2025 Sharing Information on Progress (SIP) Report

Universidad del Valle de Guatemala

December 2025

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.

"

The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).

"

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

Principles of PRME

Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.

Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.

Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

Practice

We adopt responsible and accountable management principles in our own governance and operations.

Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.

Getting Started

This section provides foundational information about Universidad del Valle de Guatemala, including key details and basic institutional data.

Mission

To develop change agents who make an impact on society through educational and research experiences focused on science and technology.

Vision

To deliver ingenious and committed individuals to Guatemala and the world.

Institutional History

UVG Sustainability History

Universidad del Valle de Guatemala (UVG) is a private, not-for-profit, non-sectarian university founded in 1966 in Guatemala City with a strong focus on science, technology and innovation.(Wikipedia) Over the past decades we have gradually oriented our academic model, research and outreach toward sustainable development, ethics and social impact, which naturally led us to align with Responsible Management Education (RME) and to join the PRME community through its Latin America and Caribbean chapter.(PRM Elac)

1. Brief history of UVG

- **1966 – Founding with a science- and technology-driven mission.**
- UVG was created by a private foundation linked to the American School of Guatemala. From the beginning we positioned ourselves as a secular, non-ideological institution with a strong emphasis on engineering, science and high-quality research, summed up in our motto *"Excelencia que trasciende"* ("Excellence that transcends").(Wikipedia)
- **1990s – Expansion with a strong social and environmental mandate (Altiplano Campus).**

- In the late 1990s the government transferred a former military base in Sololá to be transformed into UVG Altiplano. The founding agreements explicitly tasked the campus with promoting integral development of the central and western highlands through education, research and extension, with emphasis on agro-forestry, tourism, environment and community technical training.(Portal UVG Campus Altiplano) This "peace and development" origin story deeply shaped our institutional understanding of responsibility and sustainability.
- **2000s–2010s – Research and innovation for sustainable development.**
- UVG created an Institute of Research with 10 specialized centers that work on topics such as infectious diseases, climate resilience, biodiversity conservation, sustainable energy, water and environment, responsible production and low-cost biomedical technologies.(Universidad del Valle de Guatemala) These centers set high standards for research ethics and for generating evidence-based inputs to public policy. At the same time, we invested in the **Centro de Innovación y Tecnología (CIT)** on our Central Campus, which houses cutting-edge laboratories and maker spaces and underpins our culture of innovation and entrepreneurship.(Datanyze)
- **2010s–2020s – Institutional commitment to the SDGs.**
- UVG publicly embraced the **UN Sustainable Development Goals (SDGs)**, developing a portfolio of projects, research initiatives and teaching activities explicitly aligned with the Agenda 2030. (Universidad del Valle de Guatemala) The "UVG por los ODS" initiative, which maps and amplifies SDG-related efforts across the university, recently received recognition from UNDP and Fundación Ciudades Conectadas.(Actualidad UVG)

2. Path toward Responsible Management Education (RME)

While UVG is a STEM-oriented university, our path toward RME has been strongly interdisciplinary and institution-wide.

2.1 Curriculum and learning experiences

- **Undergraduate environmental and ethics core.**
- Courses such as **"Retos Ambientales y Sostenibilidad"** help first-year students evaluate the impact of their personal and professional lifestyles on the environment, develop research skills, and "act ethically" when facing complex sustainability challenges.(College Sidekick) This type of course is taken by students from multiple majors, not only environmental fields, and has become an important early touchpoint for RME-related competencies.
- **Graduate programs directly linked to sustainability.**
- UVG Masters has positioned several programs as explicit responses to the SDGs, including a **Master's in Environmental Management and Sustainability** and specialized programs such as the **Postgraduate in Sustainable Buildings**, which trains professionals to design energy-efficient, comfort-oriented and "green-certified" projects.(Actualidad UVG) These programs integrate environmental, social and economic dimensions of sustainability and encourage students to develop applied projects with measurable impact.
- **Research-rich learning environment.**

- Through our Institute of Research, students at all levels participate in projects related to climate change adaptation, biodiversity conservation, responsible production and sustainable use of natural resources.([Universidad del Valle de Guatemala](#)) This has gradually normalized the expectation that scientific rigor, ethics and societal impact are inseparable.

