



Original research article

# The role of education in supporting the well-being of gender-diverse individuals

Karel Pavlica<sup>1</sup> \* , Kristina Kalitová<sup>2</sup> , Kath Khangpiboon<sup>1</sup> <sup>1</sup> University of Ostrava, Faculty of Social Studies, Ostrava, Czech Republic<sup>2</sup> University of Ostrava, Faculty of Education, Ostrava, Czech Republic

## Abstract

**Introduction:** Gender-diverse individuals are under severe social stress, which has a significant negative impact on their well-being. By identifying key areas for improvement, this paper aims to contribute to a more informed and inclusive society where gender-diverse individuals can live with dignity, respect, and equal opportunities.

**Objectives:** This paper focuses on identifying factors that influence the well-being of gender-diverse individuals.

**Methods:** For data analysis, we used qualitative thematic analysis. The data were collected through semi-structured interviews conducted online. A total of six expert interviews were conducted.

**Results:** The key finding of our study is the importance of education on gender diversity. Professionals working in the field of gender affirmative care see this as a crucial tool for improving social status and reducing social stigma of gender-diverse individuals.

**Conclusion:** The path to improving the status of gender-diverse individuals in the Czech Republic lies in changing approaches at systemic, societal, and individual levels. Comprehensive gender identity education plays a crucial role, and integrating it into primary and secondary school curricula could be a significant step forward. Additionally, providing education to parents of gender-diverse children and media professionals would further support this goal.

**Keywords:** Education on gender diversity, Gender diversity, Gender identity; Well-being of gender-diverse individuals

## Introduction

Gender-diverse individuals encounter significant societal barriers. These include stigmatisation (particularly in mental health), as well as heightened risks of bullying, discrimination in various aspects of life, and a general lack of understanding. This pervasive lack of understanding or awareness of the gender identity topic is encountered by gender-diverse individuals in virtually every aspect of their lives. From the media and social media to education, healthcare, and support services, they face constant challenges arising from a lack of knowledge and a reluctance of people to educate themselves on this topic. Such pressures have a significant negative impact on their well-being. By understanding the perspectives of experts and identifying key areas for improvement, this paper aims to contribute to a more informed and inclusive society, where gender-diverse individuals can live with dignity, respect, and equal opportunities.

### Well-being in gender-diverse studies

Well-being is a multidimensional concept encompassing mental, physical, emotional, and social dimensions, influenced

by individual, interpersonal, community, and systemic factors. The existing literature provides valuable insights into the well-being of gender-diverse individuals, highlighting the unique challenges they face and the interventions required to support them. However, a critical analysis reveals significant gaps and limitations in how the concept is applied, particularly in the context of social work. This review synthesises the literature while critically examining its implications for social work practice, emphasising the need for a more intersectional, systemic, and empowering approach.

### Mental and emotional well-being

Mental and emotional well-being is a dominant theme in gender-diverse studies, with numerous studies emphasising the importance of aligning one's gender identity with external appearance to reduce gender dysphoria and improve mental health outcomes (Drydakis, 2017). Supportive social networks, societal acceptance, and access to gender-affirming care are identified as critical factors in maintaining psychological well-being (Aldridge et al., 2022).

However, much of the literature frames mental well-being in terms of mitigating harm, such as reducing depression or anxiety, rather than fostering positive psychological growth.

\* **Corresponding author:** Karel Pavlica, University of Ostrava, Faculty of Social Studies, Department of Health and Social Studies, Českobratrská 16, 702 00 Ostrava, Czech Republic; e-mail: [karel.pavlica@osu.cz](mailto:karel.pavlica@osu.cz)  
<http://doi.org/10.32725/kont.2025.031>

Submitted: 2025-03-02 • Accepted: 2025-07-21 • Prepublished online: 2025-07-22

KONTAKT 27/3: 282–287 • EISSN 1804-7122 • ISSN 1212-4117

© 2025 The Authors. Published by University of South Bohemia in České Budějovice, Faculty of Health and Social Sciences.

