ACADEMIA TRANSICIÓN ENERGÉTICA

LATINOAMÉRICA Y EL CARIBE

IMPACT REPORT

Organized by

UNO.CINCO°

olade ORGANIZACIÓN LATINOAMERICANA DE ENERGÍA

UNIVERSIDAD DE CHILE
Instituto de Estudios Internacionales

Collaborators

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ACADEMIA TRANSICIÓN ENERGÉTICA
LATINOAMÉRICA Y EL CARIBE

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ACADEMIA TRANSICIÓN ENERGÉTICA
LATINOAMÉRICA Y EL CARIBE

The energy transition is not just a technological challenge; it is an opportunity for social, economic, environmental, and cultural transformation that **enables a new way to energize the world and our communities.**

Uno Punto Cinco

INDEX

ACADEMIA TRANSICIÓN ENERGÉTICA
LATINOAMÉRICA Y EL CARIBE

WORDS OF GRATITUDE

We want to express our sincere gratitude to all the individuals and institutions that made the realization of the Latin America and the Caribbean Energy Transition Academy possible.

To our co-organizers, for their commitment, collaboration, and shared vision in building this space for learning and action. To the teaching staff for sharing their knowledge and experience, enriching each session with valuable perspectives.

To the participants, whose enthusiasm, curiosity, and commitment were the driving force of this initiative. Their contributions, reflections, and debates have strengthened the impact of the Academy and contributed to the generation of collaborative work networks in the region.

We also extend our recognition to the organizing and support team, whose effort and dedication made every detail of the Academy possible. Finally, we thank all the organizations and individuals who, directly or indirectly, contributed their time, resources, and energy to make this edition a success.

Let us continue advancing together towards a just and sustainable energy transition in Latin America and the Caribbean!

ACADEMIA TRANSICIÓN ENERGÉTICA
LATINOAMÉRICA Y EL CARIBE

ACADEMIA TRANSICIÓN ENERGÉTICA
LATINOAMÉRICA Y EL CARIBE

Part I

Presentation and Objectives

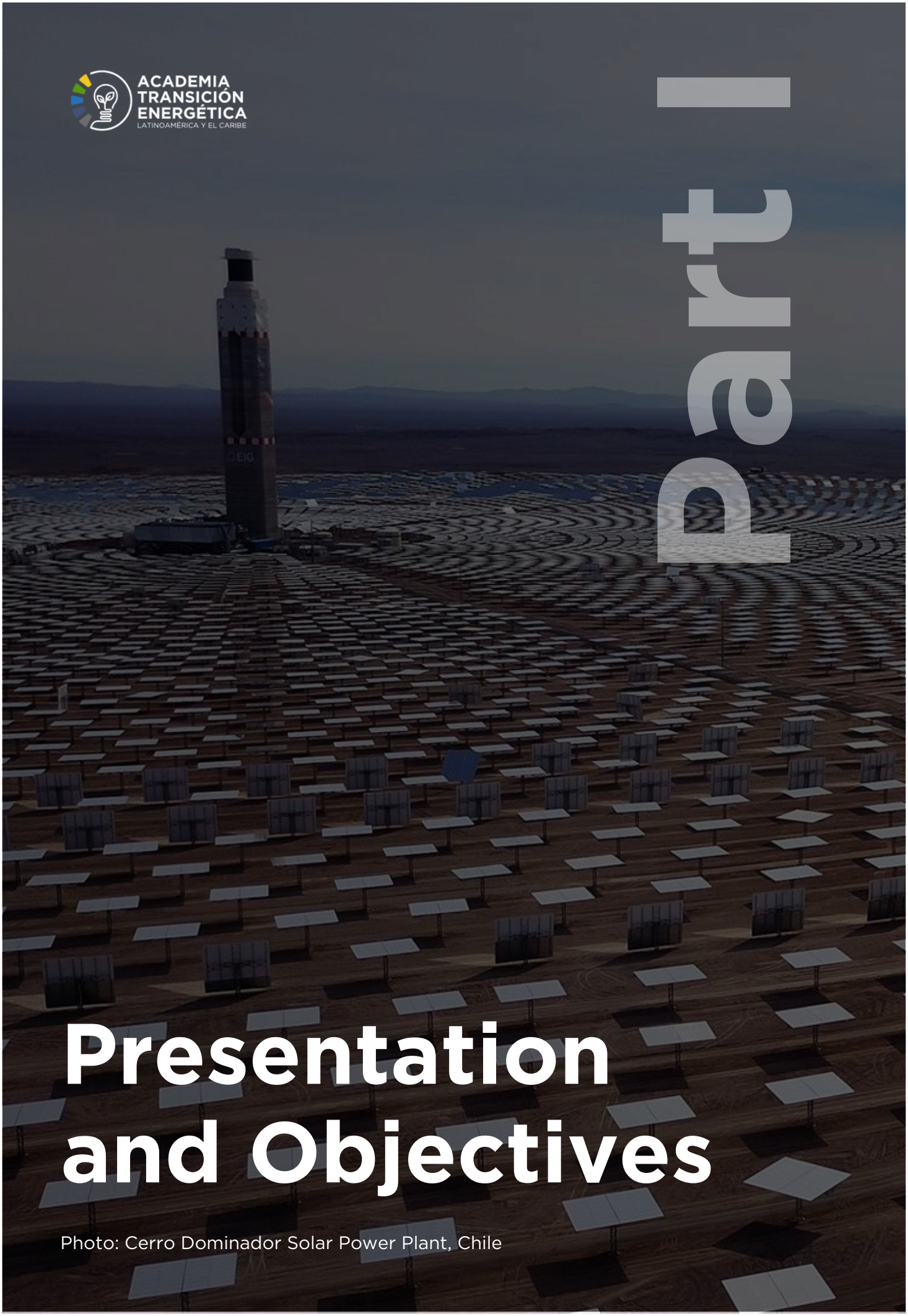

Photo: Cerro Dominador Solar Power Plant, Chile

1. LATIN AMERICA AND THE CARIBBEAN ENERGY TRANSITION ACADEMY

Introduction

The Latin America and the Caribbean Energy Transition Academy is an initiative designed to strengthen technical capacities and expand knowledge about the energy transition in the region. It arises with the purpose of preparing an engaged and actively participating audience in the energy transition, including the process of updating the Nationally Determined Contributions (NDCs) of Latin American and Caribbean countries, within the framework of COP30, to be held in Brazil in 2025.

