

Analysis of Work Skills and Social Skills Necessary for Teamwork of Unaccompanied Foreign Minors

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Abstract

Introduction: The aim of this study is to detect whether there are significant differences in the Social Skills necessary for Teamwork and between the Labor Skills of the MENA based on gender, whether they work or not, study they are studying and time in Spain. In addition to checking the existing correlations between the aforementioned dimensions; and analyze the relationships and effects between these dimensions and the structural models designed. **Method:** For this, a sample of 131 MENA (N=68 women and N=63 men) between the ages of 15 and 17, using three instruments: a sociodemographic scale and two questionnaires (Davies et al., 2011; Romero-Diaz et al., 2022). For the analysis of the data, the SPSS statistical package in its latest version and the IBM AMOS 25 program were used. **Results:** Among the main results, it was obtained that the sociodemographic characteristics of sex and time in Spain do not influence the development of the Social Skills necessary for Teamwork, nor in Labor Skills of the MENA. That there is a strong correlation between the dimensions of the skills necessary for Teamwork and between the factors of Labor Skills. And positive and direct associations between each of the instruments analyzed and their factors. **Discussion:** Which establishes new horizons to consider in the professional and labor education of the MENA.

Keywords: UFM, Group Work, Job Skills, Soft Skills, Correlation Studies.

Introduction

For the past decade, it has become increasingly common for young immigrants to arrive in Europe in search of career prospects and personal opportunities due to inadequacies in their home countries (Montanari & Staniscia, 2017; Piras 2017; Pumares et al., 2018; Sanfilippo, 2017). In this regard, it is precisely the lack of job opportunities and the precariousness of valid positions, as well as Moroccan social and youth policies (Conde-Lacárcel et al., 2020), that have motivated the

arrival of younger immigrants in Spain, who in most cases find themselves in a state of helplessness without any legal guardian. These minors are commonly referred to as unaccompanied foreign minors (hereinafter referred to as MENA), and according to the Council of Europe Resolution of June 26, 1997, they can be defined as "minors under the age of 18, nationals of third countries, who arrive in Spanish territory without being accompanied by an adult responsible for them, either legally or in accordance with customs and practices, as long as they are not effectively under the care

of an adult responsible for them" (Bravo & Santos-González, 2017, p.57). Upon their arrival in Spain, it is necessary for various socio-educational professionals, through reception centers, to facilitate their integration into the Spanish education system, mainly in compulsory secondary education and primary education, as well as their continuity and future employability (Alonso-Bello et al., 2020; Cala et al., 2018) through the acquisition of various professional competencies and skills that are obtained at higher levels of education such as high school and vocational training (Succi & Canovi, 2020).

However, in the majority of cases, the compulsory education of these minors does not guarantee their social integration and academic advancement to higher levels (Berger et al., 2017). Furthermore, the social integration of unaccompanied foreign minors (MENA) is influenced by the formation of ghettos, discrimination by the host population, and the absence of family support, which, coupled with the immediate need to obtain regulatory documentation and employment, leads to premature departure from the academic environment, thereby reducing the prospects for truly full social inclusion (Schot et al., 2020).

This scenario has given rise to an entire network of interdisciplinary commitment and effort, leading to regulations, initiatives, and various programs aimed at addressing the educational and social needs of unaccompanied foreign minors (MENA) (Migliorini et al., 2021). In this regard, there are studies suggesting that their preparation should be based on a thorough needs assessment, the creation of motivational reinforcements to encourage continued education, and preparation for adulthood (Stein, 2004; Stein & Wade, 2000). There are also works that emphasize the preparation through the transmission of teamwork skills and capabilities (Schmutz et al., 2019; Holik & Sanda, 2020) to prevent xenophobic and intolerant situations within the host society, given the lack of familiarity with their culture of origin and the often biased portrayal in the media (Gómez-Quintero et al., 2021).

Therefore, teamwork is grounded in the development of social skills, as unaccompanied foreign minors (MENA), when joining a group, should share and understand a set of values and norms to achieve common objectives (Klaic et al., 2020). Additionally, when part of a work team, whether virtual or not, a range of social mechanisms are set in motion to facilitate integration. These mechanisms include the ability to work at the pace of one's peers, engage in constructive communication, express personal viewpoints, accept different ideas, change roles when the situation demands it, establish personal boundaries, assist others, and manage antisocial emotions (Stowers et al., 2021).

