drug use, but implementation complex and costly

friendly environment outside as well as inside school by engaging

the support of parents and community leaders. Two major US

studies found such programmes delayed onset of

USA, under 21) drinking through classroom lessons, peer-led

activities, support for parents, and community mobilisation. It

began at age 11-12 and outcomes have been reported up to age 13–14. 20 communities were randomised to the intervention or to

act as controls. Children were surveyed before the programme and then each year for three years, by when 19% had been lost to the study, leaving 1901. Between baseline and age 13-14 the rise in past-week drinking had been nearly twice as steep among controls as among intervention children. Further analysis revealed that significant outcomes were confined to the 62% of pupils who at baseline had not yet tried alcohol, including fewer drinking or smoking cannabis or tobacco, less susceptibility to drug problems,

Project STAR (study 2) also started at age 11–12. Its impact persisted for at least five years; fewer teenagers reported regular drunkenness or frequent use of cannabis or tobacco, and fewer among themselves or their families sought help with drug problems. Compared to conventional drug education, STAR costeffectively contained health and treatment costs. In its review of research, study 2 concluded that community extensions to educational interventions prevent more serious forms of drug use. In context Both curricula have been authoritatively judged among the best and best proven of their kind. However, the STAR study suffered from non-random allocation of schools and a blurring of the distinction between control and experimental conditions. In another US city (where randomisation was more thorough) STAR recorded less impressive results. Both Northland (because these operated in control schools) and STAR (in the costeffectiveness calculations) were compared with programmes with minor if any known impact on drug use. Set against more effective curricula ( Nuggets 1.11), community approaches might seem less attractive, though presumably the benefits are spread wider. In the UK a programme like Northland aimed at abstinence and of no proven impact on early drinkers (twice as common here as in the Northland communities) would be less relevant and less likely to gain support. Northland's communities were mainly rural, middle class and white. Though adjustments were made, matching of control and intervention districts was imperfect and the study randomised school districts but analysed outcomes among pupils. Practice implications Though promising, adding community enhancements to effective drug education has yet to be proved cost-effective. Implementation is costly, complex and unpredictable though more feasible in identifiable (by residents as well as health educators) communities which recognise their drug problem but in which it not yet out of control. Unless sensitively planned, the attempt to involve parents can fail to reach families most in need. The Home Office recommends community anti-drug interventions ( Secondary sources) and has funded the first comprehensive evaluation of a such a project in the UK. Main sources 1 Perry C.L., et al. "Project Northland: outcomes of a

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and better relations with school and family.

Project Northland (study 1) aimed to prevent underage (in the

alcohol and drug use among younger adolescents.

Findings Community programmes seek to create a prevention-

2.15 Community mobilisation cuts drinking and