



Humanities and Educational  
Sciences Journal

ISSN: 2617-5908 (print)



مجلة العلوم التربوية  
والدراسات الإنسانية

ISSN: 2709-0302 (online)

**Evaluating a National Teacher Reskilling Initiative:  
A Qualitative Study of Program  
Design and Implementatio(\*)**

**Norah Alsalamah**

**Afnan Bin Oyaid**

**Ghadah Albakri**

**Najla Alamry**

Department of Teaching and Learning, College of  
Education and Human Development

Princess Nourah bint Abdulrahman

University Riyadh, Saudi Arabia

تاريخ قبوله للنشر 3/3/2026

<http://hesj.org/ojs/index.php/hesj/index>

(\*) تاريخ تسليم البحث 15/1/2026

(\*) موقع المجلة:



## Evaluating a National Teacher Reskilling Initiative: A Qualitative Study of Program Design and Implementation

Norah Alsalamah

Afnan Bin Oyaid

Ghadah Albakri

Najla Alamry

Department of Teaching and Learning, College of  
Education and Human Development  
Princess Nourah bint Abdulrahman  
University Riyadh, Saudi Arabia

### Abstract

This study examines a national teacher reskilling initiative designed to address workforce imbalances and enhance educational outcomes through upskilling and reskilling practices. The initiative represents a collaborative effort between the Ministry of Education and universities to support teacher redeployment into high-demand specializations. A qualitative research design was employed to explore the program's design, implementation, and challenges. Semi-structured interviews were conducted with four senior officials involved in the initiative, and the data were analyzed using thematic analysis to identify recurring patterns and insights.

The findings indicate that the initiative represents an innovative model of teacher professional development aligned with national education reform priorities. Universities demonstrated adaptability in responding to implementation challenges, and inter-institutional collaboration played a critical role in program delivery. However, several challenges emerged, including time constraints affecting program execution, inconsistencies in communication across institutions, and the assignment of teachers to specializations outside their prior training. The study highlights the importance of establishing clear evaluation indicators, improving communication mechanisms, and extending program timelines to strengthen implementation effectiveness. These findings contribute to understanding large-scale teacher reskilling initiatives and provide practical insights for policymakers and educational leaders seeking sustainable workforce development solutions.

**Keywords:** teacher reskilling, professional development, workforce redeployment, educational reform, thematic analysis.

## **Introduction:**

Teacher professional development has become a central pillar in national education reform efforts (Darling-Hammond et al., 2017), particularly in contexts undergoing rapid systemic transformation (Fullan, 2007). In Saudi Arabia, the Optimal Investment Project for Teachers (OIPT) was introduced as a large-scale initiative designed to reskill and redeploy surplus teachers into high-demand specializations (Ministry of Education, 2021). Through university-based higher diploma programs, the initiative aims to enhance teacher competencies and address imbalances in workforce distribution across subject areas. Empirical studies indicate that participation in the program contributes to improving teaching competencies and professional readiness among teachers (Mohammed, 2022).

The initiative represents a significant collaboration between the Ministry of Education and Saudi universities, combining centralized policy direction with institutional implementation. Universities have played a critical role in operationalizing program requirements and adapting them to institutional contexts, resulting in varied implementation practices shaped by organizational capacity and available expertise (Al-Shehri, 2022; Alharthi, 2024). Although the program presents an innovative national model for teacher reskilling, differences in institutional readiness and training conditions have produced uneven implementation experiences that merit systematic investigation (Bin Haider & Al-Faifi, 2024).

Despite increasing national attention, research on large-scale teacher reskilling initiatives remains limited. Existing studies have primarily examined participant satisfaction and perceived benefits, while fewer have explored implementation dynamics and operational challenges (Najmi & Wad'ani, 2023). This study addresses that gap by examining how the OIPT was designed, implemented, and evaluated across participating universities and by identifying the challenges that shaped its execution (Al-Shammari, 2025). Using a qualitative approach (Creswell & Poth, 2018), the study seeks to understand how universities translated national directives into practice and the factors that facilitated or constrained program delivery.

