



Tomas Bata University in Zlín
Library

Poor single mothers: using Delors' pillars of education in social activation services

Citation

KROUTILOVÁ NOVÁKOVÁ, Radana, Jana MARTINCOVÁ, and Helena SKARUPSKÁ. Poor single mothers: using Delors' pillars of education in social activation services. *Innovation: The European Journal of Social Science Research* [online]. vol. 36, iss. 4, Routledge Journals, Taylor & Francis, 2023, p. 719 - 738 [cit. 2025-02-21]. ISSN 1351-1610. Available at

<https://www.tandfonline.com/doi/full/10.1080/13511610.2023.2241113>

DOI

<https://doi.org/10.1080/13511610.2023.2241113>

Permanent link

<https://publikace.k.utb.cz/handle/10563/1011648>

This document is the Accepted Manuscript version of the article that can be shared via institutional repository.



TBU Publications

Repository of TBU Publications

publikace.k.utb.cz

Poor single mothers: using Delors' pillars of education in social activation services

Radana Kroutilová Nováková, Jana Martincová* and Helena Skarupská

Faculty of Humanities, Department of Pedagogical Sciences, Tomas Bata University in Zlín, Zlín, Czech Republic

**Corresponding author. Email: Jana Martincová martincova@utb.cz*

The aim of this article is to determine the effect of social work provided by social activation services to poor single mothers in the Czech Republic. Using the method of quasi-experimental research design, the study analyses the activities of the social activation service during the years 2017-2019. As defined by Delors, the pillars of social work with impoverished mothers in our study were conditioned by a cognitive-behavioral and a task-oriented approach. It was found that through longterm social work with poor single mothers, skills related to the pillars Learning to Be, Learning to Know, and Learning to Live Together could be developed. The finding of no statistically significant development of respondents' work skills associated with the Learning to Do pillar proved to be a noteworthy outcome. The research highlights the work of the social activation service in the Czech Republic, while it also outlines the significant challenges involved in working with poor single mothers. The paper proposes the development and institution of a new service dedicated to developing employment skills, by which the reduction of the negative impacts of the poverty on single mothers might be achieved.

Keywords: Single mothers, poverty, Delors' pillars of education, social activation services for families with children, quasi-experimental research

Introduction

Until recently the Czech Republic was considered the country with the lowest poverty rate in the EU. In comparison, the average of EU countries in that year was 21.8%. Data from April 2022 suggest that poverty is on the rise in the Czech Republic, with 16% of all households described as low-income with no significant savings, a net monthly income below the median, and savings that would cover expenses for one month at most. Another 16% of households are in income poverty, with their net monthly income below the 2019 income poverty line including inflation (**PAQ Research & Český rozhlas 2022**).

In terms of family type, the most at-risk group (excluding unemployed parents) is single parents, with 50% of these individuals at risk of poverty (**PAQ Research & Český rozhlas 2022**): 'Single-parent families represent about 15% of all families with dependent children, with a total of 200,000 families. Most single-parent families (80%) are so-called pure families in which only one parent lives with their dependent children without any other persons' (**Palonciová et al. 2019**, 47). The lower financial resources in single-parent families are conditioned by dependency upon a single income; the fact that

in 90% of these families the household is headed by a woman compounds the situation, since the average income of women tends to be lower than that of men. Although the share of families receiving social benefits has been declining in the long term (**Kuchařová 2019**), single mothers remain the most frequent recipients. For example, while a third of single mothers receive child benefits for their families, this is true for only one tenth of families with children supported by two wage earners (**SILC 2017**). As mandatory household expenses grow with inflation, especially costs of food and housing, the budgets of single mothers and unemployed parents will be most affected. One reason is that the mandatory items take up a much higher proportion of the budgets of these families than they do for high-income families (**CSO 2019a**). Between 2005 and 2020, food prices rose by 51%, the cost of medicines and other health expenditures by 72%, and housing prices by 80% (**Eurostat 2021**). In April 2022, prices of goods and services consumed by the average Czech household rose by 14.2% compared to the same month in 2021. According to the Czech National Bank, inflation will peak at 15% and price growth will remain in double digits for the rest of the year 2023. Gas and electricity will continue to become more expensive and an acceleration in food price increases can be expected (**ČNB 2022**). A prediction from 2021 summarizes the situation:

Housing costs place the greatest burden on the budgets of low-income households in the lowest fifth in terms of income. In 2021, housing costs accounted for more than half of these incomes (55%) on average, and after the projected energy price rises in 2022, household spending will rise to 63%. (**Prokop et al. 2021, 10**)

Despite the existence of strategies and national and international documents such as the Social Inclusion Strategy 2014-2020, the Europe 2020 Strategy, the European Platform against Poverty and Social Exclusion, the National Action Plan for Inclusive Education (**MoLSA 2014**), the state is not implementing actions that would actively combat the increasing number of families that find themselves just above or close to the poverty line. Further, excluded localities are expanding in size, and new such communities are coming into existence. Especially in terms of outreach and field social prevention services, the existent network of support services is insufficient to promote the right to family life and to act as effective prevention against the removal of children from their families. As indicated by the United Nations Commission on Human Rights, growing up in a family is the right of every child (**Notification No. 104/1991** Coll. of the Convention on the Rights of the Child, Article 9). To minimize the social reasons affecting the family as well as to increase the family's ability to function independently in contemporary society, family rehabilitation procedures have been used successfully in many types of environments. Thus the goals, programs, and services connected to family rehabilitation have become the target of this research.

Family rehabilitation is defined simply as social work supporting the preservation of the family. In the Czech Republic, it is regulated by Act No. 359/1999 Coll., on the Social and Legal Protection of Children, and Act No. 108/2006 Coll., on Social Services as part of the section entitled Social Activation Services for Families with Children. Services are 'provided to a family with a child whose development is endangered as a result of the effects of a long-term crisis, social situation which the parents are unable to overcome on their own without assistance and for whom there are other risks of endangering his/her development' (**Act No. 108/2006**, Article 65). These families face an aggregate of difficulties such as poverty, unemployment, poor quality housing, poor health, and low educational and employment qualifications. Services provided in the Czech Republic include activities aimed at education, training, and activation. Social workers mediate contact between clients and the social environment; they carry

out social therapeutic activities, provide assistance in exercising rights and pursuing legitimate interests as well as help clients manage personal matters (**Act No. 108/2006**, Article 65). In this way, family rehabilitation services in the Czech Republic aim to preserve the family by forestalling the order of institutional education or, when institutionalization is ordered, by facilitating the successful return of children to the family. Considering that 24.9% of children or persons under 18 in the Czech Republic are at risk of income poverty or social exclusion, family rehabilitation is of vital importance to individual communities and to the state (**CSO 2019b**).

Purpose of research

The main principle of the research is to link the pedagogical concept developed by Jacques Delors with the methods of social work and the evaluation of the Social Activation Service for Families with Children.

