

# LEBANESE INSTITUTE OF EDUCATORS (ILE)

## HISTORY

---

Founded in 1956 by Father Faure, the Lebanese Institute of Educators (ILE) was affiliated with the Faculty of Letters and Human Sciences in 1978 and later with the Faculty of Education in 2005. Since its foundation, it has offered training in preschool and primary education, and, since 1983, it has also specialized in orthopedagogy. Today, it offers both initial teacher training and graduate programs, including a Master in Preschool and Primary Education - Pedagogical Remediation and Supervision, and a Master in Special Education (Orthopedagogy). The Institute expanded to the North Lebanon Campus in 1995 and to the South Lebanon Campus in 2024. It has become a hub for lifelong learning for alumni, professionals, and field practitioners. As research remains a core priority, the Institute continues to advance its expertise in preschool and primary education and orthopedagogy, while generating new tools and knowledge for the field.

Since its creation, ILE has continuously evolved, and updated its approach. Grounded in the principles of personalized and community-based pedagogy, supported by values deeply embedded in professional practices, ILE has become a reference point and a model for many schools adopting this pedagogical approach.

Over the years, its training programs have been revised to keep pace with a profession in constant transformation. These programs have gradually adapted to university standards while maintaining strong ties to the field, effectively combining theory and practice. Despite these adjustments, ILE has remained true to its values, renewing itself without compromising its pedagogical identity—a pedagogy that fosters personal growth, autonomy, creativity, academic success, innovation, and civic and community engagement.

This pedagogy places students at its center, focusing on their personal and professional development while instilling values essential to the teaching profession. This vision lies at the heart of ILE's mission in teaching, research, and personal development.

Rooted in the principle of diversity, ILE offers personalized learning paths and a wide range of tools and frameworks that allow each student to progress at their own pace and to build their identity: contractual pedagogy, academic and peer tutoring, diverse active teaching methods, formative and criteria-based assessment, self-assessment, clearly stated expectations, and opportunities to strengthen civic engagement and personal and professional development. Internships further embody these principles in practice, particularly in response to the growing diversity of learner needs.

Ultimately, ILE's pedagogy is inseparable from the attitudes of its educators, as it is deeply rooted in them and, in turn, influences the way they teach. It is also tied to a rigor grounded in an unwavering ethical commitment. Its goal remains the embodiment of ILE values through professional practice. In this context, educational relationships are a constant challenge, requiring a balance between freedom, critical thinking, autonomy, and structural constraints.

## MISSION

---

ILE aims to be a professional and distinguished institute, focused on performance, innovation, reflection, and research.

It serves as an open space that engages with its environment and contributes to local and regional educational development. It fosters respect, human dignity, and civic values while promoting equitable, inclusive, and quality education.

The institute also creates an environment that supports the development and fulfillment of its students and staff within a framework of friendliness and well-being.

### ILE Mission

ILE aims to train preschool and primary educators and special educators in innovative pedagogy, imbued with human and civic values, and committed to continuous professional development to deliver high-quality educational services.

## ILE Vision

ILE seeks to advance its mission by training preschool and primary educators and special educators capable of:

- Reinventing teaching,
- Upholding values,
- Ensuring inclusive, equitable, and quality education for all learners,
- Advancing research in preschool, primary, and special education.

Its pedagogy places the student at the center of training, fostering personal, relational, professional, and cultural development.

## ILE Values

The core values that guide ILE's actions, decisions, and development are:

- **Commitment:** Engaging in an approach based on ethics, integrity, and rigor in learning, actions, relationships, community involvement, etc.
- **Autonomy:** Allowing learners to assert their personality and thrive as individuals.
- **Collaboration:** Recognizing the role and contributions of others, working together to reflect and find solutions, etc.
- **Recognizing and Valuing Diversity:** Promoting differentiated, equitable teaching oriented towards success.

