



Ministry of Digital Economy
and Entrepreneurship



DigiSkills

Performance Report

2025

www.digiskills.jo

Contents

1.	Executive Summary	04
2.	Introduction	06
3.	Implementation Highlights (2022-2025)	08
3.1	National Digital Skills Supply and Demand Gap Analysis Study	09
3.2	DigiSkills Grants Portfolio – Implementing the Demand-Driven Model	17
	3.2.1 Beneficiary Demographics and Employment Analysis	14
	3.2.2 Gender, Inclusion, and Responsible Practices	19
3.3	Enhanced Public Perception and Engagement	20
	3.3.1 Website	20
	3.3.2 Social Media	21
	3.3.3 Events and Sponsorships	22
	3.3.4 Media and Press Coverage	23
3.4	Ecosystem Collaboration	24
	3.4.1 National Portal for Training and Employment	24
	3.4.2 Partnerships	25
	3.4.3 Membership and Private Sector Engagement	26
3.5	Administrative and Financial Overview	27
3.6	Challenges and Lessons Learned	28

List of Abbreviations and Acronyms

Abbreviation	Full Term
DigiSkills	DigiSkills Association
EMV	Economic Modernization Vision
EFE	Education for Employment Jordan
ICT	Information and Communication Technology
Int@j	Information and Communication Technology Association of Jordan
IBS	Institute of Banking Studies
KPI	Key Performance Indicator
MoDEE	Ministry of Digital Economy and Entrepreneurship
MOU	Memorandum of Understanding
NSSC-ICT	National Sector Skills Council – ICT
OJT	On-the-Job Training
RFA	Request for Applications
TSP	Training Service Provider
TVET	Technical and Vocational Education and Training
USD	United States Dollar
YGA	Youth Grow Activity
YTJ	Youth, Technology, and Jobs Project



01

Executive Summary

DigiSkills Association is Jordan's leading non-profit Association dedicated to equipping youth with the digital capabilities required in today's labor market. With a vision to become a credible reference for market-driven digital skills development, DigiSkills strives to build a demand-driven digital skilling ecosystem that equips Jordanian youth for future jobs and supplies the talent needed to grow industries and attract investment. At its core, DigiSkills is advancing a nationally adopted Skilling-for-Employment Framework that strengthens Jordan's talent pipeline, responds to labor-market demand, and promotes economic participation.

Between 2022 and 2025, DigiSkills successfully designed, launched, and managed six national digital skilling grant programs, catering to youth—both fresh graduates and young professionals—, women, governorates, and Syrian refugees. These grant programs were designed to be performance-based and employment-driven, resulting in measurable impact at a national scale.

Major Achievements 2022–2025

6

National digital skilling grant programs scaled from pilot to operational nationwide models.

51%

Female participation across programs, exceeding inclusion targets.

5

Inclusive grant programs designed to support Syrian youth and youth in northern, central, and southern governorates.

12

Governorates covered, ensuring nationwide access to digital skilling opportunities.

87

Market-relevant digital training programs delivered.

2

National digital skills supply and demand gap analysis studies conducted.

44+

Strategic partnerships with training service providers and employers to deliver market-driven programs.

3M

Social media total reach, strengthening public engagement

3,355+

Youth supported through digital skilling training, employment, and on-the-job opportunities.



02

Introduction

Background and Establishment of DigiSkills

Founded in 2021 under the strategic guidance of the Ministry of Digital Economy and Entrepreneurship (MoDEE), DigiSkills Association is Jordan's leading non-profit Association dedicated to equipping youth with the digital capabilities required in today's labor market. Anchored in the Economic Modernization Vision, DigiSkills is advancing a nationally adopted Skilling-for-Employment Framework that strengthens Jordan's talent pipeline, responds to labor-market demand, and promotes economic participation.

With a mission to bridge the digital skills gap, DigiSkills empowers young professionals, enhances employability, and supports national economic growth by cultivating high-tech competencies that keep pace with evolving digital-economy trends. As the national implementing partner of YTJ Project at MoDEE, the Association delivers market-driven upskilling programs designed and implemented in collaboration with training providers, universities, and industry partners.

Background and Establishment of DigiSkills in the Context of the YTJ Project and MoDEE

DigiSkills was established through an initiative of YTJ Project at MoDEE. As part of the YTJ project design, DigiSkills was identified as the entity responsible for leading the development of the digital skilling ecosystem, representing the private sector through the mandate of the National Sector Skills Council – ICT (NSSC-ICT).

Under this framework, DigiSkills was charged with conducting market assessments, setting occupational standards, selecting and managing Training Service Providers (TSPs), designing and managing digital training grant schemes, and monitoring training outcomes to ensure alignment with national labor market needs.

DigiSkills Strategic Objectives can be summarized in the following:

- **Develop future-ready digital talent** – Equip young professionals with the competencies needed to thrive in the digital economy.
- **Increase employment and economic participation** – Connect skilled talent to meaningful job opportunities and income-generation pathways.
- **Inform policy and decision-making** – Provide evidence-based insights on digital skills demand, labor-market trends, and workforce gaps.
- **Strengthen the digital-skills training ecosystem** – Build strategic partnerships and foster collaboration among government, industry, academia, and training providers.

Role of DigiSkills as the National Digital Skilling Implementation Arm

As the national implementation arm for digital skilling under the YTJ Project, DigiSkills plays a central role in building Jordan’s digital talent pipeline. The association leads the development of market-based training programs, manages all digital skilling grants (RFAs), engages directly with private sector employers, and ensures training programs translate into real employment and income-generation opportunities.

Through its comprehensive “Skilling for Employment” model, DigiSkills bridges the gap between education and employment by aligning training supply with actual industry demand. This strategic role positions DigiSkills as a key national partner driving digital upskilling, supporting the labor market growth, and contributing directly to Jordan’s digital transformation goals.



03

Implementation Highlights 2022–2025

3.1 National Digital Skills Supply and Demand Gap Analysis Study

DigiSkills Role in National Evidence Generation

DigiSkills has been the technical anchor and national driver of evidence-based talent development in Jordan. Under the Youth, Technology, and Jobs Project, DigiSkills supported the commissioning, supervision, and technical review of national digital skills research to ensure that investment in skilling is aligned with private sector needs. DigiSkills' role included engaging private sector employers, validating priority occupations, and translating evidence into practical skilling interventions and market-driven training tracks.

