

Code of Ethics of the Youth Power Germany e.V. (YPDE)

Preamble

The YPDE Code of Ethics defines the core values and principles of conduct for all individuals within the Organization's organs, employed personnel, and volunteers. The YPDE Code of Ethics sets the framework for how the Organization strives to achieve its goals and fulfill its mission.

The key values of YPDE are:

YPDE is dedicated to supporting youth in the areas of volunteering, building civil society, and non-formal education through local and international initiatives. YPDE focuses primarily on broadening the horizons and activating young people, as well as supplementing their education in areas neglected by the formal education system. Cooperation with youth is of utmost importance to YPDE, allowing for diverse activities in local democracy, social entrepreneurship, civic education, regional identity promotion, and volunteering.

Democracy

YPDE endeavors to build civil society and activate youth while combating radicalization.

Inclusion

YPDE aims to ensure equal access to its social activities and educational tools. The Organization prioritizes the integration of all beneficiaries, leveling the playing field and socially activating those beneficiaries whose activity falls below average and threatens their full participation in society.

Non-Political

YPDE does not belong to any political party. Membership in YPDE is open to all, regardless of political or ideological beliefs.

Compliance with the YPDE Code of Ethics is the responsibility of its Board and, in the case of project implementation, Project Coordinators.

Definitions

YPDE Board – is the governing body of the YPDE. This term may refer to both the entire board (all individuals) and individual board members, including the president and vice president. It applies to individuals currently holding these positions. In case of doubt, the decisive factor is the data in the Berlin Court Register or internal documentation of the YPDE.

YPDE Council of General meeting - the statutory body of the FEIS Foundation. This term may refer to both the entire Organisation council (all individuals) and individual council members, including the chairman or chairwoman. It applies to individuals currently holding these positions. In case of doubt, the decisive factor is the data in the National Court Register or internal documentation of the YPDE.

YPDE Privacy Policy - <https://yp-de.org/datenschutzerklärung/>

Organization - a non-governmental organization (NGO) in a broad sense, extending beyond legal definitions; key characteristics include: 1. not for profit (lack of profit orientation), 2. social activity (serving society), and 3. independence from the government. In some cases (e.g., the Erasmus+ Program+), other entities (e.g., local government units or central authorities) or groups of individuals are also treated as organizations. In the vast majority of cases, these will be NGOs, but for clarity in this document, we also include other entities under this term.

Project - a specific part of the organization's social activity, which is distinguished both in terms of content (e.g., theme, goal, target audience) and formally (e.g., separate funding, management structure, timeframe).

Project Coordinator - an individual overseeing and managing a project, acting based on project documentation and decisions of relevant organization authorities. In case of doubt, the Project Coordinator is considered to be the person listed in the project documentation, or in the absence of such information, the person actually managing the project (making current decisions).

Group Leader - an individual appointed by the Project Coordinator or other decision-makers in the organization to provide practical support to a larger group of beneficiaries in the project.

Volunteer - an individual who voluntarily and without remuneration provides services to the organization. In most cases, these services are based on principles defined in Volunteer Work. For foreign volunteers, the principles of foreign legal systems may apply.

Beneficiary - an individual for whom social activities are carried out, most often in the form of a Project. A beneficiary may or may not be a volunteer.

Logistic support - the entirety of logistical and supportive actions provided to a beneficiary, including, but not limited to: organizing travel, accommodation, meals, care for minors, and ensuring safety during activities.

Partner Organization - a formal partner of the YPDE, indicating that it has entered into a partnership agreement with the Organization or cooperates with the Organization based on the principles of the Program of the project.

Minor - an individual who has not reached the age of 18. In rare cases, foreigners may be subject to the rules of foreign legal systems that recognize a different age of majority. In such cases, they are taken into account by the Organization only if provided for by international law.

Legal guardian of a minor - usually the parents of beneficiaries, the person who has legal guardianship or volunteers; formally, an individual who has legal guardianship over a minor.

Erasmus+ Program - a European educational program managed by the European Commission through National Agencies of the Erasmus+ Program, operating in each country.