This is an open access article under the CC BY-NC-ND license.

This focus risks perpetuating a ‘survivalist’ narrative, where well-being is equated with the absence of distress rather than the presence of thriving.

### **Physical health and access to healthcare**

Physical well-being, particularly access to gender-affirming medical treatments, is consistently highlighted as a cornerstone of gender-diverse well-being. Treatments such as hormone therapy and surgeries improve body image satisfaction and reduce gender-related distress (Aldridge et al., 2022). However, systemic barriers, including financial constraints, discriminatory practices, and geographic disparities in healthcare access, remain significant obstacles (Smith et al., 2020).

### **Social well-being**

Social well-being, defined by the quality of interpersonal relationships and a sense of belonging, is a critical component of overall well-being. Strong support networks, including family, friends, and LGBTQ communities, play a pivotal role in fostering social inclusion and reducing isolation (Aldridge et al., 2022). For example, family support during the transition process has been shown to significantly enhance social integration and life satisfaction among gender-diverse youth (Travers et al., 2012).

### **Economic stability and workplace inclusion**

Economic stability is another critical dimension of well-being, with employment discrimination and workplace bias often cited as significant barriers. Affirmative workplace policies and inclusive environments improve job satisfaction and financial security for gender-diverse employees (Drydakis, 2017). While policy interventions are essential, they are not sufficient on their own. The literature often overestimates the efficacy of legal protections, neglecting the deeply ingrained cultural biases that persist in workplaces.

### **Holistic and contextualised approach**

Individual, interpersonal, community, and systemic factors often interact to shape gender-diverse individuals’ experiences (Aldridge et al., 2022). However, much of the current discourse focuses disproportionately on individual-level interventions, such as building resilience or accessing medical care, without adequately addressing systemic accountability.

Gender-diverse well-being provides a comprehensive foundation for understanding the multifaceted challenges faced by this population. Yet critical gaps remain, particularly in addressing intersectionality, systemic inequities, and the limitations of policy-based solutions.

### **The importance of education on the topic of gender diversity**

An important factor that can have a big impact on gender-diverse individuals’ well-being is high-quality, gender-sensitive education (Ministry of Education, Youth and Sports, 2023). Additionally, promoting inclusion, ensuring equal access and dispelling misconceptions are all aided by awareness of gender diversity. However, gender diversity education is still in its infancy in the Czech Republic, which has a negative impact on the well-being of gender-diverse individuals.

Educational institutions play a crucial role in challenging stereotypes upheld by societal norms that are rooted in rigid patriarchal structures. As these changes slowly seep into the educational system, future generations will be able to navigate a world where gender fluidity is recognised as a natural aspect of human existence rather than a stigmatised issue. According

to Labischová and Kalitová (2024), this strategy may help create a fairer society where people of all identities are accepted.

One of the main benefits of education is reducing stress and anxiety caused by discrimination. Research shows that gender-diverse individuals living in communities informed about gender diversity face less stigmatisation, leading to improved mental health (Kosciw et al., 2014; Meyer, 2003). Furthermore, in environments where their gender identities are respected, gender-diverse individuals are significantly more likely to feel safe and accepted, which directly supports their self-confidence and psychological well-being.

However, in environments where gender-diverse individuals encounter various manifestations of cisnormativity, they experience a greater burden associated with numerous risks, ranging from deteriorating mental health to the risk of self-destructive behaviour. For instance, according to a 2020 Czech survey among gender-diverse individuals, as many as 30% of respondents reported attempting suicide (Pavlica et al., 2022). These manifestations of cisnormativity can often be unconscious and subtle, and frequently originate from peers, close individuals, and even authority figures. In the Czech Republic, the situation has worsened in relation to authority and public figures. According to the study ‘Being LGBTQ+’ (Pitoňák and Macháčková, 2022), 71% of respondents considered offensive statements by politicians to be ‘widespread’, compared to only 43% in a similar study from 2018. The school environment, especially for young and vulnerable gender-diverse individuals, can be challenging, as they are threatened by what is known as ‘institutionalised cisnormativity’ that privileges cisgender young people (McBride and Neary, 2021).