To ensure that DigiSkills interventions are evidence-based and aligned with the market's dynamic needs, DigiSkills has conducted two biennial national Digital Skills Supply and Demand Gap Analyses for the ICT talent ecosystem. These studies are intended to provide timely data on the development of the digital sector in Jordan, and inform interventions and policies to ensure they cater to the demands of today's and tomorrow's market needs. More specifically, these studies aimed to:

- Understand the real skill demand from the employers' side in Jordan's digital economy.
- Understand the current supply capacity from universities, bootcamps, and training providers.
- Define the skills gap between the two sides.
- Guide national skilling strategy, standards, and program design to bridge the gap.

1) The First Study: 2022 Digital Skills Supply and Demand Study

Purpose: This study aimed to provide a baseline mapping of Jordan's ICT ecosystem to identify priority digital occupations and define the core gaps in curriculum, employability, and talent alignment.

The analysis encompassed:

- Global ICT and outsourcing trends.
- Jordan's ICT sector structure and employment profile.
- Academic output and skills readiness.
- Talent supply vs talent demand mapping.
- Recommendations for national digital skills development.

The study provides strong quantitative evidence that reinforces DigiSkills' strategic focus on employer-led digital skills development and employability. Despite the annual output of approximately 4,200 ICT graduates from universities, only 42% are absorbed into the ICT labor market, highlighting a persistent gap between education outcomes and industry needs. At the same time, Jordan's ICT sector employs around 24,500 professionals and is largely composed of small and medium enterprises, limiting large-scale intake of entry-level talent without targeted upskilling. Employer demand continues to center on job-ready digital skills. The study also identifies significant untapped potential, with women representing nearly half of ICT graduates but only 25% of the ICT workforce. These findings substantiate DigiSkills' role in strengthening market-responsive training, employer engagement, and inclusive pathways into digital employment.

2) The Second Study: 2025 Digital Skills Supply and Demand Study

Purpose: The second study aimed to provide deeper employer-driven insights and convert evidence into a national roadmap for future skilling investments, policy reform, and activation strategies.

The analysis encompassed:

- Supply Status to provide an updated analysis of today's labor force and the qualities of ICT talent produced by higher education and TVET providers.
- Demand Status to update the estimates of domestic, regional, and international demand for digitally skilled labor.
- Workforce Status to shed light on the present status of the ICT workforce according to international occupational standards.
- Qualifications and the availability of ICT related skills, considering the private sector employers' perspective.
- Interventions designed to evaluate the effectiveness of efforts to bridge the gap between in-demand skills and available talent supply. These interventions are benchmarked against international best practices in digital skilling, as identified in the first study, and are used to refine and update recommendations accordingly.

The study, which was launched on December 15, 2025 and published online, revealed that while Jordan produces nearly 12,000 ICT graduates annually with solid technical foundations, systemic gaps—particularly in soft skills, applied learning, and access to emerging technologies—continue to constrain employability and inclusion. The study presented 29 recommended actions across education and training reform, labor-market activation, and enabling environment pillars to form a roadmap toward achieving the Economic Modernization Vision's target of 101,000 digital jobs by 2033. For digital skills ecosystem enablers and stakeholders, the report serves as a strategic reference to guide curriculum modernization, structured internship programs, remote-work policies, and gender-inclusive pathways, ensuring that digital-skills investments translate into tangible employment and policy outcomes.

3.2 DigiSkills Grants Portfolio – Demand-Driven Model

Building on the insights generated by the digital skills supply and demand studies, DigiSkills translated evidence into implementation. It did not stop at research — it operationalized the skilling ecosystem. Since its inception, and under the YTJ Project, DigiSkills has designed, launched, and managed six national grant programs (Requests for Applications- RFAs) that cater to youth, women, host communities, Syrian refugees, employees, and governorates. These RFAs reflect the transformation journey from a pilot phase to a multi-instrument national offering, directly financing training, upskilling, reskilling, on-the-job training, activation of governorates, and income-generation programs.

Each RFA was designed with a specific purpose: to gradually expand reach, deliver hands-on and up-to-date upskilling programs, respond to employer and market needs, and build Jordan's digital talent pipeline. Today, DigiSkills manages one of the most diversified and performance-based skilling grant portfolios in Jordan. In 2025, and in addition to the pilot grant program that was launched in 2022, DigiSkills successfully managed three grant programs and introduced two new programs for governorates and Syrian youth, managing the full grant lifecycle from the call for applications to actual implementation, and ensuring consistency in quality, accountability, and results across multiple grant programs and geographic locations. A total of 42 grant agreements were active and under implementation.

Demand-Driven Grant Design Approach

The DigiSkills grants portfolio follows a demand-driven model that places labor market needs and income outcomes at the core of program design and delivery. All RFAs issued in 2025 required applicants to demonstrate clear linkages between training content, market demand, and post-training employment or income-generation pathways.

This approach was reflected across the different grant modalities, which included:

- Training for income generation opportunities
- Dual-track digital skilling training (IT and non-IT pathways)
- Governorate-based training grants
- Targeted grants for Syrian youth
- Employer-driven and on-the-job training models

Across all RFAs, applicants were required to:

- Base training programs on market demand and employer needs
- Integrate employability and soft skills into all training programs
- Define clear employment and income-generation pathways for training graduates
- Commit to minimum employment or income-generation targets
- Track and report outcomes through DigiSkills' monitoring systems

Grants Portfolio Scope and Geographic Coverage

During 2025, and in addition to the national grants programs that serve youth across all regions of Jordan, DigiSkills has introduced a grant program targeting youth in four governorates, ensuring geographic coverage and access to digital skilling training is not centralized in the capital. These governorates are Irbid, Zarqa, Karak, and Ma'an.

In addition, a dedicated RFA focused on Syrian youth in Jordan was introduced to support income generation through digital and freelance-oriented skills, recognizing the unique socioeconomic, political context, and employment constraints faced by this group.