European Solidarity Corps - a European volunteering program managed by the European Commission through National Agencies of the Erasmus+ Program, operating in each country.

I. Conflict of Interest Prevention

Conflict of interest is a situation in which there is a conflict between private interests in personal, family, and group dimensions, and the public interest. Conflict of interest arises

when a person holds a private interest that affects or may affect the impartiality, objectivity, and independence of their duties.

1. The Organization prevents the occurrence of conflicts of interest.
2. In the event of a conflict of interest situation or suspicion, it must be reported to the Organizations Board. The Board will investigate whether the situation meets the criteria for a conflict of interest. If a conflict of interest is confirmed, the Board will acknowledge it in writing and exclude the person involved in the conflict of interest from the relevant activity, and appoint another person to carry out the activity.
3. If the described situation concerns a member of the Organizations Board, the report should be directed to the Council. The Council will examine whether the situation meets the criteria for a conflict of interest. If a conflict of interest is confirmed, the Council will acknowledge it in writing and exclude the person involved in the conflict of interest from the relevant activity, and appoint another person to carry out the activity.
4. To prevent the occurrence of conflict of interest situations, members of the Organization's bodies, employed personnel, as well as volunteers, are obliged to report:
 - situations where they have been asked to handle a matter that concerns them personally, which could affect their independence,
 - offered gifts, invitations, hospitality, as well as awards and titles.
5. The Organization's Board is responsible for raising awareness of conflicts of interest and providing counseling in this regard.

II. Reporting Irregularities

A whistleblower is a person who, in good faith, reports or discloses information about irregularities and contributes to preventing harm and detecting threats and harm to the public interest that would otherwise remain hidden.

The Organization allows reporting of irregularities or improper conduct through all its communication channels, especially the general email address info@yp-de.org. We encourage labeling the message with the title "**irregularity reporting**", which ensures direct transmission of the matter to the management.

The Organization also allows personal reporting of irregularities or improper conduct directly to the Board or, in the case of projects, to the Project Coordinator.

The Organization protects whistleblowers. Any retaliatory actions against individuals who have reported or potentially reported violations are prohibited.

The competent body for considering potential violations or improper conduct is the Organization's Board.

The Organization keeps a register of all reported cases. Upon receiving a report, the Board initiates an explanatory procedure. During the procedure, the Board determines whether a violation/improper conduct occurred, who committed the violation/improper conduct, and when it occurred. The person subject to the procedure has the right to provide explanations and respond to allegations. If a violation/improper conduct is established, the Board imposes a penalty on the person who committed the violation. Regardless of these actions, in the event of suspected violations of universally applicable laws, the Board reports the violation to the relevant authorities.

The Board may apply the following sanctions:

- Disciplinary conversation and reprimand,
- Reprimand,

Penalties applicable based on individual grounds (e.g., Labor Code for employees under an employment contract; contractual penalties and other grounds of liability in the case of civil law contracts).

Penalties and remedial measures applicable to project participants and volunteers, based on regulations and other internal provisions or individual agreements (volunteering, participation).

III. YPDE Inclusion Policy

1. Definition of Social Inclusion

Social inclusion in the activities of the YPDE aims to achieve fairer education, where all our beneficiaries have equal access to the opportunities and benefits we offer.

Social inclusion is a process through which we strive to ensure equal access to our social activities and educational tools. Within this process, key aspects include the integration of all beneficiaries, leveling the playing field, and social activation of beneficiaries whose activity is below average and threatens their full participation in society.

2. Key Documents:

The following documents form the basis of our regulations and serve as reference points for the values and goals we aim to achieve through this policy:

Strategy for Social Inclusion and Diversity within the Erasmus+ and European Solidarity Corps programs <https://erasmus-plus.ec.europa.eu/document/implementation-guidelines-erasmus-and-european-solidarity-corps-inclusion-and-diversity-strategy>

United Nations **Convention on the Rights of Persons with Disabilities:** <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>

Youth Goals <https://youth-goals.eu>

3. Inclusion Objectives

We want engagement in social issues and diversity to be a top priority at the YPDE. We value all differences that distinguish us.

