e-Participation

Digital tools for project and group management

★ ★ ★ Project number: KA220-YOU-5127C5BD ★ ★ ★

Co-funded by the European Union

CC BY-NC-SA 4.0

Index

- Designing an inclusive project

Support Material

- Guide for selecting accessible tools
- Tutorials and additional tools

Bibliography

Introduction

In today's digital age, technological tools play a crucial role in project management and social group collaboration. These tools not only facilitate organization and communication, but also allow teams to coordinate more effectively. However, in order for all young people to participate equally, it is essential that these tools are accessible, especially for those with various disabilities.

The increasing reliance on digital tools in project management and participation in social groups highlights the need to design and implement technologies that are accessible to all young people. Digital exclusion of people with disabilities can limit their participation in educational and community settings, restricting their ability to fully engage in civic-social activities. Digital inclusion is not only a matter of complying with legal regulations, but also of fostering a participatory and equitable environment for all.

This module is designed to train youth workers, educators and youth service providers in the use of digital tools, with a particular focus on **accessibility** and **inclusion**. Throughout the module, we will explore how to choose and use digital platforms that are inclusive, enabling the active participation of youth with disabilities in civic-social activities.

Before getting into the details of how to select and use accessible digital tools, it is essential to understand the legal framework that regulates digital accessibility. We will discuss the legal context and current regulations in both **Spain** and **Europe**, as these laws establish the minimum standards that digital tools must meet to ensure that all users, regardless of their abilities, can access them.

General Objectives

1. **Identify** digital tools that facilitate project management and collaboration in social groups, taking into account the principles of accessibility and inclusion.

2. **Develop** strategies to implement such tools so that they are accessible to youth with disabilities.
3. **Promote** the active participation of young people with disabilities in community projects and social groups through the use of inclusive digital tools.

Legal Framework for Digital Accessibility in Spain and Europe

To ensure the full participation of people with disabilities in digital life, it is essential that digital platforms and tools are accessible. This is not only crucial for social and labor inclusion, but also a right protected by various regulations in Spain and Europe. In this context, a robust legal framework has been developed to regulate and promote digital accessibility. This analysis focuses on the main laws and guidelines governing digital accessibility, their impact on youth organizations and concrete examples of adaptation in Spain.

Legal Framework in Spain

General Law on the Rights of Persons with Disabilities and their Social Inclusion (2013).

The **General Law on the Rights of Persons with Disabilities and their Social Inclusion** is a key piece in the Spanish legal framework. The main objective of this law is to guarantee the rights of people with disabilities in all aspects of life, including access to digital services.

- **Digital Access Rights:** The law establishes that all people, including those with disabilities, must have access to digital information and services. This includes access to websites, mobile applications and communication platforms used by public and private entities.
- **Accessibility Obligations:** Entities are required to design and adapt their digital tools to comply with accessibility principles, ensuring that all citizens can participate equally in social and civic activities.

Royal Decree 1112/2018 on Accessibility of Public Sector Websites and Mobile Applications.

Royal Decree 1112/2018 transposes European Directive (EU) 2016/2102 and establishes specific requirements for the accessibility of websites and mobile applications in the public sector.

- **Accessibility Standards:** The decree defines the **Web Content Accessibility Guidelines (WCAG 2.1)** as the standard to be followed to

ensure accessibility. This includes requirements such as adequate color contrast, keyboard navigation and compatibility with assistive technologies.

- **Review and Compliance:** Websites and applications should be reviewed periodically to ensure that they continue to meet accessibility requirements. This review includes updating content and adapting to new technologies.

Impact on Youth Organizations:

Youth organizations in Spain must adapt their digital platforms to meet these requirements. This involves implementing accessible technologies and training their teams to ensure that all young people, including people with disabilities, can fully participate in their programs and activities.

Adaptation Example: A youth organization in Barcelona has improved their website and mobile apps to comply with Royal Decree 1112/2018. They have incorporated functionalities such as subtitles on videos and a user interface that facilitates navigation for visually impaired people, ensuring that all young people can access information and participate in their activities.

Legal Framework in Europe

European Directive on Accessibility of Products and Services (2019).

The **European Directive on Accessibility of Products and Services** (European Accessibility Act, EAA) seeks to ensure that all products and services on the European market are accessible to people with disabilities.