Training Models and Target Beneficiaries

The grants portfolio supported a range of training models to accommodate different beneficiary profiles and labor market pathways, including:

- Beginner-level digital skilling programs for non-IT graduates, focusing on foundational digital literacy, freelancing, digital marketing, e-commerce, virtual assistance, and platform-based work.
- Advanced digital skilling programs for IT and technically oriented graduates, covering areas such as software development, data analytics, cybersecurity, cloud computing, and emerging technologies.
- Dual-track programs that enabled Training Service Providers (TSPs) to serve both IT and non-IT beneficiaries under a single grant.
- Employer-linked and on-the-job training models, offering hands-on experience and direct employment pathways.

Across all grants, priority was given to:

- Unemployed and underemployed youth.
- Female participation.
- Beneficiaries from underserved and non-central governorates.
- Pathways to sustainable income, including remote work and freelancing.

Grant Management and Implementation

DigiSkills Technical, Grants, and Monitoring and Evaluation Units managed the full grant lifecycle, including the design and publication of RFAs, applicant orientation and clarification processes, application evaluation and contracting, as well as ongoing financial and technical monitoring, performance verification, and reporting. Across all RFAs, standardized evaluation criteria were applied to ensure transparency and consistency, with proposals assessed based on their alignment with market demand, the quality and relevance of training design, organizational capacity and track record, the feasibility of proposed employment or income-generation targets, and inclusivity and geographic reach. Following award decisions, all grantees were required to comply with clearly defined milestones and Key Performance Indicators (KPIs), including minimum trainee enrollment targets, attendance and completion rates, skill assessment, graduation benchmarks, verified employment or income-generation outcomes, and levels of employer and beneficiary satisfaction.

Contribution to the Digital Skills Training Ecosystem

Through the 2025 grants portfolio, DigiSkills strengthened the national digital skills training ecosystem by expanding private sector and training provider participation, encouraging active employer engagement in training design, supporting market-relevant and training models, extending access to digital skills opportunities across governorates, and upskilling thousands of young professionals. By prioritizing sustainable income generation over short-term training outputs, the demand-driven grants model enabled DigiSkills to move beyond supply-led approaches and ensure that public funding translated into measurable labor market outcomes, directly contributing to the achievement of the YTJ project objectives.

Total Grants Portfolio (2022-2025)

RFA	Core Theme / Target	Partners	Target Beneficiaries
RFA1	Upskilling and reskilling -Employment-Pilot Phase	6	495
RFA2	Upskilling and reskilling -Employment	13	1970
RFA3	On the job training	26	1665
RFA2 +	Dual track Digital training for employment	1	60
RFA4	Training for Income Generation Opportunities	2	185

3.2.1 Beneficiary Demographics and Employment Analysis

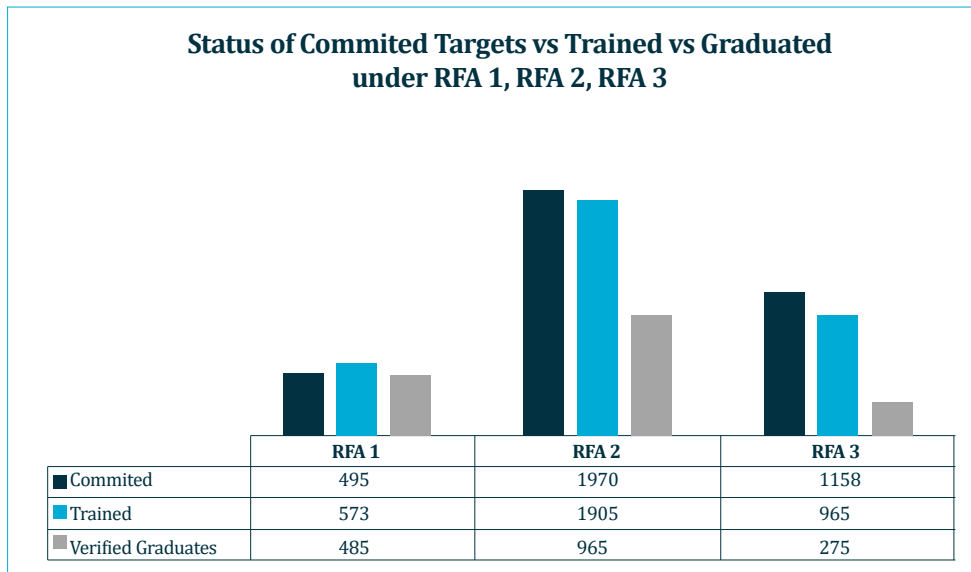


Figure (1): Status of committed, trained, and graduated trainees

Figure 1 illustrates the status of committed targets compared to actual trainees reached and verified graduates across RFA 1, RFA 2, and RFA 3. Under RFA 1, training exceeded the committed target with a high number of participants verified as graduates, reflecting strong completion outcomes as the program concluded in 2023. For RFA 2, partners reported participants’ results after completing the training, and the program largely met its commitments (**1,905** trained vs. **1,970** committed); the lower number shown for verified graduates (**965**) reflects an ongoing verification process rather than incomplete graduation. RFA 3 reflects an implementation phase that is still underway, as the program commenced in March 2025 and is still running. While the number of trained (**965**) has not yet reached the committed target (**1,158**) and verified graduates currently stand at 275, these numbers are expected to rise as trainings progress and additional cohorts undergo and complete verification.