We strive to reduce barriers that may hinder the participation of individuals with fewer opportunities in our activities. We aim to assist beneficiaries in overcoming these obstacles. Our goal is to create conditions that are suitable for everyone - whether it's learning, working, or volunteering. We endeavor to meet individual support needs.

We value and promote the experiences and competencies that individuals with fewer opportunities gain through participation in our programs. The same applies to those who collaborate with them.

Social inclusion and diversity are important to us at every stage of project implementation - from the moment we begin to think about a project, throughout its duration, until its completion.

We aim to make social inclusion and diversity more visible and appreciated in our projects. We strive for everyone who collaborates with us to understand their significance.

4. Individuals with Fewer Opportunities

1. Definition of a Young Person with Fewer Opportunities:

A young person with fewer opportunities is an individual up to the age of 35 who, due to various reasons such as economic, social, cultural, geographic, or health-related obstacles, difficulties associated with coming from a migrant background, disability, learning difficulties, or other factors that may lead to discrimination, encounters barriers that hinder their effective access to education, professional development, or personal growth. These barriers place them at a disadvantage compared to their peers in terms of participation in youth projects or education and training systems.

2. Barriers to Accessibility:

Disability. When someone has difficulties with mobility, thinking, understanding, or sensory perception, which hinder their full participation in society, like others.

Health issues. When someone has serious illnesses, chronic conditions, or other physical or mental health issues that hinder their participation in various activities.

Barriers related to education and training systems. When someone has learning difficulties, drops out of education early, or is neither in education nor employment (NEET youth).

Cultural differences. This includes individuals who have come from other countries, refugees, people from national or ethnic minorities, users of sign language, or those who have difficulties with language and adapting to a new culture.

Social barriers. When someone has difficulties in relationships with others, exhibits risky behaviors, or has been (or is) in conflict with the law. Other barriers may stem from family situations - for example, being the first family member to attend university, being a single parent, caregiver, breadwinner, orphan, or a person who has lived (or lives) in care.

Economic barriers. When someone has financial problems - a low standard of living, low income, has to work while studying, depends on social assistance, is unemployed, lives in insecure conditions, is homeless, indebted, or has other financial problems.

Discrimination-related barriers. When someone is treated unfairly due to their gender, age, origin, religion, beliefs, sexual orientation, or disability. This may also include situations where someone experiences discrimination for multiple reasons at once - for example, they may be treated unfairly because they are disabled and come from a different culture.

Geographic barriers. Sometimes, the place of residence can hinder access to various opportunities. This could be the case when someone lives in a remote region, in a rural area, on a small island, or on the outskirts of a large city. It may also mean living in a place where there are few services, such as poor public transport or inadequate infrastructure. Such difficulties may also arise if someone lives in less developed areas in other countries.

These barriers may make it harder for some individuals to access various programs and opportunities, especially when it comes to accessing information, communication, or planning. Whether someone needs additional assistance to better understand and utilize these opportunities depends on various factors. It is our task to assess each situation based

on the rules and documents presented here. Our staff is trained and supported to apply the provisions of this Policy objectively and fairly. We also take into account the opinions and ideas of those who participate in our activities.

Recognizing individuals with fewer opportunities can be done by the Group Leader, Inclusion Coordinator, or Project Coordinator. Each recognition must be confirmed by one of the following sources:

Teacher's statement: Teachers often have a good understanding of their students' situations. They can provide information about learning difficulties, social or behavioral problems, as well as obstacles the student faces in the school context.

School documentation: This may include statements from school counselors or psychologists, school assessments, or educational support plans.

Statement from a support center employee: In the case of young people using support centers.

Statement from a social services worker: Social services workers who deal with young people in difficult situations.

Statement from a doctor or therapist: In some cases, a person may require confirmation from a medical or therapy professional.

Official document confirming the situation, e.g., disability certificate: In some situations, a person may have official documents that directly confirm their situation. For example, a disability certificate is clear evidence that a person experiences barriers related to their disability. Such documents are important and should be taken into account.

