

EDUCATION BUREAU CIRCULAR MEMORANDUM No. 42/2021

From : Secretary for Education

To : Heads of all Secondary Schools,
Primary schools and Kindergartens
(excluding ESF schools and
international schools)

Ref. : EDB(CDI/TR)/300-1/1/20 (2)

Date: 23 March 2021

(Note : This circular memorandum should be read by heads and teachers of all secondary schools, primary schools and kindergartens.)

Selection of Quality Textbooks and Learning and Teaching Resources for Use in Schools

Summary

This circular memorandum aims to remind schools of the points to note in the selection of textbooks as well as learning and teaching resources. It should be read in conjunction with the [Education Bureau \(EDB\) Circular Memorandum No. 172/2015](#) (“The Implementation of the Policy of Debundling Textbooks and Teaching / Learning Materials for Pricing”). Heads of schools should circulate this circular memorandum to all teachers for information. This circular memorandum supersedes EDB Circular Memorandum No. 26/2020 issued on 13 March 2020.

Details

2. The Recommended Textbook List (RTL) and the Recommended e-Textbook List (eRTL) for the 2021/22 school year will be uploaded to the “Textbook Information” webpage of the EDB website (www.edb.gov.hk/textbook) in mid-April 2021. Schools should exercise their professional judgement in the selection of quality and suitable textbooks for their students. Schools may also select and use other learning and teaching resources to meet the learning needs of their students.



3. When selecting textbooks as well as learning and teaching resources, schools should follow the recommendations detailed in the “Notes on Selection of Textbooks and Learning and Teaching Resources for Use in Schools” (*Annex 1*) **including taking into consideration the educational needs and abilities of their students as well as the financial burden on parents. Schools should also assess if there is a genuine need to prescribe supplementary workbooks.** Mechanical drills / exercises for examination practices are neither appropriate nor effective for learning. As the quality of such exercises is not guaranteed and they may even diminish students’ learning interest, schools should not use them.

4. In general, quality textbooks and learning and teaching resources should:
- align with the aims / objectives / content of the curriculum and its development direction of learning and teaching, complement and extend what students have learnt in class;
 - demonstrate that the content and information are correct, complete, objective and impartial;
 - meet students' learning needs, levels, age and abilities as well as cater for their learning diversity;
 - be interesting and be able to arouse students' motivation in learning, and engage them more actively in learning;
 - provide learning activities with various levels of difficulty and diversified learning experiences; and
 - inspire students to think rather than putting emphasis on mechanical drills or meaningless recitation.

5. Under the Policy of Debundling Textbooks and Teaching / Learning Materials for Pricing (the Debundling Policy), publishers should provide separate pricing for textbooks and the debundled teaching or learning materials. The practice of bundling the sale of textbooks with teaching or learning materials is not allowed. Publishers are not allowed to provide schools with free teaching or learning resources, or provide those resources to schools on free loan. Schools are not allowed to accept any donations or any form of benefits from textbook publishers or textbook retailers no matter the textbooks are on the RTL / eRTL or not. However, **schools may accept inspection copies of textbooks for textbook selection purpose and on conditions free teacher's handbooks from publishers**. For details, please refer to "Specifications of Free Teacher's Handbook" at *Annex 2*. Before selecting the learning and teaching resources or services provided by publishers, schools should pay attention to the procurement procedures and payment arrangements of the learning and teaching resources or services concerned, and effect payment accordingly.

6. To deepen schools' understanding of the general principles and specific requirements for the selection of learning and teaching resources as well as the points to note on textbook selection and compilation of school textbook list under the Debundling Policy, an online seminar on "**Selection of Quality Textbooks and Curriculum Resources for Use in Schools**" will be held on 25 March 2021. For details and enrolment, please refer to the EDB Training Calendar (**Course ID: CDI020211165**): <https://tcs.edb.gov.hk/tcs/admin/courses/previewCourse/forPortal.htm?courseId=CDI020211165&lang=en>.

7. In line with the implementation of the revised curricula of certain subjects, new textbooks for these subjects have been published in recent years. For details, please

refer to “New Textbook Information of Revised Curriculum” in the “Textbook Information” webpage (www.edb.gov.hk/textbook). In order to facilitate smooth textbook supply, the EDB encourages primary and secondary schools to **complete textbook selection and inform the textbook publishers concerned of the finalised textbooks and learning materials, or provide the information to textbook retailers for compilation and printing of the school textbook lists by 17 May and 15 June 2021 respectively**. Please refer to “*Events related to schools’ selection of textbooks*” tabulated below for details. Schools are also encouraged to take their school context and student needs into consideration and adopt customer-friendly measures, such as ordering textbooks / learning and teaching resources for students in bulk.

