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Project title

**Effects of Reskilling Programs and Their Role in Economic Mobility
for the Poor**

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1. Chapter 1: Introduction

1.1. Research Background

As a result of the continues growth and rapid transformation in the labor market the skills required to maintain employable are becoming highly challenging. This increased the demand on reskilling programs which are becoming significantly important especially for low-income workers who are limited to gaining a stable, well-paying job. These programs may provide the opportunity to better employment, higher earning and greater economic mobility. However, there can be limited and affected by many factors including accessibility, how affordable and weather they are linked to actual job opportunities. These programs can help disadvantaged groups to acquire the new or enhanced skills to workers whose skills may have become outdated therefore is fulfills the gap between social inequality and ability to live a sustainable livelihood.

According to Jason Jabbari et al (2023) the people who were reskilled were more likely to start or plan a business and also aided to gain economic stability. Also, some groups are found to increase their optimism which gives advantage for long term mobility. As the research also states that during the economic pandemic of COVID -19 gaining access to reskilling programs had less barriers for entry which helped in economic stability as it helped people stay attached to work during the distribution.

Throughout this research I will be identifying main issues that will face the poorer population, compare and contrast how the reskilling programs may differ within different economies and Implications for Equity. The purpose to identify the importance of gaining skills in demand withing the labor market its relationship with low-income families in order to achieve economic mobility.

1.2. Research Problem

This section identified the key gaps that may occur using existing data and research regarding the reskilling programs and their link to promotion economic mobility for the poor. Although there is a growing interest in workforce development, systemic limitations exist. The research problem is categorized in theoretical gaps and practical gaps.

1.2.1. Theoretical Gaps

Current studies don't have clear models that connect reskilling programs to real economic improvement for poor people. Most research looks at basic job skills but ignores important factors like long-term income or stable jobs. There's also little research on how culture or gender affects reskilling success for the poor.

1.2.2. Practical Gaps

For rural poor people, reskilling programs are difficult to reach and don't match local job needs. They lack job placement help and financial support after training. Most programs are short and city-focused, as result some individuals don't benefit from these programs.

1.3. Research Significance

1.3.1. At the theoretical level

- This study will contribute to the existing research by conducting information and examining the influence of reskilling programs on income and employment challenges in low income and disadvantages individuals

- It will link skill acquisition with poverty reduction by looking at the theoretical theories within the labor economics and human capital
- The research provides an understanding that connects reskilling providers with social mobility theories to give a better understanding on the connection between how education and training can help overcome poverty.
- It highlights the gaps to achieve long term effectiveness regarding economic mobility.

1.3.2. At the practical level

- The research assists in finding and providing more effective reskilling programs designed to develop skills required in the labor market
- The study can aid in making the right decisions regarding which reskilling programs in which will have high economic returns.
- It includes recommendations aided with evidence to improve accessibility to the programs and their relevance to the labor markets demands and their impact on poverty overall.

1.4. Research Questions

- What environments affect reskilling and their impacts on poorer groups
- What barriers can poorer groups experience which affect them completing the program?
- To what degree do the reskilling programs affect people from disadvantaged groups and what is its economic impact on the individual and their sustainability at work?
- How programs targeted at different social economic groups affect the advantages given to the low paid workers?

- What are the types of programs and how they contract with the labor market's needs?

1.5. Research Objectives

Identifying and answering the research questions it is required to research the following:

- How targeted skill development can be a tool for reducing inequality and fostering economic inclusion
- To identify the key elements that contribute and push the poorer groups to undertake the reskilling programs.
- To investigate the necessity of undertaking these programs and the importance to gain economic mobility to the poor
- The accessibility of the programs and their long-term impact on poorer group
- Identify key reskilling programs to meet the needs of the labor market

1.6. Research Hypotheses

Reskilling programs are directly linked to enabling lower income family's access to better paying jobs.

Joining a reskilling program increases the opportunity of employability for low-income individuals

The impact of reskilling initiatives on upward mobility is maximized when reskilling programs are aligned with the labor market's needs.