By analyzing the perspectives of university coordinators and ministry officials, this research contributes to broader discussions on teacher

workforce development, national reform implementation (Human Capacity Development Program, 2020), and the design of professional learning models capable of responding to evolving educational needs (Schleicher, 2018; Guskey, 2002).

### Statement of the Problem:

Despite ongoing educational reforms aimed at improving teacher quality and addressing workforce imbalances, there remains limited scholarly understanding of how large-scale teacher reskilling initiatives are designed, implemented, and evaluated at the institutional level. National programs that seek to redeploy teachers into high-demand specializations represent complex reform efforts involving coordination between ministries, universities, and local educational systems. However, the structural, procedural, and contextual factors that shape the effectiveness of such initiatives remain insufficiently examined in empirical research.

This lack of in-depth institutional insight creates challenges in assessing program coherence, implementation fidelity, sustainability, and long-term contributions to educational reform. Without a clear understanding of how reskilling initiatives operate in practice, policymakers and educational leaders may face difficulties in refining program design, improving implementation processes, and ensuring alignment between workforce development strategies and evolving educational needs.

Therefore, the core problem addressed by this study is the absence of a comprehensive understanding of how a national teacher reskilling initiative was designed, implemented, and evaluated at the institutional level, and how structural and procedural factors influenced its effectiveness.

### Significance of the Study:

This study contributes to the growing body of research on teacher workforce development by providing empirical insights into the design and implementation of large-scale reskilling initiatives within higher education systems. While teacher professional development has been widely examined, limited research has explored national-level reskilling programs aimed at addressing workforce imbalances through institutional

collaboration. By examining how such initiatives operate in practice, this study extends current understanding of system-level approaches to teacher capacity building.

Practically, the findings offer valuable guidance for policymakers, educational leaders, and university administrators involved in planning and implementing workforce development initiatives. The study identifies structural and procedural factors that influence program effectiveness, highlighting the importance of coordinated communication, clear evaluation indicators, and realistic implementation timelines. These insights can support more coherent and sustainable strategies for aligning teachers supply with evolving educational needs. At a broader level, the study contributes to discussions on educational reform by illustrating how reskilling initiatives can support long-term system responsiveness and workforce sustainability.

The findings may inform similar reform efforts in other contexts seeking to optimize human capital and improve educational outcomes through strategic teacher redeployment.

### **Objectives of the Study:**

This study aims to:

- 1- Examine a national teacher's reskilling initiative developed to address evolving educational needs and workforce imbalances within the education system.
- 2- Analyze the design of the Optimal Investment Project for Teachers (OIPT) at the ministerial level, including its strategic objectives, structural framework, and alignment with national education reform priorities.
- 3- Investigate the institutional processes through which the initiative was implemented across universities and identify key structural and procedural factors influencing its execution.
- 4- Identify major challenges and constraints affecting program implementation, including communication mechanisms, timeline pressures, and alignment between teachers' prior qualifications and reassigned specializations.

## Questions of the Study:

This study seeks to answer the following questions:

- 1- How was the national teacher reskilling initiative designed to address emerging educational needs and workforce imbalances?
- 2- How does the design of the OIPT reflect strategic priorities and structural considerations at the ministerial level?
- 3- How was the initiative implemented across universities, and what institutional processes shaped its execution?
- 4- What structural and procedural factors influenced the effectiveness of program implementation?
- 5- What challenges and constraints emerged during implementation, particularly in relation to communication structures, timeline pressures, and teacher-specialization alignment?

