



Prime Minister

Content for the Home Secretary

to publish this reply QUEEN ANNE'S GATE LONDON SW1H 9AT
to the Education Select

Committee, subject to colleagues.

9 November 1983

See especially the last page
of the draft.

Yes
11/11

Yes
mk

2 Willie,

You will recall that the Education, Science and Arts Committee of the House of Commons published its Report on Prison Education on 25 April.

The Committee spent some time taking written and oral evidence from the Home Office and from a wide range of other organisations including, for example, the local authority associations, the teachers' and civil service unions concerned and HM Inspectorate of Schools. The Committee made a number of visits to prison service establishments and also took evidence from a prisoner from Wormwood Scrubs and from a former prisoner from Holloway.

The report was finalised in something of a hurry because of the forthcoming Election, and large parts of it were amended or approved on the casting vote of the Chairman, Christopher Price, in sessions attended by only two other members. The result is a disappointing and rather unbalanced report, which in many respects deals with issues concerning prison administration rather than prison education.

We have consulted widely on the report, including the local authority associations, the teachers' and civil service unions, HM Inspectorate of Schools and education officers in prison service establishments. Such wide consultation has naturally produced a wide variety of views. Everyone would like more money, staff and accommodation, and some of those who have been consulted pin their hopes, like Harry Greenway, on formal structures, including legislation. The attached draft reply takes account of all the consultations. It deals firmly - in response to recommendation 17 - with the question of resources and what can realistically be achieved, and it rejects the arguments for substantive legislation with its proposals to confer on prisoners a right to education which is not available to law-abiding adult members of the community. The proposed reply also rejects some of the other recommendations which are concerned mainly with prison administration. But in general it accepts the recommendations dealing with education, as a basis for further progress, and we have not attempted to deal with all the rather tendentious remarks in the body of the report. The result is a fairly low-key document. This seems right, given the time which has elapsed since the report was published and the various major statements about criminal justice policy which I have made, and will be making this autumn.

The draft reply has been agreed with officials of the Department of Education and Science and has been approved by the Prisons Board. I intend to publish it as soon as possible, and preferably before the White Paper on Public Expenditure. I shall be grateful for your agreement, and for any comments from you and colleagues by 21 November.

I am sending copies of this letter to the Prime Minister, to the other members of H Committee and to Sir Robert Armstrong.

The Government Reply to the
First Report from the
Education, Science and Arts Committee
Session 1982/83 HC 45-I

PRISON EDUCATION

Presented to Parliament by the
Secretary of State for the Home Department
by Command of Her Majesty

1983

LONDON

HER MAJESTY'S STATIONERY OFFICE

Cmnd

£ net

GOVERNMENT REPLY TO THE FIRST REPORT FROM THE EDUCATION,
SCIENCE AND ARTS COMMITTEE (SESSION 1982/83 HC 45-I):

PRISON EDUCATION

1. The Government welcomes this report as an important landmark in the history of prison education. Although education has been a statutory feature of prison regimes since 1823, it has not previously been the principal subject of a parliamentary report. As the Committee has remarked, it is "an area hardly touched by public scrutiny".
2. Education found its way statutorily into prison regimes as part of the prison reform movement of the late 18th and early 19th centuries, being valued as an aid to bible-reading and religious instruction. As confidence in their rehabilitative effect began to wane, so too did prison education. However, from 1870 onwards, probably under the influence of Forster's Education Act, it retained its place in the prison regime, under the continued direction of chaplains, on its own merits, as the teaching of "the 3 Rs". To this day the teaching of the basic skills remains an important feature of prison education. Of 33,341 people detained in prisons, assessed recently for their competence in literacy, 6.28% were found to have a reading age of 8 years or less; this figure rose to 14.52% when the reading age was raised to 10 years or less.
3. As the Committee recognised, other aspects of education, related to serious academic study, recreation and vocational skills, have also had an increasingly important part to play in prison regimes, slowly between the two world wars and more quickly thereafter. In the late 'forties the then Prison Commission invited local education authorities to provide teaching