Jacques Delors was a prominent politician focused on European social and educational issues who worked with the concept of human capital growth based on social inclusion and fairer labor mobility (**Jacques Delors Institute 2016**). During his presidency of the European Commission between 1985 and 1996, he helped to promote the social dimension of the EU and its focus on unemployment, worker protection, equal opportunities in employment, vocational training and a partnership approach between employees and employers (**Harlow and Lawler 2018**). These ideas and his solutions toward resolving social issues inspired him to create the Delors Report in 1996 ('Learning: The Treasure Within'), which formulates the four pillars of education: Learning to Be, Learning to Act, Learning to Think and Learning to Do. These pillars were created in response to the social vision of the EU and the need for a transdisciplinary approach to the development of the human potential of the individual in a very heterogeneous society who must respond to economic, social and technological challenges (**Delors 1996; Mimoun-Sorel 2011**). Delors predicts the reduction of social inequalities in society through education focused on the four pillars. Proponents claim that the four pillars have inspired education policy around the world, for example during deliberations at the fifth CONFINTEA International Conference on Adult Education (**Elfert 2015a**). The pillars remain relevant to contemporary debates on the content of education in a changing society (**Elfert 2015b; Haddad and Aubin 2013**). Critics of the Delors Report have argued that it did not devote enough attention to adult education (**Bhola 1997**), as well as the fact that the actual impact of the report on education policy has not been systematically examined (**Elfert 2015b; Tawil and Cougoureux 2013**), with only a very limited amount of literature published on the subject (**Elfert 2019**). The Delors Report was of course a product of its time, and the way these themes are dealt with at present is marked by the intensification of many challenges (sustainability, global development, unemployment) (**Carneiro, Looney, and Vincent-Lancrin 2015**). These tensions remain a useful perspective from which to view the current dynamics of directed social transformation.

The Czech Social Activation Service for Families with Children aims to activate parents in the clients' natural environment to achieve desirable changes in the functioning of the family. The scope of such cooperation is for parents to acquire competencies to improve their lives and those of the children, to increase the children's success in education, to improve the family's economy, to prevent debt or loss of housing, i.e. to improve the overall situation of the family. The service thus provides education, training and activation, social and therapeutic activities as well as mediates contact with the environment. Through this service, parents may be taught ways to act, live together, get to know each other, and be together, keeping with Jacques Delors' four pillars. For this purpose, the present researchers designed an evaluation tool for the Czech Social Activation Service which examines the

effect of applying social work methods in working with families in poverty. To our knowledge, linking Delors' pillars of education with social work is a unique approach. We aim to emphasize the need for a holistic approach to social work as well as to expand the trans-disciplinarity of the field. The interconnection of disciplines is considered as a primary task of twenty-first-century sciences to create new concepts and methods of working with persons at risk of social exclusion and poverty.

Numerous studies have addressed the issue of the lives of single mothers in terms of poverty (Altamirano Montoya and Teixeira 2017; Damaske, Bratter, and Frech 2017; Kuhn 2017; Li 2020; Park and Heshmati 2019; West et al. 2017). In considering such a complex problem, many factors may be delineated that influence the lives of single mothers in poverty. These factors are in concurrence with several theories of poverty, which consider the issues from the side of the single mothers (personal factors) as well as societal factors. One example of the results of such research can be seen in the work of Kulik (2019) which has shown that resourcefulness correlates with the income of single mothers: the higher the resourcefulness of single mothers, the higher their social support and the lower their experience of daily hardships, in turn leading to higher well-being. The authors argue that the respondents' subjective rate of poverty explains levels of well-being more than does the objective economic situation of the country, i.e. these findings support the personal influence on the status of an individual on the degree to which they live in poverty. On the other hand, Choi, Byoun, and Kim (2020) refer to single mothers as a vulnerable group threatened by their low socioeconomic status, lack of social support, and high levels of discrimination in society. As a result, these women are more likely to live in poverty and be socially isolated. A great deal of research points to the need for state support for single mothers (Brady 2018; Carrey and Bell 2020; Joseph 2018; Skubiejute 2019).

We have attempted to address these issues by formulating the following **research question**: *What is the effect of social work provided by social activation services on the education of poor single mothers according to Delors' pillars?* The research aims to identify changes in poor single mothers' abilities to Learning to Be, Learning to Do, Learning to Know, and Learning to Live Together. In the women acquire these basic skills, which in turn seed other competencies, we expect to mitigate or even eliminate altogether adverse situations in the lives of impoverished single mothers, and thus reduce the impact of these situations on family life and the life of the child.

Our working hypothesis reads as follows: A statistically significant difference may be determined between the measured levels in pre- and post-measurements regarding the variables Learning to Be, Learning to Know, Learning to Do and Learning to Live Together.

The hypothesis was verified by the Wilcoxon test for paired samples. The variables are described in **Table 1** Operationalization of Variables and Examples of Observations Items.

Method

A quasi-experimental methodology was used, which adhered to all ethical standards and guidelines, with all respondents granting their consent to participate in the study.

Table 1. Operationalization of variables and examples of observations items (own source).

Variable	Definition	Examples of Observation Items
Learning to Be	'Learning to Be contributes to the integral formation of the individual, in all sectors of knowledge, namely intelligence, thinking skills and criteria of logical reasoning, argumentation based on culture, diversities and scientific knowledge [...] is based on interaction with one's own doing' (Rodrigues 2021).	Ability to perceive the autonomy of self, children, and other family members; the ability to respect the autonomy of other family members. Ability to acquire regulatory mechanisms and direct volitional processes towards exercising one's own will.
Learning to Do	Learning to Do means 'to put intelligent knowledge into practice. It is not enough to do; it is necessary to be creative and innovative' (Rodrigues 2021).	Skills related to the integration of the mother into the labor market, including the ability to obtain and succeed in retraining courses. Skills aimed at fostering healthy independence. Skills to find or keep a job. Ability to provide financially for the entire family, including maintaining adequate housing. Skills to acquire information and social skills to ensure that users are able to secure resources to maintain the family. Ability to view the structure and routine of the day in relation to the duties and needs related to the integration of mother and child into society. Ability to gain insights into the perception of time and time management in important areas of the life of the mother and child. Ability to recognize salient circumstances related to the outside world, including how following regulations and laws can improve the lives of the mother and the child.
Learning to Live Together	'It is essential to learn to live with others, with respect to dignity, diversity, skills of one and the other [...] empathy enters this game, knowing one it is possible to put one another's place and learn that peaceful coexistence can be the way to achieve a better future' (Rodrigues 2021).	Ability to use new forms of communication with an emphasis on alleviating the economic burden on the family. Ability to use verbal communication to secure a job and negotiate with authorities. Ability to understand and interpret the content of communications.

Table 1. Continued.

Variable	Definition	Examples of Observation Items
Learning to Know	'This pillar deals with the understanding of the world we inhabit and of ourselves, of the objective of living worthily, of the need to develop capacities appropriate to the current reality, focused on logical reasoning with autonomy' (Rodrigues 2021).	Skills of understanding, maintaining, and developing the mental abilities of the child. Ability to perceive the existing social and parenting skills that are already working well; maintaining these skills and developing them further. Ability to perceive the structure and routine of the day in relation to responsibilities and needs. Ability to learn new things, to educate themselves and their children. Ability to share experiences. Ability to be helpful.
Poverty	'When a person's resources (mainly their material resources) are not sufficient to meet their minimum needs (including social participation)' (Goulden and D'Arcy 2014).	Income analysis of single mothers. Analysis of the values of single mothers. Observation of the household environment.

