

# “Students feel safer here, and more included”: Evaluation of SOGI 123 in BC

## Executive Summary

The UBC Stigma and Resilience Among Vulnerable Youth Centre in the School of Nursing has conducted a mixed methods evaluation of SOGI 123 over the past few years with two key aims:

- To identify any impacts of SOGI 123 for LGBTQ+ and heterosexual students on bullying and discrimination;
- Elicit insights into barriers and facilitators for implementing SOGI supports in schools, and recommendations for further enhancements to SOGI 123.

Drawing on data from BC Adolescent Health Survey across 10 years from more than 98,000 students in grades 7 to 12, in 482 schools in 55 of 60 school districts across BC, we found:

- LGBTQ+ youth are still more likely to experience bullying and sexual orientation discrimination than their heterosexual peers; however,
- The training and support for school staff that SOGI 123 provides, plus the support for students through policies, teaching materials, and strategies to foster inclusive schools, together reduced some forms of bullying and sexual orientation discrimination targeted toward LGBTQ+ youth; the impact was separate from the impacts of Gender and Sexuality Alliances (GSAs) where schools had both.
- SOGI 123 also reduced bullying and sexual orientation discrimination among heterosexual students, and effects were sometimes stronger than from GSAs.
- The longer SOGI 123 and/or GSAs were in a school, the greater the impact toward reducing bullying and sexual orientation discrimination.

SOGI 123 appears to be effective for reducing violence and fostering more inclusive environments in BC schools. The longer it has been implemented, the greater the improvement. GSAs also have an impact, but SOGI 123 has effects above and beyond GSAs, including for heterosexual students.

From interviews with 21 District and School SOGI Leads in 6 districts purposively selected for rural and urban settings, more experienced and active implementation vs. more limited engagement or newer SOGI Leads, we learned:

- Most identified positive impacts on inclusion and acceptance of 2SLGBTQ+ youth, none identified negative impacts.
- They valued the SOGI 123 resources for policies and teaching, leveled by grade, although some wanted additional advanced materials, and updated content to better reflect the diversity in their classrooms .
- An important factor for successfully implementing SOGI 123 was supportive leadership, while lack of financial resources and pushback from communities were key barriers.

Access the full report at:

<https://apsc-saravyc.sites.olt.ubc.ca/2024/10/09/report-evaluation-of-sogi-123-in-bc/>



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