services in prisons, and chaplains gradually withdrew from their supervisory role. From the early 'fifties the expenditure incurred by local education authorities in providing education in prisons was met by the Exchequer in full, and arrangements were made for advice and inspection by HM Inspectorate of Schools. These developments began the process of raising prison education everywhere, for the first time, to a professional par with education services in the community, even though it functioned largely on a part-time basis, evenings only. In the words of Sir Lionel Fox, Chairman of the Prison Commission at the time, the first steps had been taken "to devise plans by which education in its widest sense would be made more purposive and be more fully integrated into the training, not left as an optional and spasmodic side issue".

4. In the mid 'sixties, following the abolition of the Prison Commission, the Home Office established its own professional education unit to coordinate the many interests on which prison education depends, to unite with it prison library and vocational training services, and to develop an organisation to give professional and administrative shape and direction to the arrangements, so that further development could take place enabling education to function in all Prison Service establishments as "a tool for a job, an aid to living", as the then Minister of State in the Home Office expressed it.

5. Since then the scale of prison education has steadily increased. A budget in the mid-sixties of less than £1¹/₂m for all prison education, library and training facilities has risen to an estimated £12.1m in the

current financial year. In consultation with the principal national bodies concerned, policy statements on various aspects of prison education have been drawn up and many of the developments they envisaged have taken place. Full-time education staff have increased from 129 in 1967 to 403 in 1981/82, their posts graded by the same criteria as are laid down in the statutory document dealing with the pay of teachers in further education. Salaries and conditions of service are dealt with in a joint negotiating committee based on the Burnham Further Education Committee. The Home Office Education Branch, incorporating the professional and administrative framework for prison education, library and vocational training services throughout the prison system has continued to develop; a larger and more varied scale of vocational training has come into being, closely reflecting employment training facilities in the community; education units in all Prison Service establishments have developed a more organised and professional role; in-service training arrangements for education staff have improved considerably; the scale and academic range of prisoners' education opportunities have greatly increased; and major improvements have occurred in education accommodation, furniture, equipment and materials. In consultation with the other organisations concerned the Home Office has begun work on plans for the next stage in the evolution of prison education.

6. By the time the Committee began their Inquiry there had been a number of other relevant developments. The difficulties of the Prison Service had been examined in 1980/81 in the Fourth Report of the Home Affairs Committee (HC 412), and the Government published its reply in

December 1981 (Cmnd 8446). Earlier this year the Home Office introduced a review of management structure in Prison Department establishments. It had also begun to apply a prisons costings system, was reviewing the relationships between prison regime services under the Accountable Regimes Project and had undertaken a study in depth of the Service's manpower needs. The Government has considered the Committee's report in the context of those wider issues.

7. The Government notes that the report deals only with education in prisons, although the Home Office has responsibility for education in young offender establishments as well. Moreover, as the report indicates, the prison education services embrace not only education and vocational training but also libraries. The Committee decided not to comment on that service although it recognised its importance as a support without which "a great part of education facilities could be lost or wasted". As the Home Office explained in its written evidence, physical education is organised in all establishments as a separate service. The Government welcomes the Committee's conclusion that the service is an important part of the prison regime and that it is very well run.

8. The Committee's 23 recommendations fall broadly into two groups: those concerned with education as such, and those concerned primarily with prison administration. The Government welcomes the fact that the recommendations relating mainly to education (nos 1 to 4, 6, 8(a), 10 and 14) broadly reflect and support existing policy and practice and pave the way for their further development in the years immediately ahead.