For the implementation of the quasi-experiment, we used the observation sheet method for pre and post measurements, document analysis, interviews with single mothers and supplementary interviews with social workers. Our main data collection method involved the use of an observation sheet which contains 37 items divided into the variables Learning to Be, Learning to Do, Learning to Live Together and Learning to Know according to the operationalization. To test the appropriateness of the intended measurement instrument, we used the Intraclass Correlation Coefficient (**Table 2**) with a Cronbach Alpha = .973, which indicates a high level of reliability.

The statistical software IBM SPSS Statistics 28.0 was used for the data analysis.

Research sample

The following criteria were established for the selection of the research sample ($n = 36$ poor single mothers). We used a purposive sampling strategy, an approach suitable for research in which respondents are selected for the characteristics needed to be represented in the sample (**Loiselle et al. 2011**). The criteria, all of which were strictly followed in choosing the respondents, were formulated in terms of a normative view of the research set, compliance with the homogeneity of the set as well as the principles of purposive sampling. The following criteria were established in terms of consistency

with the construct validity of the research: (1) The status of single mother raising one or more children from the Czech Republic, regardless of how the single parent status was acquired, i.e. resulting from divorce, partnership breakdown, out-of-wedlock fertility, or widowhood; (2) The use of social activation service support for families with children. The clients of this service are characterized by a lack experience in raising children, a characteristic which directly impacts the child's well-being. The women chosen were leading families with children who were developmentally vulnerable and whose basic needs were not being met adequately; (3) A long-term impoverished economic situation: the women in our sample were having difficulty financing their own needs and the needs of their children, with their problems emerging within various contexts and circumstances, e.g. a problematic relationship to the labor market. The women in our research sample were characterized by one or more of the following: they were unemployed; in varying degrees of debt; at risk of losing permanent housing; and / or living in a high-risk area (high levels of crime, prostitution, usury and predatory lending, drug production and sales). They typically occupied substandard apartments or houses (old properties, overcrowding of units, bed-sharing between siblings, lack of heat, impaired access to drinking water). Our research excluded the factor of whether the women lived alone with their children or with a partner unless the latter contributed financially to the household and the maintenance of the woman and children.

Table 2. Intraclass correlation coefficient (source: own research).

	Intraclass correlation	95% Confidence Interval	F Test with True Value 0				
		Lower Bound	Upper Bound	Value	df1	df2	Sig
Single measures	.947	.899	.973	37.030	37	37	.000
Average measures	.973	.947	.986	37.030	37	37	.000

The following were the primary identification data regarding the respondents. The average age was 34 years. Their achieved education level was primary (predominant) or secondary (a minority of the respondents), with none of the women holding a university degree. A reassessment of social activation service objectives had taken place every three months. The frequency of use of the service was 2-3 times a week. The housing status of the children varied: they predominantly, lived with their mother, with some living in institutional care or foster care, and some having returned from institutional care to live with their mother. All participants remained in the experiment until its completion.

Research tool

Quasi-experiment procedure

Using purposive sampling, mothers were selected for the quasi-experiment from a list provided by the cooperating social services. The condition for inclusion was the mother's written consent to participate in the quasi-experiment, including her consent for the researchers to view the records kept on her and her children by social services. The mother was informed that she could withdraw her consent to participate in the study at any time during the research (stopping rules). The quasi-experiment began

in 2017 and ended in 2019. The mothers were approached by their key social workers, as these professionals maintained the closest relationship with the women and knew them best. Social workers mediated the contact between the selected respondents and the researchers, a strategy based on our previous experience that has shown mothers who use social activation services as less trusting of institutions and strangers. The single mothers already had an established relationship with the social workers of the service as workers of a non-profit organization. This relationship is not burdened by the fear of the consequences that may occur in case of non-fulfilment of their parental duties, as would be the case, for example, with relationships with social workers in the state Child Protection Services.

In the first phase of the quasi-experiment, we created an 'entry portfolio' for every single mother, with each portfolio assigned a code consisting of the abbreviation of the service (SAS as Social Activation Services), the initials of the researcher (first letter of the first and last name) and the client code (from 01 to 36, corresponding with the number of research sample). The table with the client names and their assigned codes was stored in the service. This portfolio contained specific items (Tb. 1 Examples of Observation Items), with each item upon project entry rated on a scale of 1-10 (1 point = requires maximum support, 10 points = can manage independently with no support). Thus we were able to determine from multiple sources an overview of how the mothers were coping in each area as well as what level of support they currently required. The primary sources for this information were unstructured interviews with clients and their key social workers. In addition, we drew on case files maintained by social workers on their clients (these typically included personal documents, individual client plans, assessments, service progress notes, case conference minutes, etc.). For each item, it was a priority for the researcher to make clear the exact parameter that was being assessed.

After the initial procedures were established, we worked with the mothers via social workers of the social activation service for families with children. The social workers of the service supported the mothers in all four pillars of the Delors concept (Learning to Be, Learning to Do, Learning to Live Together, Learning to Know), considering their individual needs and the needs of their children.

The intervention was delivered at the residences of the single mothers and at the point of social services provision. The workers applied individual and group work methods as they worked both individually with each family member, considering the individual needs of the mother and each child as well as the family as a whole. The intervention was delivered in accordance with each mother's social services individual plan, with meetings usually taking place from 45 to 90 min once or twice a week for two years. Of the range of appropriate approaches, social workers predominantly used a cognitive-behavioral approach based on skills training combined with a task-oriented approach. This methodology especially held true at the beginning of the cooperation, when the focus was on mastering simple tasks leading to the automation of the mother's activities. In the later phases, the mothers were guided following Glasser's reality therapy, i.e. in the spirit of understanding the reality of the women's own lives and the consequences of their behavior. Among other approaches, the workers used a systemic approach, an eco-social approach emphasizing social functioning, adaptation and resilience, and / or an antioppressive approach, through which the goal was the empowerment of the mother and the whole family. All this was done with the help of case management, i.e. coordinated activities aimed at supporting the client with the participation of all available resources - family, professionals, social and health services as well as school facilities. All the social work methods used in the Delors approach were aimed at identifying the child's needs, helping the mothers understand the possible consequences of their current behavior and care concerning the well-being of the child. The goal of the interventions was to target the selected area of care that was currently most threatening to the child, and along with the mother to determine a specific course of action to reduce the child's risk in this area by strengthening parental behavior (**Bechyňová and Konvičková 2008, 55**).

Upon the end of the collaboration, we prepared an ‘output portfolio’ for each single mother which formed the basis for the final phase of the quasi-experiment. It is important to make clear that the same researcher completed the input and output portfolios.

We worked with the same participants ($n = 36$) in each phase of the study (enrollment, assignment, allocation, intervention exposure, follow-up and analysis). During the quasiexperiment, none of the participants terminated their participation in the research or their contract with the social activation service. Participant Flow was at a high level throughout the quasi-experiment, which was likely due to the need perceived by the single mothers to improve their life situation. Here it is worth recalling that in most cases mothers cooperate with the services in response to the potential threat of their children being removed from the family by the Child Protective Services authority of the Czech Republic.