## Literature Review:

**Teacher Professional Development: Key Models and Evaluation Approaches.**

Teacher professional development (PD) is widely recognized as a critical driver of instructional improvement and overall educational quality (Hattie, 2009). However, much of the earlier research relied heavily on teacher satisfaction as the primary indicator of PD effectiveness, a measure that does not necessarily reflect changes in instructional practice or student learning outcomes (Popham, 2013). In response to these limitations, more rigorous conceptual models have emerged-most notably Guskey's five-level evaluation framework (Guskey, 2002), which has become one of the most influential models for assessing professional development effectiveness (Guskey, 2014).

This framework proposes a layered evaluation process encompassing: (1) teacher reactions, (2) teacher learning, (3) organizational support and change, (4) application of learning in practice, and (5) student outcomes (Guskey, 2014). Such a structure highlights that meaningful professional development requires not only teacher engagement but also institutional alignment, sustained organizational support, and measurable impact on classroom practice and student achievement (Darling-Hammond et al.,

2017). The model's clarity and emphasis on multi-level evaluation make it particularly suitable for examining large-scale initiatives such as the Optimal Investment Project for Teachers (OIPT), which aims to reskill teachers at a national scale (Schleicher, 2018).

Guskey's framework therefore provides the conceptual basis for this study's analysis, offering a comprehensive lens through which the program's design, implementation, and outcomes can be examined holistically.

### **Global Trends in Teacher Upskilling and Reskilling:**

Teacher upskilling and reskilling have gained increasing global attention as education systems respond to technological change, economic shifts, and evolving workforce demands (OECD, 2019). While upskilling focuses on deepening expertise within a teacher's existing specialization, reskilling prepares teachers for entirely new roles or subject areas. This distinction has become increasingly important as education systems seek to address shortages in specialized and emerging fields.

Within the Saudi context, reskilling initiatives associated with the Optimal Investment of Educational Cadres project have been linked to improving teachers' professional competencies and expanding their instructional capabilities to meet new curricular demands (Mohammed, 2022; Basalim, 2024). Studies examining higher diploma transformation programs also indicate that these initiatives play a pivotal role in preparing teachers for new specializations and supporting educational reform efforts (Al-Shehri, 2022).

Research consistently demonstrates that effective professional development is sustained over time and embedded within authentic classroom contexts, supported by collaborative professional learning communities, and aligned with broader educational system goals (Guskey, 2000; Guskey, 2014). Short, fragmented workshops rarely produce lasting instructional change; instead, meaningful improvement requires ongoing support, structured opportunities for practice, and mechanisms for monitoring progress and impact (Ha et al., 2015; Guskey, 2000).

However, empirical studies of the Optimal Investment initiative also identify implementation challenges, including training pressures, field practice difficulties, and mismatches between teachers' prior preparation and their new specializations (Bin Haider & Al-Faifi, 2024; Al-Shammari, 2025). Addressing these challenges is essential to ensure that reskilling initiatives lead to sustainable improvements in teacher effectiveness and system capacity.

### **Educational Reform in Saudi Arabia and the Demand for Teacher Reskilling:**

Saudi Arabia's Vision 2030 has accelerated comprehensive reforms across multiple sectors, including education (Council of Economic and Development Affairs, 2016). The introduction of new secondary school pathways and curriculum restructuring created an immediate demand for teachers with expertise in emerging disciplines and specialized subject areas. This transformation exposed a misalignment between the existing teacher workforce and the system's evolving specialization needs, positioning reskilling as a central strategy within national reform efforts.

Universities were therefore tasked with delivering intensive higher diploma programs designed to build teacher capacity in high-demand fields. Evidence from recent studies indicates that diploma programs associated with the Optimal Investment of Educational Cadres initiative have contributed to strengthening teachers' competencies and preparing them for new specializations aligned with system needs (Mohammed, 2022; Alharthi, 2024). These initiatives reflect a broader national commitment to human capital development (Human Capacity Development Program, 2020) and improving workforce deployment across the education system.