2.2 Business and management education

- **Creation of Business and Management School (Bridge Business School).**
- UVG launched its Business and Management School (now Bridge Business School) to prepare "positive leaders and innovative people who transform organizations for the benefit of all," explicitly combining management, entrepreneurship, data analysis and digital transformation with a human-centered, future-oriented vision.([Universidad del Valle de Guatemala](#)) Today the school serves around **600 students**, focused on solving organizational problems through innovation and technology—an ideal platform to operationalize RME.([Soy502](#))
- **MBA+ and executive programmes for sustainable business.**
- The **MBA+** program was designed to help executives generate projects, redesign businesses and drive organizational change that is both economically robust and socially responsible, positioning "sustainable business" as a competitive advantage in Guatemala and the region.([La Hora](#))
- **Corporate compliance and anti-corruption education.**
- In collaboration with the University of Massachusetts Lowell, UVG developed a **master's program in corporate compliance** to promote transparency, accountability and anti-corruption practices in Guatemalan firms.([Universidad de Massachusetts Lowell](#)) This program is a concrete expression of RME, addressing governance, ethics and legal frameworks in a context with high systemic corruption risk.

2.3 Institutional culture and student engagement

- **CIT-based innovation and "Acciones Verdes".**
- Our CIT hosts initiatives where students design technological and social innovations, including the **Acciones Verdes** program, which supports student projects that promote environmental sustainability on campus and in communities.([Actualidad UVG](#)) These hands-on experiences translate responsible management principles into concrete prototypes, policies and ventures.
- **University-wide SDG initiatives.**
- "UVG por los ODS" maps teaching, research and outreach that contribute to the SDGs and was recognized by UNDP and Fundación Ciudades Conectadas as one of the most relevant SDG-aligned initiatives in the region.([Actualidad UVG](#)) This has made SDG language and impact tracking part of our everyday institutional vocabulary, also within business and management programs.

3. Milestones toward PRME adoption

Framed as a timeline, our road to RME and PRME looks like this:

- **1966–1980s – Foundational values.**
- Establishment as a non-profit, secular university with strong emphasis on science, technology and service to society, setting the ethical and academic foundations.([Wikipedia](#))

- **1999 – Altiplano Campus: peace, development and environment.**
- Transformation of a former military base into an educational campus dedicated to regional development in agro-forestry, tourism, environment and technical education, signaling a deep institutional commitment to social and environmental responsibility.(Portal UVG Campus Altiplano)
- **2000s–2010s – Research, CIT and innovation culture.**
- Consolidation of the Institute of Research and construction of the CIT, strengthening UVG's capacity to link applied science, ethics and sustainable innovation (for example in energy, water, environment and responsible production).(Universidad del Valle de Guatemala)
- **Mid-2010s – Public embrace of the SDGs.**
- UVG explicitly declared support for the SDGs and began to showcase how topics like energy and sustainability are addressed across disciplines, making the SDGs a visible frame for teaching and outreach.(Facebook)
- **Late 2010s–early 2020s – Formalization of sustainability-oriented programmes.**
- Launch and consolidation of UVG Masters programs linked to sustainable development and the SDGs (e.g., Environmental Management and Sustainability; Sustainable Buildings), and the MBA+ and Business and Management School programs oriented to innovation and responsible leadership.(Actualidad UVG)
- **Early 2020s – Recognition of "UVG por los ODS" and student engagement.**
- External recognition by UNDP and Fundación Ciudades Conectadas for our "UVG por los ODS" initiative confirmed that our internal RME efforts were producing visible societal impact. (Actualidad UVG)
- **Most recent step – Joining PRME.**
- Building on this trajectory, UVG's Business and Management School joined **PRME** through the Latin America and Caribbean Chapter (PRME LAC), formally committing to embed the PRME principles—purpose, values, method, research, partnership, and dialogue—into our strategy, curriculum and operations.(PRM Elac)

4. People and images that paved the way

Several groups and individuals have been central to this journey:

- **Founding trustees and early academic leaders**, who envisioned a non-sectarian, science-based university committed to excellence and service from 1966 onward.(Wikipedia)
- **Rector Roberto Moreno Godoy**, whose leadership has emphasized internationalization, research excellence and societal impact, creating the conditions for UVG to engage with SDGs, PRME and global networks.(Wikipedia)
- **Community and philanthropic leaders**, including those behind the development of Altiplano Campus and the CIT. The central plaza of CIT, for example, carries the name of **Dra. Isabel Gutiérrez de Bosch**, reflecting the role of philanthropic leadership in advancing science, technology and inclusive education at UVG.(Soy502)

- **Academic teams** who designed courses like *Retos Ambientales y Sostenibilidad*, launched the environmental and sustainability masters, structured the MBA+ and corporate compliance programs, and led initiatives such as *UVG por los ODS* and *Acciones Verdes*.([College Sidekick](#))

The historical images above—ranging from early photographs of our campus to today's CIT and main entrance—illustrate this evolution from a young science-focused institution to a university where responsible management, sustainability and ethics are integral to who **we** are and to why we joined PRME.

Graduates & Enrollment

2024 Statistics	Number
Graduates	1230
Faculty & Staff at the University	1400
Student Enrollment at the University	7991

Degrees Offered

Bachelor Programs

- Bachelor of Science (B.Sc. or B.S.)
- Bachelor of Arts (B.A.)
- Bachelor of Engineering (B.Eng.)
- Bachelor of Technology (B.Tech.)
- Bachelor of Business Administration (B.B.A.)

Masters Programs

- Master of Science (M.Sc. or M.S.)

Additional

- Liceniaturas (5 or 4 year primary degree)

Undergraduate Degree Programmes

- International Marketing and Business Analytics

Masters Degree Programmes

Turismo Sostenible Master

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Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.

Letter of Commitment

UVG
UNIVERSIDAD
DEL VALLE
DE GUATEMALA

Guatemala, 12 Diciembre 2025

Adoption of the Principles for Responsible Management Education

To our stakeholders,

I am pleased to confirm that Universidad del Valle de Guatemala reaffirms its support of the following Seven Principles for Responsible Management Education: Purpose, Values, Teach, Research, Partner, Practice and Share. In this annual Sharing Information on Progress (SIP) report, we disclose our continuous efforts to integrate the Seven Principles into our institutional strategy, culture, academic activities, and daily operations, and contribute to United Nations goals, particularly in the Sustainable Development Goals.

Sincerely yours,
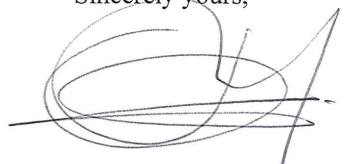
Fernando Paiz
Academic Vicerector
Universidad del Valle de Guatemala

Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.

Who Champions Responsible Management Education at Our Institution

- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization
- ❖ Senior leadership office
- ❖ Research or issue group, society, or club leading sustainability efforts

Celebrating Values

The following demonstrates a way in which our institution celebrates values in various specializations.

Voices of sutainability

1. Integration of Sustainability into the Learning Experience

UVG ensures that sustainability is accessible to every student, regardless of academic discipline. As expressed by academic leadership:

> **"At UVG, we seek to integrate sustainability into the training of our students. We constantly review our curricula to ensure that every student has access to courses related to the environment."**
>
> — *Gamaliel Zambrano, Director, Department of Chemical Engineering, UVG*

This institutional commitment grounds the educational experience in the development of ethical reasoning, environmental awareness, and responsible decision-making—core elements of RME.

2. Students Leading Environmental Innovation

UVG students do not simply learn about responsible management; they **demonstrate it through real-world action**. Through competitions such as *Acciones Verdes* and municipal innovation challenges, students design technologies and initiatives that address genuine environmental and social needs. A clear example is shared by UVG student Andrea Vásquez:

> **"Our project seeks to demonstrate that young people can generate real solutions to the environmental problems of our communities."**
>
> — *Andrea Vásquez, UVG Student*

These projects include innovations such as low-cost water purification systems, renewable energy solutions, recycling technologies, and community-driven sustainability strategies—embodying PRME values through hands-on experimentation and community engagement.