On the other hand, it notes that while some of the remaining recommendations, dealing mainly with prison administration, reinforce existing procedure (nos 5, 18, 20 and 22), some are critical of present practice (nos 8(b), 9, 11, 12 and 17), and others break new ground (nos 7, 13, 15, 16, 19, 21 and 23). The Government has considered these recommendations in particular in the light of their implications for manpower and other resources and for prison regimes as a whole. The speed with which any of the recommendations with resource implications can be implemented will depend on the availability of those resources at all levels. That issue is dealt with more fully in reply to recommendation 17.

9. Education services are clearly an important feature of prison regimes as the Committee's report establishes, as the May report on the United Kingdom Prison Services stressed earlier, and as is evident to readers of the recently published reports of HM Chief Inspector of Prisons and HM Inspectorate of Schools. But they are not the only services for the useful occupation and training of prisoners. The control of prisoners is not the objective of education in prisons but it undoubtedly contributes to the orderly conduct of establishments. All regime services are inter-related, and recommendations made about any one of them inevitably have consequences for all the others. In short, as the report itself recognises, prison regime services have to be considered as a whole.

10. The Government's views on the specific recommendations made by the Committee are set out in the following paragraphs.

Recommendation 1

The proposals made in NACRO's "Bridging the Gap" should be carried

out as soon as possible.

Recommendation 2

As a first step, Local Education Authorities should establish the appointment of Rehabilitation Unit Staff on the same lines as Kent County Council.

Recommendation 1 reflects and supports the policies currently followed by the Home Office and those local education authorities which provide teaching facilities in prison service establishments to help former prisoners continue the education and training they have received in custody. The Home Office will continue to work closely with the authorities to develop these policies further. Experience to date indicates that it would be desirable to extend them to all local education authorities, that they need the support of other public bodies and the appropriate voluntary agencies; and that more guidance would be helpful on the coordination locally of the various organisations involved. Within prisons, much will depend on the time the existing education staff can devote to this matter in relation to the other demands on them, and on the training for the purpose which can be given. The same is also true of educational institutions in the community. A number of authorities, of which Kent is one example, have established special rehabilitation units.

Recommendation 3

All parties concerned, as a matter of urgency, should jointly review and greatly increase the general level of support given to Prison Education

Departments by LEAs.

Recommendation 4

Education staff should be attached to local colleges of further education or to institutes of adult education, whenever practicable.

The Government accepts that the nature of the prison environment is such that education staff, most of whom are part-time, need at least as much professional support as do staff in educational institutions in the community. The level of support available at present varies from prison service establishment to establishment. The need now is for the Home Office, in consultation with the local authority associations concerned, to identify the best practices and to apply them generally to prison education departments everywhere. These practices include, for example, professional bases for education staff in suitable further or adult education institutions, assistance from authorities' advisory and inspection services, and staff in-service training and career development facilities. Education staff, for their part, need to be more receptive to the support and supervision of their authorities.

While the specific proposal in recommendation 4 is generally acceptable, local needs and circumstances may suggest alternative arrangements, and where such arrangements are already in being and working well there may be no case for disturbing them. Where staff are attached to colleges, however, good professional practice certainly indicates the need for what the Committee describes as "genuine integration within the overall college provision and structure so that the prison is not regarded

as a separate outpost, appended as an operational expedient". Greater flexibility in the contracts of service of education staff than has been customary so far is desirable to facilitate interchanges between service in prison establishments and in maintained establishments of education, and will be negotiated through the appropriate channels.

Recommendation 5

Arrangements should be made for wider communication between LEAs and local colleges of further education on the one side and prison staff on the other.

The Government accepts that all prison staff have much to offer, and to learn, from increased contacts with local education authorities and colleges of further education. Such contacts can be of particular benefit in the training of vocational training instructors, prison officer librarians and prison officers generally, as well as of education officers. Prison service staff for their part can contribute to the general public teaching of further education establishments in such areas as human behaviour and the social sciences more widely.

Recommendation 6

The in-service training of prison education staff should be extended by LEAs and greater efforts should be made to persuade staff to take advantage of such training.