The acceptance of gender diversity within the school environment not only supports the individual development of gender-diverse students but also shapes the attitudes of their peers who will, in the future, contribute to shaping policies, culture, and societal norms. A gender-sensitive educational approach lays the foundation for a generation of citizens who understand gender as a dynamic and diverse concept (Kosciw et al., 2014; National Pedagogical Institute of the Czech Republic, 2023; Smetáčková et al., 2018).

The implementation of educational programs focused on gender diversity has a long-term impact on the structure of society as well. Societies that support equality and diversity are more socially cohesive and economically efficient. Organisations promoting diversity usually achieve better results due to the variety of perspectives and experiences (Badgett et al., 2013). On a macro level, education on gender diversity contributes to building an inclusive society that can respond effectively to the challenges of globalisation and changing demographic trends.

## **Materials and methods**

The presented study was conducted as part of a student grant project (SGS) titled ‘The Impact of Gender-Affirmative Care on the Well-being of Transgender Women in the Czech Republic and Thailand’, which took place from March 2024 to January 2025. The study focuses on examining the specifics of the Czech environment and identifying factors that influence the well-being of gender-diverse individuals living in the Czech Republic. We chose a qualitative data analysis strategy, allowing us to delve deeper into the specifics of gender-affirmative care through the perspectives of experts.

The data were collected through semi-structured interviews conducted online. The online format also provides a

safe environment that facilitates open discussions on sensitive topics related to gender diversity and the well-being of gender-diverse individuals. The interviews were guided by a semi-structured scenario that covered pre-determined research questions while allowing for a freer discussion to capture unexpected insights. Questions were divided into several thematic areas, such as access to healthcare, social acceptance, and professional integration of gender-diverse individuals. The interviews lasted approximately 60–90 minutes and were recorded with respondents' consent for subsequent analysis.

For data analysis, we used thematic analysis, which allows for the qualitative identification and structuring of key themes, concepts, and ideas. This approach enabled us to uncover significant factors affecting the well-being of gender-diverse individuals in the Czech Republic.

- **Transcription and Anonymisation of Data:** All interviews were transcribed verbatim and anonymised. Information that could lead to the identification of specific respondents was removed or modified to ensure the protection of personal data.
- **Coding:** We identified significant passages in the transcribed data, which we labelled with codes reflecting key concepts. Coding was conducted both deductively, based on the research questions, and inductively, to capture new and unexpected aspects.
- **Categorisation:** The codes were grouped into broader categories, allowing us to map out main areas.
- **Identification of Themes:** The analysis resulted in a set of four main themes, as described in the results section of the paper.

The research was conducted according to ethical principles for qualitative research. All interviews were anonymised, and any information that could lead to the identification of specific individuals was omitted from the citations. The SGS project received approval from the ethics committee of the Faculty of Social Studies University of Ostrava.

### Research question

To identify the factors that may influence the well-being of gender-diverse individuals living in the Czech Republic, we posed the research question:

What factors within the system of gender-affirmative care have the potential to improve the well-being of trans individuals living in the Czech Republic?

### Sample selection

Criteria for inclusion in the sample:

- active in the field of gender-affirmative care or have supported organisations and services for gender-diverse individuals in the Czech Republic for a minimum of two years;
- focus on different areas of care, ensuring a diverse group;
- represent various gender identities.

## Results

Analysis of the obtained expert interviews identified factors thematically divided into the following four categories:

- Improvement in the quality and accessibility of gender-affirmative care.
- Support for trans people by cis individuals.
- Popularisation of the topic in media and literature.
- Educational activities.