3. Experiential Learning Through Technology and Social Innovation

UVG's Innovation and Technology Center (CIT) serves as a hub where students transform sustainability ideas into viable prototypes. One standout example is **Electropedal**, an energy-generating bicycle system developed by UVG students:

> **"With Electropedal, we aim to create an accessible way for people to generate their own energy while promoting sustainable habits."**
>
> — *Electropedal Student Team, UVG*

Such projects exemplify RME in practice: students learn to apply scientific and managerial knowledge to challenges involving ethics, resource stewardship, and long-term societal wellbeing.

4. Culture of Responsibility and Public Dialogue

UVG reinforces RME through public knowledge-sharing activities, such as the university's **Biocampus podcast**, sustainability fairs, and community outreach events. Students and faculty regularly discuss environmental responsibility, sustainable production, and ethical leadership—promoting a culture where responsible management is openly celebrated and continuously reinforced.

Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.

Courses that support RME

Universidad del Valle de Guatemala reports 1 course in 2024 that support responsible management education and sustainable development goals.

Emprendimiento e innovación │ CU-177

El emprendimiento y la innovación se han convertido en una fuerza importante en la economía global. Los políticos de todo el mundo están descubriendo que el crecimiento económico y la prosperidad están en manos de los emprendedores - hombres y mujeres dinámicos y motivados que se empeñan en alcanzar el éxito creando y comercializando nuevos productos y servicios innovadores y orientados al cliente-. Estos emprendedores no sólo crean prosperidad económica, sino que, con un enfoque social se esfuerzan por hacer del mundo un lugar mejor en el que vivir. Los emprendedores son quienes lideran la revolución económica que ha demostrado una y otra vez su capacidad para elevar el nivel de vida de los ciudadanos de todo el mundo. Los estudiantes en este curso de formación inicial en innovación y emprendimiento se adentran en sus conceptos centrales, su proceso y sus implicaciones de impacto en los ecosistemas a los que pertenecen. Mediante el trabajo en equipo se concibe y ejecuta una serie de actividades, experimentos y dinámicas de emprendimiento e innovación. Los y las estudiantes de este curso desarrollan las habilidades necesarias para diseñar y probar propuestas de valor, evaluar y mejorar el ajuste producto-mercado y crear modelos de negocio listos para presentar en alguna competencia relevante para ellos. Además, los estudiantes están expuestos a herramientas personales e interpersonales que permiten el trabajo en equipo de alto rendimiento, incluyendo la planificación de proyectos y la retroalimentación entre pares. Estas experiencias de emprendimiento y sus retos asociados proporcionan un contexto en el que los estudiantes pueden desarrollar una mayor conciencia de sí mismos, una autorreflexión productiva y coraje. El curso hace especial énfasis en el emprendimiento y la innovación como una forma de hacer el bien en el mundo, e invita a los estudiantes a abordar todos los aspectos de de sus carreras con una mentalidad de emprendimiento e innovación. Se realizará de manera presencial, en algunos casos de forma híbrida con conexión sincrónica y será asincrónica en algunas ocasiones a través de trabajo enviado en la plataforma de Canvas, según se determine.

Desarrollar competencias clave en innovación y emprendimiento, incluyendo la capacidad de diseñar propuestas de valor, validar el ajuste producto-mercado y crear modelos de negocio competitivos. Fomentar habilidades interpersonales y de trabajo en equipo, mediante herramientas para la planificación de proyectos, retroalimentación efectiva y colaboración de alto rendimiento. Impulsar el pensamiento crítico y la autorreflexión, promoviendo una mayor conciencia personal, resiliencia y coraje frente a los retos del emprendimiento. Inculcar una mentalidad orientada al impacto social, motivando a los estudiantes a utilizar la innovación como medio para generar bienestar y contribuir a un mundo mejor. Preparar a los estudiantes para entornos reales, mediante experiencias prácticas, dinámicas y competencias que simulan escenarios del ecosistema emprendedor global.

Teaching Voices

The following statement demonstrates ways in which educators at Universidad del Valle de Guatemala support sustainability and responsible management in their classrooms.