Statement from a parent or guardian: Parents or legal guardians often have the broadest insight into a young person's life, both in terms of their home and school situation. They can confirm whether a young person encounters difficulties related to social, health, educational, or economic barriers that affect their chances of full participation.

Statement from a non-governmental organization employee or other non-formal education institution: Employees of these institutions often have direct contact with young people and are aware of their problems, difficulties, and challenges.

Statement from a municipal or community office worker: Employees of these institutions often have direct contact with young people and are aware of their life situations, especially concerning youth councillors.

Observation reports: Sometimes individuals in contact with young people can provide observation reports regarding a young person's behavior, attitudes, or reactions to specific situations. Such a report must be additionally approved by the Project Coordinator.

Self-assessment: In certain circumstances, self-assessment by a young person may be useful. In this case, it is important for young people to be properly instructed on how to assess their situation and be committed to honesty. Such self-assessment by a beneficiary must be additionally approved by the Project Coordinator.

The basis for establishing the status of a person with fewer opportunities may be a statement provided in various ways. It could be an oral statement, a written document, an email, or another communication that clearly specifies the source of information. It is important for the form of the statement to allow for a clear determination of its source and content to ensure the correctness and transparency of the recognition process.

The Project Coordinator prepares a list of individuals recognized as having fewer opportunities. This list indicates which specific barrier applies to each person. This is crucial for proper monitoring and adjustment of actions within projects. After preparing such a list, the anonymization process is carried out, meaning all data allowing for the identification of specific individuals is removed. Only aggregate information about the number of individuals with particular barriers remains. This anonymized list is used for analysis and reporting, always with respect for the privacy of participants.

In cases of unclear or controversial situations, a commission consisting of the Group Leader, Project Coordinator is appointed. The commission reviews the situation and makes a decision through a vote.

In the case of a refusal decision, the right to appeal to the YPDE Board exists. The appeal can be made by the Group Leader, Coordinator or Project Coordinator.

Confidentiality: All individuals involved in the process of recognizing young people with fewer opportunities are obliged to comply with strict confidentiality regarding personal data, in accordance with applicable law. This information must be used exclusively for project-related purposes and always with respect for the rights and dignity of each person. These principles are also consistent with the YPDE privacy policy, which ensures the security and protection of personal data.

Restriction of access to data: Data regarding the status of young people with fewer opportunities is only available to designated persons from the Organization: the group leader, coordinator, project coordinator, and the Organizations Board. No other person, including beneficiaries or Organization partners, has the right to access this information. Any attempts to improperly access this data will be considered a violation of this policy and the YPDE Privacy Policy and may result in legal consequences.

6. Mechanisms for supporting inclusion and diversity

1. Coordinator for Inclusion.

The Coordinator is appointed by the YPDE Board. Their task is to supervise, coordinate, and support the Organization's actions related to inclusion and diversity. The term of appointment is determined by the YPDE Board. In the absence of such determination, it is indefinite. If the Inclusion Coordinator is not appointed, the Board assumes these responsibilities and is obligated to promptly appoint such a person.

Access to information and participation. The Inclusion Coordinator has the right to access all documents concerning individuals with fewer opportunities and to participate in all Organization bodies' work concerning these individuals.

Submitting comments. The Inclusion Coordinator has the right to submit comments on the work of Coordinators and Leaders. If their comments are not taken into account, they have the right to bring the matter to the attention of the YPDE Board.

Monitoring. The Inclusion Coordinator is responsible for monitoring and evaluating the effectiveness of inclusion policy implementation, as well as regularly reviewing procedures and practices to ensure they comply with inclusion and diversity principles.

Training and support. The Inclusion Coordinator provides training, counseling, and support for organization members to help them understand and implement inclusion policies.

Communication. The Inclusion Coordinator maintains regular communication with Beneficiaries, staff, volunteers, YPDE board members, and other stakeholders to ensure that everyone is informed and engaged in the inclusion process.

Reporting. The Inclusion Coordinator regularly reports to the Board on progress, successes, and challenges related to inclusion policy implementation.

Research and analysis. The Inclusion Coordinator conducts research and analysis on barriers to inclusion, effectiveness of current strategies, and potential new approaches to improving inclusion and diversity.