Research further indicates that implementing such programs requires significant institutional adaptation, including curriculum redesign, coordination with ministry directives, and expanded field training structures (Bin Haider & Al-Faifi, 2024; Al-Shehri, 2022). Examining how universities responded to these demands provides critical insight into the practical implementation of reform policies and institutional adaptation processes.

## The Optimal Investment Project for Teachers (OIPT): A National Reskilling Model:

The Optimal Investment Project for Teachers (OIPT) was launched as a large-scale national initiative designed to retrain teachers from surplus subject areas and redeploy them into fields experiencing shortages (Ministry of Education, 2021). Through a one-year higher diploma offered by participating universities, the project sought to optimize teacher distribution, enhance instructional quality, and strengthen alignment between teacher competencies and evolving labor market needs. Evidence indicates that these diploma programs contribute to improving teaching competencies and preparing educators for new specializations aligned with system demands (Mohammed, 2022; Alharthi, 2024).

Existing research has examined the initiative primarily through participants' experiences and satisfaction levels, often reporting positive perceptions of program quality and relevance (Najmi & Wad'ani, 2023; Basalim, 2024). However, such studies provide limited insight into the broader policy, administrative, and implementation dynamics shaping the project. Recent research highlights variability in program delivery across institutions and identifies structural and procedural challenges affecting implementation, including coordination demands, field training constraints, and alignment between training content and workplace realities (Bin Haider & Al-Faifi, 2024; Al-Shammari, 2025).

A substantive gap therefore remains in understanding how universities operationalized national directives, how institutional contexts shaped implementation practices, and the extent to which program objectives were consistently realized across settings (Al-Shehri, 2022; Alharbi, 2025). By centering the perspectives of ministry officials and university coordinators-actors directly involved in policy design and institutional execution-this study provides a deeper examination of reform implementation processes within the Saudi higher education system. In doing so, it aligns with calls for policy-level analysis that move beyond perception-based evaluations toward a more comprehensive understanding of structural and organizational dynamics in large-scale educational reform (Lincoln & Guba, 1985).

## Methodology:

### Research Design:

This study employed a qualitative research design to develop an in-depth understanding of the Optimal Investment Project for Teachers (OIPT) from the perspectives of individuals directly involved in its design and implementation. A qualitative approach was selected because it enables the exploration of participants' experiences, interpretations, and contextual insights, which are essential for understanding the complex dynamics of large-scale national reskilling initiatives (Creswell & Poth, 2018; Braun & Clarke, 2006).

### Participants and Sampling:

A purposive sampling strategy was employed to select participants who possessed direct involvement in the national teacher reskilling initiative. The study included four senior officials responsible for planning, coordinating, and overseeing the program at the ministerial and institutional levels.

Participants were selected based on the following criteria:

- Direct involvement in the design or implementation of the initiative
- Decision-making or supervisory roles related to the program
- Experience in teacher development or workforce planning

This sampling approach ensured that participants possessed in-depth knowledge of the initiative's design, implementation processes, and operational challenges. The participants had professional experience ranging from approximately 10 to over 20 years in educational administration and teacher development, providing informed perspectives on policy implementation and institutional coordination.

## Data Collection

Data were collected through semi-structured interviews, a method that provides flexibility to explore emerging issues while maintaining alignment with the study's guiding questions (Creswell & Poth, 2018). Interviews were conducted individually and addressed key themes related to program

design, implementation strategies, evaluation practices, and challenges encountered during execution. This approach enabled participants to describe their experiences in depth and to elaborate on contextual factors that shaped program implementation, thereby generating rich, detailed insights into institutional processes and policy enactment.

### **Data Analysis:**

The interview transcripts were analyzed using an abductive thematic analysis approach. This analytical strategy integrates inductive coding, allowing patterns and themes to emerge from the data, with deductive coding informed by conceptual frameworks related to teacher professional development and educational reform. This approach enabled the researchers to move iteratively between data-driven insights and theoretically informed interpretation.

