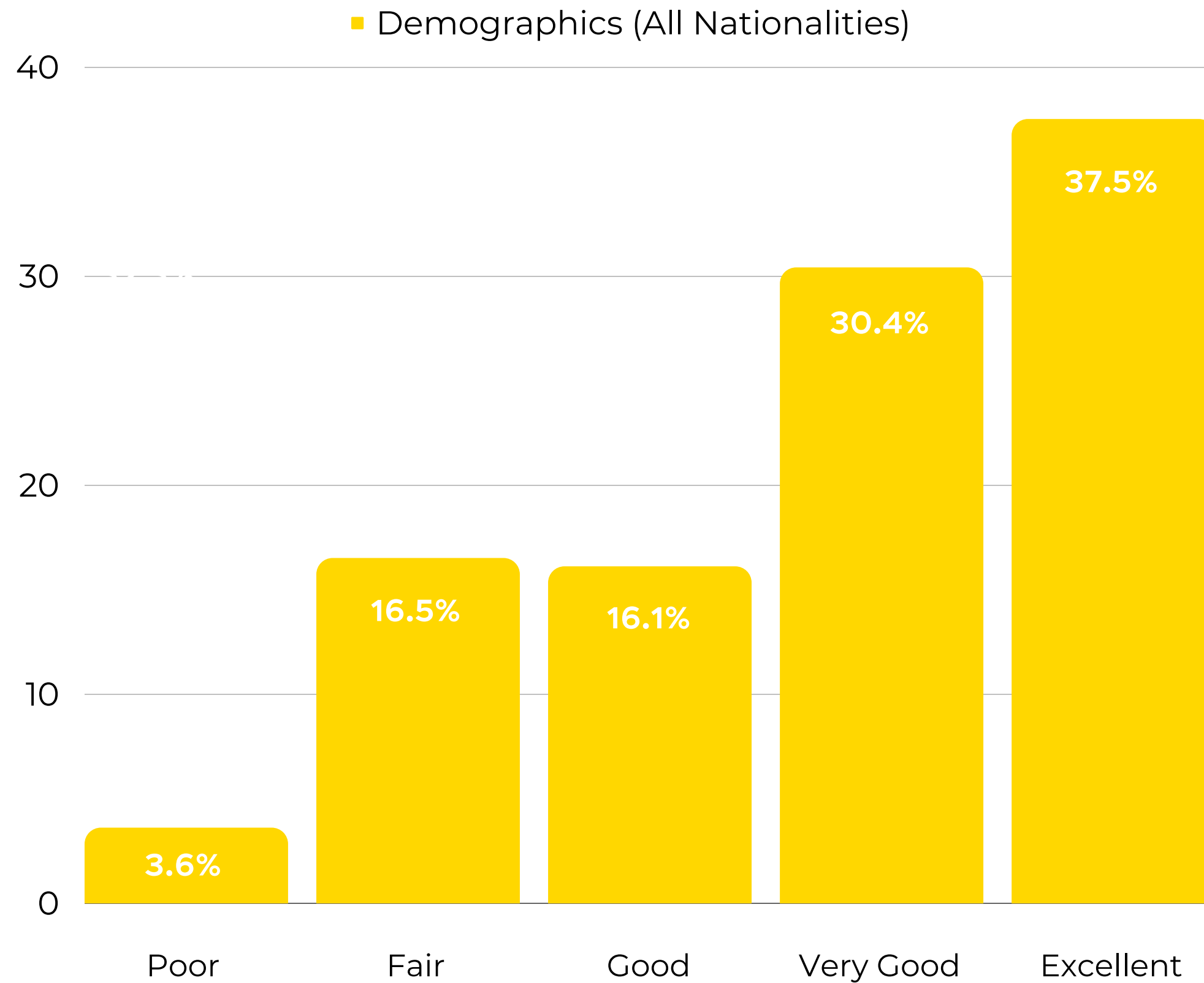
DEIA committee



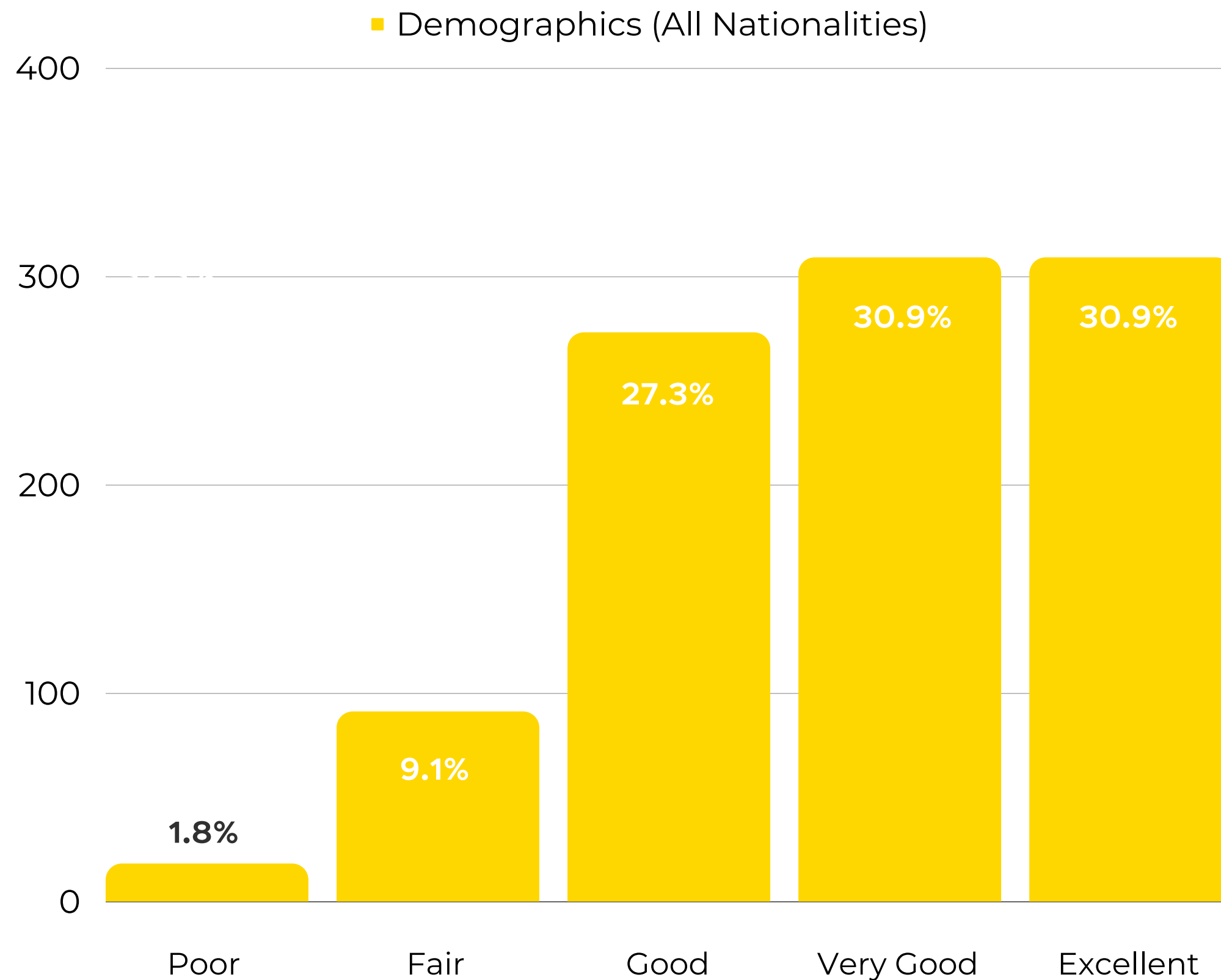
Trying to understand the needs of our community, inquiring about the needs concerning DEIA principles and some open questions in order for our community to express themselves in an anonymous space, they started to collect direct feedback from the most crucial audience when we think about the future of the community and engagement, so that this essential data can be used to build and redesign our community focal points.