## ADMINISTRATION

---

**Director:** Rock (EL) ACHY

### Heads of Department:

**Preschool and Primary Education:** Raya KREIDY

**Special Education (Orthopedagogy):** Sabine RAFIE NADER

**Coordinator of Lifelong Learning:** Nicole GEHA ABDELNOUR

**Master in Preschool and Primary Education:** Dunia (EL) MOUKADDAM

**Master in Special Education (Orthopedagogy):** Asma MJAES AZAR

**Opération 7e jour and Orientation:** Roula (EL) MURR OJEIMI

**Communication and Multimedia:** Raya KREIDY

**First year:** Rayane KANAAN

**North Lebanon Branch:** Najat CORDAHI MALHAMÉ

**Coordinator for Visibility and Strategic Development:** Rock (EL) ACHY

## ADMINISTRATIVE STAFF

---

**Administrative Coordinator of Academic Affairs:** Élise BOU ABOUD ASSAF

**Academic Support Officer:** Rita BOUSTANY

**Assistant-Librarian:** Marlène GERGES

## FACULTY

---

### Professor

Dunia (EL) MOUKADDAM

### Associate Professors

Maria HABIB, Viviane KHOURY (EL) BOU SREIH, Asma MJAES AZAR

### Assistant Professors

Rania ABDO, Micheline (EL) KHOURY YAMMINE, Raya KREIDY, Sabine RAFIE NADER

### Lecturers

Rock (EL) ACHY, Christine APOSTOLIDES, Rayane CHOUCAIR KANAAN, Najat CORDAHI MALHAME, Nicole GEHA ABDELNOUR, Diane HAJJAR GHORAYEB, Roula (EL) MURR OJEIMI

### Instructors

Youssef ABDUL SATER, Elissar ABOU JAOUDÉ ABI HAIDAR, Patricia AZOURY ABOUD, Micheline BAKHOS, Amal BOU SLEIMAN RIZKALLAH, Colette CHAHINE AOUN, Joseph CHEHADÉ, Imane DERNAIKA KAMALY, Rose GHORRA,

Randa HADDAD KOZMA, Rihab HAMMOUD ITANI, Jocelyne HILAL ADWANE, Araz KALACHIAN, Jihane KARAM CORDAHI, Katia KERTENIAN KALAOUN, Maya KHAYAT YAMAK, Ghia (EL) KHOURY SAIFAN, Michella KIWAN ZACKA, Solaire KOLAKJIAN AKKARI, Amer MAKAREM, Reina MOKBEL, Claudine MOUBARAK COSTANTINE, Toya (EL) OTAYEK, Lamia OUBARI LADIKI, Hala RAAD GEORGES, Stéphanie RBEIZ NOUJAIM, Souheila TOHMÉ, Rouhaifa (EL) TOMÉ, Zeina ZERBÉ, Carl GEDEON, Louis TANNOURY, Charbel NASSER, Najib YAGHI, Fatima DIAB, Daoud HARB, Fadi MAAMARY, Azza CHOUAIKY, Rima MOATI

## **DEGREES, DIPLOMAS AND CERTIFICATES AWARDED**

Bachelor in Education, concentrations: Preschool and Primary Education, Special Education (Orthopedagogy)  
Bachelor in Education, concentration: Special Education (Orthopedagogy) (only available at the South Lebanon Campus)

Teaching Diploma in Education, concentrations: Preschool and Primary Education, Special Education (Orthopedagogy)

Master in Preschool and Primary Education - Pedagogical Remediation and Supervision

Master in Special Education (Orthopedagogy)

## **JOB OPPORTUNITIES**

### **Bachelor in Education, concentration: Preschool and Primary Education:**

- Classroom teacher (from preschool to grade three)
- Preschool or primary school teacher, based on the chosen option in French or Arabic language, from kindergarten to grade 6
- Subject teacher (French, Math/Science, or Arabic and Social Sciences)
- Educator in daycares or recreation centers
- Collaborator in the development of educational projects in national and international organizations.

### **Bachelor in Education, concentration: Special Education (Orthopedagogy):**

- Specialized classroom teacher in special education centers, detention centers, and correctional institutions
- Resource teacher or remedial educator in inclusive educational institutions
- Project officer contributing to the development of educational programs within national and international organizations.