**Table 1. Information on communication partners**

Code	Area of expertise	Interview duration
KPA	Psychology, pedagogy	23 min
KPB	Psychotherapy	28 min
KPC	Working in a queer support organisation	25 min
KPD	Sexology	19 min
KPE	Peer-to-peer counselling	38 min
KPF	Psychology, psychotherapy	47 min
Mean duration:		30 min

In the following section, we focus on the last, most crucial category, because to a lesser or greater extent, all the interviews revolved around the necessity of education on gender identity topics. An overview of codes and categories, and a brief description of the first three categories, can be found in the [Supplementary materials](#).

### ***Education in the field of gender diversity is a crucial factor affecting the well-being of gender-diverse individuals living in the Czech Republic***

Quality education based on current knowledge is fundamental to providing quality care, and this is especially true for gender-affirmative care: *"I believe it is very important to educate people, to educate them with current information, and not with medicine that is twenty years old and still applies to some patients, but not for many others"* (KPD). Even well-meaning individuals can spread various half-truths, unfounded or completely incorrect information, thereby harming trans people as a result. This is particularly the case when it involves authorities. *"Their approach seems important to me – so they are aware of current practices, current ethics applied in working with trans people, and do not spread conspiratorial or inaccurate narratives, such as it being a social contagion, or that it comes from the West, that it was not here in such quantity before. This impacts society as a whole. Especially when the professional is recognised or previously respected, the public may take it at face value, even if these statements are unsupported by research or empirical study. Or it could be a misinterpretation of some studies, which can be problematic and difficult to address"* (KPF).

It is also important to educate the educators: *"It is crucial to educate not only pupils and students but also the educators – teachers, helping professionals, healthcare workers, because when [trans] people encounter someone in healthcare who is not educated and informed and does not know what terminology to use, it is very stressful and can lead to difficulties"* (KPA). Quality education for educators of various professional groups can therefore significantly improve the well-being of trans and non-binary people.

The accessibility of facts and information on gender diversity can support educational initiatives in this area: *"I believe there is a large portion of other teachers who do nothing or remain hidden, tucked away in their shells simply because they lack the information"* (KPA). Many entities, including the state through the Ministry of Education, can get involved in this and make information accessible: *"What I greatly appreciate is the current initiative by the Ministry of Education, which we hope will go well. It is a recommendation on how to work with trans and non-binary people in education"* (KPA). This can help reduce fear of the unknown, which fosters transphobic behaviour and attitudes: *"When talking to teachers in primary and secondary schools, I see*



significant fears, so much of the transphobia, in my opinion, is motivated by fear of the unknown" (KPC).

Ideally, education on gender diversity should begin during schooling: "Educating about LGBT people and bringing it into schools, which is happening. I think it is important, and it's been confirmed that it reduces bullying in schools" (KPF). It should not only be about gender diversity but also respect in general: "It includes topics about how people should get along because education should lead not only to academic knowledge but also to some sort of social coexistence. And that's part of it, educating for respect. Because without it, our society won't function" (KPE).

One factor that can hinder or affect these efforts is parental pressure on educational content. Recently, there have been increasing attempts by parents to 'protect' their children from any mention of gender-diverse or queer topics in general, leading them to excuse their children from classes where these subjects are discussed. The question is how to work with parents in this regard. Opinions vary. Some think the answer lies in explanations: "I see a path in explaining to parents, so they understand what it is about, that it's part of their children's broader education and that it is simply a part of life" (KPA). Others would prefer a change in legislation: "... communicating with the Ministry of Education, that this should be a mandatory part of education, from which one cannot be excused. Just as they cannot be excused from maths, they cannot be excused from sex education, parenting classes, or whatever these subjects are called" (KPB).