This recommendation reflects existing Home Office and local education authority policy for the in-service training of education staff in prison service establishments. Certain aspects of such training, eg induction

(operational) training for newly appointed education staff, later in-service (operational) training, management training, the inter-face of professional and operational activities, and the aims, objectives and rationale of the Prison Service, fall more within the responsibility of the Home Office than of the local education authorities. Other aspects, such as those dealing with the curriculum and teaching method, are more appropriate to the authorities. The Home Office, which finances the education staff in-service training programme, has tended in many instances to take the initiative in planning every aspect of such training. In future, it would wish to encourage the authorities to play a bigger part in the arrangements, especially where matters related to their particular expertise are concerned. The need for the department and the authorities to work closely with each other in all aspects of in-service training for education staff is fully recognised.

A great deal is in fact already being done by way of in-service training for prison education staff. The experience gained suggests that closer examination is needed of the training needs of particular groups of teaching and instructional staff, and that agencies which run structured courses of in-service training for education staff, such as universities, polytechnics and colleges of education, should be made more aware of the needs of prison education staff. An authority which provides education facilities in several prison service establishments will be more aware of those needs than an authority which provides facilities in only one. It may be that in such cases Regional Advisory Councils could perform a useful bridging function. The Home Office will pursue these matters further in consultation with the local authority associations concerned.

Recommendation 8

The Prison Department should set up machinery:

(a) for greater consultation with LEAs about the provision of facilities; and

(b) for a less cumbersome system of obtaining teaching resources, incorporating a system of interchangeability of Home Office and LEA equipment.

Recommendation 8(a) supports existing Home Office and local education authority policy as reflected in the recently established Education Services Consultative Committee. That committee comprises the principal national bodies and organisations involved in the provision of education facilities in prison service establishments. Corresponding local consultative committees are gradually coming into being to further better communication and understanding between managements of individual prison service establishments and the relevant local education and public library authorities. The Home Office will continue to encourage these developments.

Under the present arrangements for obtaining materials and equipment education officers have to deal with a number of agencies, according to the nature of the materials required and the level of expenditure. But having regard to the need to make the best use of available resources the Government does not accept that the arrangements are cumbersome. The system is well understood by the majority of those concerned, and it is kept under review.

Recommendation 9

(a) Accommodation designed for the purpose of education should so

be assigned and once assigned should not be taken away for other purposes.

(b) Prison officers should be made available in sufficient numbers and at appropriate times to enable full use to be made of educational accommodation.

The Government does not consider that it would be practicable to accept these recommendations as they stand. Accommodation allocated for a particular regime activity, including education, normally remains available for that activity. Where a change of use is unavoidable alternative facilities are usually provided. The size and nature of the prison population makes it impossible to guarantee that any part of the estate will be devoted to a particular purpose. But improvements are constantly being made, and the provision of appropriate accommodation for education will continue to figure in the Government's programme for the building of new prisons and the refurbishment of the existing estate.

Staff shortages, and overcrowding, have a serious effect on all regime activities, especially in local prisons. More prison officers are being recruited. The Home Office's management strategy relies on making the most efficient use of its available manpower and other resources. In doing so it seeks to maintain a balance between competing demands for those resources and to preserve, and where practicable improve, the quality of prison regimes. The best way to strike that balance varies from establishment to establishment and from time to time, and it must take into account other considerations such as the need to retain control. It cannot, therefore, be based on a requirement to give absolute priority in all circumstances to one particular regime activity such as education.

Recommendation 10

Advantage should be taken of the experience of LEA colleges in

vocational training to broaden the scope of training in prisons (eg by introducing computing, wider office practice, hairdressing, etc).