The individual conditions of each participant in the study were recorded in the respective researcher’s diary, with deviations in individual cases precisely monitored. These deviations were taken into account in the protocols evaluation and were included in the results of the study. Accurate records were maintained in the researcher’s diary. The first set of records contained the mother’s health and family history, assessment of the criteria for selection of the mother in the research group, and her consent to participate in the study. The second set of records contained previous diagnostic information and the performance and results of the pre-test together with the determination of appropriate intervention tools for effective social work with the impoverished mother in the social activation service. This was followed by interventions based on the needs of the mother and the children, including for example support for parental behavior in preparing the child for school, household care, support for hygiene, adequate nutrition, etc., with all of the recommendations based on a cognitive-behavioral and a task-oriented approach. These interventions went on for about two years, approximately 1-2 times a week, according to each single mother’s individual plan.

Table 3. Descriptive statistics of *PRE* and *POST* measurement (source: own research).

Variable	Time of Measurement	<i>N</i>	Mean	Different of Means	Std. Dev.	Min	Max
Learning to Be	PRE	36	17.78	5.94	3.49	12	29
Learning to Be	POST	36	23.72		3.95	14	34
Learning to Know	PRE	36	66.06	4.98	19.29	42	116
Learning to Know	POST	36	71.58		22.60	38	128
Learning to Do	PRE	36	56.56	-7.73	15.27	18	88
Learning to Do	POST	36	48.83		16.63	21	87
Learning to Live Together	PRE	36	43.52	3.36	11.45	25	75
Learning to Live Together	POST	36	46.88		12.80	24	76
SUM PRE Measurement	PRE	36	173.91	17.12	47.21	110	305
SUM POST Measurement	POST	36	191.03		54.06	109	325

A *POST* test was implemented once the interventions were completed. Interviews with social workers and poor single mothers were conducted throughout the research process to increase the validity of the research. The validity of the study was verified by collegial audit, member validation, and an

assessment of a construct validity of the variables of interest. To further insure an accurate interpretation of the results, the research outcomes were discussed with social workers of the social activation service as well as experts in the field of social work with families.

Results

The first step in the analysis was to determine the normality of the data, for which we used the Kolmogorov-Smirnov test, P-P plots evaluation, along with skewness and peak analysis. After concluding that the data did not follow a normal distribution, we chose the Wil-coxon signed-rank test for paired samples, a non-parametric statistical hypothesis test commonly used in small group experiments. Out of the total number of repeated measures $n = 36$, we found the following descriptive characteristics.

Table 3 illustrates the descriptive statistics of the measurement. Here, it is possible to observe that the most significant shift in the analysis of differences in averages was observed in the Learning to Do value, for which the score of the respondents decreased by 7.73 points compared to the first measurement. The null hypothesis of no statistically significant difference between pre and post-measurement was confirmed ($z = -2.5, p = .012$), and Effect Size was calculated using Cohen's $d = 4.977$. The results indicate that 66% of the research sample registered a decrease in terms of Learning to Do. These findings are alarming. The combination of living with a child and working can be challenging for all families, and balancing these essential areas is much more difficult for single mothers in poverty and the families they support. As we will show below in the embedding of the results in the current state of knowledge, the key to many negative aspects of the lives of poor single mothers is their lack of marketable **work skills**.

The findings are supported by additional analysis of items related to finding or keeping a job. According to our results, single mothers in poverty were shown as unable to maintain their current employment position ($z = -1.2, p = .245$), and the work situation of 5 respondents had worsened since the pre-measurement.

Table 4. Paired samples effect sizes (source: own research).

Variable	Coefficient	Standardized ^a	Point Estimate	Significance	Percent
Learning to Be	Cohen's d	2.725	-2.181	<.001	99%
	Hedges' g correction	2.755	-2.158		
Learning to Do	Cohen's d	4.977	-.458	.005	66%
	Hedges' g correction	5.032	-.453		
Learning to Live Together	Cohen's d	4.078	-.824	<.001	79%
	Hedges' g correction	4.123	-.815		
Learning to Know	Cohen's d	7.803	-.708	<.001	76%
	Hedges' g correction	7.887	-.701		

^aThe denominator used in estimating the effect sizes. Cohen's d uses the sample standard deviation of the mean difference. Hedges' g correction uses the sample standard deviation of the mean difference plus a correction factor.

For 17 respondents who did not have a steady job, this situation remained the same. A noteworthy finding is that despite not being able to hold a job, the respondents were able to financially support the family, including maintaining adequate housing ($z = -4.11, p = .00$). However, the conducted case histories indicate that this putative financial security was the result of the women's work as a prostitute along with drawing the maximum amount of social security benefits.

An essential value for assessing the research results is the calculation of the Effect Size through Cohen's d . Here in **Table 4** we present the exact measures of the Paired Samples Effect Sizes, which are further interpreted in the text below.

As the Learning to Do variable has been analyzed above, we now focus on the other domains (Learning to Be, Learning to Know, and Learning to Live Together) that achieved a high Effect Size. In contrast with Learning to Do, more than 76% of the research sample showed overall positive development in the variables under study, albeit in varying degrees of intensity. A statistically significant difference was also found in these domains between the pre- and post-measurements. In other words, by using the social work methods of social activation services for families with children presented in the introduction, positive development was indicated in the skills of poor single mothers related to Learning to Be, Learning to Live Together, and Learning to Know. **Table 5** below illustrates the statistically significant differences.

The most significant positive change may be observed in the pillar Learning to Be, with 99% of the research sample developing a greater ability in the post-measurement compared to the pre-measurement, marking the highest increase that was found in the number of points. In the pre-measurement, the respondents reached $\bar{x} = 17.78$ points, in the post-measurement $\bar{x} = 23.72$ points, a difference of nearly six points. The standard deviation in both measurements was almost identical ($\sigma_{pre} = 3.49; \sigma_{post} = 3.95$), indicating that the data in both measurements clustered closely around the mean in the same way. In Learning to Be, the lowest difference between the standard deviations was measured. The child begins to learn to survive in early childhood, with her / his personality developing just enough to acquire the means to survive the next day with the least effort. In difficult conditions, the development of communication skills is stunted, as is the development of strategies toward conflict resolution. Usually, the only two basic strategies that the child learns to use is simple aggression or simple escape. Learning to Be is built on recognizing and internalizing generally accepted moral values and social norms. In the challenging circumstances that single mothers face, the role of the social activation services is crucial, as social workers and social educators must constantly work to explain, teach and model for these women and their children the basic rules and norms of mainstream society.

Table 5 Wilcoxon test for paired samples (source: own research).

	Learning to Do	Learning to Be	Learning to Know	Learning to Live Together	Suma
Z	-1.2	-5.176	-3.654	-4.139	-4.471
Asymp. Sig. (2-tailed)	.245	.000	.000	.000	.000

In addition, for the successful personality development of the at-risk child, it is necessary that other institutions are involved in a unified way in addition to social services, e.g. besides school education,

local school and out-of-school organizations should offer services for members of the socially excluded community, especially for single mothers and their children.