The analysis proceeded through several iterative stages. First, transcripts were read repeatedly to achieve data familiarization. Second, open coding was conducted to identify meaningful units of text. Third, codes were compared and grouped into broader categories through constant comparison. Fourth, categories were refined into themes by examining relationships between patterns and aligning them with the analytical focus of the study.

Throughout this process, analytic memos were used to document emerging interpretations and support transparency in theme development.

Semi-structured interviews were conducted over several weeks, with each interview lasting approximately 45-60 minutes. Interviews were conducted in Arabic to ensure clarity and depth of participant expression and were subsequently translated into English for analysis. Depending on participant availability, interviews were conducted either face-to-face in institutional settings or via secure virtual communication platforms.

Data saturation was reached when no new themes emerged from the final interviews and recurring patterns became consistent across participants' responses. This indicated that the collected data was sufficient to capture the key dimensions of the initiative's design and implementation processes.

The researchers occupy professional positions within the Saudi higher education system and are familiar with national educational reforms and

teacher development initiatives. This positionality provided contextual insight that supported interpretation of institutional processes and policy implementation. To minimize potential bias, reflexive practices were employed, including collaborative discussion of interpretations, maintenance of analytic memos, and grounding thematic development in participants' perspectives.

Through this analytical process, four major themes were identified: program design, implementation processes, evaluation practices, and implementation challenges. These themes reflect both recurring patterns in participant responses and analytically derived insights aligned with the study's objectives.

### **Trustworthiness of the Study:**

To enhance the credibility and trustworthiness of the findings, multiple strategies were employed in accordance with established qualitative research standards (Lincoln & Guba, 1985). Research triangulation was applied during the coding and theme development processes to reduce individual bias and strengthen interpretive rigor. Member checking was conducted by sharing preliminary interpretations with selected participants to verify accuracy and ensure that their perspectives were represented faithfully. In addition, an audit trail documenting key analytical decisions and procedural steps was maintained to support the study's dependability and transparency.

### **Ethical Considerations:**

Ethical approval for this study was obtained from the Institutional Review Board at Princess Nourah bint Abdulrahman University prior to data collection. Participants were informed about the purpose of the study, the voluntary nature of their participation, and their right to withdraw at any time without consequences. Informed consent was obtained before the interviews were conducted.

Confidentiality and anonymity were maintained throughout the research process. Identifying information related to participants and institutions was removed from transcripts and reports to protect privacy. Pseudonyms and non-identifiable descriptors were used when presenting qualitative excerpts.

## Discussion:

The purpose of this study was to examine the Optimal Investment Project for Teachers (OIPT) by exploring how it was designed, implemented, and evaluated across participating universities and by identifying the challenges that shaped its execution. The findings indicate that, although the OIPT represents a strategically aligned initiative within national reform efforts, its rapid implementation posed significant challenges for both the Ministry of Education and participating universities. Similar implementation pressures and coordination challenges have been documented in recent studies of the program (Bin Haider & Al-Faifi, 2024; Al-Shammari, 2025). The analysis underscores the importance of providing adequate lead time for program planning, ensuring clear and consistent communication of guidelines, and aligning teacher placements with their professional backgrounds and competencies (Schleicher, 2018).

Variations in the interpretation of ministerial guidelines highlight the need for stronger communication channels and more collaborative planning processes between central authorities and implementing institutions. Research examining diploma implementation contexts has similarly reported institutional variability in program delivery and procedural clarity (Al-Shehri, 2022). When directives are interpreted differently across institutions, implementation practices may diverge, potentially limiting program coherence and producing uneven learning experiences for participating teachers. In addition, misalignment between teachers' prior specializations and their reassigned fields emerged as a critical concern. Studies of trainees and program participants indicate that mismatches between prior expertise and assigned specializations can create learning difficulties and increase training demands (Bin Haider & Al-Faifi, 2024).

