Abstract

The Integral Educational Community Project (PEIC) and the Institutional Educational Project (PEI) constitute the categories to be compared between Venezuela and Colombia. For this purpose, this comparative documentary study was centered on determining consistencies and discrepancies among the PEIC and the PEI, using the comparative method structured in four phases: description, interpretation, juxtaposition and comparison, proposed by Hilker and Bereday (1972). Among the results we find inconsistencies as to the bases of external diagnosis undertaken by the international organisms UNESCO and CEPAL due to the ineffectiveness and low productivity observed in both countries; the internal level responded to political educational curriculum reforms and laws. Discrepancies referring to time were related to implementation; in Venezuela the process started in 1996; in Colombia in 1992. Colombia consolidated the bases for participation through school government and within a system of institutional evaluation, which was only incipient in Venezuela.

Keywords

Comparative study, educational project, integrated Community, project, institutional project