Main Objectives

The main objective of ATE LAC is to promote citizen participation in the energy transition, seeking their involvement in the various factors and aspects related to the energy transition, creating a comprehensive environment of reflection and learning among students about the development of this transition, which considers environmental, technical, economic, and, above all, social factors, aiming to build a community that accelerates and strengthens a just energy transition in the region and the world.

Organizers

UNO.CINCO°

olade ORGANIZACIÓN LATINOAMERICANA DE ENERGÍA

UNIVERSIDAD DE CHILE Instituto de Estudios Internacionales

Collaborators

Fund

iea

CAF BANCO DE DESARROLLO DE AMÉRICA LATINA Y EL CARIBE

SUSTAINABLE ENERGY FOR ALL

NDC PARTNERSHIP

PÓ LUX Agencia

RedPE Red de Pobreza Energética

Observatório Latino Americano da Geopolítica Energética

youth4 energy

2. CONTENT AND METHODOLOGY

Academic Program

Class 0 Democratizing energy for a just transition	• Inspiration for change • What is JET? • Conscious consumption
Class 1 Introduction to energy	• Energy and development • History and future of energy in LAC • Regional energy policy
Class 2 Energy and climate: Net Zero Emissions	• Energy, emissions, and climate • Net zero emissions scenarios in LAC • Global commitments
Class 3 Just Transition I: Gender	• Gender gap • Labor inclusion and female leadership in energy
Class 4 Just Transition II: Communities	• Socio-environmental impacts of projects • Energy sovereignty and multisectoral collaboration
Class 5 Electric energy production and transmission	• Renewables and electricity generation • Infrastructure and transmission networks • Storage and integration
Class 6 Transport	• Land transport and EV • Aviation • Maritime
Class 7 Energy efficiency	• Fundamentals of energy efficiency • Global goals and challenges • Financing and business models
Class 8 Critical Minerals	• Key minerals for the ET • Circular economy in clean technologies • Global value chains
Class 9 Industry, hydrogen, and low-emission fuels	• Green hydrogen and industrial applications • Potential and regional strategy • Role of CCUS in decarbonization
Class 10 Energy access and energy poverty	• Energy access • Air pollution • Energy affordability
Class 11 Public policies for the energy transition	• Climate and energy policies • International commitments and regional cooperation • Geopolitics and energy diplomacy

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Researcher and Coordinator

FABIO GARCÍA (OLADE)
Associate Specialist

GUIDO MAIULINI (OLADE)
Chief of Staff

2. CONTENT AND METHODOLOGY

Academic Program: Additional Sessions

Webinar CAF: RED Renewable Energy Report	• Just energy transition in Latin America and the Caribbean • Decarbonization of the energy matrix and sustainable electrification • Macroeconomic impacts and green job opportunities
High-level panel How to drive the energy transition in LAC from various sectors?	• Public policies for industrial and residential decarbonization • Development and adoption of clean technologies in strategic sectors • Climate financing and international cooperation mechanisms

FERNANDO ÁLVAREZ (CAF)
Senior Economist

LÍAN ALLUB (CAF)
Senior Economist

MEDARDO CADENA (OLADE)
Technical Advisor, Former Minister of Electricity and Renewable Energy – Ecuador

HANNIA VEGA (OLADE)
Parliamentary Advisor, Member of the team that reviewed and proposed adjustments to Bill 24.139. Former Vice Minister of Telecommunications – Costa Rica

ROSILENA LINDO
Global Climate and Energy Advisor, Former National Secretary of Energy – Panama

Calendar

The Academy was held between September 26 and December 9, 2024, structured in three phases: theoretical sessions were held every Thursday from September 26 to November 21; reinforcement meetings from October 14 to November 11; and final project development meetings from November 18 to December 9.

Month	September		October				November				December	
Week	23-29	30-06	07-13	14-20	21-27	28-03	04-11	11-17	18-24	25-01	02-08	09-15
Sessions	S0	S1	S2	S3	S4	S5	S6	S7	S8			
Reinforcement Meetings				R1	R2		R3	R4				
Final Project Meetings									PF1	PF2	PF3	PF4

2. CONTENT AND METHODOLOGY

Methodology

The program included two types of students:

- **Participant Students:** These students underwent an application and selection process. They received a participation certificate issued by OLADE, the University of Chile, and Uno Punto Cinco upon meeting at least 80% attendance in classes, reinforcement meetings, and final project development sessions, in which they were guided by a facilitator member of the ATE LAC coordination team, in addition to correctly submitting the project.

- **Auditing Students:** These students registered and participated as auditors in all classes. They received an attendance certificate upon completing a brief final test on the energy transition.

Category	Enrolled	Characteristics	Type of Certificate	Certification Requirements
Participant Students	380	Participate in 8 meetings with other students to develop the final project and reinforce the academy	Graduation Certificate	80% attendance in classes
				80% attendance in reinforcement and final project meetings
		They have a facilitator who guides them in their meetings		Correct submission of the final project
		Students enabled to participate and interact in the 11 classes		
Auditing Students	3.094	Students attend the 11 classes through live broadcasts	Attendance Certificate	Complete an online test

2. CONTENT AND METHODOLOGY

Study Plan

The Academy implemented a participatory educational approach, structured in three complementary instances: 8 theoretical sessions taught by renowned experts; group reinforcement meetings that included debates, task development, and analysis of readings recommended by the teachers, in addition to the preparation of summaries of each class; and meetings dedicated to the development of an integrative final project. To facilitate access and participation, digital tools such as Zoom and YouTube Live were used, along with online learning platforms, providing updated and relevant information on the energy transition.