1.7. Research Model

The research model is shown below

Reskilling Programs → training programs that provided the low-income with new skills

Skill Development → improved knowledge and abilities received from training

Employability → increased chances of getting better paid jobs

Economic Mobility → improves income and living conditions for poor individuals

1.8. Research Methodology

In this research quantitative descriptive research design will be used. This design is appropriate because it allows t to collect numerical data and compare the relationship between reskilling programs and economic mobility. The design will help identify whether participation in reskilling programs improves skills, employability, income, and access to better job opportunities.

1.9. Scope of The Study

This research will focus on the importance of reskilling programs and their effect on improving the economic mobility on the low-income individuals and families. It

will study how participating in these programs can aid in helping low-income individuals to gain new skills, increase their opportunity to gain a better job and improve their income and living conditions.

If will be limited to the study to people from low-income environments who have undertaken reskilling programs and specifically looks and the relationship between training, employability and economic improvement.

1.10. The Suggested Project Structure

The proposed structure for the research project is as follows (Midocean University, 2023):

1. Introduction: it provides an overview of the study including the background information, research problem, objectives, and the significance of the research.
 - 1.1. Research background: it illustrates the historical roots of the project idea.
 - 1.2. Research problem: it reflects the gap in the current literature or practice that the project seeks to investigate and address.
 - 1.3. Research significance: it clarifies the importance of the study at the theoretical level, and the empirical level.
 - 1.4. Research questions: it presents the specific hypotheses that will be tested in the project.
 - 1.5. Research objectives: it identifies the specific goals and outcomes that the project aims to achieve.
 - 1.6. Research hypotheses: it presents the specific hypotheses that will be tested in the project.
 - 1.7. Scope of the study: it defines the scope of the project work.

2.Chapter 2: Literature Review

2.1. Introduction

This chapter will explore previous research regarding employment level and its relation to the skills and abilities and how they are affected by programs and what factors contribute to a successful and unsuccessful reskilling programs. Including research from a variety of resources to show the social and economic limitations. Researchers have explored how providing the required and relevant skills can directly improve employability focusing on the right reskilling programs for the employability sector in demand.

2.2. The independent variable

The reskilling programs as the independent variable of this study, the importance of delivering, accessibility, duration and funding play a key role in achieving economic mobility. In Saudi Arabia there has been a major shift emphasizing the importance long life skills aligning with the 2030 vision. For example, the ‘Waad’ national Training Campaign is a high-capacity reskilling agency in Saudi Arabia focusing to equip individuals with skills in demand within the employability sector.

Strategic alignment: the human capability development program if focuses to shift from the traditional education to equip individuals with lifelong skills this increases the chance that individuals will have an opportunity to develop the skills for the continually evolving work environment.

Financial accessibility: for poorer groups ‘HadaF’ has services like monthly stipends which help to remove financial barriers to participate in such reskilling programs.

Market driven training: programs that are targeted at different sectors to aid individuals from poorer groups to gain the skills that matches the specific needs of the private sector

2.3. The dependent variable

The dependent variable is the economic mobility for the poor and it is measured in different ways including the income increase, job quality, wage growth and movement out of poverty.

According to Fields and Ok mobility they see mobility as the changes in who earns income and how much they earn, and they measure to track these changes over time rather than at just one point. This suggest that the effect of the reskilling programs can be seen over a long term and preferably studied over a period of time which ensures accurate results to be able to provide reliable information.

Previous research carried out states that there are many factors to include race, gender and geographic areas contribute to the mobility and the chances individuals can get and how they impact their chances of employability or improve their status. Patima Chongcharoentanawat et al (reference 3). Suggesting that these factors impact the conducted research and have a critical impact on the outcome of the study so it is very important when carrying out the research linking and combining these factors to the key idea of reskilling programs to maintain economic mobility.

Some research show that there are Limits, Sustainability, and Structural Barriers. As Nina Rosas et al (reference 4) shows that advantages of training may last for a short period of time. Mainly in rural areas like Bihar, India the positive effect may disappear within two to six months for two main reasons discrimination and wages are relatively low in comparison to living costs.

Although there has been many ideas and research though The Ministry of Human Resources and Social Development report 2025 (reference 5) there has been a large number of 100000 empowered social beneficiaries of the reskilling programs suggesting they are successful in moving people into national economy.