These skills, in addition to the professional skills that make up teamwork, are known as soft skills, and they will also help mitigate the deficiencies that these minors have at a professional level, promoting better socio-labor integration in their learning (Gruzdev et al., 2018). Some of these skills include leadership, teamwork, communication, systems and critical thinking, project development and implementation, intercultural interaction, self-organization and self-education, health care, and health and safety (Marcano, 2020). Acquiring these skills will empower unaccompanied foreign minors (MENA) and equip them with professionally valued qualities in the current job market (Flavian et al., 2019).

Previous research with students not at risk of social exclusion has demonstrated the influence of the social skills necessary for teamwork on the development of job-related skills (Joo et al., 2019; Loughry et al., 2014). In these students, the use of teamwork competencies improved their academic and professional performance and reduced social isolation among young people (Hilliard et al., 2020).

Research Question

Will the same positive influence occur in MENA, or will this depend on peculiar sociodemographic factors of these students?

General objectives

This study aims to address these research questions through the pursuit of three objectives implemented in the H2020 Future Work Skills Project for Minors in Social Exclusion in Andalusia: Invisible Boundaries Futurlab+ Reference B-SEJ-192-UGR18. The goal is to understand the baseline level of these skills to guide professionals in the field in their intervention efforts towards the social, academic, and labor inclusion of these minors. The objectives are as follows:

- Detect if there are significant differences in the Social Skills necessary for Teamwork and the Job Skills of unaccompanied foreign minors (MENA) based on gender, employment status, the type of education they are pursuing, and the duration of their stay in Spain.
- Verify the correlations between the aforementioned dimensions.
- Analyze the existing relationships and effects between these dimensions in the designed structural models.

Method

Design and Participants

In this comparative cross-sectional research, a total of 3,097 students from high school (Bachillerato), compulsory secondary education (Enseñanza Secundaria Obligatoria), and vocational training in the provinces of

Andalusia participated in the development of the project H2020 Future Work Skills for Minors in Social Exclusion in Andalusia: Invisible Boundaries, Futurlab+ Reference B-SEJ-192-UGR18.

Within this total population, our focus of interest is on the sample of 131 unaccompanied foreign minors (MENA) aged between 15 and 17 years, of Moroccan origin. A discriminatory design was employed to balance the sample concerning gender due to the fluctuating nature of this population and the difficulty in accessing them for research.

As shown in Table 1, the sociodemographic data reveal that 52.3% (N=68) are female, and 47.7% (N=63) are male. The age range falls between 15 and 17 years, with 80.2% (N=105) at the higher age range. Regarding the duration of their stay in Spain, 22.9% (N=30) have been in the country for less than or equal to 12 months, while 77.1% (N=101) have been in Spain for over a year. Academic results show that 2.3% (N=3) received failing grades, 13% (N=17) passed, 35.1% (N=46) received good grades, 38.2% (N=50) received very good grades, and 7.6% (N=10) received excellent grades.

It is worth noting that 58.8% (N=77) of the analyzed sample have never worked. On the other hand, 41.2% (N=54) are currently employed while juggling their studies. Among the employment sectors, 20.7% (N=27) have worked in the service sector, 3.1% (N=4) in the healthcare sector, and 8.4% (N=11) in the industrial sector.

Table 1. Sociodemographic Variables of Unaccompanied Foreign Minors

Sex	N=68 52,3% Women	N=63 47,7% Men			
Age	N=105 80,2% witch17 years old	N=26 19,8% < 17 years old			
Time in Spain	N=30 22,9% ≤ 12 mons	N=101 77,1% + 12 mons			
Academic results	N=3 2,3 % Insufficient	N=17 35,1% Sufficient	N=46 35,1% Good	N=50 38,2% Notable	N=10 7,6% Outstanding
Work	N= 77 58,8% No	N=54 41,2% Yes			

experience			
Labor Sectors	N=4 3,1% Sanitary	N=27 20,7% Services	N=11 8,4% Labour

Instruments

Three instruments were used in the study. The first instrument is a sociodemographic scale that references variables such as age, gender, educational background, province, length of time in Spain, professional families, academic level, whether they have ever worked, and the position they have held or are currently holding.

The second questionnaire used aims to measure perceptions regarding the skills required for teamwork (Romero-Díaz et al., 2022). This instrument consists of 9 items distributed along a Likert-type scale with five response categories (ranging from 1, "completely disagree," to 5, "completely agree"). The items are further grouped into three dimensions: Teamwork Behaviors with 6 items (4, 5, 6, 7, 8, and 9); Importance of Teamwork with 2 items (1 and 2); and Self-perception of Teamwork Capabilities, also with 2 items (3 and 10). Regarding the psychometric parameters, it's worth noting that the questionnaire exhibits a reliability coefficient of $\alpha = 0.770$.