Learning to Know was the second variable for which we observed a positive change in 76% of the research sample. While in the pre-measurement the respondents scored 66 points, in the second measurement their Learning to Know abilities increased by almost six points ($\bar{x} = 71.58$ points). A significant difference can also be seen in the variation range, which expresses the degree of variability of the statistical set, with a statistically significant difference of $R_{pre} = 116-142$; $R_{post} = 128-138$ shown between the pre- and post-measurements. For this pillar to be successful, individuals must work on language development. As noted above, the language of individuals living in poverty is generally at the elementary level. Therefore, expanding the vocabulary of clients as well as enhancing their comprehension of the implications and multiple meanings of words or phrases the clients already know is necessary for the development of language skills.

The final variable for which there was a statistically significant difference in the pre and post-measures was shown for abilities related to Learning to Live Together. Social work with poor single mothers resulted in the development of this skill in 79% of the research sample. In the variable Learning to Live Together, the single mothers achieved $\bar{x} = 43.52$ points in the pre-measurement and $\bar{x} = 46.88$ points in the post-measurement, i.e. a positive difference, but one of only 3.36 points. Extraordinary differences in the variation margin were also not shown: $R_{pre} = 75-25$; $R_{post} = 76-24$. In the Learning to Live Together variable, the null hypothesis of the absence of a statistically significant difference in the pre- and post-measurement was not confirmed. The ability to learn to get along with people, always important in societal living, has become even more crucial to negotiate the complexities of the twenty-first century. Learning to Live Together entails developing skills of interaction with people in their environment to both offer and receive - i.e. to share - the benefits resulting from effectively managed communication.

The task of the social activation service is to support and advise the individual through social work methods in order to teach them how to deal with people more effectively. The basis of this work should be to increase the self-confidence of the clients as the individual begins with successfully completing less demanding activities and gradually progressing to more complex accomplishments. The assessment of the difficulty of the tasks is obviously a highly personal matter, with each individual entering the service with different knowledge and skill levels as well as different challenges. Thus all steps undertaken must be based on the principles and methods of individual social work. In cases such as those involving poor single mothers, the individual's feelings related to the poverty must also be always be carefully taken into consideration.

We assume that by improving the general ability of the single mother to learn to deal with people, we increase her possibilities to deal more effectively with her child as well as those in her immediate and broader environment, including in her child's school, at her place of employment as well as with those representing official institutions. This triad of school-work-authority is central in the life of both mother and child.

Embedding of the results in the current state of knowledge

As part of the comparison with previous professional knowledge and practice, the focus will primarily be on the Learning to Do concept, in which the mothers scored 56.56 points in the pre-measurement and 48.83 points in the post-measurement. Unlike the other pillars of education considered here, this ability not only did not increase during the quasi-experiment, it decreased by a significant number of

points. As evidenced by the research cited below, it is the variable of job classification / work competences that is crucial for the wellbeing of single mothers. We will attempt to explain the reduced ability to develop in the area of Learning to Do through the following factors that emerged from interviews with the women: (1) the impossibility of negotiating personal and professional life, (2) the financial evaluation of job offers as insufficient; (3) an insufficient number of job offers; (4) the absence of consistent work habits and lack of motivation to develop solid work habits. The problems that appear with Czech single mothers have also been documented regarding single mothers in other countries, as evidenced by international research.

Research by Van Gasse and Mortelmans (2020) examined the ability of single mothers to balance work and family life, defining a conflict between the mother's role and work roles, with the women feeling considerable pressure stemming from this discrepancy as applied to their role of mother. Four perspectives on how single mothers cope with these tensions emerged: a reinvented view of motherhood, the symbiosis of childcare and work, the work-centered perspective, and the work-family conflicted perspective. These findings are supported by **Campbell et al. (2016)**, who found through an analysis of 4703 jobs that the employment available to mothers with children was often low-paid and insecure, with childcare also a key issue in these jobs. In addition, single mothers often need to work non-standard hours (nights, weekends), which causes increased difficulties (**Moilanen et al. 2019**). These challenges are also present in the Czech Republic. Single mothers must accept offers that will allow them to combine work with childcare, although the pay for these jobs tends to be lower. Thus financial and time-management difficulties add to the already difficult psychological and physical burden of being a single parent. The CERGE-in survey ($n = 364$ single parents) also found that more than half of unemployed single mothers have been looking for work for more than two years. Single mothers have thus become the group most vulnerable to poverty, living on the poverty line with a monthly income of 10,000-20,000 CZK, i.e. approximately 400-800 EUR per month (CERGE-in 2019). In the Czech Republic, considering all employment in every field, women on average also earn an income of about 25% less than men (**Hasmanová Marhánková 2011**). Children of single mothers who have low incomes face educational challenges (**Dudová 2009**). The importance of the employment status of single mothers cannot be overestimated. The results of a longitudinal research by **Fiori (2020)** show that children of working single mothers are less at risk of severe social-emotional problems, primarily if their mothers work in medium-level professional positions. The psychological well-being of working mothers has also been shown to be higher.

In the US, a survey of the work trajectories of single mothers ($n = 870$) was conducted in 2020. This research was innovative, as we found mainly analyses of the social security of single mothers, while a detailed analysis of their work history has been lacking. **Wu et al. (2020)** found that only 42% of the surveyed low-income single mothers had stable employment. The authors then ranked marital status, high school completion, race, citizenship, homeownership, childcare arrangements, work incapacity, age of the youngest child, age of mother, state unemployment rate, and state minimum wage among the significant factors affecting work hours.

The fundamental problem we analyzed in our research sample was the fact that poor single mothers possess low occupational skills. This may be a result of the family or situation in which the single mother was herself raised, i.e. the transmission of poverty and a concomitant lack of normative standards, creating a situation in which the woman could not learn or develop occupational skills. Thus habits related to punctuality, regular work attendance, consistency and the performance of assigned activities have not been internalized, and the rationalization of irresponsible or unproductive behaviors has become a pattern among our respondents. Occupational skills can be defined as 'the ability of a worker to perform his/her job with respect to job demands, health status, and mental

resources, where occupational skill is the result of the interaction of the determinants of the individual (health, competence, and attitudes) and the work environment' (**Hladó, Pokorný, and Petrovová 2017**, 158). Thus based on a real or perceived reduced competence in terms of occupational skills, poor single mothers choose a passive job search strategy. The women - and unfortunately their children - remain caught within a cycle of situational and / or generational poverty which is extremely difficult to overcome. There is a significant difference between single mothers in general who, due to divorce or widowhood, are left to raise children and finance the household alone, and single mothers in poverty. Despite the adverse situation, the women in the first category are able to actively choose strategies to 'ensure the immediate and long-term subsistence of their families, combining and adapting these strategies according to changing resources and needs' (**Dudová 2009**, 779). On the other hand, poor single mothers often possess neither the occupational skills nor strategies to eliminate the effects of the poverty to secure a stable income for their families. The unfavorable work environments that single mothers in poverty do find themselves in offer little possibility to make contacts that might help improve or alleviate their adverse life situation, e.g. by developing a career in which security and advancement is possible.

