

**Middle East Regional Office**

**CALL FOR PROPOSALS
Terms of Reference**

**Study on the Identification of emerging Skills Needs in Professions impacted by Artificial Intelligence (AI), aiming the Revision of University Curricula
Countries of Intervention: Egypt, Lebanon, and Palestine**

**1. Context**

Artificial Intelligence (AI) is profoundly transforming professional practices, business models, and educational systems worldwide. In this fast-changing environment, anticipating the skills required in professions heavily impacted by generative AI tools has become a strategic priority. Adapting university curricula to the real needs of the labor market is therefore essential.

Numerous studies highlight an impending radical shift in the professional landscape: over 80% of professions are expected to see at least 10% of their tasks modified by AI, while around 20% could be impacted by up to 50%. At the same time, generative AI promises to significantly increase productivity across many economic sectors. The Middle East region is no exception to these structural trends.

This revolution in professions and professional practices requires the adaptation of university curricula, which must remain relevant in a world where mastery of AI tools is increasingly crucial. It is therefore necessary to analyze and anticipate the evolution of professions that constitute the main career pathways, by examining the impact of the generative AI revolution on future labor market needs.

A forward-looking approach to curriculum adaptation is essential to revise and design flexible and evolving academic programs that integrate new AI-related skills. Universities must prepare students for ever-changing careers, equipping them with the tools and skills needed to adapt effectively to a rapidly transforming professional environment.

It is in this context that the Agence Universitaire de la Francophonie (AUF) is launching a study aimed at identifying emerging skills linked to the use of AI in the professions most affected by the rise of generative AI, within priority or predominant sectors of the formal labor market in Egypt, Lebanon, and Palestine.

The focus is not set on technological skills specific to AI-related professions (coding, machine learning, data, etc.) but rather on the skills expected in widespread professions that are likely to be profoundly transformed by generative AI—professions that may evolve, disappear, or give rise to new jobs, emerging as a result of these transformations. This analysis will take into account the economic, educational, and technological specificities of the three countries concerned: Egypt, Lebanon, and Palestine.

This initiative is part of the project “Supporting the Integration of Artificial Intelligence in Higher Education in the Middle East”, funded by the Ministry of Europe and Foreign Affairs (MEAE, France) and implemented by AUF in the Middle East. The project supports the integration of AI in a dozen of universities located in the three countries and includes a component dedicated to curricula renovation, in anticipation of new skills needs arising from ongoing transformations in professions heavily impacted by AI.

The study aims to guide the choices of participating universities in terms of curricula orientation and skills development, in order to improve graduates’ employability and respond to the needs of a labor market affected by the digital transformation.

**2. Objectives of the Study**

**General Objective**

To identify emerging skills related to generative AI tools, in priority or predominant sectors of the formal labor market in Egypt, Lebanon, and Palestine, with the aim of developing recommendations for adapting university curricula preparing to these professions, and improving the employability of young graduates.

The objective is not to focus on purely technological AI-related professions (coding, machine learning, data), but on the transversal skills required in professions most impacted by the arrival of AI tools—particularly generative AI—among widespread professions (translation, law, healthcare, education, journalism, services, engineering, design, etc.)

The contractor should propose general guidelines for curriculum adaptation in higher education programs preparing for these professions, based on rational and evidence-based foundations.

**Specific Objectives**

* Conduct a diagnostic needs assessment:
	+ Identify in the three countries the sectors and professions (or categories of professions) most affected by the emergence of generative AI tools, distinguishing between those that will evolve, disappear, reinvent themselves, or emerge.
	+ Determine the emerging skills linked to the use of generative AI in these identified sectors and professions, with a focus on those most required by employers and most relevant for the employability of young graduates.
* Map professions in transition or emerging under the influence of generative AI in the most promising sectors in terms of career opportunities in the three countries studied.
* Develop a contextualized skills framework for generative AI, adapted to the economic and educational realities of Lebanon, Egypt, and Palestine, designed to guide the design or revision of university curricula.
* Provide concrete and operational recommendations for revising higher education curricula leading to predominant employment-generating fields strongly impacted by generative AI tools.