The third instrument is a descriptive data collection scale aimed at identifying the job skills outlined in the Future Skills 2020 project by Davies et al. (2011) in unaccompanied foreign minors (MENA). This instrument was developed through the Delphi technique, which described 4 levels of use and acquisition for each skill: with the first level representing insufficient acquisition and use of the skills, the second level sufficient, the third level high, and the fourth level excellent. Subsequently, it was validated with a population of 3,132 individuals, resulting in two dimensions: the first being Cognitive and Adaptability Skills (items 1, 3, 5, 6, 8, and 9), and the second being Collaboration and Integration Skills (items 2, 7, and 10). The scale exhibited a reliability of $\alpha = 0.714$.

Procedure

Initially, the necessary permissions were sought in the area concerning minors in the autonomous cities of Ceuta and Melilla, as well as in the autonomous community of Andalusia. Subsequently, collaboration with educational institutions was arranged through emails and phone calls to their directors. During this stage of the study, ethical approval was requested from the Ethics Committee of the University of Granada, which resulted in a positive outcome (reference number 742 / CEIH / 2018).

The schools that agreed to participate in the research were informed about its nature, with an emphasis on the anonymity of the participants throughout the entire process and the assurance of sharing the results once the study was completed. During data collection and the administration of questionnaires, researchers provided the same information to all participants and offered necessary support for proper completion.

The entire study was conducted in accordance with the ethical principles outlined in the Helsinki Declaration of 1975, subsequently updated in Brazil in 2013.

Data Analysis

The data were analyzed using IBM SPSS, version 25.0 for Windows, to perform basic descriptive analyses that determined participant profiles. Subsequently, a comparative analysis was conducted using cross-tabulations and ANOVA analyses to establish differences between the variables under study and correlations among variables. Prior to this, goodness-of-fit indices were examined. This included examining homoscedasticity, which was assessed using the Levene's test and showed critical values below 0.05. Finally, IBM AMOS 25 was used to analyze the relationships and effects between the constructs included in the designed structural model. To do this, a path analysis model was fitted with

the following observed variables: being acceptable when values are above 0.90 and excellent when values are above 0.95 (Lecerf and Canivez, 2018). The normalized fit index (NFI) should indicate relationships between the skills required for teamwork and Job Skills greater than 0.90. Incremental fit index (IFI) values should be considered acceptable when they exceed 0.90 and excellent when values are above 0.95. Finally, the values of the root mean square error of approximation (RMSEA) are considered very good when they are less than 0.05 and good when they are less than 0.08 (Maydeu-Olivares et al., 2017; Jöreskog & Sörbom, 1993).

Results

When comparing each of the dimensions measured through the teamwork skills questionnaire (Teamwork Behaviors, Importance of Teamwork, and Self-perception of Teamwork Capabilities) with gender, prior work experience, the type of education, and the duration of stay in Spain among the selected sample, statistically significant differences ($p < 0.05$) were found only in the third dimension (Table 2). More specifically, it was observed that unaccompanied foreign minors who were employed ($N=54$) had a poorer self-perception of their teamwork capabilities compared to

their counterparts who were not employed ($N=74$). Approximately 22.3% ($N=12$) of those working expressed a lack of confidence in themselves for teamwork, as opposed to 6.5% ($N=5$) who felt this way in the group of minors who were not employed.

Furthermore, in this third dimension, significant differences were also found based on the type of education pursued by the sample. In this case, the minors enrolled in Basic Vocational Training ($N=4$) demonstrated a higher self-concept of their teamwork capabilities. These minors had confidence in their teamwork skills (100%, $N=4$) and in their ability to be good leaders (75%, $N=3$). These findings contrast with those obtained in other academic levels. For instance, in high school (28.2%, $N=13$), in Middle-Level Vocational Training (17.9%, $N=6$), and in Higher-Level Vocational Training (14.3%, $N=6$), the belief in being good leaders was less prevalent compared to the first group.

Regarding gender and the length of stay in Spain, no statistically significant differences ($p < 0.05$) were detected in any of the three dimensions analyzed. Similar percentages were observed in terms of teamwork between men and women and between minors who had been in Spain for up to 12 months and those who had been in Spain for more than 1 year.

Table 2. Significant Differences in the Necessary Teamwork Skills of Unaccompanied Minors by Gender, Prior Work Experience, Type of Education, and Length of Stay in Spain.