Extensive use is already made of the experience of colleges of further education in the provision of vocational training courses. There are strong links between the Home Office and the Manpower Services Commission and the Further Education Unit, the City and Guilds of London and other agencies for vocational education and training. New vocational training courses in prisons are introduced from time to time, and existing courses are periodically up-dated. There are already computer courses at Leyhill prison and Rochester youth custody centre, and there is a hairdressing course at Drake Hall prison. Over the last few years industrial cleaning courses have been introduced at Featherstone, Frankland and Onley prisons and at Glen Parva and Hollesley Bay youth custody centres. In young offender institutions advantage is currently being taken of the Youth Opportunities Training Scheme to remodel their vocational training courses. The Home Office will continue to seek further opportunities to develop the range and quality of courses.

Recommendation 11

Construction Industry Training should be united with Vocational Training as an integral part of the Prison Education Department.

The education, vocational training and construction industry training services have a number of interests in common, such as course design and content, teaching and instructional methodology, course validation and certification.

All three services need to be able to stand comparison with their counterparts in the community, where considerable changes are taking place, focussed largely on their integration. The local education authorities, the Manpower Services Commission, the Further Education Unit and the Colleges of Further Education are playing a significant part in these developments. A better means than is currently available in the prison service has now to be found to associate the authorities and colleges with prison vocational training and construction industry training arrangements. The relationship between vocational and construction industry training in prisons will be kept under review by the Home Office. But in considering any possible changes in the existing arrangements the Department will need to keep in mind the important contribution which construction industry training makes to the prison building and maintenance programme.

Recommendation 12

All Civilian Instructional Officers should be transferred with full protection of grades, salaries and superannuation, to employment by the LEAs.

The Government does not accept this recommendation. The Civilian Instructional Officer (CIO) grade is a Treasury staff grade whose members share common salary scales and conditions of service and undertake a variety of different tasks throughout the civil service. Within the prison service alone, for example, vocational training (VT), construction industry training (CIT) and industrial training instructors and supervisors are all CIO's. To withdraw the VT and CIT staff from the grade would have

serious consequences for its role and stability, whilst at the same time offering no guarantee that the image and standards of VT and CIT would be significantly enhanced. It is by no means clear that the staff concerned wish or are suitable to enter the service of the local education authorities. The report suggests that the cost of the change could be as high as £876,000. Even if, as the Committee argues, the cost in practice were less than this, the Government would not think it right, at a time of serious restraint on public expenditure, to incur any cost in effecting such a change, unless it were shown to be essential.

Recommendation 13

There should be a designation, and where necessary appointment, of an Assistant Governor in each establishment, to be responsible for the management of regimes, including education.

Some prison service establishments are so large and complex that some delegation of responsibilities for particular issues to senior members of staff is inevitable. But the extent and level of delegation must reflect the needs of the individual establishment and the implications for resources. Delegation of responsibility for the management of regimes including education to an Assistant Governor may not be appropriate in every case. These matters will be considered further in the review of management structure in the prison service which is currently being undertaken by the Home Office.

Recommendation 14

The process of eliminating the 38 week academic year in prison education departments should be initiated as soon as possible.

This recommendation reflects and supports existing policies currently followed by the Home Office and the local education authorities. Prisons are not run on the basis of academic terms. Education already functions throughout the year in detention centres, and, as far as working hours are concerned, the new youth custody centres are being geared to a 46 week educational year. Twenty-five prisons are at present functioning on less than a 40 week year in working hours at this time, with 24 others on less than a 46 week year. The aim is to achieve a 46 week year in all prisons.

Recommendation 15

The National Prisoners' and Trainees' Education Services Consultative Committee should carry out a review of prison education inspection with a view to better coordinated and more regular inspections in future.

The Government accepts the need for the regular monitoring and assessment of the work of prison education services. It draws a clear distinction however between the work of local education authority college and advisory staff and that of the Home Office Education Branch on the one hand, and the functions of the independent inspectorates on the other. The Home Office and the local education authorities already consult closely with each other about the monitoring and assessment activities in which their own staff are involved, and both cooperate readily over these matters as they involve HM Inspectorate of Schools. Such consultations will be developed further in the light of the recommendation. The Government would not however wish to interfere with the independence of HM Chief

Inspector of Prisons and HM Inspectorate of Schools in the way implied by the recommendation. But it welcomes the fact that discussions are shortly to take place between the two inspectorates to discuss arrangements for liaison and cooperation.