<table>
<tr><td rowspan="3">Languages</td><td colspan="2">Spanish</td><td rowspan="3">To ensure access in these three languages, simultaneous translation services were offered in all sessions.</td></tr>
<tr><td colspan="2">Portuguese</td></tr>
<tr><td colspan="2">English</td></tr>
<tr><td rowspan="2">Meetings</td><td>4
reinforcement
meetings</td><td>Among students of various nationalities</td><td>Development of class summaries and exchange of opinions
Support material: Presentations, complementary readings, and proposed exercises</td></tr>
<tr><td>4
final work
meetings</td><td>Among students of the same nationality</td><td>Development of a final work: energy profile of a country and analysis of the state of the energy-focused NDCs of a country</td></tr>
<tr><td rowspan="3">Sessions</td><td colspan="2">Each session consists of 2 classes, except sessions 6, 7, and 8</td><td rowspan="3">All sessions were held online, broadcast simultaneously through Zoom and YouTube Live</td></tr>
<tr><td>8
sessions</td><td>Each session lasts 90 minutes</td></tr>
<tr><td>11
classes</td><td>Each class lasts 40 minutes, except classes 11, 12, and the high-level panel, which last 90 minutes</td></tr>
</table>

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Part II

Results and Impact

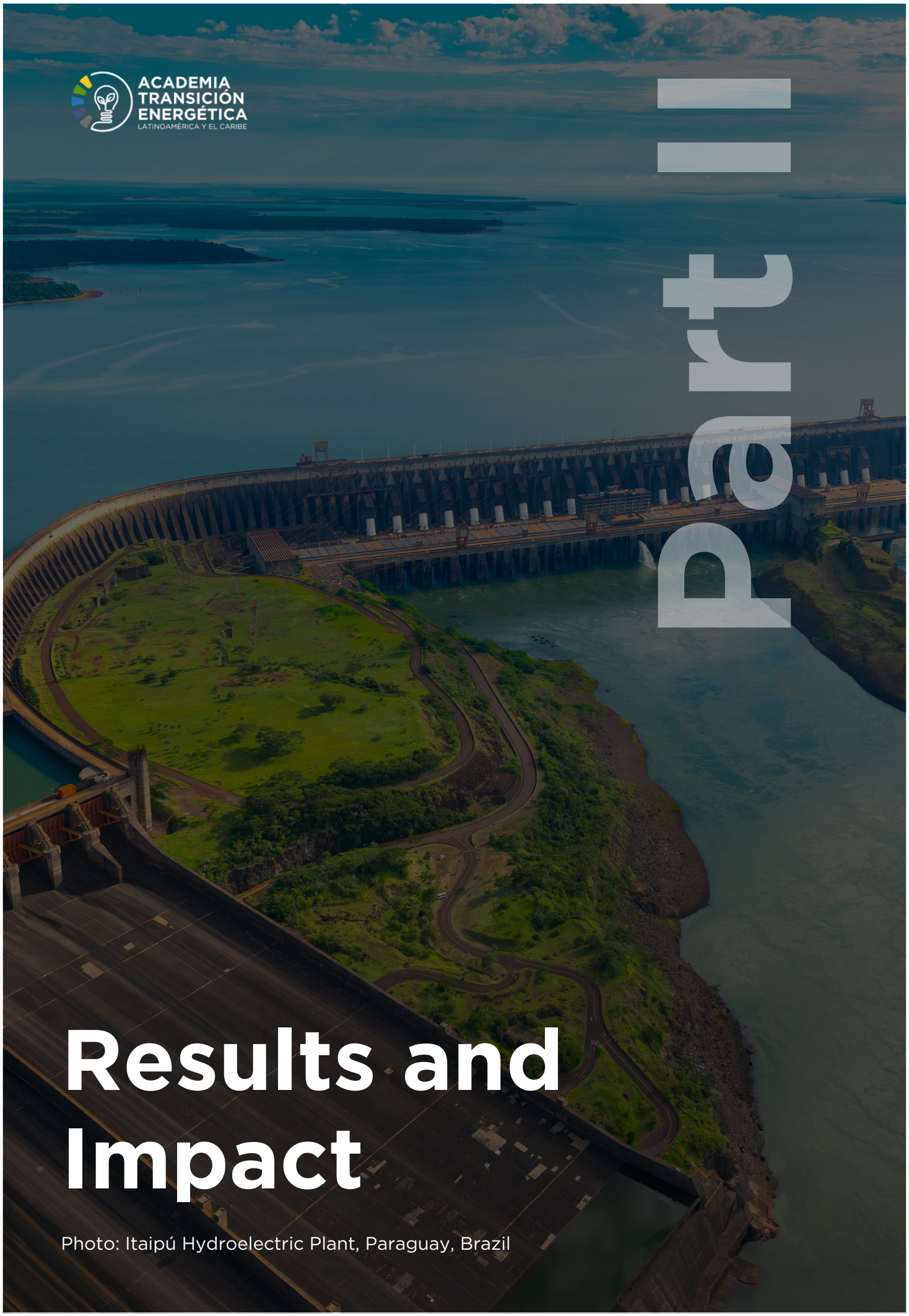


Photo: Itaipú Hydroelectric Plant, Paraguay, Brazil

3. RESULTS AND IMPACT

Total Number of Participants

The Academy achieved significant global participation, with 3.474 people enrolled from 56 countries. Of the total enrolled, 35% (1.229) applied as active participants, while 65% (2.245) registered as auditors.

