

Qualifications/Skills	Level of importance
<b>Researchers and academics in both government and private organizations.</b>	
Advanced research methodology: Proficiency in designing and conducting research studies, including quantitative and qualitative methods.	Must-have
Analytical skills: Ability to analyze complex data sets, interpret findings, and draw meaningful conclusions.	Must-have
Subject matter expertise: Deep knowledge and understanding of specific academic disciplines or research areas.	Should-have
Critical thinking: Capacity to evaluate information critically, identify gaps in existing knowledge, and propose innovative solutions or theories.	Should-have
Communication skills: Strong written and verbal communication abilities to convey research findings, present academic papers, and collaborate effectively with colleagues.	Optional
Publication record: Demonstrated track record of publishing research articles in peer-reviewed journals or presenting at academic conferences.	Optional
Collaboration and teamwork: Experience working collaboratively with multidisciplinary teams or research groups to achieve common goals.	Should-have
Grant writing and funding acquisition: Experience in writing grant proposals and securing funding for research projects.	Should-have
Adaptability and resilience: Ability to adapt to changing research priorities, overcome challenges, and persist in the face of setbacks.	Should-have
Ethical conduct: Commitment to upholding ethical standards in research, including	Should-have

integrity, transparency, and respect for research participants' rights.	
<b>Teachers and instructors in educational</b>	
Content Knowledge: Deep understanding of the subject matter being taught, including curriculum standards and educational frameworks.	Must-have
Pedagogical Skills: Ability to effectively plan and deliver engaging lessons using diverse teaching strategies to meet the needs of students with varying learning styles.	Should-have
Classroom Management: Skills to create a positive and inclusive learning environment, manage student behavior, and promote mutual respect among students.	Should-have
Differentiation: Capacity to differentiate instruction to accommodate the diverse learning needs and abilities of students, including those with special needs or English language learners.	Should-have
Assessment and Evaluation: Proficiency in designing and implementing various assessment tools to evaluate student learning, provide constructive feedback, and adjust instruction accordingly.	Should-have
Technology Integration: Competence in integrating educational technology tools and resources to enhance teaching and learning experiences in the classroom.	Must-have
Communication: Strong communication skills to effectively communicate with students, parents, colleagues, and other stakeholders, fostering open and productive relationships.	Should-have
Collaboration: Ability to collaborate with colleagues, administrators, and other professionals to support student learning and contribute to the overall improvement of the educational institution.	Optional
Professional Development: Commitment to continuous professional growth and development through participation in	Optional

