Abstract – The manner in which school to work transitions are approached by young people is a significant aspect of their educational experience because of the implications that this transition has on their overall socialisation as members of society. This exploration is focused upon how a cohort of young men who attended a second opportunity all-boys’ school for at-risk students in Malta, in the early to mid 1990s, engage in these transitions. It is aimed at defining how influential the participants perceive their relationships with their primary carers or families-of-origin during their upbringing years to have been in their defining occupational or career outcomes, whether their schooling influenced these beliefs, and how this was further evolved as they gathered increased work-experience over time.
Definition of a youth labour market transition. The ILO SWTS was designed in a way that applies a stricter definition of “stable employment” than is typically used in the genre. This, in turn, is instrumental to the development of policy response to prevent the emergence of risk factors, as well as measures to remedy those factors that negatively affect the transition to decent work. Second, it identifies the features of youth labour demand, which help determine mismatches that can be addressed by policy interventions. Third, in countries where the labour market information system is not developed, it serves as an instrument to generate reliable data for policy-making and for monitoring progress towards the achievement of MDG1.