3.474 Enrolled Students

56 Countries worldwide

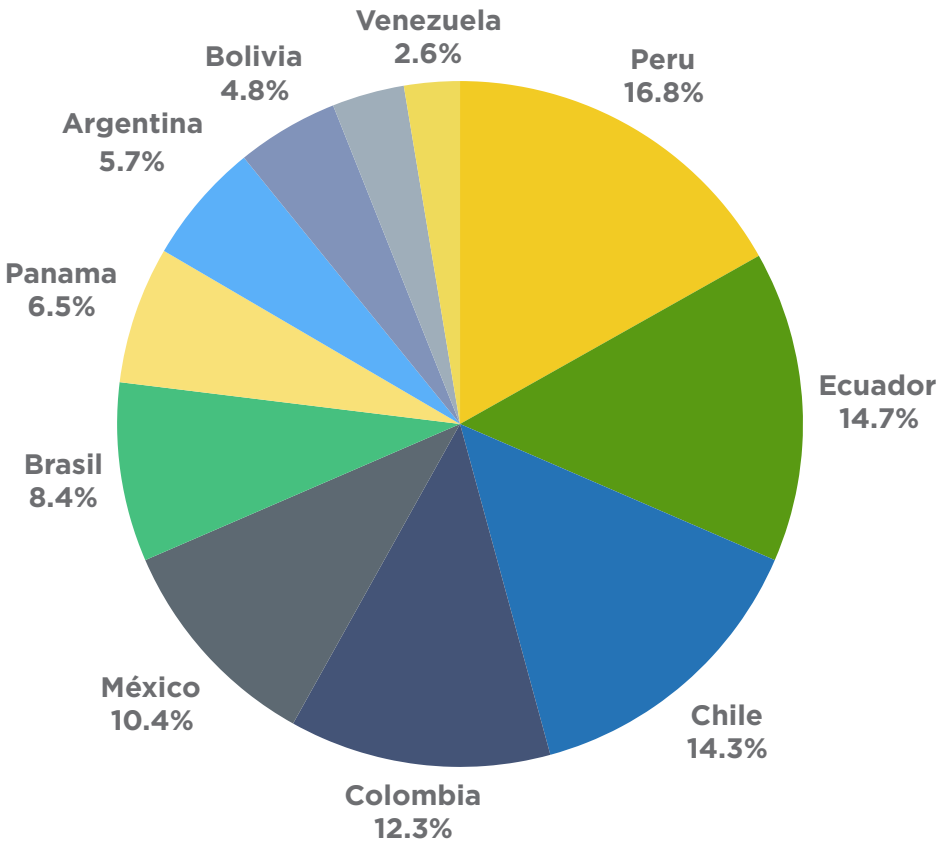
35% Applicants in the "participant" category (1.229)

65% Enrolled in the "auditor" category (2.245)

Participants' Profile

Ranking of enrolled by country

Proportion of enrolled by country



3. SCOPE AND PARTICIPATION

Demographics

This edition was aimed at countries in Latin America and the Caribbean; however, it also attracted interest from other regions of the world. Below, we show applications from countries outside the top 10 with the most enrolled people and outside the intended geographic area, such as:

América: El Salvador, Honduras, United States, Costa Rica, Cuba, Uruguay, Canada, Trinidad and Tobago, Curaçao, Dominican Republic, Suriname, Nicaragua, and Jamaica.

Africa: Nigeria, Rwanda, Mauritius, Sierra Leone, Morocco, Comoros, South Africa, Cameroon, Ghana, Tanzania, Ethiopia, Uganda, and Kenya.

Asia: Pakistan, Iraq, China, India, and Vietnam.

Europe: Norway, Ireland, Belgium, Russia, Italy, and Spain.

Oceania: Australia.

Gender

The academy had balanced participation of men and women, reflecting efforts to achieve significant female participation, considering the low representation of women commonly found in the energy sector.

48%
(1.654 people)

52%
(1.820 people)

Age

Most participants were in the **26-35 age range**, with a special interest in young professionals and students.

Youth: 2382	
18 - 25	23% (791)
26 - 35	46% (1.591)

Young adult: 949	
36 - 45	18% (609)
46 - 55	10% (340)

Senior adult: 143	
56 - 77	4% (143)

Education Level

Participants presented a wide range of educational levels, from **university students (196)** to **professionals (3.278)**, some with **master's degrees (456)** and others with **doctorates (12)**, with experience in areas related to energy, climate change, and public policies.

3. SCOPE AND PARTICIPATION

The ATE LAC 2024 call received applications from diverse profiles, highlighting a strong presence of professionals in the engineering field (53.5%), technicians (27.9%), and students (5.2%). Relevant groups of lawyers, economists, and educators were also identified, evidencing the interdisciplinary nature of the initiative and its capacity to attract talent from multiple sectors.

Students: 196 (5.6%)

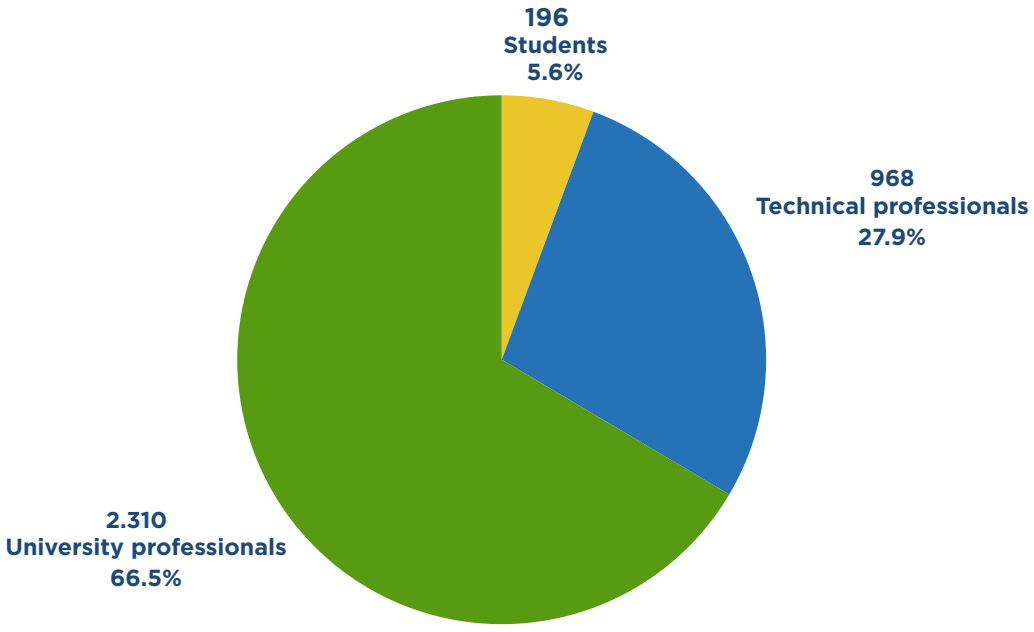
Technical professionals: 968 (27.9%)