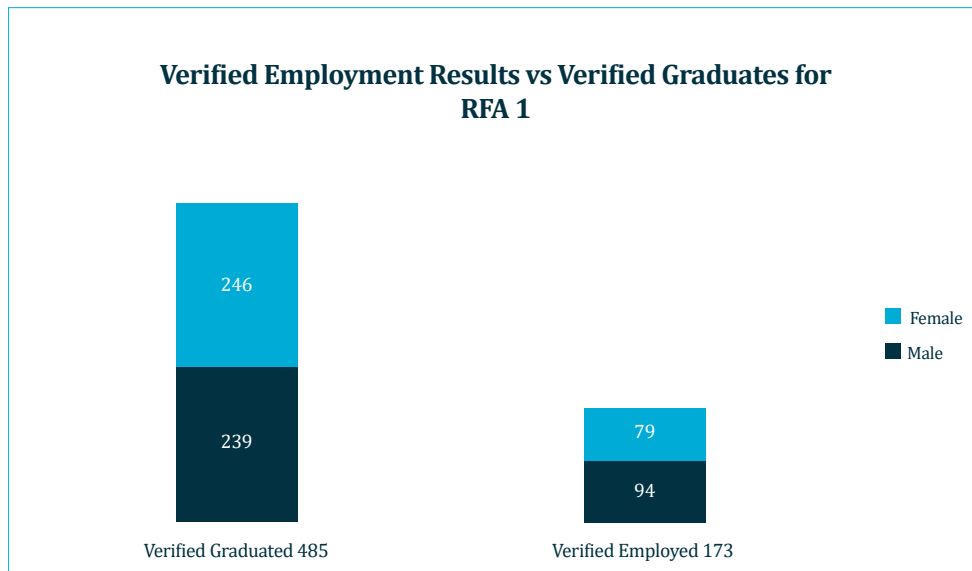


Figure (2): Verified graduated vs verified employed trainees under RFA 1

Figure 2 presents verified graduates and verified employment outcomes disaggregated by gender. Verified employment outcomes for RFA 1 currently stand at **173**, comprising **94** males and **79** females. The gap between graduation and verified employment reflects implementation timelines rather than program performance, as most RFA 2 training activities concluded between March and June 2025 and employment verification begins four to five months after employment start date to meet verification requirements. In addition, partners under RFA 2 also extended their project end dates from February 2026 to June 2026, providing additional time to identify suitable job openings for trainees, strengthen employer linkages, and support income generation opportunities. As a result, verified employment figures are expected to increase progressively, with a more pronounced rise anticipated in the first quarter of 2026 as verification processes continue.

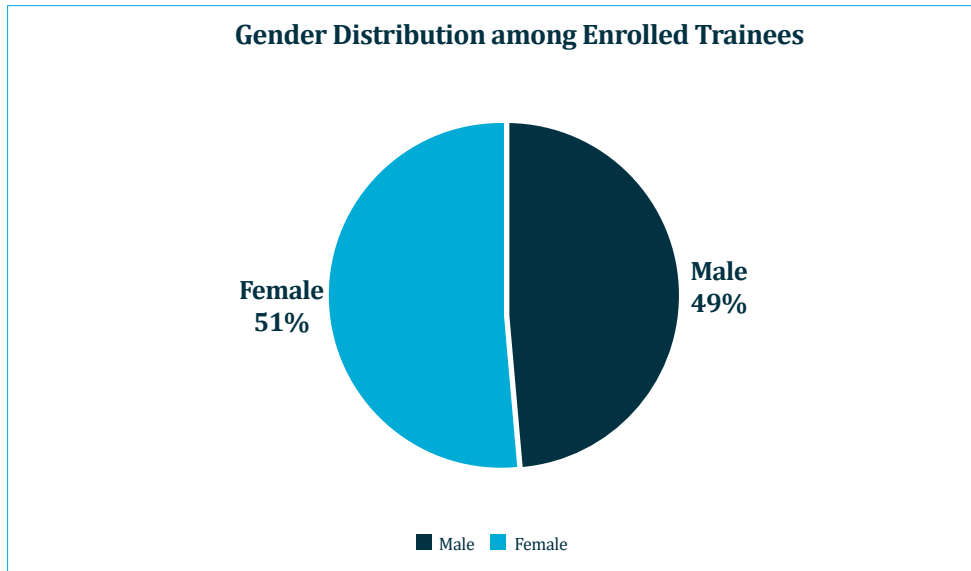


Figure (3): Gender distribution of enrolled trainees

Figure 3 illustrates the gender distribution among **3,355** trainees under RFA1, RFA2, and RFA3, showing a balanced and inclusive participation across the programs. Female participants slightly outnumber male participants, indicating strong female engagement in the training initiatives. This distribution reflects effective outreach and alignment with gender inclusion objectives, demonstrating that the programs are successfully attracting and engaging both women and men at comparable levels.

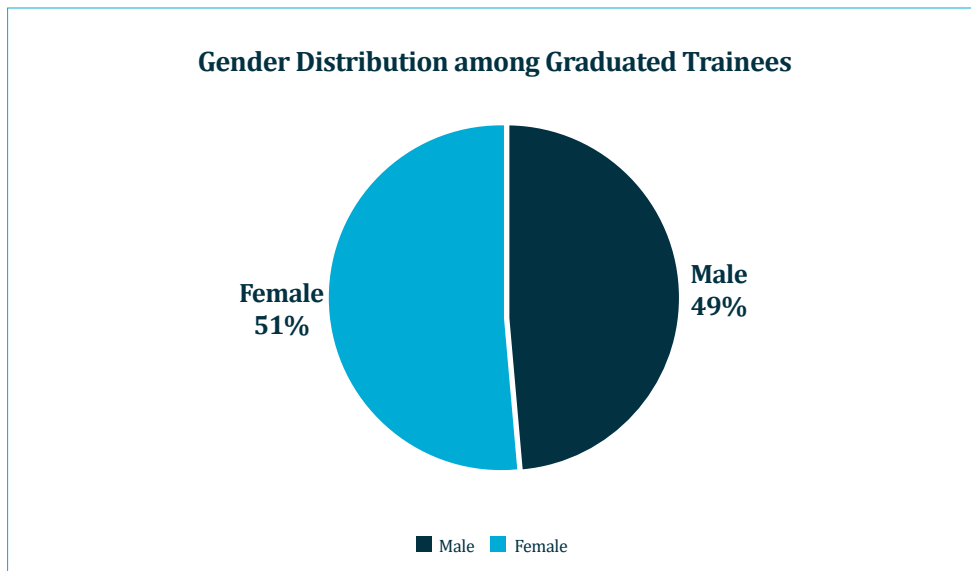


Figure (4): Gender distribution of graduated trainees

Figure 4 shows the gender distribution among graduated trainees, highlighting a balanced outcome between male and female participants. This balance suggests that both men and women are progressing through the programs at comparable levels, reflecting equitable retention and graduation outcomes across genders.

