



## Decree 2247 of 1997

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DECREE 2247 OF 1997

(September 11)

establishing regulations relating to the provision of preschool education services and other provisions.

The President of the Republic of Colombia, in exercise of his constitutional powers and, in particular, those conferred upon him by paragraphs 11 and 21 of Article 189 of the Constitution, in development of Title II, Chapter I, Section II of Law 115 of 1994,

CONSIDERING:

That the third paragraph of Article 67 of the Constitution stipulates that "...The State, society, and the family are responsible for education, which shall be compulsory between the ages of five and fifteen and shall comprise at least one year of preschool and nine years of basic education...";

That Article 6 of Decree 1860 of 1994, in accordance with Articles 17 and 18 of Law 115 of 1994, established three (3) grades at the preschool level, with the third grade being compulsory and offered to five-year-old children, and

That preschool constitutes one of the levels of formal education, in accordance with the provisions of Article 11 of Law 115 of 1994,

DECREES:

CHAPTER I

General Organization

Article 1. Preschool education is part of the formal public education service and is regulated by Law 115 of 1994 and its regulatory provisions, especially Decree 1860 of 1994, as well as the provisions of this Decree.

Article 2. Preschool public education services shall be offered to students between the ages of three (3) and five (5) and shall comprise three (3) grades, as follows:

Pre-kindergarten, for students aged three (3) years.

Kindergarten, for students aged four (4) years.

Transition, aimed at students aged five (5) years old, which corresponds to the constitutionally mandatory grade.

State and private educational establishments that, on the date of issuance of this Decree, use different names must comply with the provisions of this article.

Paragraph.- The term "zero grade" used in official technical documents is equivalent to "Transition Grade" referred to in this article.

Article 3.- State and private educational establishments that provide public preschool education services must do so progressively in the three grades established in Article 2 of this Decree, and in the case of state establishments, they must do so in accordance with the provisions of Articles 19 and 20 of this same regulation.

In order to guarantee the transition and continuity of preschool students, institutions that offer only this level shall promote, in conjunction with other educational institutions, their students' access to basic education.

In turn, institutions offering basic education shall facilitate administrative and pedagogical conditions to ensure this continuity and articulation between these two educational levels.

Article 4.- Educational establishments that provide preschool education and also care for children under three (3) years of age must do so in accordance with their institutional educational project, considering the health, nutrition, and protection requirements of children, in such a way as to guarantee the best conditions for their comprehensive development, in accordance with current legislation and the guidelines of the competent authorities.

Article 5.- Institutions offering preschool education shall incorporate into their respective institutional educational projects provisions concerning the determination of school hours and schedules for students, the number of students per class, and the academic calendar, taking into account the characteristics and needs of the students and the guidelines established by the Departmental or District Education Secretariat of the corresponding jurisdiction.

Paragraph 1.- Preschool education establishments shall guarantee the representation of the educational community in the management of the institution, in accordance with the provisions of the Political Constitution and the law.

Paragraph 2.- In determining the number of students per class, personalized attention must be guaranteed.

Article 6. State and private educational institutions may admit, at the corresponding basic education level, students aged six (6) or older who have not completed the Transition Grade, in accordance with their development and achievements, as established in the institutional educational project.

Article 7. Under no circumstances may educational establishments providing public preschool services establish as a prerequisite

for admission to the Transition Grade that the student has previously completed the Pre-Kindergarten and Kindergarten grades.

Article 8. Admission to any grade of preschool education shall not be subject to any type of admission test or psychological or knowledge exam, or to considerations of race, sex, religion, physical or mental condition. The coexistence manual shall establish the mechanisms for assigning places, strictly in accordance with the provisions of this article.

Article 9. For admission to preschool grades, public and private educational institutions shall only request a copy or photocopy of the following documents:

Civil birth certificate of the student.

Certification of affiliation with a social security system, in accordance with the provisions of Law 100 of 1993.