- **Requirements for Products and Services:** The directive states that all digital products and services, including project management and communication products and services, must comply with accessibility requirements. This includes designing interfaces that are accessible to people with visual, hearing, motor and cognitive disabilities.
- **Compatibility with Assistive Technologies:** Platforms must support assistive technologies such as screen readers, alternative input devices and closed captioning.

European Strategy for e-Inclusion

The **European Strategy for e-Inclusion** focuses on promoting accessibility in the digital sphere and ensuring that the digital transformation is inclusive for all EU citizens.

- **Digital Inclusion Objectives:** The strategy seeks to reduce the digital divide and ensure that all people, including those with disabilities, can access digital opportunities. This includes promoting good practices in the design of accessible digital platforms.
- **Funding and Support:** The EU provides funding and support for projects that promote digital accessibility, encouraging organizations to adopt accessible technologies and improve the participation of people with disabilities.

Impact on Youth Organizations in Europe:

Youth organizations across Europe, including Spain, benefit from guidelines and funding provided by the EU to implement accessible digital solutions. Adapting to these regulations not only meets legal requirements, but also improves the inclusion and participation of all young people.

Adaptation Example: A youth organization in the Valencian Community has developed an online platform for the management of civic activities, using the principles set out in the EAA. They have implemented accessibility features such as image descriptions and contrast settings to improve the participation of young people with disabilities, supported by European grants for inclusive projects.

Challenges and Opportunities in the Implementation of Digital Accessibility Regulations in Spain

Barriers and Challenges in Spain for the Digital Inclusion of Youth with Disabilities

Despite significant advances in technology and accessibility, the digital inclusion of young people with disabilities in Spain faces several challenges. These obstacles not only limit access to educational and social opportunities, but also perpetuate inequality. Two key barriers are examined below: the digital divide in rural and urban areas, and lack of awareness of digital rights.

Digital Divide in Rural and Urban Areas

Digital Divide Analysis:

The digital divide in Spain manifests itself significantly between urban and rural areas, disproportionately affecting young people with disabilities. This digital divide refers to inequality in access to digital technologies and high quality internet services.

- **Access to Technologies in Rural Areas:** In many rural areas of Spain, the technological infrastructure is limited. This includes broadband internet access, modern equipment and assistive technologies. Youth with disabilities living in these regions often face additional difficulties due to a lack of digital resources. Poor connectivity can limit their ability to participate in online learning platforms, collaborate on digital projects and access essential services.
- **Challenges in Urban Areas:** Although urban areas tend to have better technological infrastructure, there are still problems related to the accessibility of technologies for people with disabilities. Young people with disabilities may face barriers due to the lack of adaptation of digital tools to their specific needs, such as non-accessible interfaces or lack of support for assistive technologies.

Solutions for Bridging the Digital Divide:

- **Promotion of Accessible Mobile Platforms:** Mobile platforms, which do not rely on fixed infrastructure, can be an effective solution for bridging the digital divide. Accessible mobile applications, such as those with adaptive interfaces and support for assistive technologies, allow youth in rural areas to access educational resources and participate in digital activities from their mobile devices. These platforms should be designed with inclusive features that facilitate access for all users.
- **Infrastructure Initiatives and Grants:** Government and local organizations can implement initiatives to improve technology infrastructure in rural areas. This can include subsidies for the purchase of technological equipment and the expansion of high-speed internet networks in

disadvantaged regions. Technology training programs can also help young people with disabilities to effectively use available digital tools.

- **Community Connectivity Programs:** Libraries and community centers in rural areas can be equipped with accessible technology and internet services. This provides an access point for youth who otherwise would not have the resources to participate in digital activities.

Ignorance of Digital Rights

Discussion on the Disregard of Digital Rights:

Despite the existence of laws and regulations that protect the digital rights of people with disabilities, many young people and professionals are not fully informed about these rights. This lack of knowledge can limit young people's ability to demand accessibility in the digital platforms they use.

- **Lack of awareness among youth:** Many youth with disabilities and their families are unaware of their rights under digital accessibility laws. This includes a lack of knowledge about how to access accessible digital tools and how to file complaints if they face accessibility barriers. Without a clear understanding of their rights, these youth may not know how to advocate for themselves or seek support.

- **Lack of awareness among professionals:** Youth workers, educators and other professionals may not be sufficiently informed about digital accessibility regulations and how to apply them in their practices. This can lead to inadequate implementation of digital tools and lack of inclusion in activities and projects.