Recommendations. Based on their work, the Inclusion Coordinator is able to recommend changes to policy, procedures, or practices that may enhance inclusion.

2. Training

The YPDE Board is committed to offering inclusion training at least once a year.

Training is available to all staff, volunteers, and YPDE board members.

The format of these trainings should be tailored to the needs and capabilities of the participants (live training, webinars, e-learning sessions, and other forms).

3. Individual Support

Every individual identified as having fewer opportunities has the right to individual support. The aim of such support is to help overcome barriers and enable full participation in activities. Support can take various forms, depending on the individual's needs. It may include counseling, assistance in accessing resources, individual work with a mentor or coach, specialized technical assistance, translations, educational adjustments, as well as assistance in navigating YPDE resources and external resources.

For youth exchanges and training, support may include preparatory meetings, language courses, workshops on non-formal education and interculturality. It is also important to counter stereotypes and discrimination.

All information related to individual support is confidential and must be treated in accordance with applicable personal data protection laws and YPDE privacy policy.

4. Accessibility (physical and digital)

The YPDE seeks to ensure physical accessibility for all individuals participating in its activities. All meeting places, events, trainings, offices, and other spaces used by the Organization should be adapted to the needs of individuals with various types of disabilities.

The YPDE strives for full digital accessibility for all individuals participating in its activities. All digital platforms, tools, and resources used by the Organization should be adapted to the needs of individuals with various types of disabilities.

5. Equal opportunities and diversity

The YPDE actively seeks to ensure equal opportunities for all individuals participating in its projects and activities. They should be available and open to all, regardless of gender, sexual

orientation, gender identity, ethnic origin, religion, disability, health status, socio-economic status, or any other characteristic.

The YPDE recognizes and respects diversity and is committed to combating all forms of discrimination.

The YPDE promotes diversity in all its activities and projects, particularly in its communication, both internal and external. This includes promoting diversity in educational materials, websites, social media, and other forms of communication.

As part of its activities, the YPDE strives to create teams that embody social diversity. To this end, the YPDE encourages participation in projects, volunteering, and employment of individuals from different backgrounds and with different experiences.

6. Inclusion in decision-making processes

The YPDE is committed to actively involving project participants in the decision-making process. Participants should have the opportunity to influence the content and shape of activities.

The YPDE conducts regular consultations with participants to understand their needs, expectations, and opinions on planned and ongoing activities.

Participants are involved in the planning process as much as possible.

The Inclusion Coordinator helps ensure that all voices are heard and taken into account.

In the decision-making process, the YPDE respects differences of opinion and perspectives. Constructive debate and exchange of ideas are promoted as valuable elements of the decision-making process.

The YPDE aims for transparency in the decision-making process by clearly communicating what decisions have been made, who made them, and why. This transparency is crucial for participants' trust in the process.

7. Clear communication

Principle of communication simplicity. The Organization aims to communicate in easily understandable language, avoiding unnecessary technical language, complicated terms, and bureaucratic language.

All information should be presented in a way that is understandable to the widest possible audience, taking into account different language and educational skill levels.

The language and communication methods used should be tailored to the specific group, e.g., youth group or individuals from different cultural backgrounds.

In international projects, information should be available in the language spoken by all participants. Where possible, translations or interpreters should be provided.

Where possible, the YPDE uses visual and multimedia communication, which may be easier for some audiences to understand.

The Inclusion Coordinator ensures that communications are understandable to participants, taking into account their various needs and abilities.

8. Flexible education

Individual needs, abilities, and learning styles should be considered in the learning process. This may include adjusting the pace of learning, adapting teaching methods and educational materials, and enabling various forms of activities and interactions. The YPDE seeks to create conditions that support diversity in learning and enable all participants to actively and effectively participate. The YPDE promotes diverse learning strategies and coping mechanisms, according to different needs and abilities. All educational activities should be designed and conducted in a way that promotes inclusivity and acceptance of diversity. The Inclusion Coordinator, Project Coordinator, and Group Leader aim to identify and support participants who may have difficulty learning by providing them with additional resources and support, as well as adjusting teaching methods and strategies. The YPDE Board provides regular training for its staff, group leaders, and volunteers on inclusive and adaptive teaching strategies.