If, at the time of enrollment, the parents, guardians, or protectors of the student do not present these documents or one of them, enrollment will still be formalized. The respective educational institution will endeavor to obtain them promptly, through coordinated actions with the family and the relevant agencies.

Paragraph.- If the missing document is the certificate of affiliation to a social security system, the student must be covered by group insurance that provides general health coverage, as well as immediate care in the event of an accident, situations that must be provided for in the regulations or coexistence manual.

The cost of the corresponding premium must be covered by the student's parents, guardians, or protectors.

Article 10.- In preschool education, grades and activities are not failed. Students will advance in the educational process according to their personal abilities and aptitudes.

To this end, educational institutions shall design qualitative assessment mechanisms, the results of which shall be expressed in descriptive reports that enable teachers and parents to appreciate the progress made in the comprehensive education of the student, the circumstances that do not favor the development of processes, and the actions necessary to overcome them.

## CHAPTER II

### Curricular guidelines

Article 11.- The principles of preschool education are:

Comprehensiveness. It recognizes comprehensive pedagogical work and considers the student as a unique and social being in permanent interdependence and reciprocity with their family, natural, social, ethnic, and cultural environment.

Participation. Recognizes organization and group work as a space conducive to self-acceptance and acceptance of others, to the exchange of experiences, contributions, knowledge, and ideals by students, teachers, families, and other members of the community to which they belong, and to cohesion, group work, the construction of social values and norms, a sense of belonging, and personal and group commitment.

Playfulness. Recognizes play as a catalyst for learners' lives through which they build knowledge, discover themselves and the physical and social world, develop their own initiatives, share their interests, develop communication skills, and build and appropriate norms. Likewise, it recognizes that joy, enthusiasm, the pleasure of creating, recreating, and generating meanings, affections, visions of the future, and new forms of action and coexistence should be at the center of all actions carried out by and for the learner in their natural family, social, ethnic, cultural, and school environments.

Article 12.- The preschool curriculum is conceived as an ongoing project of pedagogical construction and research, which integrates the objectives established by Article 16 of Law 115 of 1994 and must allow for continuity and articulation with the pedagogical processes and strategies of basic education.

Curricular processes are developed through the implementation of recreational and educational projects and activities that take into account the integration of the dimensions of human development: physical, cognitive, emotional, communicative, ethical, aesthetic, attitudinal, and evaluative; learning rhythms; the needs of children with limitations or exceptional abilities or talents; and the ethnic, cultural, linguistic, and environmental characteristics of each region and community.

Article 13. For the organization and development of their activities and recreational-educational projects, educational institutions must adhere to the following guidelines:

The identification and recognition of the curiosity, concerns, motivations, knowledge, experiences, and talents that the learner possesses as a result of their interaction with their natural, family, social, ethnic, and cultural environments, as a basis for the construction of knowledge, values, attitudes, and behaviors.

The creation of recreational, experiential, productive, and spontaneous situations that encourage students to explore, experiment, learn, learn from their mistakes and successes, understand the world around them, and enjoy nature, social relationships, and advances in science and technology.

The creation of situations that encourage learners to develop attitudes of respect, tolerance, cooperation, self-esteem, and autonomy; the expression of feelings and emotions; and the construction and reaffirmation of values.

The creation of playful environments of interaction and trust, both within and outside the institution, that enable students to develop their fantasy, imagination, and creativity in their different expressions, such as the search for meanings, symbols, notions, and relationships.

The development of processes of analysis and reflection on the relationships and interrelationships of learners with the world of people, nature, and objects, which encourage the formulation and resolution of questions, problems, and conjectures and the enrichment of their knowledge.

The use and strengthening of appropriate means and languages of communication to meet the educational needs of learners belonging to different population groups, in accordance with the Constitution and the law.

The creation of communication environments that promote the enjoyment and use of language as a means of signifying and representing human experience, and encourage the development of thought as the ability to express oneself freely and creatively.