Digital Rights Education Initiatives:

- **Training and Awareness Programs:** It is essential to develop educational programs aimed at young people with disabilities, their families and professionals on digital rights and accessibility. These programs should provide clear information on current laws and regulations, as well as on how to use digital tools effectively and demand accessibility when necessary.

- **Informational Materials and Resources:** Create and distribute educational materials, such as guides and brochures, that explain digital rights and best practices for ensuring accessibility in an accessible manner. These resources can be distributed through youth organizations, educational centers and online platforms.

- **Workshops and Seminars:** Organize workshops and seminars that provide hands-on training in digital accessibility. These events can include demonstrations of accessible tools, question and answer sessions with accessibility experts, and opportunities for participants to practice using assistive technologies.
- **Support Platforms and Networking:** Establish support networks and online platforms where youth with disabilities and their families can share experiences and get advice on digital accessibility. These networks can provide a space to discuss common problems and solutions, and to connect with organizations and advocates who can offer assistance.

The Future of Digital Accessibility in Spain

The Spanish and European legal framework for digital accessibility has been key to ensuring that all people, regardless of their abilities, can access digital services. As youth organizations in Spain adapt to these regulations, it is expected that youth participation will increase and barriers for youth with disabilities will continue to decrease. While challenges remain, the opportunities for inclusion and innovation in the digital realm are more promising than ever.

Didactic Pill: Accessible Digital Tools for Project Management and Social Group Collaboration

In today's digital age, technological tools play a fundamental role in project management and collaboration within social groups. These tools facilitate communication, organization and task coordination, enabling teams to work together more efficiently and effectively. However, it is crucial to recognize that not all digital tools are designed with accessibility in mind.

Digital accessibility is the practice of designing and developing technologies that are usable by all people, including those with disabilities. The importance of this practice cannot be underestimated, especially in youth contexts, where inclusion and equal participation are essential to the success of any project. Young people with disabilities must have the opportunity to participate equally in civic, educational and social activities that use digital tools.

Digital Accessibility and its Relevance to Project Management and Social Group Collaboration

Project Management

Project management involves planning, organizing and monitoring tasks and resources to achieve specific goals in a given period. Digital tools in this area,

such as project management software, are crucial for assigning tasks, setting schedules and tracking project progress.

Importance of Accessibility in Project Management:

- **Equitable Inclusion:** In a collaborative work environment, digital accessibility ensures that all team members, including those with disabilities, can access project information and participate in the planning and execution of tasks. This is essential for equity and inclusion, allowing all team members to contribute effectively.
- **Improved Communication:** Accessible project management tools facilitate clear and effective communication between all team members. For example, the ability to use screen readers to access reports and updates ensures that information is understood by everyone, regardless of their visual capabilities.
- **Legal Compliance:** In many countries, there are regulations that require digital platforms to be accessible. Complying with these requirements is not only a legal obligation, but also a way to promote social justice within the work environment.

Collaboration in Social Groups

Collaboration in social groups, whether in the educational, community or professional context, is based on effective interaction and cooperation among its members. Digital collaboration tools, such as messaging applications and teamwork platforms, facilitate the exchange of ideas, coordination of activities and joint work on common projects.

Importance of Accessibility in Social Group Collaboration:

- **Full Participation:** Digital accessibility ensures that all group members can participate in activities and discussions, without barriers that limit their ability to contribute. This is particularly relevant in educational and community contexts, where the active participation of all members is key to the success of initiatives.
- **Fostering Diversity:** By providing accessible tools, diversity is fostered within the group, allowing people with different skills and needs to collaborate effectively. This enriches the collaboration process and leads to more innovative and comprehensive results.
- **Adaptation to Diverse Needs:** Accessible digital tools can be adapted to a variety of needs, from closed captioning in videoconferences for the

hearing impaired to simplified navigation options for those with cognitive difficulties.

Key Accessibility Features in Digital Tools:

1. **Compatibility with Assistive Technologies:** Digital tools must be compatible with assistive technologies such as screen readers, text magnifiers and alternative keyboards. This is essential so that people with visual or motor disabilities can interact with the tool effectively.
    - **Example:** A screen reader must be able to read the contents of a task card in a project management application such as Trello, allowing the user to navigate and modify the card without difficulty.
2. **Inclusive User Interface:** An intuitive and clear design facilitates navigation for people with cognitive or learning disabilities. This includes accessible menus, simplified navigation options and an information structure that is easy to understand and use.
    - **Example:** A communication app like Slack should offer a clean interface and customization options to adjust text display and colors, helping users with cognitive difficulties to follow conversations without unnecessary distractions.
3. **Customization Options:** Tools should allow customization of display and content to meet individual needs. This includes options to adjust color contrast, text size and other settings that can help improve readability and usability.
    - **Example:** Google Meet allows automatic captioning to be activated during a video call, which not only helps hearing impaired participants but also those who have difficulty understanding the spoken language.
4. **Captions and Descriptions:** Tools that include multimedia content, such as videos or presentations, should provide captions, transcripts, and descriptions of images to ensure that all information is accessible to people with hearing and visual impairments.
    - **Example:** During a videoconference, automatic captioning should be enabled to allow hearing impaired participants to follow the conversation in real time.

Objective of the Didactic Pill:

The goal of this section is to provide a comprehensive overview of how to select and use digital tools that are accessible to all youth, including those with disabilities. Through the analysis of accessibility features and practical examples, it aims to equip youth workers and educators with the knowledge necessary to make their projects and activities inclusive. In this way, it ensures that all young people can participate fully, regardless of their abilities.

By understanding and applying these accessibility principles, professionals can remove digital barriers and promote true equality of opportunity in all aspects of project management and social collaboration. Digital inclusion not only enhances the participation of youth with disabilities, but also enriches the experience of all team members, creating a more collaborative and equitable work environment.

Expanded Description of Accessible Digital Tools

In an increasingly digitized environment, technology tools not only facilitate project management and collaboration in social groups, but also play a crucial role in the inclusion of all team members, including those with disabilities. As technology advances, it is critical that these tools are not only functional, but also accessible to ensure that all individuals can fully participate in civic and social activities.

In this section, we will delve into the **technical description** and **accessibility settings** of three widely used digital tools - **Trello**, **Google Meet** and **Slack**. We will discuss how these platforms have integrated accessibility features to support users with diverse needs and how they can be configured to comply with digital accessibility regulations.

Trello

Technical Description and Accessibility Settings in Trello:

Trello is a project management tool based on a visual system of boards, lists and cards that makes it easy to organize and track team tasks. Its intuitive design makes it a popular choice, but it is crucial that its accessibility is optimized to ensure that all team members can use it effectively, especially those with disabilities.

Accessibility Features and Settings in Trello:

1. **Compatibility with Screen Readers:**

- **Technical Description:** Trello supports screen readers such as **NVDA** and **JAWS**, which allow visually impaired users to navigate boards and cards without using a mouse. Keyboard commands allow efficient navigation between items.

- **Practical Example:** A visually impaired user can use keyboard shortcuts to move between cards on a board in Trello. When creating a card, he or she can add detailed descriptions and text labels, making it easier to understand the content through a screen reader.

2. **Use of Shortcuts:**
   - **Technical Description:** Trello offers a wide range of **keyboard shortcuts** to perform various functions without using the mouse. This is especially useful for people with motor disabilities.
   - **Practical Example:** A user with motor limitations can assign tasks, move cards between columns and open menus using only key combinations. This functionality allows a more fluid and accessible interaction with the platform.
3. **Color Contrast:**
   - **Technical Description:** Trello allows the customization of the color scheme in the dashboards, which is essential for users with low vision or color blindness. It is recommended to use high contrast colors to ensure legibility.
   - **Technical Example:** For a youth project, users can set up a dashboard with a dark background and brightly colored labels. Using tools such as the **WebAIM Color Contrast Checker**, they can verify that the chosen colors comply with WCAG 2.1 accessibility guidelines.

Google Meet

Google Meet Accessibility Features and Settings:

Google Meet is a videoconferencing tool that enables virtual meetings and real-time collaboration. Its widespread use in educational and professional environments makes accessibility a key feature to ensure the participation of all users.

Google Meet Accessibility Features and Settings:

1. **Real Time Automatic Subtitles:**
    - **Technical Description:** Google Meet offers an **automatic captioning** option that is generated in real time during video calls, facilitating the participation of hearing impaired people.
    - **Practical Example:** During a team meeting, a hearing impaired user can activate the Spanish subtitles to read what is being said. The automatic captioning feature ensures that communication is accessible and understandable.
2. **Compatibility with Screen Readers:**
    - **Technical Description:** Google Meet is accessible through screen readers such as **VoiceOver (**iOS) and **TalkBack** (Android). This allows visually impaired users to navigate the interface and participate in calls using only the keyboard and voice commands.
    - **Technical Example:** A visually impaired user can join a call on Google Meet, activate key features such as muting or activating the microphone, and move between different menus using only the keyboard.
3. **Support for Assistive Listening Devices:**
    - **Technical Description:** Google Meet is compatible with assistive listening devices connected via Bluetooth, enhancing the listening experience for people with hearing impairments.
    - **Technical Example:** A hearing impaired young man using hearing aids can connect his device to Google Meet via Bluetooth, ensuring a clear, interference-free listening experience during video calls.