9. Supporting mental health

The Inclusion Coordinator, Project Coordinator, and Group Leader identify and support participants who may be experiencing emotional or psychological difficulties. If necessary, they may refer such individuals to professional support. Information about participants' mental health is treated as sensitive personal data and is protected in accordance with privacy regulations. All YPDE staff and volunteers are required to maintain confidentiality regarding participants' mental health information. The YPDE aims to promote awareness of mental health. All YPDE activities should be conducted in a manner that combats stigma associated with mental health issues.

10. Evaluation and feedback

All group leaders, project coordinators, and the Inclusion Coordinator are responsible for regularly evaluating the effectiveness and compliance of inclusion principles. Evaluation should include documentation analysis, discussions with participants, and analysis of activity results. Evaluation results should be documented and communicated to the YPDE.

8. Use of Gender-Neutral Grammar in Documents and Communication

The YPDE respects the identities of all individuals collaborating with it. Therefore, the Organization has adopted principles for the use of gender-neutral grammar in its documents and communication.

Principle of Impersonal Form: Wherever possible, we use the impersonal form, which is gender-neutral.

Principle of Masculine-Feminine Form: In situations where the impersonal form is not possible, we use the masculine-feminine form.

In cases of any uncertainties or conflicts regarding the use of gender-neutral grammar, the decision is made by the Inclusion Coordinator.

The YPDE Board is responsible for familiarizing the entire Organization staff with these principles and ensuring they are applied in all aspects of the Organization's work. The Board is also responsible for maintaining a culture of respect and inclusion within the Organization, including promoting the principles of gender-neutral language.

The Inclusion Coordinator is responsible for monitoring the application of these principles and providing support to staff and volunteers.

The Inclusion Coordinator is the point of contact for any questions or issues related to the use of gender-neutral language in the Foundation.

The YPDE is committed to continuously improving its practices regarding gender-neutral language.

9. Protection and Safety of Participants in Projects

The YPDE ensures the safety of all individuals participating in projects. This protection includes both physical and psychological protection, taking into account the specifics of each project.

All violations of rules and procedures regarding protection and safety are taken very seriously. The YPDE Board responds to such violations through disciplinary actions, reporting to the appropriate authorities, or other appropriate responses.

Safety Principles within Projects:

Before the Project, the YPDE holds meetings with the parents/legal guardians of minors to discuss logistical and safety issues. All information about the Project is clearly communicated, and there is space for questions and concerns.

All individuals participating in Projects are asked to consent to participation, dissemination of images, and collection of personal and health data. The YPDE provides comprehensive information on this matter and allows space for questions and concerns.

The YPDE provides an "Infopack" for participants from abroad. These contain information about the meeting, the host country, emergency numbers, accommodation, and other useful data.

Accommodation provided by the YPDE meets high standards of comfort and safety. All participants are provided with appropriate accommodation, meals, and breaks. Additionally, the Organization considers special dietary needs.

The YPDE organizes its activities in places that meet all safety standards and allow for the Project to be carried out comfortably. Each location is carefully chosen based on the nature of the meeting and the participants' needs.

All outdoor activities are conducted with adherence to safety standards.

During all Projects involving minors, supervisors are present, in accordance with German law requirements. The YPDE complies with all applicable regulations regarding "youth leisure." For beneficiaries from abroad, they remain under the legal guardianship of persons designated by

Partner Organizations. In such cases, the legal provisions of the sender's country apply. The YPDE ensures their application.

The YPDE provides logistical support at all stages of participants' travel and meetings. Assistance includes arranging transportation, currency exchange assistance, and providing information about the place of stay.

The YPDE collects detailed information about participants to ensure the highest quality of trips and meetings. This information includes dietary needs, health status, special needs, and other relevant data.

Procedures for Resolving Cases of Discrimination

In case of manifestations of discrimination during Projects organized by the YPDE, decisions are made by the Project Coordinator in cooperation with Board.