Variables	Team Work		
	Dimensions		
	CTE	ITE	ACTE
Sex	0,768	0,538	0,524
Whether you work or not	0,078	0,780	0,034*
Currently studying	0,279	0,150	0,056*
Time in Spain	0,377	0,407	0,112

Note: $p < 0.05$ significance level CTE: Teamwork Behaviors ITE: Importance of Teamwork ACTE: Self-Perception of Teamwork Capabilities

On the other hand, the data obtained using the instrument that assesses job skills (Cognitive and Adaptability Skills, and Collaboration and Integration Skills) did not detect statistically

significant differences ($p < 0.05$) in either of the two evaluated dimensions (Table 3).

In this regard, both male and female unaccompanied minors utilize Cognitive and Adaptability Skills at a high level, with 46% (N=31) and 44.2% (N=28), respectively. They both utilize Collaboration and Integration Skills insufficiently, with 84.1% (N=57) in males and 86.7% (N=54) in females. Regardless of whether they are employed or not, they use Cognitive and Adaptability Skills at a high level, with 46.4% (N=25) for working unaccompanied minors and 44.2% (N=34) for those who do not work. They also use Collaboration and Integration Skills insufficiently, with percentages of 81.7% (N=44) for those who work and 88.4% (N=68) for those who do not.

Regarding the type of education, the data shows that Cognitive and Adaptability Skills are used at a high level, with a percentage of 81.7% (N=3) for unaccompanied minors enrolled in Basic Vocational Training, 41%

(N=15) for Middle-Level Vocational Training, 47.6% (N=19) for Higher-Level, and 43.5% (N=20) for those in high school. Collaboration and Integration Skills are used insufficiently, with percentages of 100% (N=4) for Basic Level, 89.6% (N=34) for Middle-Level, 88.1% (N=37) for Higher-Level, and 78.3% (N=36) for high school students.

Finally, concerning the length of stay in Spain, unaccompanied minors have a high level of usage of Cognitive and Adaptability Skills, with 30.7% (N=12) for those who have been in Spain for up to 12 months and 48% (N=46) for those who have resided in the country for over a year. They use Collaboration and Integration Skills insufficiently, with 76.9% (N=19) for those who have lived in the country for 12 months or less and 87.5% (N=84) for those who have been residing in the country for over a year.

Table 3. Significant Differences in the Job Skills of Unaccompanied Minors by Gender, Prior Work Experience, Type of Education, and Length of Stay in Spain.

Variables	Job Skills	
	<i>HCA</i>	<i>HCI</i>
Sex	0,459	0,952
Whether you work or not	0,420	0,988
Currently Studying	0,443	0,077
Time in Spain	0,459	0,722

Note: Significance level at $p < 0.05$. Cognitive and Adaptability Skills (CAS), Collaboration and Integration Skills (CIS).

In Table 4, correlations between the Necessary Teamwork Skills and Job Skills of Unaccompanied Foreign Minors are established. When applying the Pearson correlation coefficient, it is evident that nearly all factors exhibit a significant correlation at the 99% level ($p < 0.01$). This indicates a strong correlation between the dimensions of Necessary Teamwork Skills and the factors of Job Skills, with values exceeding 0.300, suggesting a good correlation. For example, there is a positive correlation between Teamwork Behaviors (TBE) and the

Importance of Teamwork (ITE) (0.655), as well as with the Self-perception of Teamwork Capabilities (STC) dimension (0.83). On the other hand, the latter factor also correlates well with the Importance of Teamwork (ITE) dimension (0.648).

Furthermore, the Cognitive and Adaptability Skills (CAS) factor correlates with Collaboration and Integration Skills (CIS) (0.526). This latter factor also shows a positive correlation, albeit at a significance level of $p < 0.05$, with the Importance of Teamwork (ITE) dimension (0.209).

Table 4. Correlation Coefficients between Teamwork and Perceptions of Necessary Social Skills for Teamwork.

	CTE	ITE	ACTE	HCA	HCI
CTE	1				
ITE	,655**	1			
ACTE	,383**	,648**	1		
HCA	,001	,122	,130	1	
HCI	,111	,209*	,126	,562**	1

Note: TBE: Teamwork Behaviors ITE: Importance of Teamwork STC: Self-perception of Teamwork Capabilities CAS: Cognitive and Adaptability Skills CIS: Collaboration and Integration Skills.