University professionals: 2.310 (66.4%)

Composition of university professionals

- **Geographers**: 7 (0.2%)
- **Physicists**: 12 (0.4%)
- **International Relations**: 87 (2.5%)
- **Anthropologists**: 3 (0.1%)
- **Engineers**: 1.845 (54%)
- **Psychologists**: 7 (0.2%)
- **Lawyers**: 159 (4.5%)
- **Educators**: 50 (1.2%)
- **Chemists**: 13 (0.4%)
- **Economists**: 91 (2.3%)
- **Communicators**: 36 (1.1%)

Proportion among students, university professionals, and technicians



3. SCOPE AND PARTICIPATION

Areas of Participation

Sector: Participation included individuals from sectors such as government, non-governmental organizations (NGOs), private companies, academia, and local communities.

Government: 200 (5.8%)

Academia: 176 (5.1%)

NGOs: 52 (1.5%)

Local communities: 1.749 (50.3%)

Private companies: 1.297(37.3%)

Note: "Local communities" includes participants not affiliated with formal institutions, such as community leaders, members of local cooperatives, or citizens participating in a personal capacity.

Occupation: Participants included both technicians and energy specialists, as well as environmental activists and advocates, allowing for a holistic view of the energy transition.

Technicians and energy specialists: 1.296 (37.3%)

Environmental activists and advocates: 1.746 (50.2%)

Public officials: 200 (5.8%)

Academics and researchers: 174 (5%)

Students: 196 (5.6%)

Note: The total exceeds 3,474 registrants because some participants combine more than one profile and were therefore counted in more than one category, in addition to prioritizing their most representative role, reflecting the multiplicity of their professional roles.

Motivation and Expectations

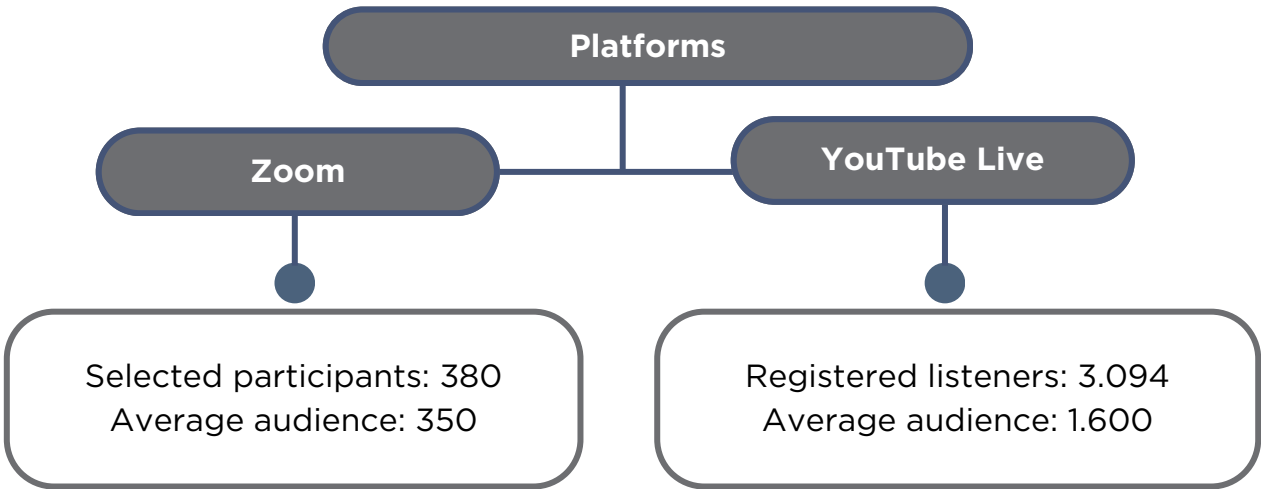
Participants showed great interest in understanding the challenges and opportunities presented by the energy transition in their respective countries, especially on issues related to **energy justice**, r**enewable energies**, and **inclusive public policies**. Many sought to expand their knowledge to apply practical solutions in their communities and work areas.

3. SCOPE AND PARTICIPATION

- **Interest in the challenges and opportunities of the energy transition**: 2,804 participants (80.7%) sought to thoroughly understand the energy transition in their countries and acquire a broad view of its problems and solutions.
- **Energy justice**: 66 participants (1.9%) expressed a desire to promote a just energy transition, prioritizing equity, universal access, and social justice.
- **Renewable energies**: 41 participants (1.2%) showed interest in delving into specific technologies such as solar, wind, or hydrogen.
- **Inclusive public policies**: 109 participants (3.1%) indicated interest in learning about regulatory frameworks and energy governance with a focus on social inclusion.
- **Practical application in communities**: 64 participants (1.8%) sought to bring concrete energy solutions to their local communities.
- **Application in work areas**: 278 participants (8.0%) intended to apply the knowledge acquired in their respective work fields.
- **Professional growth**: 112 participants (3.2%) aspired to strengthen their competencies and opportunities in the energy sector.

Participation

Throughout the academy, participants showed a high rate of involvement in sessions, debates, and collaborative activities, reflecting a commitment to learning and action around the energy transition.



4. EXPERIENCES AND IMPACT

Main Learnings Acquired

Citizen participation and governance: Emphasis was placed on the role of civil society and the importance of influencing energy decision-making.

Network generation and collaboration: Strengthened ties between participants, experts, and organizations, creating a community of action in the energy transition.

Technological challenges and opportunities: Explored advances in renewable energies, storage, and digitization of the energy system.

Relevance of energy justice: Highlighted the importance of ensuring that the energy transition is equitable and inclusive, avoiding leaving vulnerable groups and communities behind.

Comprehensive understanding of the energy transition: Participants acquired a holistic view, considering not only technical and economic aspects but also social and environmental impacts.

Knowledge about policies and regulations: Students gained a better understanding of the normative and regulatory frameworks governing the transition in the region.

Exchange of regional experiences: Encouraged learning among countries, allowing the sharing of best practices and lessons learned.

