Author’s response to reviews

Title: The acceptability, feasibility and impact of a lay health counsellor delivered Health Promoting Schools programme in India: a case study evaluation

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Author’s response to reviews: see over
Dear Editor,

Many thanks for allowing us the opportunity to address further reviewer comments. We have incorporated Dean Whitehead’s suggestion of providing more referencing of the literature on healthy settings and school health promotion, by expanding on the introduction paragraph (pasted below). We have also made some minor language edits, and added a sentence to describe the scope of the intervention at the end of the methods section.

Please let us know if you require any further modifications.

We look forward to your response.

Sincerely,
Divya Rajaraman

*Addition to the introduction paragraph*

“Since the World Health Organization (WHO) Ottawa Charter of 1986, there has been increasing recognition of the need for the need to promote health in the settings in which people live, learn, work and love [6-8]. Given the amount of time young people spend in formal education, schools are an ideal setting for promoting adolescent health [9, 10]. The government of India, in its National Health Policy, has identified schools as a key location for improving the health of young people, through provision of information and health services [11]. The WHO Health Promoting Schools (HPS) model was endorsed by a Government of India committee in 2007 [12]. Some of the distinguishing features of a HPS are that it involves all significant concerned stakeholders; strives to provide a safe and healthy environment; promotes skills based health education; promotes access to health services; promotes adoption of health promoting policies & practices; and, ultimately strives to improve health of the community [9]. Health promoting schools go
beyond the conventional model of simply providing information about health; they aim to create a setting where the school environment, policies, institutional culture and linkages with external partners all contribute to improving the health and educational outcomes of students; the approach fosters greater empowerment and health literacy within a society [13].”