A statistically significant difference was demonstrated in the Learning to Know concept, with the difference between the pre- and post-measurements almost five points. First, it should be noted that living in poverty leads to impaired cognitive function (**Mani et al. 2013**). Social workers must thus strive to insure basic living conditions and guide single mothers using strategies that make the environment cognitively stimulating. Functional language acquisition and development becomes a basic problem which affects both the upbringing and education of the child, as well as the employment opportunities of poor mothers. Cognition and language go hand in hand. If the quality of the language -both comprehension and expression - can be improved through the introduction of a more stimulating environment, cognition is developed, leading individuals not only to emancipation but also to empowerment. Only in this way can the individual learn to think critically and understand the workings of their group and society as well as the wider world.

The smallest shift between pre- and post-measurements occurred for the Learning to Live Together concept, with the average number of points achieved in the observation sheet in the post-measurement increasing by only three points. In the interviews the poor single mothers often expressed that they prefer to be 'among their own kind', and they feel ashamed in interactions with the wider environment. Among the many barriers related to the ability to learn to negotiate, the women perceive a labeling from members of society that stigmatizes them within a fixed social status. One of these results of this perception is a feeling of shame. Recent research by **Leonard and Kelly (2021)** shows that single mothers experience shame at three levels: at the individual level, at the collective level, and in the broader society, for example opprobrium from the government and the media. The effects of poverty do not only affect single mothers; through shame and the fear of stigmatization by society, the experience of poverty is experienced in many communities and environments worldwide (**Jo 2013; Walker et al. 2013**). Research demonstrates that an individual who experiences shame arising from poverty experiences poverty more intensely, resulting in the experience of a number of psychosomatic problems. **Frost and Hoggett (2008)** discuss the experience of economic hardship combined with feelings of powerlessness, which leads to social suffering experienced by the individual in the various social roles that the individual undertakes and occupies.

As indicated, poor single mothers prefer to live within a community of people of the same social status in which bonds of fellowship and mutual support can be created and fostered. Close peers and peer group networks can play an essential role for single mothers. Research (**Bjornberg and Ekbrand 2010; Kröger 2010**) has found that friendships (informal social relationships) are crucial for families with

children, especially in terms of practical and financial support. **Alsarve (2020)** speaks of the necessity of similarity among single mothers and those who form and maintain relationships with them. Situational similarity, e.g. the friend is also a mother or even a single mother, is essential in these friendships. Nevertheless, this very similarity can sometimes diminish the mother's ability to minimize the effects of poverty and improve her life situation. Shame and fear of the reactions of those around them, and the tendency to seek out friends in similar situations, may hinder the mother's willingness to improve or even address their own situation. The interviews show that such affinities can create a vicious circle. While the mother feels positive emotions through the feeling of comradeship with another single mother in a similar situation, the need to learn to live in the wider society, to deal with other people and develop more extensive communication skills may be displaced. The impoverished single mother may find herself caught within a social spiral in which social identification with peers with unproductive or destructive habits leads to a feedback loop in which these habits are reified in the mother. The lack of assimilation of the mothers (or others) in the peer group may lead to the feeling in the poor single mother that assimilation is not possible or is not necessary. To alleviate this sense of futility, a sense of comfort is created within the peer group, with the already existing negative tendencies reinforced and new ones created.

Conclusion

In this research, we present the concept of developing the skills of poor single mothers through social work methods applied in the context of Jacques Delors' educational pillars. This application has proved quite successful, as we observed a significant shift in the behavior of impoverished single mothers in the areas of Learning to Be, Learning to Live Together, and Learning to Know. In consensus with the social activation service outcome reports, it can also be observed that developing the skills of poor single mothers in these areas has had a significant impact on their lives and the lives of their children. Leaving aside issues of the income of single mothers, the impact of increasing the capabilities of these women has also been discussed by **Kim, Wu, and Woodard (2019)**. The authors describe that such an approach should become a key part of social programs for single mothers. Still, the issue of stable income for poor single mothers remains problematic (**Wu et al. 2020**). Supporting the needs of low-income single mothers leads to stable employment and economic prosperity for these women. This subsequently leads to higher satisfaction of single mothers in areas such as housing, as indicated by **Kroutilová Nováková, Vaculíková, and Podaná (2016)**. Nevertheless, balancing work and family life, including keeping a job, is very challenging for low-income single mothers (**Millar and Ridge 2018**), which is why single mothers are at higher risk of being poor in the first place (**Park and Heshmati 2019**).

In the conducted research, no statistically significant increase in the occupational skills of the respondents was observed. This seems partly due to the lack of intergenerational transmission of occupational skills, as most single mothers were brought up in poverty. Focusing on the development of these skills deserves much more theoretical and practical research attention. Following all the evidence presented, it is suggested that social services be reconfigured to focus on developing clients' occupational skills, through which the stability of the single mothers in terms of income can be strengthened, and the problems associated with low income can be alleviated or eliminated altogether. Services should focus on supporting the qualifications of single mothers, as the women our research sample typically held no more than a basic education in most cases. Research by **Roman (2017)** shows that single mothers with lower education are particularly at risk of poverty, thus reconciling the possibility of gaining qualifications with family life and adapting to the time constraints of single parenthood becomes crucial for promoting their competencies in areas such as language,

work performance skills, etc. The system of financial support measures for the acquisition of qualifications is also of the utmost importance for these women.

Keeping all of this in mind, a primary aim of the present paper is to (re)emphasize the importance of focusing on all aspects of the lives of poor single mothers. Improving the life situations of these women and their children represents a multidisciplinary problem that must be addressed at a societal level through the application of an individual approach to each of these families. Through an effective system of social work with single mothers, the state can reduce the number of children in institutional care by helping and supporting these women to take active steps towards the development of goals and strategies to fulfill these aims. Social workers can thus minimize the negative impact which growing up in poverty has on the lives of children through work with single mothers in enhancing the women's skills and abilities in Learning to Do, Learning to Know, Learning to Live Together, and Learning to Be. We see work like this as key to reducing the level of social exclusion and discrimination against these women and their children, who can then go on to create benefits for the entire society.

References

Alsarve, J. 2020. "Friendship, Reciprocity and Similarity: Lone Mothers and Their Relationships with Friends." *Community, Work & Family* 23 (4): 401-418. <https://doi.org/10.1080/13668803.2019.1649636>.

Altamirano Montoya, L. J., and K. M. D. Teixeira. 2017. "Multidimensional Poverty in Nicaragua: Are Female-Headed Households Better Off?" *Social Indicators Research* 132 (3): 1037-1063. <https://doi.org/10.1007/s11205-016-1345-y>.

Bechyňová, V., and M. Konvičková. 2008. *Sanace Rodiny: Sociální Práce s Dysfunkčními Rodinami*. Praha: Portál.

Bhola, H. S. 1997. "Adult Education Policy Projections in the Delors Report." *Prospects* 27 (2): 207-222. <https://doi.org/10.1007/bf02737166>.

Bjornberg, U., and H. Ekbrand. 2010. "Financial and Practical Kin Support in Sweden: Normative Guidelines and Practice." *Journal of Comparative Family Studies* 39 (1): 73-95. <https://doi.org/10.3138/jcfs.39.1.73>.