Slack

Technical Description and Accessibility Settings in Slack:

Slack is a team communication platform that facilitates collaboration through messaging, chat channels and video calls. With its multiple functionalities, it is important that Slack offers accessibility options to ensure that all team members can participate effectively.

Accessibility Features and Settings in Slack:

1. **Compatibility with Screen Readers:**
    - **Technical Description:** Slack supports screen readers such as **NVDA**, **VoiceOver** and **JAWS**, allowing visually impaired users to navigate channels, open messages and use keyboard shortcuts to interact with the platform.
    - **Practical Example:** A visually impaired participant can use keyboard commands to read messages and respond in Slack, making it easier to navigate between different conversations and channels without obstacles.
2. **Use of Keyboard Shortcuts:**
    - **Technical Description:** Slack offers a variety of **keyboard shortcuts** to perform essential tasks, allowing users with motor disabilities or who prefer the keyboard over the mouse to perform all important functions efficiently.
    - **Technical Example:** Using Slack, a young person with limited mobility can use keyboard shortcuts to mark important messages, switch between conversations, and open menus without the need for an additional input device.
3. **Dark Mode and Color Adjustment:**
    - **Technical Description:** Slack provides **dark mode** options and contrast adjustments in the user settings. These settings are useful for people with low vision or color blindness, improving readability and reducing glare.
    - **Practical Example:** A facilitator of a youth project can enable dark mode in Slack to improve message reading and avoid glare, which facilitates long-term collaboration for people with low vision.

Strategies for Implementing Accessible Tools in Youth Projects

The effective implementation of accessible digital tools in youth projects is crucial to ensure the equal participation of all youth, including those with disabilities. These strategies not only meet legal requirements for accessibility, but also promote an inclusive and participatory environment. Below are detailed strategies for selecting and training in the use of accessible tools.

Steps for Selecting Accessible Tools

Create an Accessibility Checklist:

To ensure that the selected digital tools comply with accessibility standards, it is essential to develop a detailed checklist. This checklist should be based on current legal regulations and the specific needs of the target group.

- **Legal Regulations:** Ensure that the tool complies with the **Web Content Accessibility Guidelines (WCAG 2.1)** and the requirements of **Royal Decree 1112/2018**. The list should include items such as color contrast, keyboard navigation and support for assistive technologies.
- **Group Needs:** Identify the specific needs of the youth in the project, such as types of disabilities and usage preferences. For example, if the group includes people with visual impairments, the tool should be compatible with screen readers and offer text magnification options.
- **Practical Example:** Develop a checklist that includes questions such as: Does the tool allow color contrast adjustments? Does it offer keyboard navigation options? Does it support screen readers? This checklist will help evaluate whether the selected tool meets the necessary accessibility criteria.

2. Test Tools with Assistive Technologies:

Before final selection, it is essential to test digital tools with different assistive technologies to ensure compatibility.

- **Screen Readers:** Perform tests using screen readers such as **NVDA** and **JAWS** to verify that the tool can be navigated and used efficiently by people with visual impairments.
- **Text Magnifiers:** Make sure that the tool allows you to adjust the text size and that the content remains readable and functional when using a text magnifier.
- **Alternative Keyboards:** Verify that all the tool's functions can be accessed through keyboard shortcuts and that the exclusive use of the mouse is not required, thus benefiting people with motor disabilities.
- **Technical Example:** If you are considering a project management tool like **Asana**, test all key functionalities using a screen reader to ensure that users can seamlessly create, assign and track tasks.

3. Verify Mobile Compatibility:

Given that a high percentage of young people in Spain access the Internet and digital tools through mobile devices, it is crucial to verify that the selected tools are accessible on these platforms.

- **Adaptability on Mobile Devices:** Make sure that the tool has an accessible and functional mobile version that offers the same quality of access and usability as the desktop version.
- **Testing on Different Devices:** Perform tests on a variety of mobile devices and operating systems to ensure that the tool works correctly on all of them.
- **Practical Example:** If you are choosing a communication app such as **Slack**, verify that the mobile interface allows users with disabilities to access messages, participate in chats and use all features without barriers.

