ABSTRACT

Globalization and internationalization have created new forms of linking that set special emphasis on the subject of comparing studies and, above all, on quality.

In Latinamerica we may point out two recent projects. To begin with, the planning and put to work after of the Experimental Acreditation Mechanism MERCOSUR (Mecanismo Experimental de Acreditación MERCOSUR), signed by the Education ministers of the MERCOSUR members (Argentina, Brazil, Paraguay and Uruguay), Bolivia and Chile, in an Agreement Memorandum for the studies’ recognition in the six countries.

Secondly, all of the countries in Latinamerica, together with Spain and Portugal, have formed the Iberoamerican Net for the Higher Education’s Acreditation and Quality, expressing their will to promote and sustain it. The American States Organisation (Organización de Estados Americanos) and UNESCO’s International Institute for Latin America’s and Caribbean’s Higher Education (Instituto Internacional para la Educación Superior en América Latina y el Caribe (IESALC) helps this task.

All these efforts aim for a better higher education, shown both in the need to fill the basic demands coming from the world of disciplines and professions, and the recognition of the institutions’ autonomy in order to give to all those demands their own profile, based on their culture and development’s needs.