A fairly large and rather invisible group consists of people with a neutral stance, who typically do not express opinions on gender identity at first glance but still have a say in society. When it comes to matters such as school education, their surroundings or elections, their opinion can make a difference: "I see a way in to work with people who are now in that neutral position and either don't take an interest at all because they haven't met a trans person yet, or they don't know about it" (KPA). There are also certain attitudes held by people who are not directly affected and do not delve into the issue or seek out information, yet they express opinions based on their impressions and feelings: "I see it among my friends who don't address the topic at all and say that the television is now full of it, there are articles, newspapers, everyone's writing about it. It's terrible, why do we have to see it all the time?" So, I think, in an acceptable way, they should try to see and accept it too, even if it does not directly impact their lives" (KPB).

Equally important is the education of trans and non-binary individuals and communities, their parents, and potentially their broader social circles. It could be considered good news that the level of awareness, especially among young people, has progressed significantly in many areas: "I observe in recent years that young people are much more aware that they need to take care of their mental health, that they need to think about their well-being, and are quite familiar with some self-care techniques" (KPC). This can be helpful to them but also complicate their relationship with their surroundings. For example, misinformation can spread even within trans communities: "And the support of the community is important. But it's not everything, because even within the community, there are often people who can needlessly scare you or give you misinformation" (KPD). Misinformation or manifestations of transphobia within their communities and among close individuals can have a severely negative impact on gender-diverse people. Their parents and their (potential) support also have a significant influence on them.

Parents of gender-diverse children should have access to accurate information and facts: "It is very important that parents and close individuals have information that is not misinformation, not hysteria, not just aimed at instilling fear, but objective

information based on evidence, contemporary scientific knowledge, and not politicised" (KPD). Nowadays, with so much available on the internet and social media, it may not be easy to navigate this information: "If I imagine being the parent of a gender non-conforming child, what will I find on Google? It's probably not going to be the most supportive thing. I don't know if there is enough content out there that is educational, and accessible in everyday language. Transphobic books are being published, but I'm unsure if there are trans-supportive books that are equally accessible in language, thought, and content" (KPC). Additionally, trans-negative content can impact the relationship between parents and children: "I observe it myself; there isn't a day when some article doesn't pop up online that isn't somehow negative towards trans people. It's rare when a day passes without this happening. I think even just the headlines influence perceptions. Young people might be following different social networks, and maybe not reading the same articles and websites as I do. But in any case, their parents are following them, and it has an influence on them and then it has an influence on the relationship with their children" (KPE). Education and support for parents of gender-diverse individuals are therefore essential and should not be underestimated, as they significantly influence their child's life. "I get goosebumps imagining someone living in such a situation and not receiving that support, and feeling like they've failed as a mother or a father, thinking their child is broken and it might be their fault. That makes me really sad" (KPC).

## Discussion

The results of our research show that experts perceive gender identity education as a crucial factor that affects the well-being of gender-diverse people. This education, or lack thereof, plays a role in many areas. In particular, the following factors, which are closely related to the lives of gender-diverse persons, depend on informed decision-making by the professional community.

**Systemic factors:** The study points to the inadequate support of gender-affirmative care, which includes mandated sterilisations, access to healthcare, and legislative stigmatisation of gender-diverse individuals. The findings align with existing studies, which highlight these barriers as a significant issue in the Czech Republic and also in countries such as Thailand (Badgett et al., 2013). Another systemic barrier appears to be the shortage of professionally trained care providers. This issue concerns healthcare and other sectors, including education and social work. Our research points out that targeted education of professionals can significantly enhance the quality of care and reduce the stigmatisation of gender-diverse individuals.

**Cultural and societal factors:** Social stigma is one of the factors that has a major impact on the mental health and overall well-being of gender-diverse individuals (Bockting et al., 2013; Klysing et al., 2024). Cultural and social factors thus play a significant role in shaping the environment in which gender-diverse individuals have to live. These include conservative societal attitudes, politicisation of gender identity, and transphobic manifestations. A significant portion of participants also pointed out the influence of public representation in the media, which can either reinforce negative stereotypes or contribute to destigmatisation through positive examples and awareness (GLAAD Media Institute, 2024). In the Czech context, the lack of binding ethical guidelines for media reporting on gender-diverse individuals creates space for misrepresentation (Pavlica and Kalitová, 2025). Therefore,

we recommend the development of specific ethical codes or editorial guidelines in collaboration with relevant media authorities and civil society organisations. These should include recommendations on terminology, privacy protection, and the avoidance of stereotypical depictions.