2.4. The relationship between the independent and the dependent variables

The relationship between the independent variable (reskilling programs) and the dependent variable (economic mobility) is a mediated causation. Research shows that the reskilling programs not only offer a certificate, but it has a deeper effect and acts as a bridge to transform individual capabilities to skills which will increase their chances by transforming their skills to market value therefore supporting disadvantages people from poorer areas to move upwards in the employability opportunities.

Reskilling programs play a key role in the individual's market value which acts as a direct reflection of their skills, knowledge and experience. The Ministry of Human Resources and Social Development report 2025 (reference 5) links my theoretical variables and how they impact on the actual Saudi labor market. One of the main national training campaign 'Waad' acts as a primary opportunity for

reskilling. As reported by The Ministry of Human Resources and Social Development report 2025 (reference 5) it provided over two million training opportunities which supports the factors of accessibility and delivery. At the same time there has been a growth of employment where 2.5 million Saudi national in private sector in parallel with the decline in unemployment rate to 7.5% which indicate these programs are successful in contribution to employability.

2.5. Conclusion

In this chapter there has been many researches identified which show the relationship between the independent variable (reskilling programs) and the dependent variable (economical mobility). We can conduct that reskilling programs have important role in improving employability although it has many factors affecting it however, its best out come is when it is aligned with the labor market's needs.

As shown in the researches the independent variable, reskilling programs, is affected by many factors including funding, alignment with employability demand and accessibility. The Vision of 2030 of Saudi Arabia it had powerful initiatives which demonstrate the importance of providing such opportunities for individual to equip them with the lifelong skills and improving their capabilities for work.

Also, the research shows the dependent variable, economic mobility, is also affected by external factors like race, gender and location also it could have social barriers. As some research show that these may have a short-term impact

challenges and limitations, on the other hand, programs which are catering for individuals and the markets need which are better designed can lead to positive results including better income and better economic mobility.

In conclusion, the relationship is significant but complex between the reskilling programs and the economic mobility. As the reskilling skills have a positive effect on individuals by improving skills which increases the opportunity and act as the bridge for individuals to acquire relevant market skills which therefore leads to better market value, however its long-term effectiveness requires to identify the broader social and economic factors. This emphasizes the importance of designing inclusive and sustainable programs to have a better and long-term affect.

Chapter 3 Research Methodology

3.1. Introduction

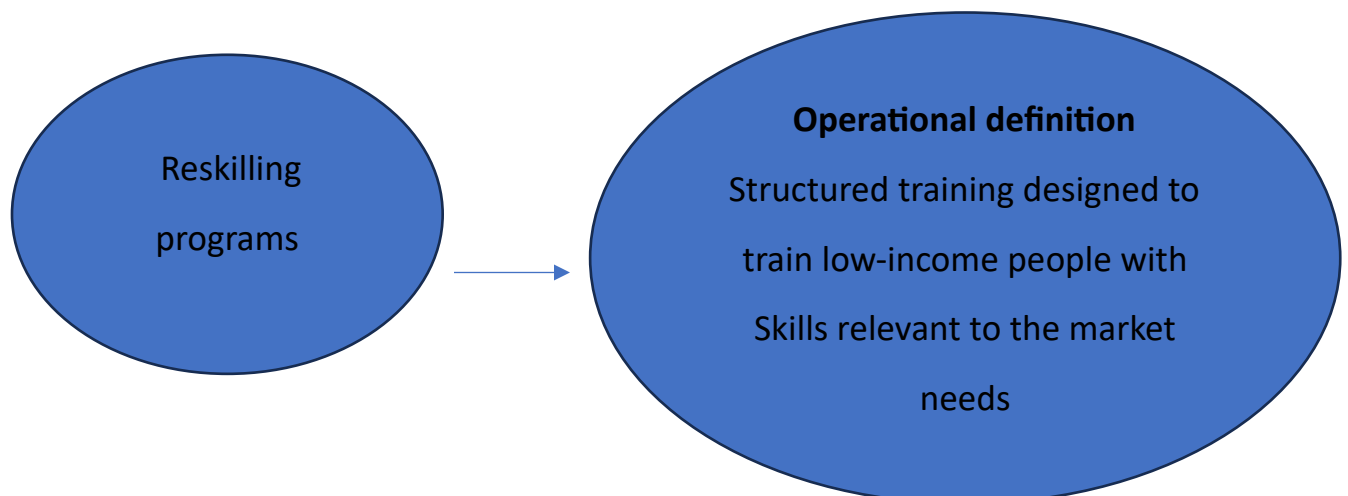
This chapter focuses on the research conducted that outlines the relationship between the reskilling programs and the economic mobility of low-income individuals. It translates the theoretical hypotheses and research questions outlined in Chapter 1 into an actionable research plan by clarifying variable dimensions, data collection tools, and the overall survey design.