While reskilling initiatives aim to address workforce shortages, placement in fields lacking foundational knowledge may increase professional stress and reduce instructional effectiveness (Ha et al., 2015). Future iterations of the program may benefit from more systematic selection and placement processes that consider teachers' prior qualifications, professional interests, and readiness for transition, thereby improving program effectiveness and sustainability.

## Findings:

The thematic analysis yielded four major themes that describe how the Optimal Investment Project for Teachers (OIPT) was designed, implemented, and evaluated across participating institutions, as well as the challenges that influenced its execution. These themes are: Program Design, Implementation Practices, Evaluation Processes, and Challenges and Constraints.

## Program Design:

Participants consistently described the Optimal Investment Project for Teachers (OIPT) as a pioneering national initiative intended to reskill teachers in response to emerging curricular demands and workforce needs (Ministry of Education, 2021). The Ministry of Education established the program framework, identified priority specializations, and issued implementation guidelines for participating universities (Ministry of Education, 2017).

Interviewees emphasized that the program's objectives were clear and strategically aligned with national education reform efforts. The initiative sought to address shortages in high-demand subject areas, enhance teacher competencies through university-based higher diploma training, and optimize workforce distribution across the school system (Ministry of Education, 2021). Empirical studies examining the program have similarly reported improvements in teachers' professional competencies and the program's role in supporting workforce redeployment and system needs (Mohammed, 2022; Alharthi, 2024; Basalim, 2024).

Despite the clarity of the overall vision, several participants indicated that the rapid launch of the program constrained the time available for planning, curriculum development, and coordination between the Ministry and universities. Consequently, variability emerged in how institutions interpreted and operationalized program guidelines, leading to differences in implementation practices across contexts. Comparable findings have been reported in studies documenting institutional variation and implementation challenges within the program (Al-Shehri, 2022; Bin Haider & Al-Faifi, 2024).

### Implementation Practices:

Participants described diverse implementation approaches across universities, shaped by institutional capacity, faculty expertise, and administrative structures (Bin Haider & Al-Faifi, 2024). Despite these contextual differences, several common patterns emerged. Universities demonstrated considerable adaptability in responding to emerging needs, adjusting course schedules, refining instructional strategies, and reallocating resources as the program progressed. Faculty engagement also played a central role in implementation; in many instances, academic staff actively contributed to shaping diploma content, developing instructional materials, and ensuring alignment with program objectives (Al-Shehri, 2022). These findings are consistent with recent studies indicating that institutional flexibility and active faculty participation are critical factors influencing the successful implementation of Optimal Investment diploma programs (Alharthi, 2024).

Participants further noted ongoing coordination between universities and the Ministry of Education to clarify requirements and obtain approval for program adjustments. However, the clarity and consistency of communication varied across institutions, influencing the pace and coherence of implementation processes.

Overall, program delivery was characterized by continuous adaptation, as universities balanced ministerial expectations with on-the-ground realities and institutional constraints.

### Evaluation Processes:

Participants indicated that evaluation processes operated at both ministerial and institutional levels; however, their scope and degree of consistency varied across universities. Monitoring practices included tracking teachers' progress through course assessments and practical requirements, submitting periodic institutional reports to the Ministry describing program progress and implementation challenges, and conducting internal departmental reviews to ensure that diploma delivery remained aligned with academic standards.

Despite these efforts, participants emphasized that evaluation practices lacked a unified framework. The absence of common performance indicators limited the ability to compare outcomes across institutions, monitor teachers' performance after reassignment, and assess the initiative's broader contribution to workforce redistribution and educational system needs. This inconsistency reduced the comparability of institutional reports and constrained evidence-based decision-making at the national level.

