Abstract
This study analyzes the discourse of educational modernization, specifically related to the evaluation and accreditation of quality by international organisms (UNESCO, CEPAL, BM, OCDE), proposing a strategy to impel the reform of university and higher education institutions that tend toward worldwide privatization and commercialization, and the productive, competitive insertion of Latin American countries in technological - mercantile globalization. The intention of this work is to identify problems in that discourse, locating its context, meanings, sense, implications and socio-educational effects, and considering its techno-political efficacy for constituting and legitimizing the neoconservative global business order. The analysis is supported by concepts of comprehensive-relational critical social theory about the technocratic rationality interwoven in the domination structures of technologicized societies and the role of normalization, rationalization and the legitimation of symbolic power. Critical reflection allows us, likewise, to reveal the importance of alternative university discourse and projects in the current context of the structural crisis of global economy, in modern western civilization and the social problems and political-cultural challenges faced in Latin American countries.

Keywords
Educational modernization, evaluation, educational quality, university reform, alternative discourse, techno-mercantile globalization