**Educational factors:** The key finding of our research is the importance of education in gender diversity. The lack of awareness among professionals and the broader public emerged as a major barrier to providing quality care and support for gender-diverse individuals (Grant et al., 2011; Smith et al., 2018). This issue affects not only healthcare personnel but also educators, social workers, and other professionals in contact with gender-diverse individuals (Dodd and Shelton, 2021). Respondents emphasised the importance of targeted educational programs aimed at fostering respect and understanding of gender identity from a young age in schools. These initiatives could not only facilitate the acceptance of gender-diverse individuals but also contribute to a positive shift in societal discourse on gender issues and help with overcoming cisnormativity. In the Czech school system, this requires integrating the topic of gender identity into the Framework Educational Programmes (RVP) across educational levels, starting from primary education.

While the study refers to positive examples from countries with advanced legislative and institutional frameworks supporting gender diversity, the Czech Republic still lacks comprehensive and enforceable legal protection for gender-diverse individuals. For instance, current legislation does not sufficiently address discrimination based on gender identity outside the transition process. In this context, we suggest reviewing and amending existing anti-discrimination and education laws to include gender identity and expression as protected characteristics explicitly.

The above findings were identified through interviews with experts on gender identity issues; however, it is necessary to point out the limitations of this approach. Firstly, the sample size was relatively small, which limited the ability to generalise the results to the entire gender-diverse population in the Czech Republic. Secondly, the online format of interviews may have affected the depth of responses, especially on more sensitive topics, although it also provided a safe environment for discussion. Another factor is the possibility of interpretive bias during thematic analysis. When interpreting the data, it is important to consider that the findings primarily reflect the perspectives of the experts and may not fully capture the experiences of gender-diverse individuals.

Our study highlights the deeper problem of the marginalisation of gender-diverse groups in the Czech Republic. Cultural and political factors, such as sensationalist coverage of gender-diverse issues in the media and the politicisation of gender identity, create an environment that often limits social acceptance and inclusion (Castro-Peraza et al., 2019). Similar tendencies can also be observed in countries with a more conservative societal climate, such as Hungary and Poland. In the countries with well-established gender-positive services, on the other hand, experience shows that targeted education initiatives and legislative reforms can bring about significant positive changes.

Based on the identification of issues affecting the well-being of gender-diverse individuals, we propose some practical measures, although it should be noted that this list is not exhaustive. Further recommendations will be the subject of more in-depth studies, particularly in areas such as legislation, financial support for communities and organisations, and peer-to-peer counselling.

In the current research phase, we propose a coordinated approach that focuses on education, improved media representation, and international cooperation. In our view, a key step is the systematic education of professionals, including healthcare workers, academic workers, social workers, psychologists, and other professionals. This training should include information on gender diversity, empathetic communication, and the latest approaches in gender-affirmative care. Additionally, integrating the topic of gender identity into school curricula is necessary to support respect and inclusion from primary schools onwards.

Working with parents of gender-diverse children and youth also plays a crucial role, as their support significantly impacts the well-being of gender-diverse individuals. Equally important is changing the media representation of gender-diverse persons. Collaboration with the media should aim at destigmatisation and presenting positive examples, which can significantly influence public opinion. The introduction of ethical standards for journalists would help minimise sensationalism and a tabloid approach to this sensitive issue.

Lastly, it is essential to develop international cooperation and draw inspiration from examples of best practices in countries that have implemented advanced legislative and institutional frameworks supporting gender diversity. Through the interdisciplinary exchange of knowledge and experiences among experts, researchers, and activists at a global level, innovative approaches and strategies can be identified and effectively transposed to the Czech context. Such an integrated approach could represent a key step towards developing an inclusive and respectful societal space for gender-diverse individuals.