Accessibility Team Training

Provide Training in the Use of Accessible Tools:

Training of the team is essential to ensure that accessible digital tools are used effectively. Training should include both practical and theoretical aspects of digital accessibility.

- **Training Programs:** Develops and delivers training programs for youth workers, educators and other professionals on how to use the tools in an accessible way. Includes modules on the specific accessibility features of each tool and how to adjust them according to users' needs.
- **Educational Materials:** Provide manuals, guides and tutorials that explain how to set up and use accessible digital tools. Make sure these materials are accessible to all, including text and video versions with captions.
- **Practical Example:** Organize workshops where participants can practice using tools such as **Trello** and **Google Meet**, receiving training on how to adjust accessibility settings and solve common problems.

2. Include Youth with Disabilities in the Process:

Involving young people with disabilities themselves in the selection and use of digital tools is crucial to ensure that their needs are adequately met.

- **Participation in Tool Selection:** Consult with youth with disabilities about their preferences and needs when choosing digital tools. Their direct feedback can provide valuable information on how to improve accessibility.
- **Testing and Evaluation:** Allow youth with disabilities to participate in usability testing and evaluations of digital tools. Their experiences and opinions will help adjust the tools to be more inclusive.
- **Practical Example:** When implementing a new collaboration platform, conduct test sessions with a group of young people with different types of disabilities. Solicit their feedback on usability, accessibility, and possible improvements. Use this information to make adjustments and improve the overall experience.

Practical Activities: Configuration and Use of Accessible Tools

The objective of these activities is for participants to put into practice the concepts learned about digital accessibility and apply the tools available to manage projects and social groups in an inclusive manner. Each exercise will evaluate and improve skills in the use of accessible technologies, as well as their configuration to ensure the participation of people with disabilities.

Activity 1: Accessibility Settings in Trello

Objective: To configure the accessibility options in the **Trello** platform and adapt it for a team that includes people with visual and motor disabilities.

Instructions:

1. **Create a Trello account**: Each participant must register or log in to their Trello account.
2. **Explore accessibility settings**: At this stage, participants should investigate how to adjust the interface to support assistive technologies such as screen readers and alternative keyboards.
    - **Subtask 1:** Investigate whether Trello supports technologies such as **NVDA** (NonVisual Desktop Access) or **JAWS**, and perform a small usability test with a screen reader.
    - **Subtask 2:** Change the color scheme and contrast to ensure that it is accessible to people with low vision. Use the **WebAIM Color Contrast Checker** to verify contrast accessibility.
3. **Simulation of use by a diverse team**: Participants must simulate the management of a project, creating a board in Trello with the following characteristics:
    - Create cards and tasks using simple and clear language.
    - Configure color labels to ensure that they do not rely solely on visual perception (add descriptive text to each label).
    - Add descriptions to uploaded files and documents, with a focus on inclusion of people with disabilities.
4. Feedback Report: After completing the configurations, participants will write a brief report on:
    - Adjustments made.
    - Challenges encountered.
    - Improvements that could be implemented to make Trello even more accessible.

Duration: 1 hour.

Activity 2: Subtitles in Google Meet

Objective: Learn how to activate and configure automatic captioning in **Google Meet** to ensure the participation of hearing impaired people in virtual meetings.

Instructions:

1. **Organize a video call on Google Meet**: Participants should plan and organize a video call, inviting other module partners or participants.

2. **Enable automatic subtitles**: Once the call has started, you must enable the **automatic subtitles** option **in Spanish**. This must be done from the Google Meet interface, exploring the subtitle configuration options.
3. **Simulation of participation**: One of the participants will pretend to be hearing impaired and will rely on subtitles to follow the conversation. The other participants must speak clearly, making sure that the content is understandable.
    - **Subtask 1:** Identify possible limitations in the accuracy of automatic captioning and discuss how these limitations may affect the participation of hearing impaired individuals.
    - **Subtask 2:** Analyze how this feature can be useful not only for hearing impaired people, but also for those who are not fully fluent in the language in which the video call is made.
4. **Evaluation of the use of subtitles**: At the end of the video call, participants should discuss as a group:
    - How did the subtitles work and were they accurate?
    - What improvements could be implemented in Google Meet for better accessibility?
    - How would this influence the civic-social participation of hearing impaired youth?