The primary objective is to maintain a standardized and highly replicable framework capable of objectively assessing the direct impact of skill development on long-term financial stability.

3.2. Operational Definitions for Research Variables

The main variable of this research is operationalized through specific dimensions to ensure measurable and quantifiable analysis is carried out. This will specify how variables are measured, observed or manipulated insuring a consistent and valid study that is easy to measure.

Independent variable



Dimensions:

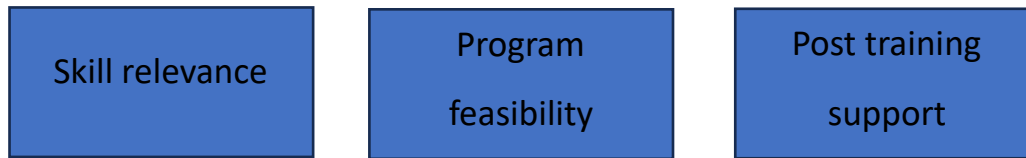
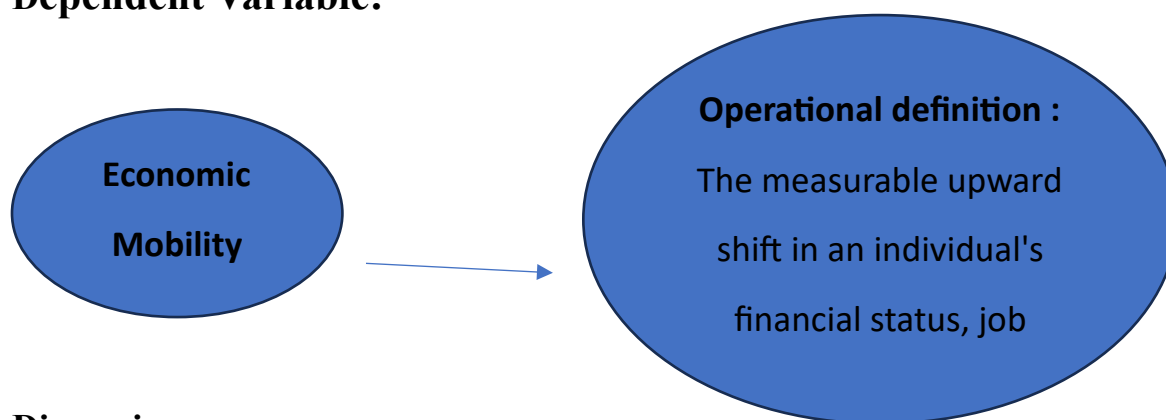


Figure : by researcher

Dependent Variable:



Dimensions:

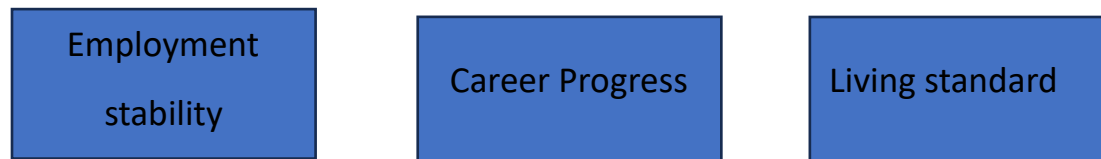


Figure : by researcher

3.3. Research Design (Research Opinion)

The study collects quantitative data which holds a descriptive design to collect and analyze numerical data on the association between participation in reskilling programs and socioeconomic outcomes. standard survey instruments are used to reduce researcher bias, support larger sample aggregation, and enable objective hypothesis testing. The design centers on range of participant data to assess whether specific program features aid with the improvements in employment quality and income.

