

LEBANESE INSTITUTE OF EDUCATORS (ILE)

HISTORY

Founded in 1956 by Father Faure, the Lebanese Institute of Educators (ILE) was affiliated with the Faculty of Humanities in 1978, and later with the Faculty of Educational Sciences in 2005. Since its establishment, LIE has provided training in preschool and primary education, and, since 1983, in special education (Orthopedagogy) at both bachelor and master levels, (Master in Preschool and Primary Education - Pedagogical Remediation and Supervision and Master in Special Education). In 1995, a branch was opened at the North Lebanon Campus. ILE also serves as a privileged space for the lifelong learning of alumni, professionals, and practitioners. Research, a priority for the institution, has expanded significantly, reflecting ILE's expertise in preschool and primary education and special education, and enabling the development of new tools and knowledge.

Since its inception, the Institute has continuously developed and updated itself. Based on the principles of personalized and community-based pedagogy, supported by values firmly anchored in professional practices, the ILE has been a reference and model for many educational institutions in adopting this pedagogical approach.

For over 63 years, the training programs at the ILE have undergone several revisions to meet the demands of the evolving profession. They have gradually adapted to align with academic standards while staying connected to the field, combining theory with practice. Through these adjustments, the values of the LIE remain steadfast, enabling the Institution to renew itself while preserving its pedagogy—a pedagogy that allows individuals to develop, fosters autonomy, creativity, success, and innovation, as well as civic and community engagement.

This pedagogy is centered on the personal and professional growth of students, placing them at its core, and emphasizes the development of values essential to professional practice. This objective constitutes the very foundation of the ILE's mission across teaching, research, and personal development.

Based on the principle of respecting diversity, the ILE offers personalized pathways as well as a multitude of tools and systems to support each student's progress and development at their own pace. These include contract-based pedagogy, tutoring, peer tutoring, diverse active teaching methods, formative assessments, criterion-referenced assessments, self-assessments, explicitly stated expectations, and opportunities to enhance civic engagement and personal and professional development. Internships provide the perfect opportunity to apply these principles daily, addressing increasingly diverse needs.

Ultimately, the ILE's pedagogy is inseparable from the attitudes of the instructors in which it is deeply rooted and which it promotes. It also cannot be separated from the rigor correlated with an unwavering ethic, aiming to translate the ILE's values into daily professional actions. The educational relationship, therefore, poses a continuous challenge, requiring a balance of freedom, reflection, autonomy, and constraints.

MISSION

The ILE aims to be a professional and reputable institute, focused on performance, innovation, reflection, and research - an open space engaged with its environment and contributing to local and regional educational development. It fosters respect and the development of human and civic values, committed to promoting equitable, inclusive, and quality education. The Institution cultivates an environment that supports the development and fulfillment of its students and staff within a friendly and supportive framework.

Mission

The mission of the ILE is to train preschool and primary educators, as well as special educators in advanced pedagogical innovation, grounded in human and civic values, and committed to continuous professional development to deliver high-quality educational services.

Vision

The ILE aims to continue training preschool, primary, and special educators who can:

- Reinvent teaching
- Uphold values

- Ensure inclusive, equitable, and quality education for all learners
- Advance research in preschool, primary, and special education.

The pedagogy advocated at the ILE focuses on the personal, relational, professional, and cultural development of students who are at the center of this program.

Values

The main values that underpin ILE and guide its actions, choices, and development are:

- Commitment: Engaging in an ethical, integral, and rigorous approach to learning, actions, relationships, and community involvement.
- Autonomy: Empowering learners to express their individuality and thrive as individuals.
- Collaboration: Recognizing the role and contributions of others, and working together to reflect and find solutions, etc.
- Recognition and Valuing Diversity: Promoting differentiated and equitable teaching oriented towards success.

ADMINISTRATION

Director: Rock (EL) ACHY

Heads of Departments:

Preschool and Primary Education: Diane HAJJAR GHORAYEB

Special Education (Orthopedagogy): Sabine RAFIE NADER

Coordinators

Lifelong Learning: Nicole GEHA ABDELNOUR

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

Master in Special Education: Asma MJAES AZAR

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

First year and Communication and Digital: Raya KREIDY

ILE Tripoli Branch : Najat CORDAHI MALHAMÉ

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

ADMINISTRATIVE STAFF

Academic Affairs Administrative Coordinator: Élise BOU ABBOUD ASSAF

Academic Support Officer: Rita BOUSTANY

Librarian Assistant : Marlène GERGES

FACULTY

Associate Professors

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

Assistant Professors

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

Lectures

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 JAOUDE ABI HAIDAR, Patricia AZOURY ABBOUD, Micheline BAKHOS, Amal BOU SLEIMAN RIZKALLAH, Colette CHAHINE AOUN, Joseph CHEHADÉ, Imane DERNAIKA KAMALY, Raquelle GEBRAN (EL) CHIDIAC , 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.



