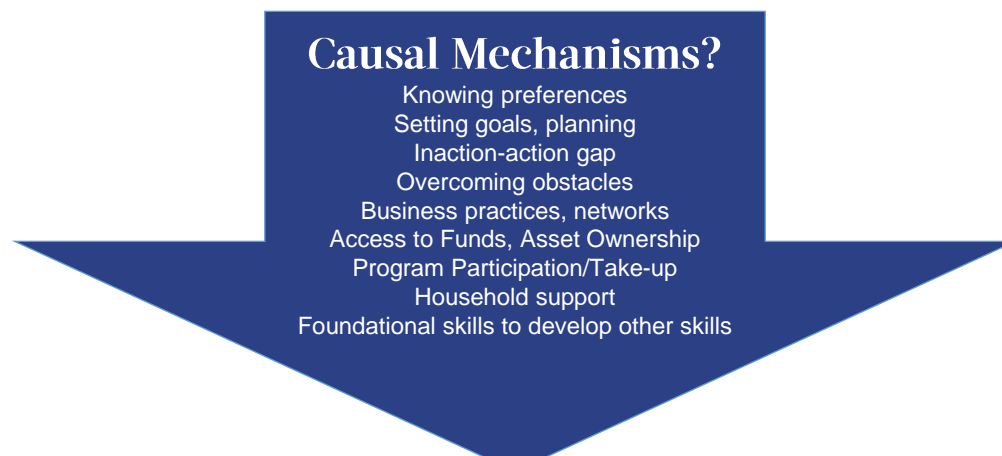


# Figure 2: SES Research Agenda

Which Soft Skills?		For Whom?
<ul style="list-style-type: none"> <li>• <b>Socio-emotional Skills</b></li> <li>• Self/Social Awareness</li> <li>• Self/Relationship Management</li> <li>• Responsible Decision Making</li> <li>• Intrapersonal v. Interpersonal</li> <li>• Agentic v. Communal</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Higher Order Thinking</b></li> <li>• <b>Organization</b></li> <li>• <b>Beliefs &amp; Values</b></li> <li>• <b>Attitudes &amp; Motivation</b></li> <li>• <b>Personality</b></li> <li>• <b>Preferences</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Marginalized groups:</b> youth, women, refugees, FCV</li> <li>• <b>Education level</b></li> <li>• <b>Employment status/type/skill level</b></li> <li>• <b>Available Opportunities</b></li> <li>• <b>Aspirations</b></li> </ul>
How to Implement programs?		Key Simultaneous Binding Constraints?
<ul style="list-style-type: none"> <li>• <b>Delivery method:</b> in-person, digital, play, edutainment, school/work-based</li> <li>• <b>Trainer:</b> work experience, soft skills</li> <li>• <b>Dosage:</b> Time per skill, time distribution</li> <li>• <b>Refresher/Reinforcement</b> of skills</li> <li>• <b>Gatekeepers:</b> involvement of family, peers, teachers, employers, leaders</li> <li>• <b>Cultural Adaptation</b></li> </ul>		<ul style="list-style-type: none"> <li>• <b>Hard skills/Business skills</b></li> <li>• <b>Norms</b></li> <li>• <b>Capital</b></li> <li>• <b>Networking</b></li> <li>• <b>Mentorship</b></li> </ul>



Outcomes			
<b>Entry</b> job search, hiring, business formation, occupation selection	<b>Income/Profits/Retention</b>	<b>Decision Making Power</b> over income, assets, business	<b>Wellbeing</b> anxiety, depression, wellbeing