Thank you for guiding dialogue around reparations! The reparations initiative aims to center community engagement and public education to ensure that the policy process is community-led. Dialogue is meant to create space for us to build understanding in an effort to create community investment and ownership in the Reparations process.

As a facilitator, you have the responsibility to examine your own beliefs about and position in this process. Think about what you want to see from the repair process, how you can contribute, and what privileges you hold.

This guide is heavily inspired by the Reparations Now Tool Kit by the Movement for Black Lives (M4BL), “People, Politics, & Reweaving the Social Fabric: A supper, story-sharing, & listening guidebook” created by The People's Supper, on the table: The Chicago Community Trust. and by the Peer Inclusion Educators (PIE) program through Social Justice Education (SJE) at Northwestern University.

Prep for Facilitation

1. Consider co-hosting so one can act as a recorder, write notes and facilitate feedback, and one can take on more responsibility facilitating the conversation.

2. Make sure the location is accessible for everyone coming, both for people with physical or mental disabilities and those using public transportation.

3. Invite guests! Reach out to your networks and have them bring someone new to the conversation.

4. Register your event on the City of Evanston Reparations City of Evanston Reparations page.

5. Encourage participants to continue to take action and involve their communities in reparations.
Facilitator tips

Dialogue vs. Debate

Before facilitating, think about the value of dialogue when we are bringing community members together to be vulnerable and educate each other.

<table>
<thead>
<tr>
<th>Dialogue vs. Debate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Dialogue is...</td>
<td>Debate is...</td>
</tr>
<tr>
<td>Collaborative</td>
<td>About defending beliefs/assumptions</td>
</tr>
<tr>
<td>About understanding</td>
<td>About proving others wrong</td>
</tr>
<tr>
<td>Listening for deeper meaning</td>
<td>Having one right answer</td>
</tr>
<tr>
<td>Keeping an open mind</td>
<td>Advocating for one perspective</td>
</tr>
<tr>
<td>Validating of others’ experiences and feelings</td>
<td>Discounting of others’ experiences and feelings</td>
</tr>
<tr>
<td>Name areas of conflict and difference</td>
<td>Focus on conflict and difference</td>
</tr>
<tr>
<td>Honor silence</td>
<td>Use silence to gain advantage</td>
</tr>
<tr>
<td>Build relationships</td>
<td>Disregard relationships</td>
</tr>
</tbody>
</table>

Things to consider when facilitating

- Staying neutral is not an option. We are here to challenge dominant narratives, not to entertain harmful ideas or allow some participants to make others feel unsafe.
- Participants are there to learn from each other—we all have experiences to contribute to a collective learning process. The facilitator is also there to learn.
- Be aware of our identities within the space, as well as identities that we assume of others.

Facilitation Strategies

- If needed, recenter the group by going around and asking for a one-word check-in from everyone or lead some group deep-breaths.
- Mirror back: use the same language people used for themselves. For example, if someone uses the word “leftist,” do not substitute the word “democrat”.

- Practice active listening: “So what I heard you say was...”; “I appreciate you sharing with the group that...”; What do you mean when you say...

- Acknowledge: when someone shares a story, particularly one of trauma, don’t try to “fix” it. Bear witness to each other’s experiences and feelings.

- Oops / Ouch: If you catch yourself giving advice or saying something insensitive call it out. Name what happened, apologize, and move forward.

- If someone is dominating the conversation, redirect the conversation back to the group. “I’m curious what other people think about ______”; “Does anyone else have anything to share about this?”

**Reparations Facts - what to know and reference**

See Defining Reparations document in appendix on p. 9

**Evanston Reparations...**

- ... are a step in a process that will continue as long as it needs to.
- ... is community-owned.
- ... aims to address the wealth and opportunity gaps residents experience due to historical racism and discrimination in Evanston, particularly from redlining and other discriminatory housing practices.

**Timeline of 2019**

- June - Resolution 58-R-19 Passes City Council: “Commitment to End Structural Racism and Achieve Racial Equity”
  
  - “The City of Evanston government recognizes that, like most, if not all, communities in the United States, the community and the government allowed and perpetuated racial disparity through the use of many regulatory and policy-oriented tools.”

- July - The City Council’s Equity and Empowerment Commission (EEC) held two community meetings to gather public input on reparations.

- September - City Council accepted the report made by the EEC and authorized the creation of a sub-committee.

- November - A Reparations Fund was created and adopted through a resolution as part of the City’s 2020 Budget. The fund utilizes tax revenue collected from sales of recreational cannabis and is open to donations.
December - Reparations Town Hall Meeting at First Church of God in Evanston on December 11 with Commissioners from the National African American Reparations Commission (NAARC), The National Coalition of Blacks for Reparations in America (N’COBRA) and actor, humanitarian and Ambassador for the United Nations International Decade for People of African Descent, Danny Glover.

Next Steps

- The City Council sub-committee will work with residents, City staff and experts to explore and identify programs and opportunities to be supported by the Reparations Fund.

- A Reparations Plan will be proposed for City Council consideration in 2020. Once a plan is approved by the City Council, distribution from the Reparations Fund will begin, possibly in early 2021.

More resources


Facilitating the Dialogue - When facilitating, here is a step-by-step program.

When attendees arrive, they receive a copy of “We Agree” and “An Invitation to Brave Space.” (p.7-8) The Recorder should make sure everyone has signed in.

1. **Introduction**
   - **5 minutes**
   - Thank everyone for coming, as facilitators you should introduce yourself and your role, and then ask each participant to introduce themselves. Ask everyone to share their name, pronouns, and what brings them to the table.

2. **“We Agree” and “An Invitation to Brave Space” (p.7-8)**
   - **5 minutes**
   - Read “We Agree” as a group then ask for reflections on both handouts.