Duration: 45 minutes.

Activity 3: Creation of an Inclusive Communication Group in Slack

Goal: Set up a group in **Slack** that is inclusive for people with cognitive or visual disabilities.

Instructions:

1. **Create a group in Slack**: Participants must create a workspace in Slack for the management of a fictitious youth collaboration project.
2. **Explore and adjust accessibility settings**:
    - Investigate how Slack integrates assistive technologies such as screen readers and explore its compatibility with alternative keyboards.

- Enable or disable notifications and sounds, adapting Slack for users with sensory or cognitive disabilities.
- **Subtask 1:** Create channels with clear descriptions and efficient use of messages so as not to overwhelm users with cognitive disabilities.
- **Subtask 2:** Make use of emojis and reactions, making sure they are accompanied by explanatory text, so as not to rely solely on visual elements.

3. **Creating accessible messages**: Participants should write messages and descriptions that are inclusive, avoiding dense paragraphs and using bullets to organize information.

4. **Simulation of participation**: Simulate the participation of a diverse team, with each participant having a role in the group. Ensure that people with cognitive or visual impairments can easily access and understand information and messages.
5. **Final evaluation**: At the end of the activity, participants should reflect on:
   - What configurations were most helpful in ensuring accessibility?
   - How could the Slack experience be improved for users with disabilities?

Duration: 1 hour.

Activity 4: Web Site Accessibility Evaluation with WebAIM

Objective: Evaluate the accessibility of a website or digital tool using the **WebAIM Color Contrast Checker** and other evaluation tools.

Instructions:

1. **Select a website or digital tool**: Participants should choose a website or digital platform relevant to their work (it can be their own organization's site or a commonly used tool).
2. **Evaluate color contrast**: Using the **WebAIM Color Contrast Checker**, participants will evaluate the color contrast between the text and the background of the website. They should ensure that it complies with WCAG (Web Content Accessibility Guidelines) accessibility standards.

- **Subtask 1:** Identify elements that do not meet contrast requirements and suggest changes to make them accessible.
- **Subtask 2:** Evaluate other elements, such as image layout, use of clear text links, and heading structure.

3. **Evaluation report**: Each participant must write a brief report on:
   - Accessibility problems identified.
   - Recommended solutions to improve the accessibility of the website or digital platform.
   - Reflect on how this evaluation can impact the participation of young people with disabilities in Spain.

Duration: 1 hour.

Activity 5: Designing an Inclusive Project

Objective: To design a youth project plan that is fully accessible to people with different types of disabilities.

Instructions:

1. **Describe the project**: Each participant must propose a community project that involves youth in civic or social activities. This project must be designed to include youth with visual, hearing, motor and/or cognitive disabilities.
2. **Selecting digital tools**: Based on the tools learned during the module, participants must choose at least three digital tools to manage the project and justify their choice in terms of accessibility.
3. **Develop an inclusion plan**:
   - **Subtask 1:** Include a section on how digital accessibility will be ensured in all phases of the project, from planning to implementation.

   - **Subtask 2:** Describe how the training of the team in digital accessibility and the use of the selected tools will be carried out.

4. **Project presentation**: Each participant should present their project to the group, highlighting key accessibility issues and the tools selected to ensure inclusion of all youth.

Duration: 2 hours.

Evaluation Questions

1. What characteristics must a digital tool have to be considered accessible?
2. Mention two project management tools that enable the participation of youth with disabilities and describe their accessible features.
3. Why is it important for a platform to support screen readers?
4. What accessibility options should be available in a videoconferencing tool?

Supporting Material

1. Guide for selecting accessible tools: A PDF document will be provided with a detailed list of accessible digital tools and their specific accessibility features.

   Guide for Selecting Accessible Tools

   When selecting digital tools for project management and social group collaboration, it is crucial to ensure that they are accessible to all users, including those with disabilities. This guide provides a detailed list of key aspects to consider to ensure that digital tools are inclusive and meet accessibility standards.

   Assistive Technology Compatibility Evaluation

   Screen Readers

- **Description:** Checks if the tool is compatible with screen readers such as **NVDA**, **JAWS** (Windows) and **VoiceOver** (iOS).
- **Aspects to Review:**
   - Navigability by means of hotkeys.

- Ability to read all content, including buttons, menus and descriptions.

Text Enlargers

- **Description:** Make sure that the tool allows text magnification without losing functionality.