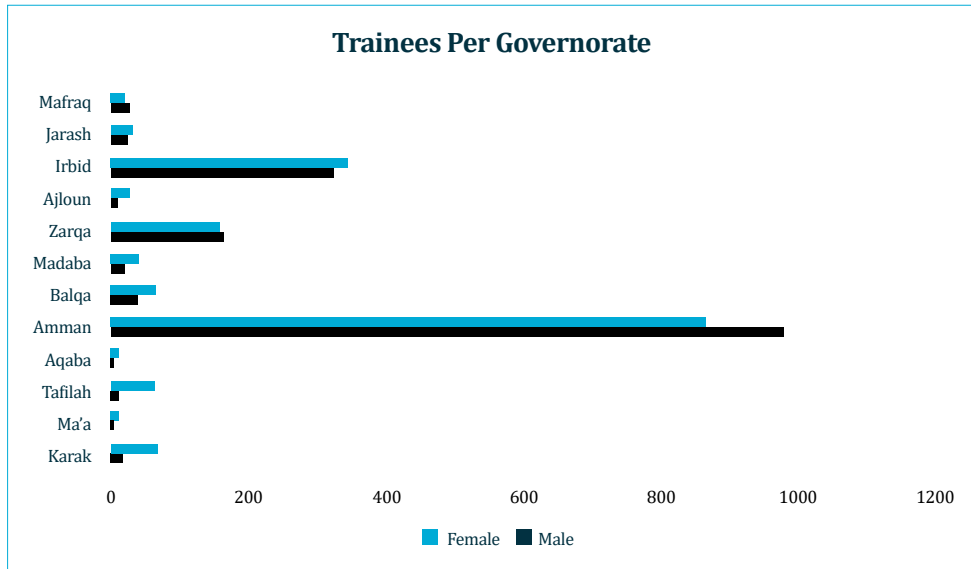


Figure (5): Geographic distribution of trainees by governorate

Figure 5 illustrates the geographic distribution of trainees across Jordanian governorates, disaggregated by gender. Amman records the highest concentration of trainees for both males and females. Irbid and Zarqa follow as key secondary centers with notable participation levels, while other governorates such as Karak, Balqa, Madaba, Mafraq, and Tafileh show modest but meaningful engagement. Overall, the distribution demonstrates nationwide coverage with relatively balanced male and female participation across most governorates, highlighting needed efforts to extend training opportunities beyond the capital and ensure inclusive regional reach.

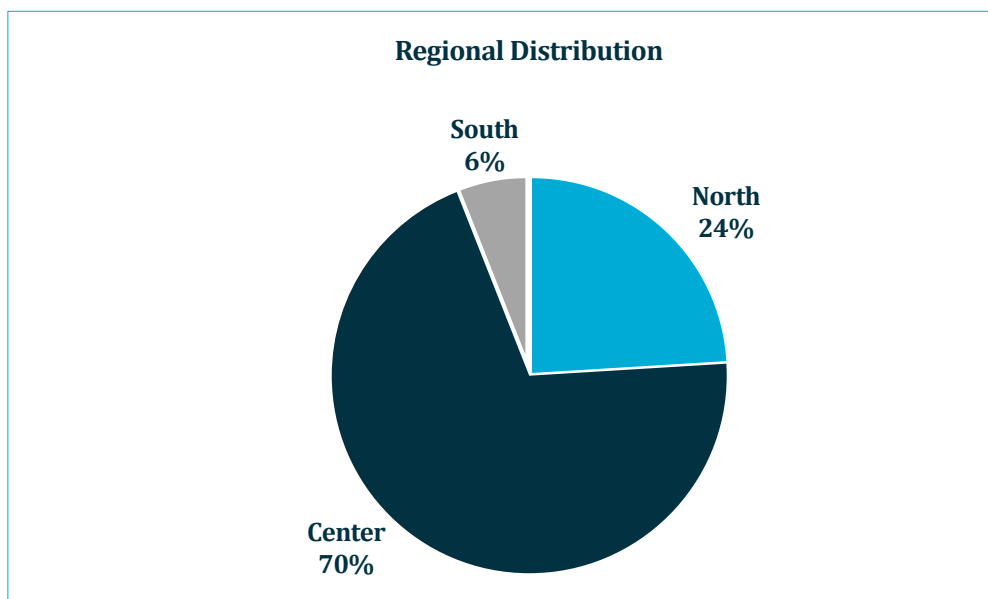


Figure (6): Geographic distribution of trainees by region

Figure 6 presents the regional distribution of trainees across the regions of Jordan, highlighting a strong concentration in the central region, which accounts for **70%** of total participation. The northern region follows with **24%**, reflecting substantial engagement beyond the capital and its surrounding areas. The southern region represents **6%** of trainees, indicating a smaller but present level of participation. Overall, the distribution demonstrates broad national coverage, with required efforts to further expand outreach and training delivery in the southern governorates as programs continue to scale.

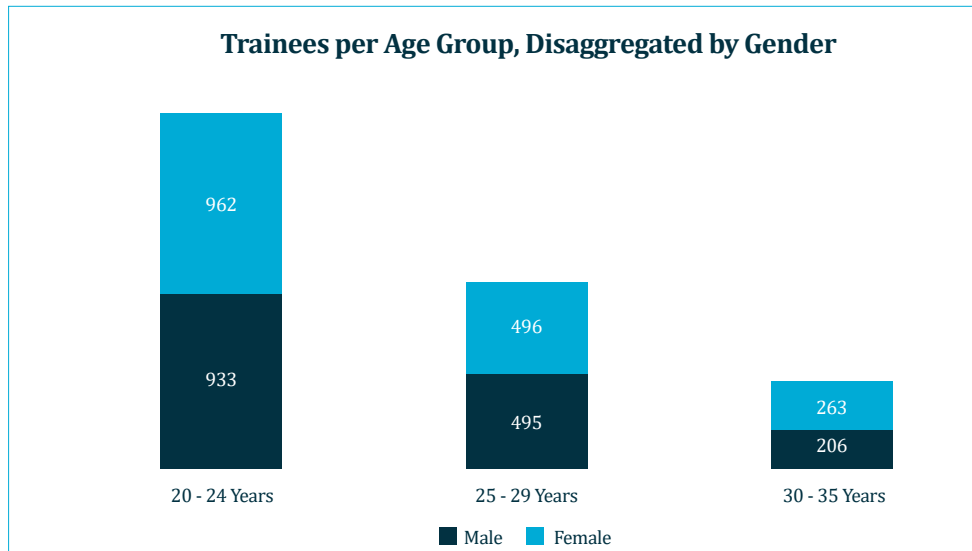


Figure (7): Age Group Distribution of Trainees by Gender

Figure 7 illustrates the distribution of trainees by age group, disaggregated by gender, highlighting strong participation among younger cohorts. The 20–24 age group represents the largest share of trainees, with balanced participation between males and females, reflecting high engagement of early-career youth. Participation remains solid in the 25–29 age group, again showing near parity between males and females. While the 30–35 age group has a smaller overall share, female participation (263) slightly exceeds that of males (206), indicating continued engagement of women across all age brackets.