Table of research instruments

Variable Type	Variable Name	Dimensions	Question
Independent	Re-skilling program	Skill relevance Program Feasibility Post training	Section 2 Question 1-4
Dependent	Economic mobility	Income growth Employment stability Career Progression Standard of living	Section 4 Question 1-4
Screening	Filter	Program participation	Section 1 Question 6

3.4. Population

Targeted population for this study consists of low-income and individuals who come from disadvantaged socioeconomic groups who have participated or completed a reskilling or training program. The main focus is based on individuals who have access to training programs in Saudi Arabia within the public and private sector funded by different organizations. This is important which will provide necessary context to examine how different sectors has impacted the modern labor market in increasing the opportunities of employment and improving living standards.

3.5. Sample, Sampling Methods, and Techniques

As there is a high population of reskilling program participants the representative sample should be chosen carefully using different parameters:

3.5.1: Sampling techniques

A purposive sampling is used to target respondents who specifically fit the sociodemographic requirements. It provides more reliable information and data according to the targeted group, low-income individuals who may have or have not completed training programs.

Screening: this will ensure the validity of the sample as it is included in the primary research instrument. It served as a strict baseline to filter respondents who have completed retraining programs and individuals who have not which aids in testing the hypothesis of the research.

3.5.2 Data Collection method

Data was collected through structured questionnaires especially designed to compare and contrast the effect of reskilling of low- income individuals and its impact on their career and economic state. Quantitative data collection approach was used to gather numerical data to measure and evaluate the main dimensions of the independent and dependent variables.

4. Chapter 4: Statistical Analysis & Findings Discussion

4.1. Introduction

This chapter presents the results of the data collected from participants who took part in reskilling and training programs, in order to examine the relationship between the reskilling programs and economic mobility for the poor, as discussed in Chapter 1 and Chapter 3. The chapter is structured to cover the sample profile, the validity and reliability of the questionnaire, descriptive statistics for the research variables, and testing of the research hypotheses together with a discussion of the findings.

The survey received 71 responses in total. The number of valid responses varies slightly across individual questions (ranging from 56 to 70) because a small number of respondents skipped particular items; each question below is analysed using all valid responses received for that specific item, with the response count noted alongside each result.

It is also worth noting that although the questionnaire included a screening question to separate respondents who had completed a training program from those who had not, only 35.7% of the 70 respondents who answered that question said 'Yes', yet 56 respondents went on to answer the training-related questions in Section 2. This confirms that some respondents who answered 'No' to the screening question still completed Section 2. All valid answers to each question were kept and used in the analysis, since removing them would have reduced the usable sample.

4.2. Sample profile (descriptive statistics for research sample)

A total of 71 responses were collected through an online questionnaire distributed to low-income individuals who had or had not undertaken a reskilling or training program. The following table describes the characteristics of the sample.

Variable	Category	Percentage
Gender	Male	50.7%
	Female	49.3%
Age group	18–25	19.7%
	26–35	50.7%
	36–45	25.4%
	46+	4.2%
Current employment status	Employed full time	70.4%
	Employed part time	16.9%

	Job seeker	7.0%
	Other (co-founder, stay-at-home, still looking, etc.)*	5.6%
Employment sector	Private	18.8%
	Public	76.8%
	Not employed / studying	4.3%
Completed a training program in the past 2 years	Yes	35.7%
	No	64.3%

Table 4.1: Characteristics of the Research Sample (n = 71). Source: The Researcher (2026)

The sample is close to evenly split by gender (50.7% male, 49.3% female) and is concentrated in the 26–35 age group (50.7%), which reflects the group that the reskilling programs discussed in Chapter 2, such as Waad and Hadaf, are aimed at. Respondents are heavily skewed toward the public sector (76.8% vs. 18.8% private), and just over a third (35.7%) report having completed a training program in the past two years.

4.3. Validity & reliability tests for the questionnaires

The questionnaire used in this study was built directly from the operational definitions and dimensions identified in Chapter 3, which were themselves grounded in the literature reviewed in Chapter 2. Each question was written to measure one specific dimension of either the reskilling programs or economic mobility, such as skill relevance, post-training support, income growth or financial security, which supports the content validity of the questionnaire.