In Figure 1, we can observe the cause-and-effect relationship that is generated between the Necessary Teamwork Skills (TE) and Job Skills (JS), starting from a comprehensive model presented in the following figure.

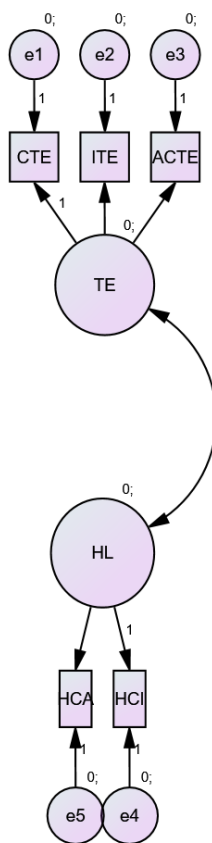


Figure 1. Theoretical Model of Necessary Teamwork Skills (TE) and Job Skills (JS).

Note: TBE: Teamwork Behaviors, ITE: Importance of Teamwork, STC: Self-perception of Teamwork Capabilities, CAS:

Cognitive and Adaptability Skills, CIS: Collaboration and Integration Skills.

The proposed structural equation model achieved a good fit across all model evaluation indices. The Chi-square revealed a significant p-value ($\chi^2 = 0.753$; $df = 16$; $p < 0.001$). However, this index cannot be interpreted in a standardized manner due to a sample size sensitivity issue (Marsh, 2007). Therefore, other standardized fit indices, which are less sensitive to sample size, are used. The Comparative Fit Index (CFI) had an acceptable value of 1. The Normed Fit Index (NFI) showed a value of 0.990, and the Incremental Fit Index (IFI) was 1.011, both of which are acceptable. The Root Mean Square Error of Approximation (RMSEA) obtained an acceptable value of 0.000.

Next, the estimated parameter values of the model for Unaccompanied Foreign Minors (UFM) are observed. These parameters should have an appropriate magnitude, their effects should be significantly different from 0, and negative variances should not be obtained.

In Figure 2 and Table 5, statistically significant relationships ($p < 0.005$) are observed for all associations between TE and its constituent variables, with the strongest correlation being with Importance of Teamwork (ITE) ($r = 3.78$), followed by Self-perception of Teamwork Capabilities (STC) ($r = 1.10$) and the variable related to Teamwork Behaviors (TBE) ($r = 1.00$). Similarly, the same trend is observed for Job Skills (JS) ($p < 0.005$), with the strongest correlation being for Cognitive and

Adaptability Skills (CAS) ($r = 16.18$), followed by the variable related to Collaboration and Integration Skills (CIS) ($r = 7.79$). Additionally, statistically significant differences are revealed at $p < 0.005$ for the associations between TE and JS ($r = 0.38$).

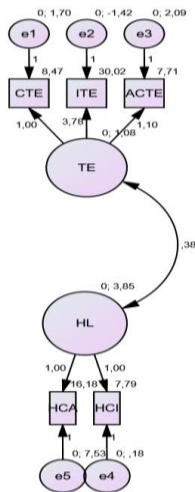


Figure 2. Structural Equation Model

Note: TBE: Teamwork Behaviors, ITE: Importance of Teamwork, STC: Self-perception of Teamwork Capabilities, CAS: Cognitive and Adaptability Skills, CIS: Collaboration and Integration Skills.

Table 5. Regression Weights and Standardized Regression Weights

Relationships between variables			P.R.				P.E.R.
			EST	S.E.	C.R.	P	EST
CTE	←	TE	1,000				8,466
ITE	←	TE	3,781	,637	5,939	***	30,017
ACTE	←	TE	1,096	,165	6,629	***	7,710

Note: TBE: Teamwork Behaviors, ITE: Importance of Teamwork, STC: Self-perception of Teamwork Capabilities, CAS: Cognitive and Adaptability Skills, CIS: Collaboration and Integration Skills.

Note 2: P.R., Regression Weights; P.E.R., Standardized Regression Weights; S.E., Error Estimation; C.R., Critical Ratio; EST, Estimates.

Note 3: *** Relationship between variables statistically significant at the 0.005 level; ** Relationship between variables statistically significant at the 0.01 level; * Relationship between variables statistically significant at the 0.05 level.

The results presented in this research address the proposed objectives.

Discussion and Conclusion

Regarding the first objective, which aims to detect significant differences in the necessary Social Skills for Teamwork based on gender, employment status, educational level, and time in Spain, the data indicate the existence of significant differences in how unaccompanied foreign minors perceive their teamwork capabilities. Specifically, it is observed that unaccompanied foreign minors who are not currently employed and have basic vocational training studies have a better self-perception of their teamwork abilities.

