This paper examines the Scottish experience of developing a curriculum for youth work which coincides with Ord's view of the UK context, where:

Youth work is necessarily critical and aspires towards social as well as individual change and transformation. It is committed to challenging and confronting inequality and not accepting that it is inevitable.

Ord (2007, p. 119)

Yet, in the late 1980's, the Scottish response to calls for curriculum development in was different to other parts of the UK. Here, the curriculum for youth work was grounded in development of programmes already present in youth work (Milburn et al., 1995). Despite organisational differences, grassroots participation helped to establish a process based curriculum which included work with young people in trouble, who were homeless or involved in peer education projects based on drug information and sexual health. These were not evident elsewhere and suggest that the youth work curriculum in other parts of the UK was different, 'in concept and methodology from that which has been created in Scotland' (Milburn et al., 1995, p. 32).

More recently, Curriculum for Excellence (Scottish Government, 2013) aims to transform education in Scotland by synthesizing a breadth of planned learning experiences that enable young people in a range of settings to develop their capacities to be successful learners, confident individuals, responsible citizens and effective contributors. This paper offers insights into a youth work curriculum that has been concerned with these capacities for over 30 years.

It explores the 'fit' between youth work curriculum and Curriculum for Excellence as a means conceptualising and creating new learning environments, both inside and outside of schooling, for young people to achieve their full potential as confident and successful learners and full citizens. The paper suggests that greater collaborative effort will improve boundary crossing narratives and actions among managers and both teaching staff and youth workers - narratives that are inclusive and that all can subscribe to. The recent introduction of a legislative framework for CLD (including Youth Work) in Scotland (Scottish Govt., 2013), makes this an exciting time for youth work where coherence has come from grass roots development of youth work curriculum and emerging practices around Curriculum for Excellence, to create new possibilities for working with young people in a school setting.

References withheld due to word count (they are available on request)