## Conclusion

The results of our study highlight significant systemic, societal, cultural, economic, and educational factors that affect the well-being of gender-diverse individuals in the Czech Republic. Identified issues, such as insufficient education of professionals and negative societal attitudes, confirm that gender-diverse individuals face complex obstacles requiring targeted solutions. These barriers not only threaten their mental and physical health but also undermine their right to a full and respected life.

In our opinion, the path to improving the status of gender-diverse individuals in the Czech Republic lies in changing approaches at systemic, societal, and individual levels. Implementing the recommended measures could also contribute to the development of a society that is more open, fair, and socially cohesive, benefiting not only gender-diverse individuals but also the entire population. These recommendations remain theoretical, with further research under the SGS project focusing on practical measures that should be implemented in Czech society.

## Funding

The work was supported by the University of Ostrava under the student grant project: The influence of gender-affirmative care on the well-being of trans women in the Czech Republic and Thailand, number SGS04/FSS/2024.

## Ethical aspects and conflict of interest

The authors have no conflict of interest to declare.

## References

1. AFS Intercultural Programs [AFS Mezikulturní programy] (2024). *Vzdělání pro život 2024*. [online] [cit. 2025-01-22]. Available from: <https://www.afs.cz/skoly-a-vzdelavani/vzdelani-pro-zivot-2024/>
2. Aldridge Z, Thorne N, Marshall E, English C, Yip AKT, Nixon E, et al. (2022). Understanding factors that affect wellbeing in trans people “later” in transition: *Qual Life Res* 31(9): 2695–2703. DOI: 10.1007/s11136-022-03134-x.
3. Badgett MVL, Durso LE, Kastanis A, Mallory C (2013). *The Business Impact of LGBT-Supportive Workplace Policies*. UCLA: The Williams Institute, 36 p.
4. Bockting WO, Miner MH, Swinburne Romine RE, Hamilton A, Coleman E (2013). Stigma, mental health, and resilience in an online sample of the US gender-diverse population. *Am J Public Health* 103(5): 943–951. DOI: 10.2105/AJPH.2013.301241.
5. Castro-Peraza ME, García-Acosta JM, Delgado N, Perdomo-Hernández AM, Sosa-Alvarez MI, Llabrés-Solé R, Lorenzo-Rocha ND (2019). Gender identity: The human right of depathologization. *Int J Environ Res Public Health* 16(6): 978. DOI: 10.3390/ijerph16060978.
6. Dodd SJ, Shelton J (2021). Combating Cisnormativity in Social Work Education, Research, and Practice. In: Dodd SJ (Ed.). *The Routledge International Handbook of Social Work and Sexualities*. London and New York: Routledge, pp. 23–34.
7. Drydakis N (2017). Trans people, well-being, and labor market outcomes. *IZA World of Labor* 386v2. DOI: 10.15185/izawol.386v2.
8. GLAAD Media Institute (2024). *Accelerating Acceptance Study*. [online] [cit. 2025-01-22]. Available from: <https://assets.glaad.org/m/50f6cbd6cb222811/original/Accelerating-Acceptance-2024.pdf>
9. Grant JM, Mottet LA, Tanis J, Harrison J, Herman JL, Keisling M (2011). *Injustice at Every Turn: A Report of the National Transgender Discrimination Survey*. Washington: National Center for Gender-diverse Equality and National Gay and Lesbian Task Force, 222 p.