### **Master in Preschool and Primary Education - Pedagogical Remediation and Supervision:**

- Expert teacher in preschool and primary education
- Pedagogical coordinator in preschool and primary education
- Project leader in disciplinary and pedagogical remediation in primary education
- Subject coordinator based on disciplinary choice
- Researcher in the field of preschool and primary education
- Trainer or lecturer in higher education institutions
- Expert consultant in preschool and primary education

### **Master in Special Education (Orthopedagogy):**

- Pedagogical advisor or coordinator in specialized education centers or inclusive schools
- Remedial educator in private practice, diagnostic and guidance centers, prevention centers, or rehabilitation centers
- Researcher in the field of special education
- Expert consultant in the field of special education
- Trainer or lecturer in a higher education institution

## **TUITION FEES**

---

Bachelor in Education, concentrations: Preschool and Primary Education, Special Education (Orthopedagogy): 125 USD and 4,780,000 LBP (for semester 1), equivalent in Fresh US Dollars to 178 (exchange rate = 89,500 LBP)

Teaching Diploma in Education, concentrations: Preschool and Primary Education, Special Education (Orthopedagogy): 125 USD and 4,780,000 LBP (for semester 1), equivalent in Fresh US Dollars to 178 (exchange rate = 89,500 LBP)

Master in Preschool and Primary Education - Pedagogical Remediation and Supervision, Master in Special Education (Orthopedagogy): 125 USD and 4,780,000 LBP (for semester 1), equivalent in Fresh US Dollars to 178 (exchange rate = 89,500 LBP)

## **SPECIFIC PROVISIONS OF THE INTERNAL REGULATIONS OF STUDY**

---

### **TITLE I - STUDYING AT THE SAINT JOSEPH UNIVERSITY OF BEIRUT**

#### **Article 8.1: Mandatory Attendance**

a. Students are responsible for making up missed classes and remaining informed of any decisions made during their absence.

### **TITLE II - REGISTRATIONS AND ADMISSIONS**

#### **Article 13.1: Admission Requirements at ILE**

##### a. Bachelor:

- Hold a Lebanese baccalaureate or any officially recognized equivalent diploma.
- Successfully pass the USJ French Placement Test.
- Admission based on application review.

##### b. Master:

- Hold a Lebanese baccalaureate or any officially recognized equivalent diploma.
- Hold a bachelor's degree in Preschool and Primary Education or in Special Education, or any other diploma recognized as equivalent by the Equivalence Commission of USJ.

#### **Article 13.2: Diplomas awarded by ILE**

##### a. Bachelor:

- Concentration: Preschool and Primary Education
- Concentration: Special Education (Orthopedagogy)

##### b. Teaching Diploma:

- Preschool and Primary Education
- Special Education (Orthopedagogy)

##### c. Master:

- Master in Preschool and Primary Education - Pedagogical Remediation and Supervision  
In the undergraduate program, students select their concentration (Orthopedagogy or Preschool and Primary Education) at the end of the first semester. The language of instruction in the Preschool and Primary Education concentration is determined based on application review and is contingent upon passing the specialized courses. Students wishing to change their concentration during the program must meet the admission requirements of the new concentration and obtain approval from the administration within the registration deadlines set for each semester.

### **TITLE III - VALIDATION OF THE PROGRAM LEARNING OUTCOMES**

#### **Article 25.1: Organization and Evaluation of Training through Practice**

- a. The undergraduate practical training consists of 5 mandatory progressive internships.
- b. To validate each internship, students must obtain a minimum average of 10/20 in all required competency areas. Only the written component of the internship may be retaken during the second session.
- c. During their undergraduate program, students may only retake up to two failed internships out of the five mandatory ones. If they fail a third internship, their case shall be submitted to the Board. Upon approval from the Board, students may continue their training if no serious deficiencies in professional skills are reported by the field and academic supervisors.
- d. Ethical misconduct may result in termination of the internship.
- e. Attendance at internships is mandatory. Any absence must be compensated for.

#### **Article 25.2: Student Evaluation and Self-Assessment**

- a. Students are required to evaluate courses using the Institute's computer system at the end of each semester, prior to the examination period.
- b. Student attendance at assessment sessions organized by the Heads of Departments and master's program coordinators at the end of each semester is highly recommended.
- c. Students are encouraged to conduct a written self-assessment at the end of each semester, reflecting on their engagement, progress, challenges, and to submit it via email to the department head before exams.

### **TITLE IV - REGULATIONS FOR WRITTEN AND OTHER EXAMS**

#### **Article 34.1: Conduct of Exams**

- a. Students are prohibited from having a mobile phone or a smartwatch.