**3. Expected Methodology**

The study will adopt a mixed-methods approach, combining quantitative and qualitative methods, including:

* A literature review on international and regional trends in the skills expected in professions most transformed by the rise of generative AI tools.
* Two surveys:
	+ One targeting a representative sample of employers, start-ups, incubators, companies across various economic sectors, and public institutions;
	+ One targeting the 12 universities participating in the project, to determine whether AI-related skills are already integrated into their curricula.
* Semi-structured interviews with experts, university faculty, employer representatives, as well as students and recent graduates, to gather their perspectives on the evolution of affected professions.
* Case studies conducted in the three countries to concretely illustrate the impact of generative AI on different professional sectors.
* A comparative analysis of results between Egypt, Lebanon, and Palestine, highlighting both regional convergences and national specificities.

Documentation related to the project “Supporting the Integration of Artificial Intelligence in Higher Education in the Middle East” will be provided to the contractor.

**4. Expected Deliverables**

**The contractor shall produce:**

1. A methodological note to be validated by AUF prior to the implementation of the study, including a proposed outline of the final report.
2. An interim report (draft version).
3. A complete final report, including:
	* A succinct literature review of international and regional trends regarding new skills expected in professions most transformed by generative AI tools;
	* Identification of key employment-generating professional sectors in the formal labor market in Egypt, Lebanon, and Palestine;
	* Within these, a prospective analysis of professions undergoing deep transformation, emerging, or disappearing due to the development of generative AI;
	* For each profession (or group of professions) in transformation or emergence, a detailed mapping of key skills related to generative AI tools, possibly differing across the three countries, in the form of a contextualized skills framework;
	* Operational recommendations for universities to modify, adjust, or radically transform particular curricula;
	* A general country-by-country synthesis and a comparative analysis of results between Egypt, Lebanon, and Palestine;
	* Any other relevant elements in line with the objectives of the study and the project.
4. A concise presentation (PowerPoint) in both French and English for institutional dissemination.

In addition, the contractor must be available in 2026 for:
5. An online oral presentation (in French or English) in front of the project steering committee.
6. Online or in-person participation in three national workshops (Egypt, Lebanon, and Palestine) dedicated to curriculum renovation, based on the results of the study (any travel costs to be covered by AUF).
7. In-person participation in a workshop (Beirut, July 2026), with travel costs covered by AUF.

The final report must be prepared in both French and English, with an executive summary in French, English, and Arabic.

**5. Contractor Profile**

The contractor may be a research consultancy firm or an advisory/expertise body and must demonstrate:

* Proven experience in foresight studies and/or skills needs assessments;
* Expertise in generative artificial intelligence and digital transformation;
* Ability to work in multicultural and multi-country contexts;
* Knowledge of the university and economic ecosystems of Egypt, Lebanon, and Palestine;
* Multidisciplinary skills (data analysis, higher education, generative AI, labor economics, etc.);
* Ability to work in three languages (French, English, Arabic).

**6. Duration, Budget, and indicative Schedule**

* Total duration: 4 months from the date of contract signature.
* The financial proposal must fall within a mandatory range of €22,500 to €30,000, with a clear and detailed breakdown of costs (fees, mission expenses, logistics, and other potential costs).

A detailed schedule must be included in the technical proposal, covering data collection, analysis, drafting, and reporting phases.

**7. Selection Criteria**

The contractor will be selected based on the following criteria:

| Criterion | Weighting |
| --- | --- |
| Quality of technical and methodological proposal | 40% |
| Relevant experience and similar references | 20% |
| Knowledge of regional context (Egypt, Lebanon, Palestine) | 20% |
| Financial proposal | 20% |

**8. Submission Guidelines**

Applicants must submit:

* A technical proposal (stakes and challenges, methodology, work plan, detailed list of deliverables, detailed schedule, CVs of experts, references).
* A detailed financial proposal.
* A cover letter.

Interested applicants are invited to submit their application **exclusively through the online form available at the following link**: [insert link], **no later than October 31, 2025, at 12:00 p.m. (Beirut time)**.

**Contact**
For any further information, please contact: **omneya.shaker@auf.org**