10. Klysing A, Gustafsson Sendén M, Renström EA, Lindqvist A (2024). Gendered stereotype content for people with a nonbinary gender identity. *Routledge Open Research* 2(45). DOI: 10.12688/routledgeopenres.17976.2.
11. Kosciw JG, Greytak EA, Palmer NA, Boesen MJ (2014). *The 2013 National School Climate Survey: The experiences of lesbian, gay, bisexual and gender-diverse youth in our nation's schools*. New York: GLSEN, 142 p.
12. Labischová D, Kalitová K (2024). Gender and Family Stereotypes in a Photograph: Research Using the Eye-Tracking Method. *Open Educ Stud* 6(1): 20240041. DOI: 10.1515/edu-2024-0041.
13. McBride RS, Neary A (2021). Trans and gender diverse youth resisting cisnormativity in school. *Gender Educ* 33(8): 1090–1107. DOI: 10.1080/09540253.2021.1884201.
14. Meyer IH (2003). Prejudice, Social Stress, and Mental Health in Lesbian, Gay, and Bisexual Populations: Conceptual Issues and Research Evidence. *Psychol Bull* 129(5): 674–697. DOI: 10.1037/0033-2909.129.5.674.
15. Ministry of Education, Youth and Sports (2023). *Genderová rovnost na MŠMT*. [online] [cit. 2025-01-22]. Available from: <https://www.msmt.cz/ministerstvo/informace-o-seminari-genderova-problematika-ve-skolstvi>
16. National Pedagogical Institute of the Czech Republic (2023). *Genderová rovnost ve škole – proč a jak o ni usilovat*. [online] [cit. 2025-01-22]. Available from: <https://www.npi.cz/vzdelavani/21-webinare/86737-webinar-genderova-rovnost-ve-skole-proc-a-jak-o-ni-usilovat>
17. NKC – Gender and science (2020). *Nový e-learning k plánům genderové rovnosti*. [online] [cit. 2025-01-22]. Available from: <https://genderaveda.cz/novy-e-learning-k-planum-genderove-rovnosti/>
18. Pavlica K, Kalitová K (2025). Důležitost jazyka a přístupu respektujícího genderovou rozmanitost v sociální práci. *Sociální práce / Sociálna práca* 2: 20–34.
19. Pavlica K, Doležalová P, Orlíková B, Heumann V (2022). Preventing the Risk of Suicidal Behavior among Gender-diverse and Non-binary People – an Important Domain of Mental Health. *Psychiatr* 26(4): 136–141.
20. Pitoňák M, Macháčková M (2022). Being LGBT+ in Czechia 2022. Summary of research results from the Being LGBTQ+ in the Czech Republic 2022 study, 15 p. [online] [cit. 2025-01-22]. Available from: [https://lgbt-zdravi.cz/WEB/wp-content/uploads/2023/10/LGBTQEN-shrnuti\\_web.pdf](https://lgbt-zdravi.cz/WEB/wp-content/uploads/2023/10/LGBTQEN-shrnuti_web.pdf)
21. Smetáčková I, Lojdová K, Doubek D (2018). Paradoxní diskurz normalizace jinakosti? *Pedagogická orientace* 28(2): 207–212.
22. Smith AJ, Hallum-Montes R, Nevin K, Zenker R, Sutherland B, Reagor S, et al. (2018). Determinants of gender-diverse individuals' well-being, mental health, and suicidality in a rural state. *Rural Ment Health* 42(2): 116–132. DOI: 10.1037/rmh0000089.
23. Smith E, Jones T, Ward R, Dixon J, Mitchell A, Hillier L (2020). From blues to rainbows: Mental health and wellbeing of gender diverse and gender-diverse young people in Australia. Melbourne: The Australian Research Centre in Sex, Health, and Society, 95 p.
24. Travers R, Bauer G, Pyne J, Bradley K, Gale L, Papadimitriou M (2012). *Impacts of strong parental support for trans youth: A report prepared for Children's Aid Society of Toronto and Delisle Youth Services*. *Trans Pulse Project Reports*. [online] [cit. 2025-01-22]. Available from: <https://transpulseproject.ca/wp-content/uploads/2012/10/Impacts-of-Strong-Parental-Support-for-Trans-Youth-vFINAL.pdf>