Brady, M. 2018. "Targeting Single Mothers? Dynamics of Contracting Australian Employment Services and Activation Policies at the Street Level." *Journal of Social Policy* 47 (4): 827-845. <https://doi.org/10.1017/s0047279418000223>.

Campbell, M., H. Thomson, C. Fenton, and M. Gibson. 2016. "Lone Parents, Health, Well-Being and Welfare to Work: A Systematic Review of Qualitative Studies." *BMC Public Health* 16 (1). <https://doi.org/10.1186/s12889-016-2880-9>.

Carneiro, R., J. Looney, and S. Vincent-Lancrin. 2015. "Learning from the Past, Looking to the Future: Issues and Agendas in Education." *European Journal of Education Research, Development and Policy* 50 (4): 524-535. <https://doi.org/10.1111/ejed.12158>.

Carrey, M., and S. Bell. 2020. "Universal Credit, Lone Mothers and Poverty: Some Context and Challenges for Social Work with Children and Families." *Critical and Radical Social Work* 8 (2): 189-203. <https://doi.org/10.1332/204986020X15945756252756>.

CERGE-in. 2019. Samoživitelé v práci. Jak podpořit rodiče a samoživitele v práci? Tipy a informace pro zaměstnavatele [Single Parents at Work. How to Support Parents and Single Parents at Work? Tips and Information for Employers]. Byznys pro společnost a Nadace Kooperativy. https://byznysprospolecnost.cz/wp-content/uploads/2019/!1/samozivitele_brozura.pdf.

Choi, S., S. J. Byoun, and E. H. Kim. 2020. "Unwed Single Mothers in South Korea: Increased Vulnerabilities During the COVID-19 Pandemic." *International Social Work* 63 (5): 676680. <https://doi.org/10.1177/0020872820941040>.

CSO [Czech Statistical Office]. 2019a. Příjmová chudoba ohrožuje necelou desetinu obyvatel [Income Poverty Threatens Less than a Tenth of the Population]. <https://www.czso.cz/csu/czso/prijmova-chudoba-ohrozuje-necelou-desetinu-obyvatel>.

CSO [Czech Statistical Office]. 2019b. Celková populace ohrožená příjmovou chudobou nebo sociálním vyloučením [Total Population at Risk of Income Poverty or Social Exclusion]. <https://www.czso.cz/csu/czso/ohrozeni-prijmovou-chudobou-nebo-socialnim-vyloucenim-eu-28-2017>.

Damaske, S., J. L. Bratter, and A. Frech. 2017. "Single Mother Families and Employment, Race, and Poverty in Changing Economic Times." *Social Science Research* 62: 120-133. <https://doi.org/10.1016/j.ssresearch.2016.08.008>.

Delors, J. 1996. *Learning: The Treasure Within; Report to UNESCO of the International Commission on Education for the Twenty-First Century*. Paris: UNESCO.

Dudová, R. 2009. "Work as a Solution? Livelihood Strategies of Lone Mothers in the Czech Republic." *Czech Sociological Review* 45 (4): 753-784. <https://doi.org/10.13060/00380288.2009.45.4.06>.

Elfert, M. 2015a. "UNESCO, the Faure Report, the Delors Report, and the Political Utopia of Lifelong Learning." *European Journal of Education* 50 (1): 88-100. <https://doi.org/10.1111/ejed.12104>.

Elfert, M. 2015b. "Learning to Live Together: Revisiting the Humanism of the Delors Report." *Education Research and Foresight* 12: 1-5.

Elfert, M. 2019. "Revisiting the Faure Report and the Delors Report." In *Power and Possibility. Adult Education in a Diverse and Complex World*, edited by F. Finnegan, and B. Grummell, 17-25. https://doi.org/10.1163/9789004413320_002

Eurostat. 2021. Harmonised Index of Consumer Prices (HICP). Accessed February 6, 2022. http://ec.europa.eu/eurostat/cache/metadata/en/prc_hicp_esms.html.

Fiori, F. 2020. "Maternal Employment and the Well-Being of Children Living with a Lone Mother in Scotland." *Demographic Research* 43: 1685-1738. <https://doi.org/10.4054/demres.2020.43.57>.

Frost, L., and P. Hoggett. 2008. "Human Agency and Social Suffering." *Critical Social Policy* 28 (4): 438-460. <https://doi.org/10.1177/0261018308095279>.

Goulden, C., and C. D'Arcy. 2014. *A Definition of Poverty*. York: Joseph Rowntree Foundation.

Haddad, G., and J.-P. Aubin. 2013. "Towards a Humanism of Knowledge, Action and Cooperation." *International Review of Education* 59 (3): 331-341. <https://doi.org/10.1007/s11159-013-9342-8>.

Harlow, E., and J. Lawler. 2018. *Management, Social Work and Change*. London: Routledge.

Hasmanová Marhánková, J. 2011. *Matky samoživitelky a jejich situace v České Republice,, Sandwichová generace" - kombinování práce a péče o závislé členy rodiny (děti a seniory)* [Single Mothers and Their

Situation in the Czech Republic. The “Sandwich Generation” -Combining Work and Care for Dependent Family Members (Children and the Elderly)]. *Gender Studies*, o. p. s. https://genderstudies.cz/download/samozivitelky_sendwichova.pdf.

Hladšo, P., B. Pokorný, and M. Petrovová. 2017. “Work Ability of the Czech Workforce Aged 50+ and the Relationship Between Selected Demographic and Anthropometric Variables.” *Kontakt* 19 (2): e145-e155. <https://doi.org/10.1016/j.kontakt.2017.05.001>.

Jacques Delorse Institute. 2016. A New Start for Social Europe. <https://institutdelors.eu/en/publications/a-new-start-for-social-europe/>.

Jo, Y. N. 2013. “Psycho-social Dimensions of Poverty: When Poverty Becomes Shameful.” *Critical Social Policy* 33 (3): 514-531. <https://doi.org/10.1177/0261018313479008>.

Joseph, R. 2018. “The Welfare/Self-Sufficiency Gap among Single Mothers Through Theoretical Lenses.” *Journal of Human Behavior in the Social Environment* 28 (6): 731-745. <https://doi.org/10.1080/10911359.2018.1458678>.

Kim, S. M., C. F. Wu, and R. Woodard. 2019. “The Dreams of Mothers: Implications of Sen’s Capability Approach for Single Mothers on Welfare.” *Journal of Poverty* 24 (4): 267-283. <https://doi.org/10.1080/10875549.2019.1692272>.

Kröger, T. 2010. “Lone Mothers and the Puzzles of Daily Life: Do Care Regimes Really Matter?” *International Journal of Social Welfare* 19 (4): 390-401. <https://doi.org/10.1111/j.1468-2397.2009.00682.x>.

Kroutilová Nováková, R., J. Vaculíková, and A. Podaná. 2016. “What is a Life of Single-Parent Women About (?): Housing Satisfaction among Single-Parent Women.” *Social Work* 3 (16): 5-21. <https://socialniprace.cz/wp-content/uploads/2020/11/2016-3.pdf>.