Teaching Voices

Educators across UVG actively integrate sustainability and responsibility into their teaching through innovative course designs and pedagogical strategies that prepare students to address pressing global challenges. As expressed by Gamaliel Zambrano, Director of the Department of Chemical Engineering, UVG's teaching teams "*seek to integrate sustainability into the training of our students*," continuously reviewing curricula to ensure that every learner engages with environmental and socially responsible content. Faculty embed sustainability across disciplines through transversal courses such as *Retos Ambientales y Sostenibilidad*, which introduces first-year students to ethical decision-making, environmental impact assessment, and research-based approaches to sustainable solutions. In addition, instructors involved in innovation and entrepreneurship programs—such as those supporting Hult Prize and CIT-based sustainability projects—mentor students through experiential learning that links technical knowledge with responsible action. These educators foster environments where students prototype renewable-energy devices, design community-oriented environmental interventions, and develop socially conscious business models, demonstrating UVG's commitment to pedagogical practices that cultivate ethical leadership, sustainability literacy, and the capacity to create meaningful impact.

💡 Fostering Innovation

To a great extent
Teaching and learning at our institution strongly foster innovation.

💡 Experiential Learning

To a great extent
Teaching and learning at our institution strongly encourage experiential learning.

🔆 Learning Mindset

A lot
Our institution supports a lifelong learning mindset significantly through teaching and learning.

🔆 Method of Teaching and Learning

Hybrid
Combination of in-person and virtual learning methods.

Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

Research vs Research for RME/Sustainable Development

168 Peer-reviewed articles were published by Universidad del Valle de Guatemala from this past calendar year.

vs **3** Peer-reviewed articles were published by Universidad del Valle de Guatemala from this past calendar year in support of RME.

Research Funding

In 2024, Universidad del Valle de Guatemala was awarded funding for research that is:

No funding

Socializing Research

In 2024, Universidad del Valle de Guatemala contributed research findings to:

❖ Industry and business networks
❖ Community organizations
❖ Open-access platforms
❖ Research collaborations

Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

Institutional Partnerships

- ❖ Aspen Institute
- ❖ Local institutions and associations
- ❖ Quacquarelli Symonds (QS)
- ❖ United Nations organs other than the UN Global Compact
- ❖ University Councils

Student Organization Partnerships

- ❖ Enactus

Partnerships

The following provides more details on 1 key partnership at Universidad del Valle de Guatemala.

Hult Prize

The Hult Prize is a global startup program that challenges young people to build for-profit businesses that create measurable social and environmental impact. Since 2010, it has grown into one of the world's largest student movements for social entrepreneurship, engaging millions of participants in more than 130 countries.

Practice

We adopt responsible and accountable management principles in our own governance and operations.

Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Environmental stewardship policies
- ❖ Ethical leadership or good governance policies
- ❖ Professional training opportunities
- ❖ Responsible procurement policies
- ❖ Sustainability strategy or strategic plan (school or university level)

Practice Voices

The following statement from stakeholders at Universidad del Valle de Guatemala demonstrates our commitment to sustainable and responsible practices.

Comunity Voices

Introduction

At Universidad del Valle de Guatemala (UVG), the Practice Principle is reflected in the university's commitment to creating learning environments where students, faculty, and internal units actively engage in socially responsible, sustainability-driven, and ethically grounded real-world initiatives. The following narratives from internal stakeholders illustrate how responsible management is practiced daily in academic, co-curricular, and entrepreneurial contexts.

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1. Student Narratives Demonstrating Responsible Practice

1.1 Practicing Social Innovation: Hult Prize

Participation in the Hult Prize—one of the world's largest student social innovation competitions—has become a defining example of experiential RME practice at UVG.

> **"Hult Prize is about seeking alternatives for social and economic impact. It also seeks change within UVG that can expand into the world."**
>
> *— Emmanuel Sandoval, Mechatronics Engineering student*

This narrative illustrates how students conceptualize responsible management not as an abstract concept but as an applied challenge with real social and economic implications.

In describing the growth of a UVG team that advanced to the Digital Incubator stage—a first for Guatemala and Central America—UVG's Hult Prize director highlights the pedagogical transformation embedded in practice:

> **"In their first pitch we did not know what they were selling. Today they have built something solid, with vision. It is inspiring to see how they have grown."**
>
> — *José Sosa, Director, Hult Prize On Campus UVG*

These reflections demonstrate the developmental arc of responsible leadership, innovation, and resilience that PRME seeks to cultivate.