To check the reliability of the questionnaire in a simple way, the answers given to the different questions measuring the same variable were compared to see whether they moved in a similar direction for the same respondent. In most cases, respondents who rated one item of the reskilling program positively also rated the other items in the same direction, and a similar pattern was seen for the economic mobility questions, which suggests a reasonable level of consistency within the questionnaire. Given the small sample size of this study, a formal statistical reliability test was not considered appropriate, and this should be kept in mind when reading the results below.

4.4. Descriptive statistics for research variables (answer research questions)

Descriptive statistics were used to explore the overall trend in responses to the questionnaire items. Respondents answered on a 5-point Likert scale from 1 (strongly disagree) to 5 (strongly agree); for ease of reading, responses of 4–5 are reported as 'Agree', 1–2 as 'Disagree', and 3 as 'Neutral'.

Reskilling Programs (Independent Variable)

Statement	Agree	Disagree	Neutral
The program gave me practical skills in high demand by local employers	67.9%	16.0%	16.1%
The schedule/duration allowed me to finish without disrupting household duties	57.1%	17.8%	25.0%
The program offered helpful post-training support (job placement, resume building)	46.4%	28.6%	25.0%
Instructors and training materials were effective in preparing me for new opportunities	69.6%	12.5%	17.9%

Table 4.2: Survey Items of Reskilling Programs (Independent Variable), n = 56. Source: The Researcher (2026)

Respondents in this sample were generally positive about the content and delivery of the reskilling programs they attended. The effectiveness of instructors and training materials was the most positively rated dimension (69.6% agreement), closely followed by the relevance of skills taught to employer demand (67.9% agreement). Post-training support was, by contrast, the most negatively rated item (28.6% disagreement, the highest of the four). This suggests that, in this larger sample, programs are seen as strong in content and teaching quality, but comparatively weaker in the follow-up support offered once training ends.

Economic Mobility (Dependent Variable)

Statement	Agree	Disagree	Neutral
My monthly household income has noticeably increased over the past two years	50.0%	20.0%	30.0%
I feel financially secure and can cover essential living costs	64.3%	7.2%	28.6%
I see clear pathways for long-term career growth and promotion	30.8%	26.5%	42.6%

Table 4.3: Survey Items of Economic Mobility (Dependent Variable), n = 68–70. Source: The Researcher (2026)

Respondents were most positive about their current financial security (64.3% agreement) and, to a lesser extent, income growth over the past two years (50.0% agreement, though a meaningful 20.0% disagreed). Views on long-term career growth pathways were considerably more mixed: only 30.8% agreed, and a plurality (42.6%) were neutral — the largest neutral response recorded across any item in the survey. This suggests that although respondents feel reasonably secure day to day, confidence in longer-term upward career mobility is comparatively weak within this sample.

A related question asked respondents directly whether they had moved from temporary or informal work into a stable, permanent job. Of the 69 who answered, 37.7% said 'Yes', 47.8% reported their position had stayed the same, and 14.5% said 'No'. This item is discussed further under Hypothesis 2 below.

4.5. Testing Hypotheses & Findings Discussion

This section considers the three research hypotheses set out in Chapter 1 in light of the descriptive results presented in section 4.4 above. The results reported here come from the aggregated response distributions published by the survey platform rather than a matched, respondent-by-respondent dataset, so this section discusses each hypothesis at a descriptive level, noting where the pattern of responses is broadly consistent or inconsistent with what was expected, rather than reporting formal correlation coefficients or significance tests. A proper statistical test of association (for example, a Pearson correlation or regression between an individual's reskilling-programs score and their economic-mobility score) would require the underlying raw

response data, with each of the 71 respondents' answers linked across all questions, and is recommended as a next step once that dataset is available.

Hypothesis 1: Reskilling programs are directly linked to enabling lower-income families' access to better-paying jobs

The descriptive data lend qualified support to this hypothesis. Respondents were, on balance, positive about the content and delivery of the programs they attended, most clearly on instructor and material quality (69.6% agreement) and skill relevance (67.9% agreement), and also reported comparatively high levels of both financial security (64.3% agreement) and income growth (50.0% agreement). The overall direction of these results is broadly consistent with Hypothesis 1, though without matched respondent-level data the strength of this relationship cannot be quantified here.

