



ACTIVITY

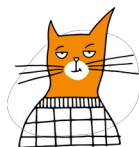
All true things: Let's write a shared code of conduct GUIDELINES FOR THE FACILITATOR

Generally, these documents outline good intentions as well as suggest positive but abstract behaviours, without considering any specific aspect of the context. That is why we call them 'all good things' codes. However, those who write a code of conduct should keep in mind that reality is complicated and cannot be banalized. Therefore, an effective code of conduct cannot simply be a list of denials and consents, but it should be a useful guide of daily behaviour, considering the complexity of reality, for the people of that specific community or group. The statements must be geared to fit everyday life as much as possible: it has to deal more with real things than nice things.

Elaborating rules that have the presumption to influence the lives of others risks failure in the absence of the involvement of the persons concerned. This is why your code of conduct should involve not only its primary 'target group', but also the other people who have a role in the social structure (e.g. the teachers, the headmasters etc). This is aimed at creating a shared sense of mutual responsibility.

In other words, any code of conduct should contain statements about:

1. How to identify what one's power is, how it works, and what one's limits are.
2. How to use (and not abuse) one's delegated power. Here we must find a reflection on all possible cases of abuse, opacity and dilemmas in order to give instructions on how to behave.
3. How to relate to those who exercise delegated power over us. Here we must define the expectations regarding the behaviour that adults (e.g. managers, educators, teachers) have





towards young people. It is also a way to reflect on how we expect people to manage power over us.

4. How the entire structure is organised at a general level so that these rules get known, acquired and defended in practice.