Figure (8): Summary of number of partners and training programs for all completed or ongoing RFAs

Figure 8 summarizes the scale and growth of partnerships and program offerings across the three RFAs. Under RFA 1, implementation began with **6** contracted partners delivering **12** training programs, establishing the foundation for subsequent rounds. RFA 2 shows a clear expansion, with **13** contracted partners delivering **29** training programs, reflecting increased demand and program diversification. RFA 3 represents a significant scale-up, engaging **19** contracted partners and introducing a broader mix of interventions, including **24** on-the-job training programs, **25** career progression programs, and **2** job retention programs, highlighting a more comprehensive approach that supports entry, progression, and sustainability in employment.

3.2.2 Gender, Inclusion, and Responsible Practices

DigiSkills is strongly committed to inclusive and responsible program delivery across all RFAs. More specifically, all programs were designed to contribute to gender equity, refugee inclusion, and expanding access to digital skilling beyond the capital and across all regions of Jordan.

- **Women’s Participation:** All DigiSkills programs require a minimum of 30–40% female participation across relevant RFAs, supporting increased women’s participation in the digital economy and contributing to national gender inclusion goals.
- **Refugee-Specific Program:** One grant program was dedicated to Syrian refugees to ensure their access to upskilling opportunities and to expand their income-generating opportunities in an effort to improve their livelihood. The program reflects DigiSkills’ contribution to the empowerment of Syrian youth, and expanding freelancing and income-generation opportunities for them in Jordan.
- **Governorate-Specific Program:** With most upskilling opportunities and offering being concentrated in Amman, and given DigiSkills’ commitment to equitable and inclusive access to its programs, DigiSkills launched a governorates focused program catering to 4 governorates across all regions in Jordan, including Irbid, Zarqa, Karak, and Ma’an.

3.3 Enhanced Public Perception and Engagement

DigiSkills recognizes the importance of fostering constructive and meaningful engagement of all stakeholders and target audiences to successfully lead its programs. To this end, DigiSkills activated multiple channels to expand reach to beneficiary segments and to encourage participation. It further works closely with partners to maximize outreach and awareness efforts and to publicize results and impact.

3.3.1 Website

DigiSkills website serves as the primary official platform for communicating the Association's programs, training opportunities, and publications. The website was launched during 2025 and is regularly updated with timely and relevant content, including announcement of grant RFAs, application forms, open training programs, reports, and the Association's activities and their progress. Moreover, and under DigiSkills endeavors to serve as a hub for all digital upskilling programs in Jordan, the website promotes training opportunities offered by stakeholders in the skill development ecosystem. This goes in line with DigiSkills' efforts to create synergies and expand reach and visibility programs offered nationally.

The website contributed to improved visibility of DigiSkills Association's initiatives and strengthened public trust through consistent dissemination of accurate and up-to-date information. Increased traffic and engagement reflect growing interest in the Association's programs, which indicates enhanced institutional credibility and positioning.

3.3.2 Social Media

DigiSkills enjoys an active presence on multiple social media platforms, including LinkedIn, Facebook, and Instagram, enabling direct interaction with target audiences and supporting the promotion of training opportunities, success stories, and results, as well as publications and partnerships. During the reporting period, DigiSkills Association executed intentional, informative, and promotional campaigns, ensuring consistent messaging, wider reach, and enhanced visibility of programs and initiatives. Content included program announcements, event highlights, beneficiary success stories, publications, and awareness messages related to digital skills development and employability. Additionally, DigiSkills worked closely with implementing and private sector partners to promote their offerings and joint initiatives through, supporting higher visibility and maximizing collective impact.

Social media platforms also served as an open communication space, allowing trainees and the public to engage directly with the Association, ask questions, and receive timely responses, reinforcing a culture of transparency, openness, and accessibility.

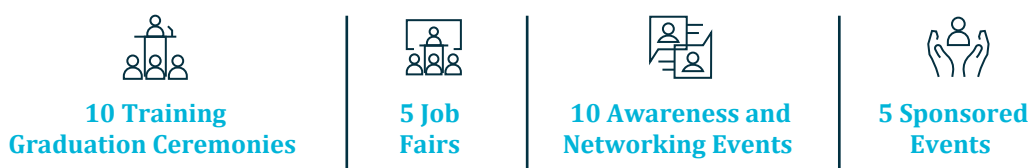
Social media engagement increased significantly during the reporting year, contributing to wider outreach and stronger interaction with youth, partners, and the broader digital ecosystem. Figure 9 outlines growth rates in followership and reach, reflecting steady growth and reach.

Indicator	Annual Result
Total Followers (End of 2025)	29,100
Average Monthly Followership Growth	~1,000 followers
Estimated Annual Followership Growth	~12,000 followers
Estimated Followership Growth Rate	~70%
Total Reach	3,000,000+
Average Engagement Rate	~4%

Figure (9): Social Media Performance Results

3.3.3 Events and Sponsorships

To complement online engagement efforts, and in an attempt to expand DigiSkills networking and collaboration ties, engage stakeholders, disseminate knowledge, showcase achievements, and foster dialogue among ecosystem players, DigiSkills organized and participated in a range of strategic events. These events included DigiSkills Annual Members Dinner, the signing ceremonies of grant agreements, the launch of the national digital skills supply and demand gap analysis study, job fairs, and training graduation ceremonies. In addition, DigiSkills Association supported and sponsored several sector-related events, including MENA ICT Forum, the MENA YES initiative, the Hakeem Academy event, and the TechArabi Hackathon, reinforcing its role as an active contributor to the digital skills and entrepreneurship ecosystem. These events were supported by coordinated communication efforts, including media coverage, press releases, and targeted social media promotion.