4. EXPERIENCES AND IMPACT

Facilitator Testimonials

TRINIDAD VALENZUELA
CHILE
UNO PUNTO CINCO

My experience at the Academy was very enriching and special, as I was able to learn a lot from the students and the situation in their countries.

***The Academy was a great opportunity to share perspectives, problems, and solutions from different corners of Latin America**. It was incredible to learn about their realities and current contexts. Thank you very much for the opportunity, as well as for everyone's participation and cooperation!*

*Coordinating student groups from 11 different countries reaffirmed something fundamental: **the energy transition in our region is not just a technical challenge but a collective project that demands dialogue, innovation, and, above all, commitment**.*

*My role as a facilitator was more than supporting activities or policy analysis like the NDCs. It was an exercise in mutual learning, weaving networks between diverse perspectives, and building together knowledge that transcends borders. The exchanges with students from such different realities but with common goals reminded me that **the energy future of Latin America depends on our ability to work as a team and prioritize inclusive and sustainable solutions**.*

KAUANO MOREIRA
BRASIL
OLAGE

4. EXPERIENCES AND IMPACT

Facilitator Testimonials

ORIANA CHERINI
ARGENTINA
OLAGE

"The energy transition must be driven by a dual logic: bottom-up and top-down, ***promoting intersectoral dialogues*** *and a sustainable development logic for the communities involved."*

JULIO OLIVEIRA
BRASIL
OLAGE

"The energy transition is more than a necessity; ***it is an opportunity to shape a sustainable and innovative world****."*

IMARA GAMBOA
CHILE
MAE

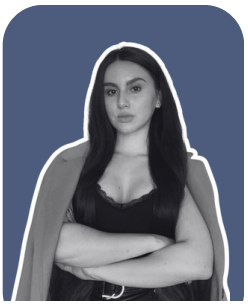
*"****This type of initiative drives a just energy transition*** *in which we can all be part."*

CAIO RODRIGUES
BRASIL
OLAGE

*"****Leading passionate teams allowed me to grow in leadership*** *and deepen my knowledge about the energy transition."*

FERNANDA JAMET
CHILE
UNO PUNTO CINCO

"This experience is a great motivation to continue learning about the energy transition and ***foster collaboration in Latin America and the Caribbean****."*



CATALINA ADAOS
CHILE
UNO PUNTO CINCO

*"****Education is a fundamental pillar*** *to ensure a just energy transition in Latin America and the Caribbean."*

NICOLE MIRANDA
CHILE
UNO PUNTO CINCO

"The only recipe for what's coming is to face it together, ***promoting dialogue, cooperation, and collective learning*** *as engines of change."*

SIMÓN MARTINEZ
CHILE
UNO PUNTO CINCO

*"****A just energy transition and constant training*** *in this field* ***are essential*** *for a more sustainable and resilient future."*

4. EXPERIENCES AND IMPACT

Facilitator Testimonials

SILVANA GARCÍA
PERÚ
YOUTH4ENERGY

*"**I discovered the impact we can generate** by taking on the challenge of leading the energy change."*

STHEFANY SUELDO
PERÚ
YOUTH4ENERGY

*"The energy transition is our responsibility and **a legacy for future generations**."*

LIANA MUÑOZ
PERÚ
YOUTH4ENERGY

*"The energy transition is necessary to achieve a sustainable future, but it **requires awakening in each of us the ability to dream** and build it."*

KAREN GARCÍA
CHILE
MIE UC

*"**We are driven by the same dream**: a more sustainable future."*

To access the full testimonials, visit www.unopuntocinco.net/ate

4. EXPERIENCES AND IMPACT

Student Testimonials

MURILO MICENO FRIGO
BRASIL
(Electrical Engineer, MSc. in Electrical Engineering, PhD in Bioenergy, Lecturer - Federal Institute of Mato Grosso do Sul IFMS)

__My experience at the academy has been transformative.__ The knowledge acquired and the practical tools provided have boosted my professional and academic development.

I am pursuing a PhD on energy transition, and __the classes have greatly contributed to incorporating a Latin American-focused vision into my studies__, addressing energy justice issues and establishing various connections in the region. I am grateful for the collaborative environment and constant support I have received, __which has allowed me to reach new levels of excellence in my career__.

During the academy, I had the privilege of learning from exceptional speakers, leaders in their field, and interacting with brilliant participants who shared their perspectives on the challenges and opportunities to achieve just energy transitions in Latin America. __This space was a reminder that, although our region faces great challenges, it also has unique resources, technical and human capacities, and a huge opportunity__ to position itself as a leader in these transformations.

__As someone who studied a master's degree in Europe, this Latin America and Caribbean-centered approach was especially refreshing__. It contrasts with Eurocentric discourses that often underestimate our capacity, instead reinforcing the narrative of a Latin America with potential and resilience.

CARLA SAHORI SEEFOÓ JARQUÍN
MÉXICO
(Renewable Energy Engineer, Innovation Analyst - Mexican Center for Innovation in Solar Energy CeMIE-Sol)

4. EXPERIENCES AND IMPACT

Student Testimonials

MARIANA CARRASCO CHILE

"Exploring the regulatory, institutional, and international policy dimensions of the energy transition ***was an invaluable opportunity****."*

(International Analyst - NGO FIMA)

MADELEINE MUÑOZ COLOMBIA

*"****This course is at the forefront of global trends in energy*** *transition, preparing leaders to propose change policies."*

(Lawyer - Department of Energy and Mining Law - U. Externado)

EDISON POGO ECUADOR

"Delving into energy policies and sustainable strategies ***strengthened my commitment to energy solutions in the region****."*

(Electrical and Electronic Engineer, Active expert / Future Energy Leader - WEC)

MARÍA ALEJANDRA FUENTES PANAMÁ

*"****Exchanging knowledge and strengthening commitment*** *to the energy transition in Latin America* ***was the most valuable****."*

(Lawyer MSc. in Renewable Energies, Regulatory Advisor for NCRE projects)