3. **Community Guidelines (p.3)**
   - **5 minutes**
   - Have everyone take a moment to read the community guidelines. Remind participants that we are here to be in community with each other, seek understanding, listen actively, and address harm.

   Depending on the size of the group, pair-share or in a large group discuss which ones stand out, what is missing, what could be added. Be ready to comment.

4. **Defining Reparations**
   - **20 minutes**
   - Facilitate discussion question-by-question, clarifying and addressing comments as needed. If the group is not sharing very much, ask people to share in pairs first and then share out in the big group.
   - The recorder should take notes on comments and questions.
Questions for Discussion

- Why do we need reparations?
- What does reparations mean to you?
- How and who needs to be involved?
- What does solidarity mean to you?

Pass around copies of the Defining Reparations handout in the appendix of this document (p.10). Have the group read it out.

Ask the group for reflections:

- What stands out in this definition?
- How does this fit with what we discussed earlier?
- How does Evanston Reparations fit into this?

5. Evanston Specific Questions

The Evanston target areas are:

1. housing/redlining
2. local businesses/entrepreneurship
3. mental health/emotional healing
4. financial health - financing through partnering with local banks

Break into small groups for each category. Ask each group to have a note-taker who will turn in the paper to the facilitators at the end of the conversation.

- What are your hopes for our community, now and in the long term surrounding this area?
- What is the justification for each area?
- How can each issue be addressed through direct and collective benefit to Black residents?
- What is the role of non-Black Evanstonians in this process?

Share out to the large group the takeaways from each group.
6. **Closing and survey**

   Thank everyone for coming and sharing with each other. To close go around and have everyone say something they are leaving the space with today. Either something you learned, are feeling or are wondering about. Ask all participants to fill out the survey and hand them in before they leave. *(p.11)* Facilitators need to fill out a survey too!
WE AGREE

There’s a lot we may not agree on. In sitting down, we choose to agree on this:

• I will grant you welcome, and I thank you for the welcome you grant me.

• I will show up, be present, and be open to creating this experience together.

• I will speak & listen with truth & love, agreeing or disagreeing with respect & kindness.

www.thepeoplesupper.org
AN INVITATION TO BRAVE SPACE

Together we will create brave space
Because there is no such thing as a “safe space” —
We exist in the real world.
We all carry scars and we have all caused wounds.
In this space,
We seek to turn down the volume of the outside world.
We amplify voices that fight to be heard elsewhere.
We call each other to more truth and love.
We have the right to start somewhere and continue to grow.
We have the responsibility to examine what we think we know.
We will not be perfect.
This space will not be perfect.
It will not always be what we wish it to be.
But
It will be our brave space together,
and
We will work on it side by side.

by Micky ScottBey Jones
Community Guidelines

1. Confidentiality - What is said in the space stays in the space. What is learned in the space can leave the space.

2. Be fully present - Think about what you are bringing into the space and what you can do to fully engage with those around you.

3. Monitor your airtime - Be aware of the privilege you hold in a conversation and hold space for each other.

4. Use “I” statements to share thoughts and feelings.

5. Do not demean, devalue, or “put down” people for their experiences, lack of experiences, or difference in interpretation of those experiences.

6. Take responsibility for your impact - Our intentions do not excuse any negative impact we may have on someone. We hold ourselves accountable.

7. Assume best intentions - Trust that people are doing the best they can to be honest and vulnerable.

8. Challenge the idea, not the person.

9. Speak your first draft - If something is bothering you or if you have a thought that is not fully formed, share with the group.

10. Conflict and discomfort are often a part of growth. Try to figure out what discomfort is from experiences that challenge you and you can lean into versus what feelings of discomfort are from being unsafe.
Defining Reparations

The Movement for Black Lives “call for reparations to all African descended people in the United States for harms flowing from the ‘badges and incidents’ of slavery - the ways in which slavery in the US marked all Black people. This includes: racial terror, state-sanctioned segregation, and theft and destruction of Black people’s land, property, businesses, and homes in the Jim Crow era and beyond, housing discrimination and ‘redlining,’ and the ongoing effects of racial segregation, discrimination, and structural exclusion which represent ongoing impacts and harms of slavery that have not yet ceased or been remedied” (Reparations Now Tool Kit, M4BL p.36).

As we work towards reparations for Black people and create a just world, it is important to recognize that Indigenous people deserve reparations for continual genocidal attempts by settler colonialism and the US government.

We acknowledge that Evanston sits on the homelands of the people of the Council of Three Fires, the Ojibwe, Potawatomi, and Odawa as well as the Menominee, Miami and Ho-Chunk nations. And that the Great Lakes are a site of trade, travel, gathering and healing for more than a dozen other Native tribes and is still home to over 100,000 tribal members in the state of Illinois. Our reparations initiative is the beginning of a larger movement to repair and transform our world.
Exit Survey

Name __________________

Email address ______________________________

☐ I attended a Reparations dialogue
☐ I hosted a Reparations dialogue

List the hosts name(s) ________________________

What topic did your small group focus on?

☐ housing/redlining
☐ local businesses/entrepreneurship
☐ mental health/emotional healing
☐ financial health - financing through partnering with local banks

Describe in two sentences your thoughts on the topic area and who is impacted by the issue. Please be specific.

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

Did the dialogue focus on any communities in particular? (ex. Ward number) __________

What are your closing thoughts/ next steps in the Reparations process?

________________________________________________________________________________________

________________________________________________________________________________________

Demographic Questions (optional)

- Gender ____________
- Race and Ethnicity _______________
- Age
  - Over 65 _____
  - 31-65 _____
  - 19-30 _____
  - 18 and Younger _____
- Any other salient identity you wish to include (ex. class, sexuality, ability/disability, immigration status) _____________________________________