Recommendation 16

(1) There should be a new Prison Regimes Act covering the whole of the prison regime, encompassing the main recommendations on this area in the May Report.

(a) The opening section of the Act should be:

"The purpose of the detention of convicted prisoners shall be to keep them in custody which is as secure as is necessary and yet positively promotes their self-respect, social responsibility and all possible progress towards rehabilitation".

(b) The Act should include the European Standard Minimum Rule 72(3) modified to include education as a proper alternative form of work:

"Sufficient work of a useful nature or education shall be provided to keep prisoners actively employed for a normal working day".

(c) The Act should also include provisions for:

(i) a prisoner to have, throughout his sentence, the right of access to education; and

(ii) a prisoner to have, at some time during his sentence, a right to the period of full-time education necessary for

him to attain the educational objective to which he has been working; and where industrial employment is available and education facilities can be provided, a prisoner should have the right to take advantage of these facilities: Except in cases where the Governor has good security or disciplinary reasons to deny these rights.

(2) Rules should be made under the Act setting out the more detailed aspects of the regime in general and education in particular.

The Rules should include provision for:

- (i) The remuneration of prisoners undertaking full-time education, at a rate equal to that earned in prison industries.
- (ii) The proper assessment by the Education Officer of a prisoner's educational needs at induction and at regular periods during his sentence. The assessment should take into account basic skills requirements and the possible value of work as an educational tool.

Recommendation 7

The Prison Rules made under the legislation we propose in Recommendation 16(2) should define the lines of accountability of Education Officers and other teachers and instructors to Governors, LEAs and the Prison Department.

As the Committee recognises, recommendation 16 goes well beyond the question of education in prisons, dealing as it does with the purposes of

imprisonment and the European Standard Minimum Rules, which are matters of continuing debate. As indicated elsewhere in this reply, the Government is firmly committed to preserving and where possible improving the quality of prison regimes, in which both work and education have important parts to play. The main problems in relation to all regime activities are the shortages of prison officers and pressure on accommodation. Regimes generally will therefore benefit from the vigorous steps the Government has taken to expand and accelerate the prison building programme, including the refurbishment of many of the existing prisons, to increase the numbers of prison officers and to improve the management of the prison service. But the Government considers that primary legislation dealing with regimes is neither necessary nor desirable.

As Home Office witnesses made clear in evidence to the Committee, the Government accepts that certain of the existing Prison Rules, including those relating to the provision of education, are in need of revision, and this will be undertaken in due course. The existing Rules relating to the prison education services do not, however, inhibit the imaginative and constructive development of those services, as their growth during the last 20 years illustrates.

The existing Rules require that every prisoner able to profit from the educational facilities provided at a prison shall be encouraged to do so. Every effort is made to give effect to those Rules. The Government rejects in particular the statement in the report that "prison staff attitudes and apathetic teaching staff and education officers" conspire together "as a positive discouragement from participation in education". But the Prison Rules do not give a prisoner the right to education contemplated in the recommendation

The Government does not consider that it would be appropriate to distinguish education in prisons from other regime activities in this way or to give such an open-ended commitment to public expenditure; and it specifically rejects the proposal to confer on prisoners a right which is not available to law-abiding members of the community.

The present earnings policy in prisons is based on the principle of offering a reasonable incentive to those inmates who wish to develop their own knowledge, skills and expertise by means of education and training courses without imposing a disincentive on those who gain training, and help to reduce regime costs, through their employment in workshops or farms and horticultural units. This is a difficult balance to strike and maintain. But the Government considers that the present one whereby prisoners on courses receive broadly average earnings is about right. The Home Office will continue to review particular areas of difficulty on their merits.