Adapting physical spaces in accordance with the physical and psychological needs of learners, the requirements of the proposed pedagogical strategies, the geographical context, and ethnic and cultural diversity.

The use of community, family, social, natural, and cultural spaces as environments for learning and the biological, psychological, and social development of learners.

The use of appropriate materials and technologies that facilitate students' play, exploration of the environment, and transformation of it, as well as the development of their projects and activities.

Comprehensive qualitative analysis of the pedagogical experiences used, the participation processes of learners, families, and the community; the relevance and quality of the methodology, activities, materials, and the playful and pedagogical environments created.

Article 14.- Assessment at the preschool level is a comprehensive, systematic, ongoing, participatory, and qualitative process that has, among other purposes:

To ascertain the state of the student's comprehensive development and progress;

To encourage the consolidation of values, attitudes, aptitudes, and habits;

To generate spaces for reflection among teachers, parents, and students that allow them to reorient their pedagogical processes and take the necessary measures to overcome circumstances that interfere with learning.

Article 15.- The achievement indicators established by the Ministry of National Education for all preschool grades and those defined in the institutional educational project are a guide for educators to develop their own indicators, taking into account their knowledge of the cultural, social, and personal reality of their students. At no time may these indicators become objectives for the level or models for the preparation of student progress reports.

Article 16.- The general guidelines for the curriculum and achievement indicators for the different grades of preschool education shall be those established by the Ministry of National Education, in accordance with the provisions of Law 115 of 1994.

Article 17.- Educational establishments offering preschool education shall establish mechanisms that enable the involvement of families and the community in daily activities and their integration into the educational process.

### CHAPTER III

#### Final provisions and validity

Article 18.- Teaching at the preschool level shall be governed by the relevant provisions of Law 115 of 1994, in accordance with those of Decree-Law 2277 of 1979 and other related educational regulations.

Article 19.- In accordance with the provisions of the second paragraph of Article 17 of Law 115 of 1994, the Municipal Education Secretariats or the agencies acting on their behalf, which have not developed a program for the generalization of compulsory education in all state educational institutions within their jurisdiction that offer first-grade basic education, shall proceed to develop such a program and include it in the respective municipal educational development plan.

If state educational establishments are financed with fiscal resources or with the department's own resources, said program must be previously consulted with the Secretariat of Education of the respective department.

The deadline set by Article 17 of Law 115 of 1994 shall be deemed to have been met if, before February 8, 1999, the municipalities approve and incorporate the corresponding program for the generalization of the Transition Grade into the respective educational development plan.

Article 20.- State educational institutions that are in a position to offer, in addition to the Transition Grade, the Pre-Kindergarten and Kindergarten grades, may do so, provided that they have the corresponding official authorization and that their implementation is carried out in accordance with the provisions of the corresponding territorial educational development plan.

To this end, the municipality in which the educational establishment is located must have met the percentages referred to in the second paragraph of Article 18 of Law 115 of 1994.

Article 21.- Private or state educational institutions that provide public preschool services shall endeavor to provide students who require it with protection, health care, and nutritional supplements, in coordination with the competent authorities.

Article 22.- In accordance with the provisions of Articles 171 of Law 115 of 1994 and 61 of Decree 1860 of 1994, in accordance with Decree 907 of 1996, governors and district and municipal mayors, through the Secretaries of Education or their equivalent agencies, shall exercise the functions of inspection and supervision of compliance with the provisions of this decree and shall apply the penalties provided for by law, when applicable.

Article 23.- This Decree shall take effect upon its issuance and repeals any provisions that contradict it.

Publish and comply.

Issued in Santa Fe de Bogotá, D.C., on September 11, 1997.

The President, ERNESTO SAMPER PIZANO. The Minister of National Education, JAIME NIÑO DÍEZ.

NOTE: This Decree is published in Official Gazette No. 43,131 of September 18, 1997.

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