Events organized and supported by DigiSkills Association strengthened stakeholder engagement and positioned the Association as a thought leader in digital skills development. Throughout the reporting period, events attracted over **11,000 participants**, including representatives from the public sector, private sector companies, educational institutions, civil society organizations, and youth participants.

3.3.4 Media and Press Coverage

DigiSkills Association received extensive coverage in local media, reinforcing its visibility and credibility as a leading organization in digital skills development. During 2025, **over 50+ press articles and news** items were published across newspapers, online news portals, and sector-specific platforms, highlighting the Association's programs, research findings, and stakeholder initiatives.

Coordinated media efforts, including press releases and proactive outreach, complemented the Association's outreach efforts, enhancing public awareness, stakeholder engagement, and institutional positioning.

3.4 Ecosystem Collaboration

DigiSkills places ecosystem collaboration at the heart of its operating model, recognizing that sustainable digital skills development requires coordinated efforts across government, private sector, academia, training service providers, and policy makers. Rather than operating as a standalone program delivery entity, DigiSkills operates as a national ecosystem orchestrator, aligning supply-side actors with labor-market demand and national policy priorities.

3.4.1 National Portal for Training and Employment

The National Portal for Training and Employment is a strategic initiative led by DigiSkills to address structural challenges within Jordan's digital skills and employment ecosystem, including fragmented skilling efforts, siloed access to talent pools, limited coordination between stakeholders, and the persistent gap between education outputs and labor market demand. The Portal is conceived as a unified national digital hub that connects youth, training providers, employers, and policymakers on a single platform, supporting digital skills development, talent discovery, and employment. By consolidating ecosystem functions into one system, the Portal contributes to building a more coordinated, demand-driven, and transparent national skilling framework aligned with the Economic Modernization Vision.

The Portal's overarching objective is to bridge the gap between education and employment by strengthening youth employability and aligning skills development with real market needs. Moreover, it will enable the provision of employer-driven insights, improving access to labor market intelligence, and facilitating collaboration between relevant ecosystem enablers. In doing so, the Portal also supports Jordan's strategic ambition to position itself as a regional hub for digitally skilled talent and to expand access to local, regional, and international employment opportunities.

From a functional perspective, the Portal integrates several core capabilities that collectively support the end-to-end digital skills and employment lifecycle. These include:

- User and profile management for individuals and corporations.
- A job and internship marketplace that enables opportunity posting, application tracking, and assessments.
- A centralized "Talent Pool" that allows employers to search, filter, and match candidates based on skills and experience.
- Integration with external learning management systems and digital skills platforms, enabling linkage between training delivery and employment outcomes.
- Project management and monitoring tools for DigiSkills grants.
- A data analytics and reporting engine, tracking training participation, completion, gender inclusion, geographic coverage, and employment outcomes, and producing customizable reports.

Over time, the Portal is expected to evolve into a strategic national asset that supports workforce planning, policy formulation, and investment prioritization, ensuring that public and donor-funded skilling initiatives translate into measurable economic and employment impact. In 2025, DigiSkills, with support from YTJ, completed the portal concept validation and solution design, and published a public tender and selected the vendor who will develop the portal following a thorough evaluation process. The portal is expected to go live in Q3 of 2026.

3.4.2 Partnerships

To fulfill its role as a national ecosystem orchestrator, DigiSkills works closely with ecosystem enablers and players, striving to coordinate efforts, close gaps, maximize reach, and sustain momentum in the skill development sphere. In addition to its partnerships with grant recipients who encompass training centers, academic institutes, universities, and ICT companies, DigiSkills works closely with policymakers, industry associations, and development agents to drive the national skill development agenda and create synergies that foster delivery of impactful initiatives. These partnerships are designed to move beyond ad hoc cooperation and toward structured, outcome-oriented collaboration that supports employability, income generation, and ecosystem sustainability.

DigiSkills' objectives in establishing partnerships include strengthening private sector engagement in training design and delivery, expanding employment and income-generation pathways for graduates, enhancing access to labor market intelligence, and leveraging partner networks to scale impact. Moreover, DigiSkills regularly exchanges with various ecosystem players to remain up to date with developments and to explore avenues for collaboration. It further supports all upskilling enablers in promoting their program over its channels to expand reach to target beneficiaries and increase participation rates.

DigiSkills has two active MOUs and three in the pipeline to be formalized in January 2026, all focused on co-designed programs, employer linkages, talent matchmaking, applied research, and ecosystem events, while maintaining flexibility and avoiding duplication of efforts.

Active MOUs

Partner	Starting Date	Areas of Collaboration
Institute of Banking Studies (IBS)	May 2024	<ul style="list-style-type: none">- Developing and delivering specialized training programs that strengthen digital and FinTech skills among Jordanian youth and professionals.- Improving employability.- Supporting digital transformation in the financial sector.- Promoting joint research and capacity-building initiatives.
Information and Communication Technology Association in Jordan (Int@j)	Sep 2024	<ul style="list-style-type: none">- Analyzing global IT trends, co-developing funding proposals, aligning with government priorities, engaging stakeholders, and positioning Jordan as a regional hub for digital talent.- Both parties aim to jointly design and promote programs that enhance the employability of Jordanian professionals and increase the international competitiveness of the country's IT sector

3.4.3 Membership and Private Sector Engagement

The DigiSkills Membership Program is a key mechanism for institutionalizing private sector and individual engagement within Jordan's digital skills ecosystem. Through this program, DigiSkills brings together ecosystem stakeholders under a structured framework that promotes collaboration, shared ownership, and sustained participation in national digital skills development efforts.