CARLOS CABRERA BOLIVIA

*"****The exchange between countries was crucial*** *to drive a just and sustainable energy transition."*

(Technical Advisor in Energy Transition - GIZ, Bolivia)

KAIRÓS CHUNG PANAMÁ

"A just energy transition ***must generate opportunities and leave no one behind.****"*

(Student of Energy and Environment Engineering)

ICOANA LAÍS BRASIL

"Learning about efforts to replace fossil fuels in Latin America ***strengthens the design of public policies****."*

(Energy Engineer and MSc. in Energy and Sustainability, Founder - H2Todos)

RENATA ALBUQUERQUE BRASIL

*"****Racial and gender diversity among students points to progress*** *toward a more representative energy future."*

(PhD in Political Science, Researcher - Global Political Analysis Laboratory)

4. EXPERIENCES AND IMPACT

Student Testimonials

ANDRÉS CAMARGO
COLOMBIA

*"Working alongside talented colleagues **motivates me to continue contributing** to a more sustainable future."*

(Researcher in Renewable Energy Integration - UREMA, Colombia)

JUAN DAVID ESPINOSA
COLOMBIA

*"Expanding the regional vision and sharing experiences in energy transition **will positively impact my career**."*

(Electronics Professional, Consultant in NCRE)

NATALIA ALARCÓN
CHILE

*"Connecting realities to accelerate the energy transition **reinforces our common goal**: a more sustainable future."*

(Civil Engineer in Energy and Environment and MSc. in Engineering Sciences with a mention in Energy and Environment - UAI)

OMAR CORDERO
MÉXICO

*"The energy transition requires **addressing technical, social, and economic aspects collaboratively**."*

(Student of Geophysical Engineering)

JORGE BRAVO
ECUADOR

*"**Connecting with professionals from the region** and learning about real initiatives **strengthened my vision** of the energy future."*

(Mechanical Engineer, Researcher - National Polytechnic School)

HANNIA VEGA
COSTA RICA

*"**Promoting local solutions and understanding global trends** is key to a sustainable energy transition."*

(MSc. Regional Consultant in Market Competition)

PAULINA RAMÍREZ
CHILE

*"Learning from experts and **sharing with colleagues from the region was fundamental** to understanding the energy transition."*

(Civil Electrical Engineer, Manager at CVE Chile and Researcher at the Energy Center U. of Chile)

SOFÍA DONATTI
URUGUAY

*"Building energy solutions with social impact **reinforces equity and sustainability in our region**."*

(Energy Professional)

4. EXPERIENCES AND IMPACT

Student Testimonials

ALEX BERNARD
PARAGUAY

"Addressing the challenges of the energy transition ***requires regional cooperation, innovation, and climate commitment****."*

(Environmental Engineer – Solar Energy Paraguay)

NUVIA GANDARILLAS
BOLIVIA

"The ***diversity of participants and facilitators strengthened synergies*** *towards energy sustainability."*

(Coordinator of Alliances and Projects at the Sustainable Finance Hub; LCOY Bolivia)

MARTÍN ARIAS
REPÚBLICA DOMINICANA

"Integrating technical, social, and regulatory aspects allowed for ***defining strategies for a sustainable energy future****."*

(Electrical Engineer, Senior Transactions Analyst – National Interconnected Electric System Coordinating Body)

GABRIEL SÁNCHEZ
REPÚBLICA DOMINICANA

"Raising awareness about regional energy commitments is ***essential to building a cleaner future****."*

(Electrical Engineering Student)

FERNANDO PLAZAS
COLOMBIA

"Developing national energy projects was an opportunity to ***update knowledge and propose best practices****."*

(Petroleum Engineer, MSc. in Industrial Engineering, Consultant – Climate Compatible Growth)

OSAMI DOKU
COLOMBIA

"Energy literacy and the use of critical minerals are ***pillars of the energy future****."*

(Electrical Engineer, Shift Supervisor – Caribbean Coast Energy Control Center, Colombia)

FÁTIMA SANDOVAL
GUATEMALA

"Multicultural interaction ***strengthened my commitment to contribute to energy sustainability projects****."*

(Environmental Engineer, Climate Change and Sustainability Analyst – Green Development)

DANIELA OSORIO
BRASIL

*"****Latin America has great potential in the energy transition****, which should be harnessed through regional integration."*

(Economist, MSc. in Public Policy and Development, Audit Analyst – Itaipu Parquetec)

4. EXPERIENCES AND IMPACT

Student Testimonials

LILIAN GEORGE
HONDURAS

*"Delving into renewable energies and energy poverty **inspires me to continue building innovative solutions.**"*

(Industrial Electrical Engineer – General Directorate of Electricity and Markets of the Ministry of Energy)

CAROL CRUCES
PERÚ

*"**Understanding the regional energy ecosystem motivates active involvement** in building a sustainable future."*

(Industrial Engineer, Project Engineer – UNNA Energía)

ANA PAULA DE SOUZA
BRASIL

*"Updating knowledge about the energy transition **strengthens the ability to contribute locally and regionally**."*

(Bioenergy Researcher, PhD in Energy and Environment – ISP)

JUAN CARLOS ROJAS
VENEZUELA

*"The interaction of different educational levels **enriches the teaching-learning process** in energy transition."*

(Mechanical and Industrial Engineer, Lecturer – ULA, Venezuela)

FREDDY AGUILAR
BOLIVIA

*"Sharing experiences on friendly energy transitions **is key to new environmental policies**."*

(Bachelor in Social Communication Sciences – Bolivian Nuclear Energy Agency)

IVANIA AGUIRRE
ECUADOR

*"**Analyzing the current context of Ecuador and the region drives contributions** to the energy transition."*

(Electrical Engineer)

ANDREA TORRES
ECUADOR

*"An integral and collaborative approach **is essential to drive sustainable energy systems**."*

(MSc. in Renewable Energies, Future Energy Leader – WEC)