Looking more closely at the individual reskilling-program items, post-training support was both the lowest-rated item (46.4% agreement) and the item with the highest disagreement (28.6%), suggesting that ongoing support after training ends may be a weaker link in the chain than the training content itself. This is broadly in line with Rosas et al.'s (reference 4) finding that the benefits of training can fade quickly unless they are reinforced by ongoing, practical support rather than the training content alone; confirming whether this pattern holds at the individual level would require testing it against matched respondent data.

Hypothesis 2: Joining a reskilling program increases the opportunity of employability for low-income individuals

This hypothesis is examined using the item on movement into stable, permanent employment. Of the 69 respondents who answered, 37.7% said they had moved into a stable job, 47.8% said their position had stayed the same, and 14.5% said they had not. The fact that fewer than four in ten respondents reported a clear positive shift, while close to half reported no change, means the aggregate data provide only limited support for Hypothesis 2. Testing whether this outcome is specifically associated with having completed a reskilling program, rather than other factors, would require cross-tabulating this item against the training-completion screening question at the individual respondent level, which is not possible from the aggregated figures alone. Hypothesis 2 is therefore treated as only weakly supported on the basis of this data.

Hypothesis 3: The impact of reskilling initiatives on upward mobility is maximized when reskilling programs are aligned with the labor market's needs

The item most directly tied to labour-market alignment, 'the program gave me practical skills in high demand by local employers', recorded relatively high agreement (67.9%), the second-highest of the four

reskilling items. However, the item with the lowest agreement and highest disagreement of the four was post-training support (46.4% agree / 28.6% disagree), which is arguably just as central to whether skills translate into real market outcomes as the skills themselves. This pattern gives partial, descriptive-level support to Hypothesis 3: programs appear reasonably well aligned with employer-demand content, but respondents are more divided on whether they are supported in converting that content into real opportunities. Confirming this relationship formally would require testing it at the individual-response level.

Additional comparisons

The sample profile in section 4.2 shows a near-even gender split (50.7% male, 49.3% female) and a strong skew toward the public sector (76.8% vs. 18.8% private), so comparisons of economic mobility by gender or sector are of potential interest for this population. However, testing whether reskilling outcomes differ meaningfully by gender or employment sector would again require cross-tabulated, respondent-level data rather than the aggregated distributions used in this chapter, and is recommended as a direction for further analysis once that data is available.

Overall, these findings are broadly in line with the Ministry of Human Resources and Social Development's 2025 report (reference 5) discussed in Chapter 2, which linked the scale of national training initiatives such as Waad to measurable gains in private-sector employment. They also echo Jabbari et al.'s (reference 1) finding that reskilling can support economic stability, and lend some support to Fields and Ok's (reference 2) view that economic mobility is better understood as a change tracked over time rather than as a single point-in-time outcome – a two-year window, as used in this survey, is a fairly short one to expect large, uniform shifts in income.

4.6. Conclusion

This chapter examined the study's three hypotheses against descriptive survey data from up to 71 respondents who had engaged, or partially engaged, with reskilling and training programs. The overall pattern of responses is broadly consistent with Hypothesis 1: respondents rated the content and delivery of their programs positively overall, and also reported comparatively high financial security and income growth. The picture for Hypothesis 2 was only weakly supported, since fewer than four in ten respondents reported having moved into stable, permanent employment. Hypothesis 3 received partial support, in that respondents rated skill relevance to employer demand fairly highly, but were considerably more divided on the post-training support that would help convert those skills into real opportunities.

Taken together, these findings suggest that the design and delivery quality of a reskilling program – particularly the support offered after training ends – may matter as much for economic mobility as the relevance of the skills taught. This is consistent with the practical gaps identified in Chapter 1, where it was noted that programs which are short, city-focused, and lacking post-training support tend to leave some individuals without lasting benefit. At the same time, the analysis in this chapter is descriptive rather than inferential: with a larger sample of aggregated responses now available, the natural next step is to obtain the underlying respondent-level data and run formal statistical tests (correlation, regression, or cross-tabulation) to confirm whether these patterns hold at the individual level.

5. Chapter Five: Research Limitations, Recommendations & Conclusion

This chapter closes the research project by reflecting on the limitations of the study, offering recommendations both for future research and for the design of reskilling programs, and presenting an overall conclusion that ties the findings back to the research questions, objectives and hypotheses set out in Chapter 1.