DEGREES, DIPLOMAS AND CERTIFICATES AWARDED

BACHELOR IN EDUCATION

- CONCENTRATION- Preschool and Primary Education
- CONCENTRATION- Special Education (Orthopedagogy)

TEACHING DIPLOMA

- CONCENTRATION- Preschool and Primary Education
- CONCENTRATION- Special Education (Orthopedagogy)

MASTER IN PRESCHOOL AND PRIMARY EDUCATION - PEDAGOGICAL REMEDIATION AND SUPERVISION MASTER IN SPECIAL EDUCATION (ORTHOPELAGOGY)

JOB OPPORTUNITIES

BACHELOR IN EDUCATION - CONCENTRATION- Preschool and Primary Education

- Classroom teacher (from preschool to grade three)
- Teacher for preschool and primary school classes, based on the chosen option in French or Arabic language, from kindergarten to grade EB6 (6th grade)
- Teacher of a subject (French, Math/Science, or Arabic and Social Sciences)
- Educator for a group of children in daycares or recreation centers
- Collaborator in the development of educational projects in national and international organizations.

BACHELOR IN EDUCATION - CONCENTRATION- Special Education (Orthopedagogy)

- Classroom teacher specialized in: specialized education centers, detention centers, and correctional environments
- Resource teacher or remedial educator in inclusive educational institutions
- Agent involved in the development of educational projects in national and international organizations.

MASTER IN PRESCHOOL AND PRIMARY EDUCATION - PEDAGOGICAL REMEDIATION AND SUPERVISION

- Professional expert teacher in preschool and primary education
- Pedagogical coordinator in preschool and primary education
- Project leader for 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 the field of preschool and primary education

MASTER IN SPECIAL EDUCATION (ORTHOPELAGOGY)

- Pedagogical advisor or pedagogical coordinator in a specialized education center or inclusive school
- Remedial educator in private practice or in 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

Credits and fees (Bachelor): 180 credits: \$ 135 /Credit

Credits and fees (Master): 120 credits: \$ 135 /Credit



SPECIFIC PROVISIONS OF THE INTERNAL REGULATIONS OF STUDY

Title I - Studying at the Saint Joseph University of Beirut

Article 8.1: Mandatory Attendance

- a. Absent students are responsible for catching up on missed classes and staying informed about decisions made during their absence.

Title II - Registration and Admissions

Article 13.1: Admission Requirements at the ILE

- a. To a Bachelor's degree: Candidates must:
 - Hold a Lebanese baccalaureate or any officially recognized equivalent diploma.
 - Successfully pass the French language proficiency test of the Saint Joseph University of Beirut.
 - Submit an application file.
- b. To a Master's degree: Candidates must:
 - Hold a Lebanese baccalaureate or any officially recognized equivalent diploma.
 - Hold a Bachelor in Preschool and Primary Education or in Special Education, or any other diploma recognized as equivalent by the USJ Equivalence Commission.

Article 13.2 : Diplomas Awarded by the ILE

- a. Bachelor in Education:
 - Concentration: Preschool and Primary Education
 - Concentration: Special Education (ORTHOPELAGOGY)
- b. Teaching Diploma:
 - Concentration: Preschool and Primary Education
 - Concentration: Special Education (ORTHOPELAGOGY)
- c. Masters:
 - Master in Preschool and Primary Education- Pedagogical Remediation and Supervision
 - Master in Special Education (ORTHOPELAGOGY)

In the Bachelor program, students choose between the Orthopedagogy concentration and the Preschool and Primary Education concentration at the end of the first semester. The language of instruction for Preschool and Primary Education is determined based on the application review and is contingent upon passing the specialized courses. If students wish to change their specialization during the program, they must meet the admission requirements of the new concentration and obtain approval from the administration within the registration deadlines for each semester.

Title III - Validation of the Program Learning Outcomes


Article 25.1: Organization and Assessment of the Program Learning Outcomes through Practice

Article 1:

- a. The Bachelor practical training includes 5 mandatory progressive internships.
- b. Students must validate each internship by achieving a minimum average of 10/20 in all required competency areas. Only the written component of the internship may be resubmitted in a second session.
- c. During the Bachelor's program, students may restart no more than two of the five mandatory internships. Should students fail a third internship, the Board reviews their case. Upon approval from the Board, students may continue provided that no serious deficiencies in professional skills have been identified by the field and academic supervisors.
- d. Any ethical misconduct may result in the termination of the internship.
- e. Attendance during the internship is mandatory, and any absence must be compensated.

Article 25.2: Student Assessment 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 exam session.

- 
- b. Attendance of students in the assessment sessions organized by the Heads of the 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 involvement, progress, challenges, and to submit it via email to the Head of the department before exams.*

Title IV - Regulations of Written and Other Exams

Article 34.1: Conduct of Exams

- a. The use of cell phones and smartwatches is prohibited.
- 