### Challenges and Constraints:

Although the OIPT was widely viewed as a valuable and timely initiative (Fullan, 2007), participants identified several challenges that influenced its implementation. One of the most frequently cited concerns was the accelerated timeline for program launch, which placed considerable pressure on universities. Participants reported limited time to develop curriculum materials, recruit qualified faculty, and orient teachers to their new specializations. Similar time and training pressures have been documented in studies examining the implementation of Optimal Investment diploma programs (Al-Shehri, 2022).

Interviewees also described variations in how universities interpreted and applied ministerial guidelines. Differences in institutional procedures, communication flows, and administrative coordination contributed to inconsistencies in implementation practices across universities (Bin Haider & Al-Faifi, 2024). Such variability reflects broader organizational challenges faced by participants enrolled in the program.

Another significant challenge involved misalignment between teachers' prior backgrounds and their newly assigned specializations. Participants noted that placement in unfamiliar fields increased instructional demands and required universities to provide additional foundational support to facilitate successful transition. Research examining trainee experiences similarly highlights difficulties related to specialization mismatch and field training demands (Al-Shammari, 2025).

Collectively, these challenges shaped the implementation process and influenced program outcomes. Participants emphasized that addressing these issues would enhance the initiative's effectiveness, coherence, and long-term sustainability.

## Conclusion:

This study examined the design, implementation, and evaluation of the Optimal Investment Project for Teachers (OIPT), highlighting its role as a strategic mechanism for strengthening teacher capacity within ongoing educational reform efforts. The findings indicate that the initiative represents a coordinated effort between the Ministry of Education and universities to address workforce imbalances and emerging specialization needs. Participants described the program as an adaptive and forward-looking model that supports system responsiveness and professional mobility.

At the same time, the analysis revealed structural and procedural challenges that may affect long-term sustainability. Variations in communication practices, compressed timelines, inconsistencies in evaluation procedures, and misalignment between teacher backgrounds and reassigned specializations were identified as factors that may limit program coherence and effectiveness. Addressing these issues is essential to ensure that the initiative contributes meaningfully to workforce optimization and system-level reform.

## Practical Implications:

The findings provide practical insights for policymakers, higher education institutions, and program administrators involved in teacher workforce development initiatives. Establishing clearer communication protocols and coordinated planning mechanisms can enhance institutional alignment during program implementation. Developing standardized evaluation indicators would support evidence-based decision-making and enable cross-institutional comparison of outcomes. Additionally, aligning teacher placement decisions with prior expertise and competency profiles can improve program efficiency and maximize professional transition success. These actions can strengthen the operational effectiveness of large-scale reskilling initiatives and support more responsive workforce planning.

### Recommendations:

Based on the study findings, the following recommendations are proposed:

- 1- Extend program timelines to allow universities sufficient preparation time for curriculum development, instructor recruitment, and implementation planning.
- 2- Improve communication and coordination between the Ministry of Education and participating universities to ensure consistent understanding of program guidelines and expectations.
- 3- Strengthen teacher placement processes by aligning participant selection with prior qualifications, experience, and competency requirements.
- 4- Develop a unified evaluation framework with standardized indicators to enable systematic assessment of program outcomes across institutions.

### Directions for Future Research:

Future studies may build on these findings by examining long-term outcomes of teacher reassignment and its impact on classroom practices and student learning. Quantitative investigations could assess workforce redistribution efficiency and program return on investment, while comparative studies may explore similar reskilling initiatives in different national contexts. Additionally, research focusing on teachers' lived experiences during professional transition could provide deeper insight into identity reconstruction, professional adaptation, and retention outcomes following reskilling initiatives.

### References:

- Al-Anzi, H. A. T. (2024). The mediating role of self-regulated learning in the relationship between technical competence and satisfaction with e-courses among learners in the "Optimal Investment of Educational Cadres" program at Northern Border University. *Journal of Education College Wasit University*, 54(1), 359-382.
- Alharbi, H. S. (2025). Perspectives on the Optimal Investment Diploma Programme: Insights of In-Service Special Education Teachers in Saudi Arabia.