Kuchařová, V., Barvíková J., Hohne S., Janurová K., Nešporová O., Paloncyová J., Svobodová K., and Vidovicová L. 2019. *Česká Rodina na Počátku 21. Století: životní Podmínky, Vztahy a Potřeby*. Praha: Slon.

Kühn, M. 2017. “Changes in Lone Mothers’ Health: A Longitudinal Analysis.” *Lone Parenthood in the Life Course*, 323-338. https://doi.org/10.1007/978-3-319-63295-7_15.

Kulik, L. 2019. “The Centrality of Resourcefulness in Explaining Wellbeing among Financially Challenged Single Mothers.” *Journal of Family Social Work* 24 (3): 219-244. <https://doi.org/10.1080/10522158.2020.1819500>.

Leonard, M., and G. Kelly. 2021. “Constructing the “Good” Mother: Pride and Shame in Lone Mothers’ Narratives of Motherhood.” *International Journal of Sociology and Social Policy*, ahead-of (ahead-of-print). <https://doi.org/10.1108/ijssp-06-2021-0151>.

Li, Q. 2020. “Mothers Left Without a Man: Poverty and Single Parenthood in China.” *Social Inclusion* 8 (2): 114-122. <https://doi.org/10.17645/si.v8i2.2678>.

Loiselle, C., G. Profetto-McGrath, J. Polit, D. F. Beck, and T. Ch. 2011. *Canadian Essentials of Nursing Research*. Canada: Lippincott Williams & Wilkins.

Mani, A., S. Mullainathan, E. Shafir, and J. Zhao. 2013. “Poverty Impedes Cognitive Function.” *Science* 341 (6149): 976-980. <https://doi.org/10.1126/science.1238041>.

Millar, J., and T. Ridge. 2018. "No Margin for Error: Fifteen Years in the Working Lives of Lone Mothers and Their Children." *Journal of Social Policy* 49 (1): 1-17. <https://doi.org/10.1017/s0047279418000752>.

Mimoun-Sorel, M. L. 2011. *Learning to Be in the 21st Century. Meanings and Needs: A Transdisciplinary Approach*. Sydney: Australian Catholic University.

Moilanen, S., K. Aunola, V. May, E. Sevón, and M. L. Laakso. 2019. "Non-standard Work Hours and Single Versus Coupled Mothers' Work-to-Family Conflict." *Family Relations* 68 (2): 213-231. <https://doi.org/10.1111/fare.12353>.

MoLSA [Ministry of Labour and Social Affairs]. 2014. *Strategie sociálního začleňování 2014-2020 [Social Inclusion Strategy 2014-2020]*. https://www.mpsv.cz/documents/20142/225517/strategie_soc_zaclenovani_2014-20.pdf/bdaa475d-fd85-25d7-868e-c277575081e1.

ČNB [Czech National Bank]. 2022. *Současná inflace a vše, co o ní potřebujete vědět [Current Inflation and Everything You Need to Know About It]*. <https://www.cnb.cz/cs/menova-politika/inflacnicil/tema-inflace/index.html>.

Notification No.104/1991. "Convention on the Rights of the Child. Notification from the Federal." Ministry of Foreign Affairs. <https://www.vlada.cz/assets/ppov/rlp/vybory/pro-prava-ditete/Preklady-dokumentu-OSN.pdf>.

Paloncyová, J., J. Barvíková, S. Hohne, and V. Kuchařová. 2019. *Neúplné rodiny [Incomplete Families]*. Praha: VÚPS.

PAQ Research & Český rozhlas [Czech Broadcasting Company]. 2022. *Život k nezaplacení [Life Priceless]*. Accessed May 27, 2022. <https://data.irozhlas.cz/zivot/projekt/>.

Park, Y., and A. Heshmati. 2019. "The Effects of Labor Market Characteristics on Women's Poverty in Korea." *Economies* 7 (4): 110. <https://doi.org/10.3390/economies7040110>.

Prokop, D., M. Kudrnáčová, E. Dvořáková, and P. Pleticha. 2021. *Dopady zdražení energií a návrh reformy příspěvku na bydlení [The Impact of Energy Prices and the Proposed Reform of Housing Benefit]*. Praha: PAQ Research. <https://www.paqresearch.cz/post/pr%C5%AFm%C4%9Brn%C3%A1-dom%C3%A1cnost-si-za-energie-p%C5%99iplat%C3%AD-940-k%C4%8D-pomoci-%C5%AF%C5%BEe-odstropov%C3%A1n%C3%AD-p%C5%99%C3%ADsp%C4%9Bvku-na-bydlen%C3%AD>.

Rodrigues, Z. B. 2021. "Education: A Study Based on the UNESCO Report on the Four Pillars of Knowledge." *Revista Científica Multidisciplinar Núcleo Do Conhecimento*, 53-60. <https://doi.org/10.32749/nucleodoconhecimento.com.br/education/four-pillars>.

Roman, Ch. 2017. "Between Money and Love: Work-Family Conflict Among Swedish Low-Income Single Mothers." *Nordic Journal of Working Life Studies* 7 (3). <https://doi.org/10.18291/njwls.v7i3.97093>.

SILC. 2017. *Příjmy a životní podmínky domácností - 2017 [Household Incomes and Living Conditions - 2017]*. Czech Statistical Office. Accessed February 6, 2022. <https://www.czso.cz/csu/czso/prijmy-a-zivotni-podminky-domacnosti-rn2to6gtkz>.

Skubiejute, G. 2019. "Children in Single Mother Families: Outcomes of Social Construction and Policy Design of Single Mother Families." *PEOPLE: International Journal of Social Sciences* 5 (2): 643-661. <https://doi.org/10.20319/pijss.2019.52.643661>.

Social Services Act 108/2006 Coll. 2006. The Czech Republic. https://www.mpsv.cz/documents/20142/225517/Zakon_o_socialnich_sluzbach-stav_do_30.9._2017.pdf/3cc5bee9-29b1-f4c2-d56e-899cf8ec21d5.

Tawil, S., and M. Cougoureux. 2013. *Revisiting Learning: The Treasure Within; Assessing the Influence of the 1996 Delors Report*. Paris: UNESCO.

Van Gasse, D., and D. Mortelmans. 2020. "Single Mothers' Perspectives on the Combination of Motherhood and Work." *Social Sciences* 9 (5): 85. <https://doi.org/10.3390/socsci9050085>.

Walker, R., G. B. Kyomuhendo, E. Chase, S. Choudhry, E. K. Gubrium, J. Y. Nicola, I. Lodemel, et al. 2013. "Poverty in Global Perspective: Is Shame a Common Denominator?" *Journal of Social Policy* 42 (2): 215-233. <https://doi.org/10.1017/s0047279412000979>.

West, S., M. Banerjee, B. Phipps, and T. Friedline. 2017. "Coming Up Short: Family Composition, Income, and Household Savings." *Journal of the Society for Social Work and Research* 8 (3): 355-377. <https://doi.org/10.1086/693047>.

Wu, C. F., Y. L. Chang, E. Rhodes, S. Musaad, and W. Jung. 2020. "Work-Hour Trajectories and Associated Socioeconomic Characteristics among Single-Mother Families." *Social Work Research* 44 (1): 47-57. <https://doi.org/10.1093/swr/svz029>.