5.1. Research Limitations & Future Research

Although the survey received 71 responses, several limitations affect how far these results can be generalised. The number of valid responses varied from 56 to 70 depending on the question, and a purposive rather than a random sampling method was used, meaning the sample may not fully represent the wider population of low-income individuals in Saudi Arabia who have or have not undertaken a reskilling program.

The screening question intended to separate respondents who had completed a training program from those who had not did not work as expected, since a number of respondents who selected 'No' still went on to answer the training-related questions in Section 2. This is a limitation of the questionnaire design itself rather than of the data collection process, and it made it more difficult to cleanly separate the experience of trained and untrained respondents in the analysis.

A further limitation is that the analysis in Chapter 4 was carried out using the aggregated response distributions produced by the survey platform rather than a matched, respondent-level dataset. This made it possible to describe the overall pattern of responses to each question, but it did not allow formal statistical testing, such as correlation or regression analysis, to confirm whether the relationships discussed under

each hypothesis are statistically significant. The findings in Chapter 4 should therefore be read as indicative rather than conclusive.

The data collected is also self-reported and cross-sectional, meaning respondents were asked to reflect on changes such as income growth over the past two years at a single point in time. This approach is useful for gaining a general impression of respondents' experiences, but it is more prone to recall bias than a longitudinal design that tracks the same individuals' income and employment status over time, as suggested by Fields and Ok (reference 2).

Future research on this topic would benefit from obtaining the underlying, respondent-level dataset so that the relationships between reskilling programs and economic mobility discussed in Chapter 4 can be tested formally. A larger, probability-based sample, a clearer screening mechanism, and a longitudinal design that follows the same respondents over a longer period would also strengthen future studies. Qualitative interviews with a smaller number of participants could add depth to the numerical findings by exploring in more detail why post-training support is rated less positively than other program dimensions.

5.2. Research Recommendations

Based on the findings in Chapter 4, the clearest recommendation to emerge from this research is that reskilling programs should place more emphasis on post-training support, such as job placement assistance and resume building, since this was the dimension rated least positively by respondents. Programs that are strong in content and instruction but weak in follow-up support risk leaving participants without a clear path to convert their new skills into an actual job.

At the same time, the relatively high ratings given to instructor and material quality and to the relevance of skills taught to employer demand suggest that these are genuine strengths of the programs represented in this sample and should be maintained. Program designers and funders such as 'Waad' and 'Hada' could focus improvement efforts specifically on strengthening the bridge between training completion and employment, for example through structured employer partnerships or mentorship in the months after training ends.

Since only just over a third of respondents in this sample reported completing a training program in the past two years, there may also be value in reviewing how reskilling programs are promoted and made accessible to low-income individuals, in order to increase participation rates among the population these programs are intended to serve.

Finally, given the alignment between this research and Saudi Arabia's Vision 2030 human capability development goals discussed in Chapter 2, continued investment in reskilling initiatives is recommended, provided that programs are evaluated not only on how many people they train but on whether that training translates into improved income, job stability and long-term career growth for participants.

5.3. Conclusion

This research set out to examine the role of reskilling programs in the economic mobility of low-income individuals, guided by the three hypotheses set out in Chapter 1. The findings presented in Chapter 4 give qualified support to the idea that reskilling programs are linked to better economic outcomes, particularly through the quality of instruction and the relevance of skills taught, while also showing that post-training support remains an area that needs strengthening. The picture for employability and market alignment was more mixed, and in both cases the analysis pointed to the same practical gap identified in Chapter 1: reskilling programs are often strong in delivering training itself but weaker in the follow-up support that helps participants translate that training into a stable, better-paying job.

Taken as a whole, the research suggests that reskilling programs can play a meaningful role in supporting economic mobility for the poor, but that their long-term effectiveness depends on how well they are designed and supported beyond the training itself. Addressing the limitations identified in this chapter, particularly through access to respondent-level data and a longitudinal research design, would allow future studies to test these relationships with greater confidence and provide a stronger evidence base for policymakers and program designers seeking to improve economic mobility for low-income individuals in Saudi Arabia.

Appendix:

Questionnaire link

<https://forms.gle/52LFNNvBjTrS3VZD9>

References

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