- **Aspects to Review:**
  - Scalability of text and interface elements.
  - Readability and functionality with enlarged text.

Alternative Keyboards

- **Description:** The tool must be usable with alternative keyboards and adaptive input devices.
- **Aspects to Review:**
  - Full range of functions accessible via keyboard shortcuts.
  - Support for input devices such as trackballs or ergonomic keyboards.

User Interface Evaluation

Design and Navigation

- **Description:** The interface should be intuitive and easy to navigate for all users, including those with cognitive disabilities.
- **Aspects to Review:**
  - Clarity in the layout of elements and menus.
  - Consistency in the design and use of icons.

Customization Options

- **Description:** The tool should allow for customized settings to accommodate various accessibility needs.
- **Aspects to Review:**
  - Options to change text size and contrast.
  - Configurations to adjust the interface to the user's specific needs.

Accessibility Functionality Evaluation

Subtitles and Transcripts

- **Description:** Tools that handle multimedia content should provide captioning and transcripts.

- **Aspects to Review:**
    - Availability and accuracy of automatic subtitles.
    - Offering full transcripts of videos and audios.

3.2. Color Contrast

- **Description:** Verify that the tool allows adjustments to the color scheme to improve readability.
- **Aspects to Review:**
    - Contrast adjustment tools and high contrast themes.
    - Support for color contrast checking tools, such as **WebAIM Color Contrast Checker**.

4. Mobile Compatibility Verification

4.1. Mobile Device Accessibility

- **Description:** Make sure the tool is accessible from mobile devices, since a high percentage of users access the Internet through these devices.
- **Aspects to Review:**
    - Adaptation of the interface for touch screens.
    - Functionality of accessibility features in mobile applications.

4.2. Testing on Various Devices and Operating Systems

- **Description:** Performs accessibility testing on a variety of devices and mobile operating systems.
- **Aspects to Review:**
    - Compatibility with different versions of iOS and Android.
    - Evaluation of user experience on smartphones and tablets.

5. Compliance with Legal Regulations

5.1. National Regulations

- **Description:** verifies that the tool complies with country-specific accessibility laws, such as **Royal Decree 1112/2018** in Spain.
- **Aspects to Review:**
    - Compliance with the **Web Content Accessibility Guidelines (WCAG 2.1)**.
    - Review of documentation certifying compliance with local regulations.

International Standards

- **Description:** Considers adherence to international guidelines, such as the **European Directive on Accessibility of Products and Services**.
- **Aspects to Review:**
    - Conformity with the accessibility requirements established by the European Union.
    - International accessibility certifications and accreditations.

2. Video tutorial (with subtitles and transcript): How to configure accessibility options in popular tools like Trello, Google Meet, and Slack.
3. Link to the **WebAIM Color Contrast Checker** to check the accessibility of colors in digital interfaces.

4. Article on the **importance of digital accessibility** in the social and civic participation of young people with disabilities.

Bibliography

Vicente, M. R., & López, A. J. (2010). A multidimensional analysis of the disability digital divide: Some evidence for Internet use. The Information Society, 26(1), 48-64.

Goggin G, Ellis K. Disability, communication, and life itself in the COVID-19 pandemic. Health Sociol Rev. 2020 Jul;29(2):168-176. doi: 10.1080/14461242.2020.1784020. Epub 2020 Jul 10. PMID: 33411654.

Schwalbe, K. (2018). Information technology project management. Cengage Learning.

Martinelli, R. J., & Milosevic, D. Z. (2016). Project management toolbox: tools and techniques for the practicing project manager. Wiley.

Simplican, S. C., Leader, G., Kosciulek, J., & Leahy, M. (2015). Defining social inclusion of people with intellectual and developmental disabilities: An ecological model of social networks and community participation. Research in Developmental Disabilities, 38, 18-29.

Seale, J. (2013). E-learning and disability in higher education: Accessibility research and practice. Routledge.

Caton, S., & Chapman, M. (2016). The use of social media and people with intellectual disability: A systematic review and thematic analysis. Journal of Intellectual & Developmental Disability, 41(2), 125-139.

Lazar, J., Goldstein, D. F., & Taylor, A. (2015). Ensuring digital accessibility through process and policy. Morgan Kaufmann.

Harper, S., & Yesilada, Y. (2008). Web accessibility: a foundation for research. Springer.

e-Participation

Digital Accessibility for the promotion of youth participation

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Co-funded by the European Union