The desirability of a proper assessment by the education officer of a prisoner's educational needs on induction and at regular periods during his sentence is accepted. This is already the case in young offender establishments and in many establishments for adult offenders, particularly training prisons.

The Government recognises the need for a clearer definition of the lines of accountability of prison education staff. The review of management structure in prison service establishments which the Home Office is currently undertaking will take recommendation 7 into account.

Recommendation 17

Ways should be found to restore the cuts made in prison education

services in the last 5 years and that plans be made for a substantial increase in services.

Financial provision for prison education has been substantially increased by the present government, as Home Office evidence to and correspondence with the Committee has made clear. Expenditure for education and related training has risen from £5,623,124 in 1978/79 to an estimated £12,154,000 in 1983/84. The Government's position is that public services must contain their expenditure within planned financial provision. The importance it attaches to prison education services must be seen in the context of the financial provision which can be afforded to sustain them. With increased financial provision, and the scope for improvements in efficiency, the Government believes that its present policies and plans will enable the education services to develop their quality and variety. But they cannot, any more than any other branch of the public service, be permitted to maintain a particular level of service irrespective of cost.

Recommendation 18

The Prison Department should remove obstacles to Prison Officers engaging in prison education and should make positive arrangements to enable them to be trained in this role.

The Government does not accept the statement in the report that prison officers' attitudes to education are "often negative or even obstructive". Prison officers already have opportunities to serve as librarian officers, and as VT and CIT instructors, and to receive training

1-9 NOV 1983

11 12 1
9 8
7 6



DEPARTMENT OF EDUCATION AND SCIENCE

ELIZABETH HOUSE, YORK ROAD, LONDON SE1 7PH

TELEPHONE 01-928 9222

FROM THE SECRETARY OF STATE

Rt Hon Patrick Jenkin MP
 Secretary of State for the Environment
 2 Marsham Street
 London
 SW1 3EB

nbpm
ans
191

10 January 1984

Dear Patrick.

Thank you for sending me a copy of your letter of 22 November to Leon Brittan, about the draft Government response to the ESAC Report on Prison Education; I have also seen a copy of Leon's reply dated 4 January. *will request if required*

In the discussions preceding the preparation of the draft, officials here were of course at pains to emphasise the financial constraints under which the local education authorities are having to operate; Home Office for their part fully took the point that any significant increase in expenditure on prison education would need to be met by their Department under the well-established reimbursement arrangements, and the response was drafted on that assumption. But I recognise that this underlying premise might perhaps be brought out more clearly for the benefit of readers without prior knowledge of the way prison education is financed, and I think that the amendments now proposed by Leon should be sufficient to meet your point.

What I have just said, of course, is relevant also to Peter Rees' letter of 2 December in so far as that concerned the local authority dimension; but I suspect that Peter's prime concern was with Home Office Vote expenditure.

I am copying this letter to the Prime Minister, other members of H Committee and Sir Robert Armstrong.

Yours ever,
Kevin

Home A. Prison 5 Pt 2

100



10 JAN 1



Treasury Chambers, Parliament Street, SW1P 3AG

Rt Hon Leon Brittan QC MP
Secretary of State
Home Office
50 Queen Anne's Gate
LONDON
SW1H 9AT

abpm
Dms
2/12

2 December 1983

Dear Home Secretary,
RESPONSE TO THE EDUCATION, SCIENCE AND ARTS COMMITTEE REPORT
ON PRISON EDUCATION

Thank you for copying to me your letter of 9 November to Willie Whitelaw enclosing a draft of your proposed response to the Education, Science and Arts Committee Report on Prison Education.

To the extent that you can absorb the costs of recommendations which you accept that is a matter for you. However, if this is not the case, we should avoid creating expectations which may lead to pressure for additional resources in the future. As the response stands, the occasional reference to specific recommendations may leave the reader with the impression that it is to those recommendations alone that the caveat in the introduction refers.