1.2 Environmental Responsibility Through Applied Projects

Beyond entrepreneurship, UVG students develop sustainability-centered projects that directly address community needs and environmental challenges.

> **"Our project seeks to demonstrate that young people can generate real solutions to the environmental problems of our communities."**
>
> — *Andrea Vásquez, UVG student, environmental innovation competition*

UVG's Innovation and Technology Center (CIT) also supports socially conscious engineering solutions:

> **"With Electropedal, we aim to create an accessible way for people to generate their own energy while promoting sustainable habits."**
>
> — *Electropedal Student Team*

These narratives show how students internalize responsible management as a process of designing, prototyping, and testing interventions with measurable social and environmental value.

2. Faculty Narratives Demonstrating Responsible Pedagogy

Faculty at UVG actively embed sustainability and ethical decision-making into the curriculum, reinforcing RME principles through intentional pedagogical design.

> **"At UVG, we seek to integrate sustainability into the training of our students. We constantly review our curricula to ensure that every student has access to courses related to the environment."**
>
> — *Gamaliel Zambrano, Director, Department of Chemical Engineering*

This commitment ensures that responsible management is not limited to electives or special programs but forms part of the core educational experience of all UVG students.

Additional support structures, such as entrepreneurship and innovation units, articulate UVG's role in enabling practice-based learning:

> **"This event was organized by Club Emprende UVG, with support from UVG-CREA and Bridge Business School, reaffirming our interest in accompanying young people in their entrepreneurial journey."**
>
> *— UVG-CREA Team*

Such statements reinforce UVG's holistic ecosystem where faculty, academic units, and innovation hubs collaboratively uphold the Practice Principle.

3. Integration and Impact on PRME Implementation

Together, these narratives provide strong evidence that:

✔ **Students practice responsible management through applied action**

They design solutions for environmental and social challenges, participate in global competitions, and engage in interdisciplinary innovation.

✔ **Faculty intentionally cultivate responsible behavior and critical ethical reflection**

Curricular revisions, sustainability-focused courses, and mentorship integrate RME principles into academic practice.

✔ **UVG sustains a supportive institutional ecosystem**

Units such as UVG-CREA, Club Emprende UVG, and the CIT enable hands-on learning aligned with ethics, sustainability, and community impact.

✔ **Practice is woven into UVG's culture**

Student growth, faculty leadership, and institutional infrastructure collectively reinforce responsible management as *action*, not only theory.

Conclusion

Through these internal stakeholder narratives—each grounded in real practice—UVG demonstrates consistent and authentic enactment of the PRME Practice Principle. These lived experiences showcase how the university prepares graduates to lead ethically, innovate responsibly, and contribute meaningfully to sustainable development at local, regional, and global levels.

Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

Engagement Opportunities

Universidad del Valle de Guatemala offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

❖ Annual reports
❖ Community events and consultation forums
❖ Feedback mechanisms (e.g., surveys, suggestion boxes)
❖ Partnerships with local organizations
❖ Sustainability-focused research and collaboration Opportunities

Communication Audiences

Universidad del Valle de Guatemala communicates its policies and progress on sustainable development and responsibility with:

❖ Accreditation bodies
❖ Faculty and staff
❖ Media and public relations channels

Communication Barriers

Universidad del Valle de Guatemala faces the following barriers in transparent communications:

Audience reach	Donor sensitivities	Media visibility	Messaging clarity	Ownership issues
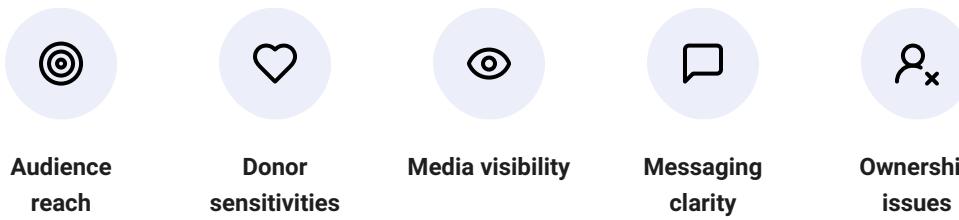
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