



# PREVIFORM

# FACT SHEET 4

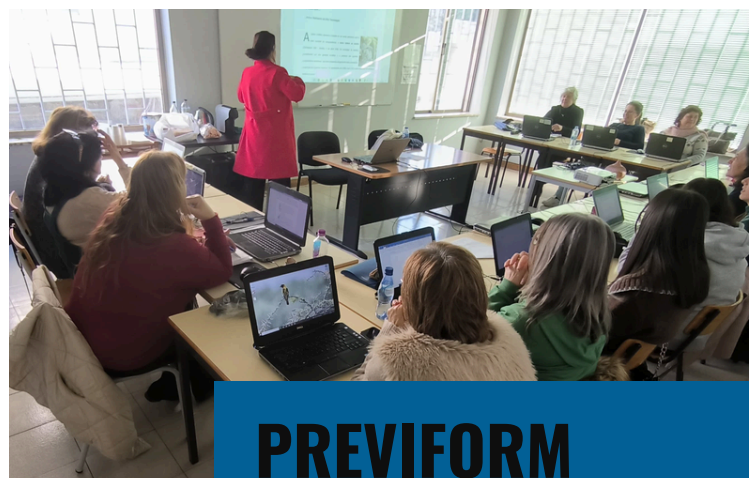
Supporting job seekers in using digital tools



## PRESENTATION

PREVIFORM is a Portuguese Adult Education Center, a welcoming and innovative space designed for unemployed youth who want to improve their digital skills and expand their opportunities in the job market.

The center fosters a collaborative environment where students learn from each other and develop a valuable network of contacts. With extensive ICT expertise, we have specialized equipment and a qualified team to support unemployed youth, including distance learning tools, allowing each student to progress in digital literacy at their own pace.



Within the framework of vocational training, its objective is to carry out actions aimed at strengthening the personal, academic, professional, and social skills of individuals, in order to contribute to economic, social, technological, cultural, and environmental sustainability.

It promotes creative and innovative learning by encouraging commitment, rigor, competence, and creative thinking, while facilitating integration into professional life.

## PREVIFORM

### IN A FEW WORDS

Train young talents by offering basic and advanced computer courses, digital creation workshops, employability workshops and learning employment promotion tools.

### IN A FEW NUMBERS

- Projects involving a significant number of trainees, between 500 and 600 per year.
- Over 3,000 hours of annual training in ICT-related fields.
- Over 50 IT training programs, specifically designed for adults, enable significant improvements in digital literacy.

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[www.previform.pt](http://www.previform.pt)

## A CREATIVE AND ADAPTABLE APPROACH

They use a playful teaching approach, with practical activities and everyday examples, to facilitate learning. They use free online platforms, tutorial videos, and practical exercises to make learning more dynamic and engaging. The goal is to overcome one of the biggest challenges, namely the resistance of some participants who viewed technology as distant and complex, expressing insecurity about it due to negative past experiences or a lack of contact with digital tools in their daily lives.

The core of the digital training program consists of practical modules exploring Microsoft Office tools such as Word, Excel, and PowerPoint. These tools are essential for developing skills in producing professional documents and creating effective presentations. At the same time, the team takes the time to teach participants how to use web browsers to conduct research, find jobs, and connect with companies. In addition, the team explored the functionalities of social media, focusing on building a strong professional identity and creating a relevant network of contacts to pursue career opportunities.

Social media was also used as a communication and collaboration tool, allowing participants to interact with each other, share information, and build networks of contacts.

It is important to emphasize that the use of these tools was tailored to the needs and interests of the participants. Given that the audience has more difficulty with technology, they began with simpler activities, gradually increasing their complexity.

The results were very positive, with most participants showing significant progress in their digital skills. It was possible to observe an increase in participants' self-esteem and confidence in their search for new career opportunities and their exercise of active citizenship.



## PARTNERSHIPS & COLLABORATIONS

Previform collaborates with several entities on European and national projects. In addition, it maintains local partnerships with professional associations, social solidarity and disability support organizations, as well as various companies, to promote higher qualification levels and improve the employability of employees in the region.

These collaborations reflect Previform's commitment to vocational training, workplace safety, and social inclusion, both at the national and European levels.

# POSTURE OF THE DIGITAL MEDIATOR

As a digital mediator, supporting young people who are dropping out of school or looking for work requires an engaging, stimulating, and deeply human approach.

These young people may have an ambivalent relationship with digital technology: comfortable on social media, but struggling when it comes to more formal or professional uses. They have often experienced academic failure or unstable career paths, which undermines their confidence and motivation to learn. The mediator's approach must be based on appreciation, active listening, and non-judgment. It's not about "teaching a lesson," but about initiating a change, building on what they already know how to do, even informally: editing a TikTok video, managing an Instagram account, using a phone to browse the internet. From there, we can gradually lead them toward transferable skills: creating a digital resume, submitting an application, participating in a professional video conference, or managing a schedule.

The framework must be flexible yet structured, with concrete, short, and immediately useful activities. Young people need quick successes, positive feedback, and above all, to feel immediate purpose in what they do. The facilitator must also embody a caring role model, one who believes in their potential and inspires them to reengage. Working in project mode, in pairs or in small groups, fosters mutual support and restores confidence. The goal is not only to develop digital skills, but also to rebuild a dynamic of self-esteem, employability, and openness to the world.

Supporting these young people means sowing the seeds of empowerment along their paths, with digital technology as a lever, but never as the sole objective.



## SPECIFICITIES TO TAKE INTO ACCOUNT

- **Lack of vision:** Many young people struggle to envision the future. Digital technology can seem out of reach or disconnected from their reality. It's important to restore meaning and demonstrate concrete uses related to employment or their interests.
- **Diverse skills:** Some people juggle social media, but don't know how to write an online resume or use professional messaging. Their ease is often limited to recreational or social use of digital technology.
- **Relationship with authority and learning:** Traditional teaching methods may be rejected. Interactive, participatory, and empowering formats must be offered, where students learn by doing.
- **Lack of confidence and dropping out:** Academic failure, chaotic career paths, or experiencing discrimination weigh on self-esteem. It is essential to recognize successes, even modest ones, and build a dynamic of trust.
- **Physical difficulties:** Access to a computer, a stable internet connection, or a quiet place to learn is not guaranteed. These gaps often need to be addressed first for learning to take place.
- **Employment-skills link:** These young people need to understand how digital skills can open doors: video job dating, online applications, portfolio creation, etc.