I would therefore feel more comfortable if the introductory paragraphs were reinforced, along the lines of the draft response to Recommendation 17. What is said there about the necessary limits which apply to expenditure on public services should cover all the recommendations which you propose to adopt or explore in more detail.

I am sending copies of this letter to the Prime Minister, other members of H Committee and to Sir Robert Armstrong.

yours sincerely

PR

for PETER REES

*(apparently the Chief Secretary
is absent in his absence)*

Have Off,
Argon Server,
P42

2 DEC 1983





2 MARSHAM STREET
LONDON SW1P 3EB

01-212 3434

My ref: J/PSO/16579/83

Your ref:

22 November 1983

nbpm
Dms
22/11
Dear Leon,

PRISON EDUCATION

Thank you for sending me a copy of your letter dated 9 November to Willie Whitelaw with the draft response to the report by the Education, Science and Arts Committee on Prison Education.

I see that the reply has been agreed with officials of the Department of Education and Science and that the local authority Associations were consulted on the report. Nonetheless I am concerned that the draft reply does not appear to address sufficiently the financial and manpower resource implications for local authorities as distinct from the specific provision for prison education as such. Keith Joseph is better able than I to assess these effects but I would have thought that they might not be inconsiderable for those authorities where major prisons are located. We are currently under pressure from the local authority associations who argue that we are on the one hand imposing severe financial constraints on the authorities but are continuing on the other to impose new duties and obligations on them. The Joint Manpower Watch Group is about to look at this matter on behalf of the Consultative Council on Local Government Finance.

I think it is important therefore that the reply should give a general indication of the extent to which the implementation of the proposals will cumulatively impose extra costs or manpower requirements on local authorities and whether they will be assisted in any way. I do not think this need affect the responses to the individual recommendations, though if in a particular case there could be considerable resource implications a cautionary line should be taken or, if appropriate to forestall criticism, an indication that the Associations either support or have accepted the recommendation.

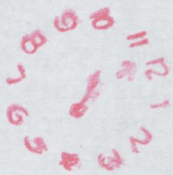
I hope it will be possible to give proper consideration to this point within the timescale you envisage.

Copies of this letter go to the Prime Minister, to the other members of H Committee and to Sir Robert Armstrong.

Your ever
Pat

PATRICK JENKIN

Home Affairs: Policy towards Prison Service
Pt 2



24 MAR 1985



DEPARTMENT OF EDUCATION AND SCIENCE

ELIZABETH HOUSE, YORK ROAD, LONDON SE1 7PH

TELEPHONE 01-928 9222

FROM THE SECRETARY OF STATE

The Rt Hon Leon Brittan QC MP
Home Secretary
50 Queen Anne's Gate
LONDON SW1H 9AT

*n bpm
Dms
18/11*

18 November 1983

Dear Leon,

Thank you for your letter of 9 November, seeking the agreement of colleagues to the publication of a Government response to the Select Committee Report on Prison Education. Two or three minor drafting points have, I understand, been put by officials here to yours. Subject to that, I am quite content that you should proceed.

I am copying this letter to the Prime Minister, to the other members of H Committee and to Sir Robert Armstrong.

Eun.

Kew.

Time P88
P888-8888
P888

18 NOV 1983

11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100



FILE

207

10 DOWNING STREET

H CTTEE:- LCO NIO SO D.Trans
LPO DOE WO DHSS
D.Emp Chief Sec
CDL
14 November, 1983 C.Whip

From the Private Secretary

The Prime Minister has seen a copy of your Secretary of State's letter of 9 November to the Lord President about the Government's response to the Report of the Education, Science and Arts Committee on Prison Education.

The Prime Minister is content with the terms of the draft reply, subject to the views of colleagues, and agrees that your Secretary of State should publish it as soon as possible.

I am sending a copy of this letter to the Private Secretaries to the members of H Committee and to Richard Hatfield (Cabinet Office).

(David Barclay)

A. Jackson, Esq.,
Home Office

6