DigiSkills offers two primary membership categories, each with a clearly defined value proposition aligned with the needs and roles of different stakeholders:

- **Individual Membership:** which targets professionals, experts, trainers, and practitioners in digital and related sectors who seek to contribute their expertise, exchange knowledge with like-minded professionals, and engage in shaping national skilling initiatives. Individual members benefit from access to DigiSkills ecosystem activities, networking and knowledge-sharing opportunities, participation in consultations and events, enhanced visibility within the digital skills community, and opportunities to contribute to training, mentoring, and advisory initiatives.
- **Corporate Membership:** which is designed for private sector companies, employers, and ecosystem organizations seeking strategic engagement with DigiSkills' programs and talent pipelines. The value proposition for corporate members centers on access to digitally skilled talent, participation in shaping training priorities and demand-driven programs, and alignment of corporate social responsibility objectives with national youth employment and digital transformation goals. Corporate membership also provides a structured channel for dialogue between the private sector and DigiSkills on labor market needs, skills gaps, and emerging trends.

As of the reporting period, DigiSkills has 36 active individual members, reflecting growing interest from professionals across the digital skills ecosystem. In parallel, DigiSkills has initiated a review of its corporate membership packages, informed by stakeholder feedback, to strengthen alignment between member expectations and the tangible value delivered.

3.5 Administrative and Financial Overview

The DigiSkills Grants Program is implemented within a clearly defined administrative and governance framework that ensures transparency, accountability, and effective oversight across the full grant lifecycle. DigiSkills operates as a legally registered and administratively independent entity, linked to MoDEE, and is mandated to manage the selection, contracting, monitoring, and close-out of grant-funded activities under YTJ project.

Grant administration follows a structured and well-documented process that includes competitive solicitation, eligibility screening, technical and financial evaluation, pre-award assessments, grant agreement finalization, implementation monitoring, audits, and project close-out. Through the grant management journey, DigiSkills accompanies grants in the implementation of the programs, ensuring proper understanding of terms, requirements, and reporting mechanisms.

The grant program follows a reimbursement model with clearly defined milestones. Reimbursement is made in installments upon the successful completion and technical verification of each milestone. Both the completion rates of milestone requirements and the overall grant program implementation consistently demonstrate high success rates.

3.6 Challenges and Lessons Learned

Based on implementation experience and observed outcomes, several challenges, both operational and technical, were encountered and key lessons learned were captured to inform continuous improvement and scalability.

Operational Challenges

• **Tight Program Timeframe**

The initial implementation timeline for the digital skills gap analysis study proved to be overly ambitious, which led to extensions of the study duration. For future studies of a similar scale and complexity, more realistic and extended implementation timelines will be considered to ensure timely and effective delivery in line with the planned objectives. Similarly, the training milestone timeframe for RFA2 proved to be tight, especially that partners were expected to recruit their fully committed targets and commence training as a single intake. In practice, recruiting and training large cohorts under one intake proved challenging, contributing to delays in recruitment and late training start dates. In response, the overall implementation timeline was revised and extended from 18 to 22 months for RFA2. Moreover, subsequent grant programs were designed with greater flexibility, allowing partners to implement training through multiple intakes and cohorts.

• **Insufficient Understanding of Reporting and Verification Mechanisms**

During the implementation of several RFAs, it became evident that some Training Service Providers (TSPs) faced challenges in fully understanding the reporting, documentation, and verification requirements, particularly in relation to trainee status, graduation, and employment or income-generation verification. This occasionally resulted in delayed submissions, incomplete documentation, or inconsistencies between reported data and verification evidence. This highlighted the importance of strengthening early-stage orientation and guidance, particularly in the context of performance-based grants, where clear, timely, and well-documented reporting is essential to validate results. In response, DigiSkills enhanced grantee induction sessions, developed clearer reporting templates, and strengthened written guidance on milestone requirements, verification standards, and acceptable supporting documentation.

• **Continuously Open Application Process**

RFAs remained open throughout the year, resulting in a continuous influx of a high volume of applications. Given the time required for application evaluation, the thorough review process they undergo, and the institutional capacity needed to manage grant programs, end-to-end grant management, from application review to implementation oversight, placed significant pressure on DigiSkills' operational capacity and led to extended verification timelines. To ensure applications are processed within defined timeframes to enable more effective oversight of grant implementation, DigiSkills introduced structured application cycles. This approach allows ample time for application processing, improves response time, and ensures all aspects of the grant programs are managed more efficiently and diligently.

Technical Challenges

• **Managing Employment Expectations of Trainees**

Managing employment expectations among trainees continues to present a challenge, particularly with regard to anticipated timelines for employment, expected salary levels following program completion, and the provision of job opportunities for all trainees.

Despite receiving comprehensive technical training and employability skills support, some trainees enter programs with expectations of immediate placement into full-time roles or compensation that exceeds typical entry-level market standards. This misalignment can influence engagement and post-training decisions, especially in a labor market where career entry often follows phased pathways such as internships, short-term contracts, or freelance work. Moreover, some TSPs overly promised securing jobs for all trainees to secure the target number of participants but failed to fulfill these promises following the completion of the training. To support employment efforts, DigiSkills proactively played a matchmaking role, connecting with private sector companies who seek specialized talent and linking them with graduates of desired training programs. Moreover, DigiSkills worked closely with TSPs to ensure proper management of employment expectations.

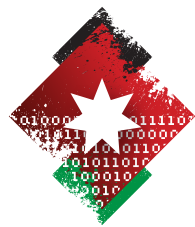
• **Confusion over Roles and Obligations of Grantees, DigiSkills, and MoDEE**

A frequent challenge concerns ensuring clear and consistent communication regarding the respective roles and obligations of DigiSkills, MoDEE, and grantees. In some cases, trainees perceived DigiSkills or MoDEE as directly responsible for securing employment outcomes, rather than recognizing their role in enabling employer-led training and facilitating market linkages through grant-funded programs. To mitigate this, DigiSkills introduced first-day orientation and induction sessions, clearly outlining program objectives, managing employment expectations, and defining distinct responsibilities of grantees versus the facilitation, oversight, and quality-assurance roles of DigiSkills and MoDEE. This clarification has become essential in reinforcing shared accountability, improving transparency, and aligning expectations from the outset of training.



Strategic Partners

Founding and Strategic Partner



Ministry of Digital Economy
and Entrepreneurship



Ecosystem partners



Contracted Training service providers

