



## EEO Strategies to Prevent Racism

Strategies for preventing racist behaviors must include both proactive and reactive measures.

- Proactive strategies include creating and enforcing policies, providing rigorous and unique training/learning opportunities, and reinforcing positive behaviors
- Reactive strategies include providing immediate support to targets of inappropriate behaviors and holding offenders appropriately accountable for their actions

Prevention strategies are divided into three categories: Primary, Secondary, and Tertiary. The overarching goal is to prevent future occurrences.

- **Primary Prevention Strategies** can mitigate behaviors before they become problematic.
- **Secondary Prevention Strategies** focus on responding immediately after the occurrence, while supporting the target; holding the perpetrators accountable, and setting the expectation that such behavior is unacceptable.
- **Tertiary Prevention Strategies** aim to mitigate the lasting effects of behaviors and prevent future occurrences.

### Examples of Primary Prevention Strategies

- Conduct facilitated training tailored to the target audience. Training should focus on:
  - Defining key terms associated with racism, such as racism, racist behaviors, prejudice, and discrimination
  - Ensuring a thorough understanding of reporting procedures
  - Identifying racist behaviors and providing opportunities for members to practice what to do if they observe or experience racist behaviors
- Mandate leader presence in all workplace settings; educate leaders and hold them accountable for preventing inappropriate behavior
- Conduct required climate assessments (per Service requirements) to:
  - Identify concerns, weaknesses and opportunities for improvement in current measures
  - Develop, improve, and implement proactive measures
- Discuss the impacts of racism on individuals and the organization
- Display and frequently discuss policies to prevent racist behaviors
- Create opportunities for members of all races to work, train, learn, live, eat, and compete in a diverse environment together





- Provide opportunities to improve members' awareness about other races' customs and traditions and encourage members to ask questions of others when they don't understand occurrences

## **Examples of Secondary Prevention Strategies**

- Respond with sincerity to all reports of racism
- Take appropriate actions to resolve complaints, including responding in a timely manner and without bias and holding offenders appropriately accountable
- Inform leaders higher up the chain of racist comments and complaints
- Remain neutral and professional by ensuring all members are treated with dignity and respect throughout the investigation process; targets, suspected perpetrators, and members participating in the investigating process alike
- Identify why the racism occurred (e.g., lack of policy, education, enforcement of the rules)
- Provide resources and support (e.g., spiritual, medical, legal) to all involved members
- Separate non-conforming members from government service as required/directed

## **Examples of Tertiary Prevention Strategies**

- Develop and consistently reinforce strong organizational values
- Monitor trends (e.g., monthly, quarterly), identify patterns, and, as needed, revise your plan of action to prevent racist behaviors
- Conduct follow-up assessments (on formal and informal complaints) 45-60 days after complaint resolution to ensure the complaint is resolved, ensure no retaliation has occurred
- Leverage lessons learned from past experience to further inform and develop prevention training and prevent possible future harassment/sexual harassment events
- Conduct unit activities that build group inclusion, cohesion, trust, and respect through participation in a unified goal or experience
- Review current policies and revise them as needed
- Discuss racism, racist behaviors, and the actions leaders will take to ensure offenders are held accountable at open forums with other leaders, outlining their prevention philosophy
- Ensure required climate assessments are completed (based on Service requirements/or as directed)
- Work with community members to leverage resources available for Service, Civilian and Family members, especially newcomers