In this regard, it has been demonstrated that when unaccompanied foreign minors are not employed, they become socially excluded and may live in ghettos in host cities (Rodríguez, Urrutia-Rojas, & Gonzalez, 2017). The lack of social interactions, coupled with the limited team working experiences that basic vocational training students may have, contributes to their ignorance about the negative factors of the teamwork process, such as stress, scheduling difficulties, or time constraints for team members (Wilson, Ho, & Brookes, 2017). Therefore, their self-perception is more positive compared to the other evaluated unaccompanied foreign minors.

On the other hand, continuing with the first objective, no significant differences have been found in the necessary Social Skills for Teamwork of unaccompanied foreign minors based on gender and time spent in Spain. This is particularly striking as it contrasts with the results of previous studies with non-unaccompanied foreign minors, which highlighted women's greater teamwork abilities (Dilekli and Tezci, 2020; Shi et al., 2015), although they may sometimes be stigmatized as team caretakers or secretaries (Jayachandran, 2021).

Furthermore, in this study, no significant differences have been found based on gender, employment status, educational level, and time spent in Spain in the analyzed Work Skills. Specifically, in this research, the evaluated unaccompanied foreign minors do not differ in their responses related to Cognitive and Adaptability Skills and Collaboration and Integration Skills. This contradicts previous

studies where female students perceived themselves as having lower cognitive and adaptability skills typically associated with male-dominated fields (Papyrina, Strel, Robertson, 2020; Rodríguez & Vidal, 2020), such as computer science skills (Torres Torres, Román-González, & Pérez-González, 2022). It also contradicts research where employed individuals had better work skills compared to those who were unemployed (Lim & Ling, 2011; Tinoco, Torrecilla, & García, 2020).

Therefore, it can be concluded that sociodemographic characteristics of gender and time spent in Spain do not influence the development of the necessary Social Skills for Teamwork or Work Skills. Additionally, whether they are employed or the type of education pursued by unaccompanied foreign minors does not influence the development of these work-related skills.

Regarding the above, the data demonstrate that the evaluated unaccompanied foreign minors, regardless of the sociodemographic variables analyzed, use Cognitive and Adaptability Skills at a high level and Collaboration and Integration Skills insufficiently. This may be due to the fact that when an unaccompanied foreign minor arrives in Spain, they usually stay in institutions with other minors with similar characteristics, which conditions their integration into the host society, as they interact almost exclusively with caregivers and other unaccompanied foreign minors (Conde-Lacárcel et al., 2020). It is also worth noting that unaccompanied foreign minors may have survived in their home countries, experiencing situations that require them to mature cognitively and adapt to the vulnerability of their surroundings (Edlins & Larrison, 2020). Hence, once they arrive in the country, they continue to use cognitive skills related to these experiences.

On the other hand, regarding the second objective, the findings show a strong correlation between the dimensions of the necessary Teamwork Skills and the factors of Work Skills. This confirms research that links being a good team player with being a good professional (Lim & Ling, 2011; Tinoco,

Torrecilla, & García, 2020). This sets a precedent for future educational interventions with unaccompanied foreign minors in which educational professionals should focus on teamwork skills to prepare these students for professional success.

Finally, the third objective of this research was achieved by analyzing the existing relationships and effects between the dimensions of the instruments used and the structural models designed. In this regard, the values obtained for the parameters of the established models (Davies et al., 2011; Romero-Díaz et al., 2022) are of adequate magnitude and have a good fit. Thus, there is a strong association between the instrument analyzing the necessary Teamwork Skills and the three dimensions it examines. There is also a strong association between the questionnaire designed to assess Work Skills and its two dimensions. All associations are positive and direct.

Considering the conclusions obtained, although they show important findings for educational professionals working with unaccompanied foreign minors, especially in the socio-educational and professional context, these results cannot be extrapolated to all unaccompanied foreign minors in the Spanish context. The research only included participants from the Andalusian region, as well as the cities of Ceuta and Melilla. This could lead to the peculiarities of socio-educational institutions in the analyzed communities and cities affecting the study's results. Therefore, it is recommended that future research should include unaccompanied foreign minors residing in all Spanish regions to obtain more representative findings about those established in the country.

Nevertheless, the results represent a step forward in the vocational and job training of unaccompanied foreign minors, an area that has been little studied, and lay the foundation for significant changes in the vocational education of these students.

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