CAROLINA BRAGA
BRASIL

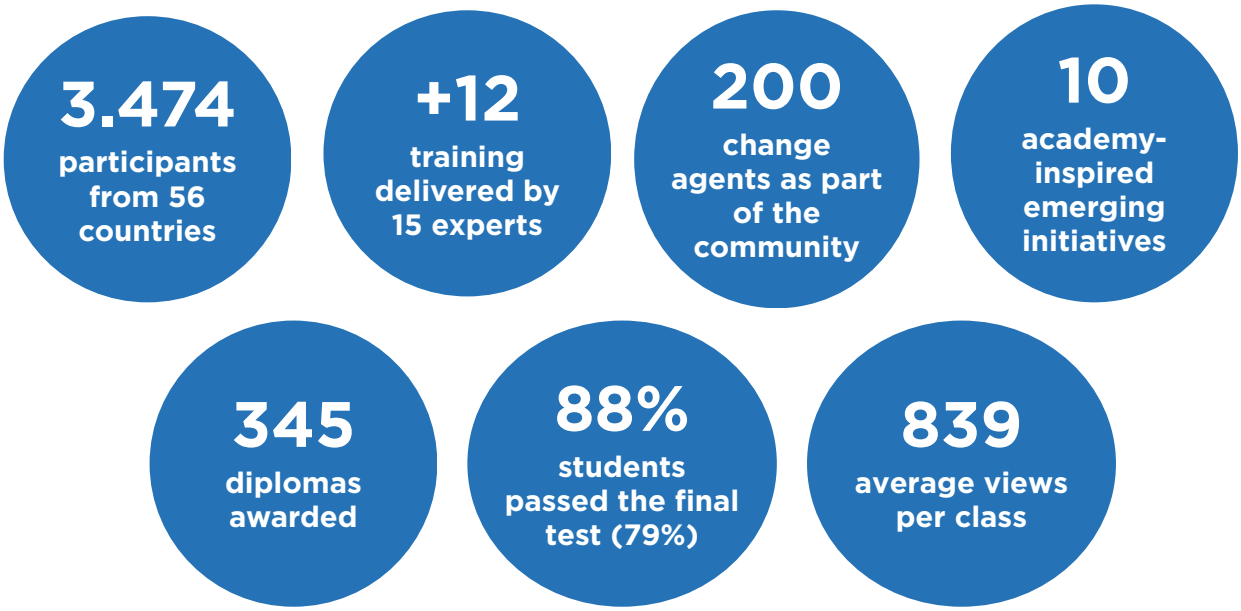
*"In-depth discussions on energy transitions **strengthen the path towards a more just society**."*

(Electrical Anthropologist – EPE, Brazil)

5. KEY RESULTS

Main Achievements

The Latin America and the Caribbean Energy Transition Academy has established itself as a key space for training, knowledge exchange, and network creation around the energy transition in the region. Among the main achievements, we highlight:



Active Participation: 3.474 participants from 56 countries in Latin America, the Caribbean, and worldwide, representing a diversity of sectors such as academia, government, business, and civil society.

Scope and Impact: More than 12 hours of training delivered by 15 national and international experts, addressing key topics in energy transition, public policies, financing, and technology.

Linkage and Collaboration Networks: Formation of an active community of 200 change agents in the energy transition, based on collective learning, knowledge exchange, and the generation of strategic connections among participants, speakers, and allied organizations. As of the date of this report, 64 initiatives related to the energy transition have been shared, including dissemination of links to webinars and events, inquiries for professional profiles with energy experience to fill vacancies, identification of expert speakers on key sector topics, and networking generation.

Emerging Projects and Initiatives: 10 ideas and projects developed by participants as a result of the learnings obtained in the Academy.

5. KEY RESULTS

Diplomas: 345 diplomas were awarded to students in the participant category after fulfilling the submission of final projects. A total of 38 group projects were presented, developed by interdisciplinary teams of about 10 people.

Academic Evaluation: Out of a total of 213 auditing students who took an online test, 187 achieved a minimum score of 15 out of 19, and were therefore awarded a certificate of attendance.

Asynchronous Views: As of March 2025, recordings of the 12 classes have an average of 839 views.

Dissemination and Visibility: Amplification of the message about the energy transition through 12 LinkedIn posts, shared by Uno Punto Cinco, OLADE, and other collaborators. Additionally, **more than 100 posts were made by students via LinkedIn**, sharing the material provided by the academy's communications toolkit. Furthermore, **27 Instagram posts** were created by our team and allies.

Apariciones en prensa: The academy achieved **17 press appearances** during the period of the call, class development, and conclusion.

6. NEXT STEPS

Suggestions and Opportunities

Based on the experience of this edition and the valuable feedback received from participants and collaborators, we propose the following improvements for future editions of the Latin America and the Caribbean Energy Transition Academy:

- **Greater Interaction and Networking Spaces**: Implement more group work sessions, discussion tables, and opportunities for linkage among participants, experts, and institutions.
- **More Case Studies and Local Experiences**: Include concrete examples of energy transition projects in the region to strengthen applied learning.
- **Hybrid Modality**: Explore the possibility of combining virtual sessions with in-person meetings in different countries to generate greater impact.
- **Complementary Resources and Support Material**: Expand the offer of documents, guides, and practical tools so that participants can delve deeper into the topics addressed.

Follow-up Opportunities and Implementation of Learnings

To maximize the impact of the Latin America and the Caribbean Energy Transition Academy, it is essential to generate instances that allow participants to apply and deepen the knowledge acquired. Some key opportunities include:

- **Alumni Network and Community of Practice**: Create a space for continuous exchange where alumni can share experiences, collaborate on projects, and access mentorships.
- **Collaborative Projects**: Encourage the generation of joint initiatives among participants, co-organizers, and allied institutions, facilitating their development through technical or financial support.
- **Resource Platform and Continuous Learning**: Enable a repository with materials, case studies, and tools for participants to continue strengthening their capabilities.
- **Mentorship Programs**: Connect graduates with experts and professionals in the sector to receive guidance in applying what they have learned.
- **Dissemination of Experiences and Best Practices**: Promote spaces for participants to share their progress, learnings, and projects derived from the Academy in events, publications, or social networks.

ACADEMIA
TRANSICIÓN
ENERGÉTICA
LATINOAMÉRICA Y EL CARIBE

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