- Alharthi A. (2024). The Efficiency of Optimal Investment Programs for Educational Personnel at the College of Education at the University of Jeddah and the Returns Obtained from them from the Graduate's Point of View "A Field Study".,-*Journal of Umm Al-Qura University for Educational and Psychological Sciences*, 16(4), 1-13.-  
<https://doi.org/10.54940/ep37166422>
- Al-Shammari, F. F. (2025). Field training problems faced by student teachers in the "Optimal Investment of Educational Cadres" program, digital skills specialization, from their perspective. *Educational Journal*, 39(156), 129-157.
- Al-Shehri, Rajeh A. (2022). The reality of transformative higher diploma programs in the "Optimal Investment of Educational Cadres" project. *Journal of the Faculty of Education, Tanta University*, 88(4), 733-757.
- Basalim, A. M. (2024). Competencies of the "Optimal Investment of Educational Cadres" program in the special education track from the perspective of teachers at Saudi universities. *Journal of Arts, Literature, Humanities and Social Sciences*, (111), 536-569.
- Bin Haider, M., & Al-Faifi, M. S. (2024). Challenges facing trainees in the "Optimal Investment of Educational Cadres" project from the perspective of those enrolled in it. *Educational Journal of the Faculty of Education in Sohag*, 119(119), 1171-1203.
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77-101.  
<https://doi.org/10.1191/1478088706qp063oa>
- Council of Economic and Development Affairs. (2016). *Saudi Vision 2030*.  
<https://www.vision2030.gov.sa>
- Council of Economic and Development Affairs. (2020). *Human Capacity Development Program*. <https://www.vision2030.gov.sa>
- Council of Economic and Development Affairs. (2021). *Quality of Life Program*.  
<https://www.vision2030.gov.sa>
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches* (4th ed.). Sage.
- Darling-Hammond, L., Hyster, M. E., & Gardner, M. (2017). *Effective teacher professional development*. Learning Policy Institute.

- Fullan, M. (2007). *The new meaning of educational change* (4th ed.). Teachers College Press.
- Guskey, T. R. (2000). *Evaluating professional development*. Corwin Press.
- Guskey, T. R. (2002). Professional development and teacher change. *Teachers and Teaching: Theory and Practice*, 8(3), 381-391. <https://doi.org/10.1080/135406002100000512>
- Guskey, T. R. (2014). *Planning and evaluating professional development: A guide for practitioners* (3rd ed.). Corwin.
- Ha, A. S., Yuen, M. T., & Chan, L. K. (2015). The impact of professional development on teachers' self-efficacy and instructional practices. *Teaching and Teacher Education*, 48, 22-30. <https://doi.org/10.1016/j.tate.2015.01.003>
- Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
- Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic inquiry*. Sage.
- Ministry of Education. (2017). *Education Transformation Program*. Riyadh, Saudi Arabia.
- Ministry of Education. (2021). *Optimal Investment Project for Teachers: Program guide*. Riyadh, Saudi Arabia.
- Mohammed T., Manal. (2022). The impact of the "Optimal Investment of Educational Cadres" program on the teaching competencies of teachers in the Kingdom of Saudi Arabia. *Assiut Journal of Sports Science and Arts Education*, 62(2), 446-467.
- Najmi, A. H. M., & Wad'ani, J. B. H. M. (2023). The degree of satisfaction among student teachers regarding the "Optimal Investment of Educational Cadres" project: The Critical Thinking program as a model. *Educational Journal*, (107), 220-257.
- OECD. (2019). *TALIS 2018 results (Volume I): Teachers and school leaders as lifelong learners*. OECD Publishing. <https://doi.org/10.1787/1d0bc92a-en>
- Popham, W. J. (2013). *Classroom assessment: What teachers need to know* (7th ed.). Pearson.
- Schleicher, A. (2018). *World class: How to build a 21st-century school system*. Brookings Institution Press.