#5

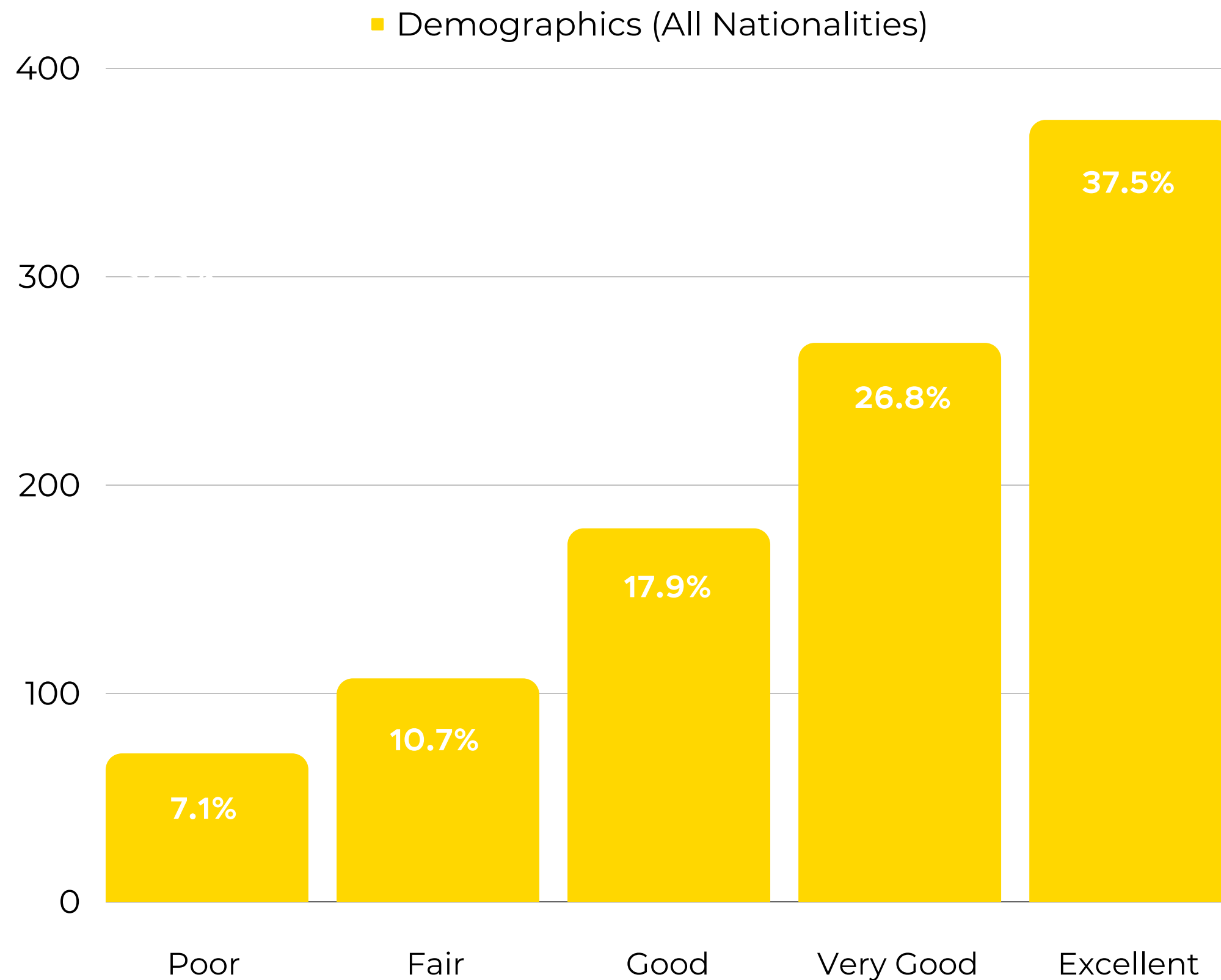
DEIA committee



when mandatorily asked, on a **scale** of **1** to **5**, what grade they would give for how **embraced** they feel within our community...



on a **scale** of **1** to **5**,
how much would
they say that their
opinion currently
matters and
reflects on how the
community
operates...



on a **scale** of **1** to **5**,
how much do they
currently feel
represented within
our internal
initiatives and
opportunities...



They used the NPS (Net Promoter Score) scale to collect this data because they wanted a rough indication of how the alumni experience relates to our community. In addition, optional open-response questions were also asked:

- a) Can you think of a way to make you feel better represented within the alumni community?
- b) What do you think is missing in the community right now for you to feel like you belong?
- c) Is there anything in particular that you would need to change to ensure that your views and needs on the alumni community are being heard?

#5

DEIA committee



It is important to note that some students pointed out that everything is fine and see no changes to be made. And other students did not answer the optional questions that could help us build the next report session. It should also be noted that our response rate was shallow when considering the entire alumni population.

Using the answers from the mandatory and optional questions, the collected data generated a series of lessons.

#5

After summarizing and putting together similar needs in topics that emerged with the replies of the forms in a way that would create the possibility to identify what barriers that topic concerns, they were able to locate these areas for action/change:

- a) Community of Support + Societal/Familial Expectations
- b) Mental Health/Intrapersonal Development
- c) Quality Education: Learning & Skills Development
- d) Career Opportunities
- e) Language (Access to English or Portuguese/Spanish)
- f) Financial Resources



With these areas and barriers assimilated into the responses and data collected, we create new internal strategies to improve the community experience. In addition, we are continuously looking for improvements, so the second round of community collection was made (also aiming to receive a more significant number of responses).

#5

DEIA committee



LESSONS learned



diversity, equity, inclusion, and access

We significantly improved our goals of bringing more Diversity, equity, inclusion, and access to LALA and increasing our impact on alumni's lives after their Bootcamp/V-camp. Although the data in this document show the result of our efforts during the last few months, they also show that there is work to be done. Just as we say that our ecosystem is alive, our role in bringing improvements, new initiatives, and integrations to ensure DEIA within the organization must also be active if we provide a welcoming environment for all.





WHAT HAPPENS now?



This report highlights the analysis and results of the hard work done by our team in 2022, and we believe that everyone has benefited dramatically.

We understand that the alumni community is essential in bringing about the changes that ensure our success in this work.





So we would like each alumni, with the progress we have made over the last few months in mind, to contribute to its future maximization in our daily lives: **Participating** in our nomination matches where you can bring other young people of potential to LALA, **connecting** with partners who can help us reduce barriers our community and candidates may face, **promoting** LALA in your communities to reach more young leaders and grow our impact network, **engaging** in our more than 20 internal programs to ensure a diverse community with a growing and ongoing benefit to all and more.





participate.
connect.
promote.
engage.

Externally to our community, we hope this information will serve as inspiration to those who would like to contribute to our mission of promoting sustainable economic development and democratic governance in Latin America, offering to mentor our students, contributing with donations that can be made through our website, or offering internship opportunities to our community.