All parties have the right to a transparent decision-making process, including the right to review the decision and its rationale.

The decision-making process may involve notifying parents or legal guardians of minor participants.

The decision of the Project Coordinator can be appealed to the YPDE Board.

After resolving each discrimination-related issue, the Project Coordinator prepares a memorandum. This memorandum is submitted to the YPDE Board.

To educate and prepare participants for future situations, an anonymized version of the memorandum may be shared with the YPDE staff. This memorandum does not contain any personal data that could identify the individuals involved.

Manifestations of discrimination or violations of safety rules will not be tolerated in any form by the YPDE. Depending on the seriousness and context of the situation, the Organization may take various actions:

A reprimand by the Project Coordinator or Group Leader. This reprimand is given individually and aims to explain why certain behavior is unacceptable.

A reprimand by the Project Coordinator or Group Leader in the national group forum. This aims to emphasize the seriousness of the situation and provides opportunities for education for the entire group.

A reprimand by the Project Coordinator in the presence of all Project participants. This aims to underscore that such behavior is not accepted within the entire Project.

The Project Coordinator may report the behavior to the legal guardians or schools if the discriminatory behavior concerns a minor.

Repeated instances of discrimination or violations of safety rules, or behavior that is egregious from the first instance, may result in expulsion from the Project. The YPDE Board makes such decisions upon the Project Coordinator's recommendation.

If discriminatory actions involve breaking the law, the YPDE is obliged to report such situations to the appropriate law enforcement authorities.

In extreme cases, the YPDE Board may decide to ban participation in other projects organized by the Foundation in the future.

The right to appeal the decision to ban participation in other projects is available to the YPDE Board. This appeal must be submitted in writing, with an explanation of the reasons for the appeal.

The YPDE maintains open communication with beneficiaries regarding their safety. The Organization commits to consulting with individuals participating in Projects regarding decisions regarding their safety, which differ from the provisions of this Policy.

The YPDE provides support and care for individuals who have experienced safety violations or discrimination during their participation in projects.

10. Support for Multilingualism and Language Accessibility

The YPDE recognizes the importance and need for language support for individuals participating in Projects, especially for those who may have difficulty communicating in English, which is the working language of the projects.

Every individual participating in a Project who feels less comfortable using the English language has the right to language support. The form of language support is determined individually and may include translations, additional explanations, access to materials in other languages, etc.

We always strive for the individual in need of language support to be paired with another person who speaks the same national language, unless it is impossible for organizational reasons. In such cases, the Organization will organize alternative forms of support.

Before the project commences, the YPDE may provide language preparation for the group or individuals, depending on the participants' needs and capabilities.

The YPDE is committed to promoting the principle of equal opportunities regarding language proficiency. All participants, regardless of their level of English proficiency, should have equal opportunities to participate in and benefit from the experiences offered by the project.

11. Principle of Open Access to Educational Materials

The YPDE is committed to providing open access to its educational materials. This principle stems from our commitment to promoting education as a public good and the belief that access to knowledge should be as democratic as possible.

All educational materials of the YPDE are made available under the most open license possible, ensuring free access for all interested parties. Open licenses allow for the use, distribution, and modification of materials while maintaining attribution requirements. Depending on the nature of the materials, we may impose restrictions on modifications, such as prohibiting compilation, to ensure the coherence and integrity of the content.

In justified cases, such as protecting the copyrights of third parties or the need to protect sensitive information, the YPDE may decide to impose certain restrictions on access to specific materials. Such decisions will be made with full transparency and appropriate justification.

Project Coordinators are responsible for ensuring that all educational materials created within their projects comply with the principle of open access, and any restrictions are appropriately justified and approved by the Board.

Any violations of the principle of open access to the Organization's educational materials should be reported to the Board, which is responsible for conducting an investigation and ensuring compliance with this principle.

IV. Final Provisions

The Code of Ethics shall enter into force upon announcement.

The Code of Ethics is subject to regular review.

Any changes made to the Code of Ethics shall be approved by the Board.

March, 2024

Association board