Events related to schools’ selection of textbooks

Date	Event
25 March 2021	EDB’s online seminar on “Selection of Quality Textbooks and Curriculum Resources for Use in Schools” for teachers
Late April 2021	EDB’s seminar on “Selection of Quality Textbooks and Curriculum Resources for Use in Schools” for representatives of Sponsoring Body / Incorporated Management Committee (IMC)
Mid-April 2021	EDB uploads the “Recommended Textbook List” and the “Recommended e-Textbook List” for the 2021/22 school year to the “Textbook Information” webpage
March to June 2021	<ul style="list-style-type: none"> • Schools set up subject / KLA / kindergarten Textbook Selection Committees to perform textbook selection procedures • Approval of the textbook selection results by the SMC / IMC • Schools inform the textbook publishers / textbook retailers of the finalised textbooks and learning materials for compilation and printing of the school textbook lists <p style="margin-left: 20px;">Primary schools: by 17 May 2021 (Monday) Secondary schools: by 15 June 2021 (Tuesday)</p>
June 2021	EDB uploads the e-pamphlet “Tips for Purchasing Textbooks 2021” to the “Textbook Information” webpage
By 15 July 2021	Schools submit the printed / confirmed 2021/22 school textbook lists (whole year / first term) to the EDB
July to October 2021	EDB releases and updates the “Information on the Supply of Textbooks and their Accompanying Learning Materials for the New School Year” on the “Textbook Information” webpage and operates the “Textbook Information Hotlines” for enquiries

Collection of school textbook lists

8. To understand more about the use of textbooks and the implementation of the Debundling Policy in schools, **schools are required to submit their printed / confirmed 2021/22 school textbook lists (whole school year / first term) by 15 July 2021** through email (textbook@edb.gov.hk) or by post to the following address (please indicate the school number) –

Curriculum Resources Section,
Education Bureau
Room E326, 3/F, East Block,
EDB Kowloon Tong Education Services Centre,
19 Suffolk Road, Kowloon Tong,
Kowloon
(Enclosed textbook lists for the 2021/22 school year)

(School number: _____)

Enquiries

9. The “Selection of Quality Textbooks and Curriculum Resources for Use in Schools – Q&A” is available on the EDB’s “Textbook Information” webpage (www.edb.gov.hk/textbook) for schools’ reference. For further enquiries, schools may send email to textbook@edb.gov.hk or contact the Curriculum Resources Section, Curriculum Development Institute at 3698 3947.

Ms Edith YC TSE
for Secretary for Education

c.c. Heads of Sections - *for information*



Notes on Selection of Textbooks and Learning and Teaching Resources for Use in Schools

(revised in March 2021)

The following set of notes serves as useful guidelines in the selection of textbooks as well as learning and teaching resources for use in schools, including kindergartens:

1. The setting up of Subject / Key Learning Area / Kindergarten Textbook Selection Committees for the Annual Review of Textbooks as well as Learning and Teaching Resources

- 1.1 Schools (including kindergartens) should set up subject / Key Learning Area (KLA) / kindergarten textbook selection committees to select textbooks for use by students. Membership of the committees should include all teachers teaching the subject / KLA / learning area in kindergartens. They should be chaired by the panel heads of the subject / KLA concerned in the case of secondary and primary schools; and senior teachers in charge of academic affairs in the case of kindergartens.
- 1.2 Each subject / KLA / kindergarten textbook committee should conduct an annual review of textbooks as well as learning and teaching resources currently in use. The results should then be submitted to the school principal and the School Management Committee (SMC) / Incorporated Management Committee (IMC) for their approval.
- 1.3 Schools should put in place proper procedures to require members of subject / KLA / kindergarten textbook selection committees to declare any conflict of interest that might influence, or appear to influence, their judgement in the performance of the duties of textbook selection (**may refer to a sample form for “Declaration of Conflict of Interest” at Annex 3**).
- 1.4 Schools may take into consideration parents’ views on textbooks, learning and teaching resources as well as school textbook lists solicited through various channels, such as Parent-Teacher Associations (PTA).

2. Principles and Procedures for the Selection Exercise

- 2.1 The basic criteria in the selection of textbooks / learning and teaching resources are as follows (a weighting factor should be assigned to each of the pre-determined criteria according to their importance¹):
 - Contents should be in line with the latest curriculum documents. They should achieve the curriculum aims and objectives, enable students to acquire relevant knowledge and skills, as well as nurture students’ positive values and attitude.

¹ Before conducting the process of selection of textbooks as well as learning and teaching resources, schools are advised to refer to the “Textbook Selection Criteria” or “e-Textbook Selection Criteria” provided by the EDB in drawing up school-based assessment criteria. The above-mentioned reference documents are based on the [“Guiding Principles for Quality Textbooks”](#). Teachers can adapt the criteria where appropriate. For details, please visit the “Textbook Information” webpage (www.edb.gov.hk/textbook).

They should also meet the expected learning outcomes of students, and contain the core elements of the curriculum.

- Contents and information adopted should be correct, complete, objective and impartial.
- Contents should meet the educational needs and abilities of students, arouse their interest and engage them more actively in learning.
- Learning activities at different levels of difficulty and a variety of learning experiences should be provided. Teachers should be allowed to exercise their professionalism in adapting the contents to cater for student diversity so as to achieve the learning / teaching objectives.
- Access to acquire knowledge as well as scaffolding to complement and extend what students have learnt in class should be provided so as to promote independent learning.
- Contents and learning activities should inspire students to think rather than putting emphasis on mechanical drills or meaningless recitation.
- When selecting printed textbooks, the paper used for printing should be light-weight, thin, durable and matt finished. The weight of the textbooks must be taken into consideration.
- When selecting e-textbooks, the technical specifications, download size, the validity period of the user account of the e-textbooks, the school's infrastructure and technical support should be taken into account.
- The price of textbooks / learning and teaching resources and the affordability of parents should be taken into consideration.

- 2.2 When selecting textbooks, schools should consider the quality of the textbooks and their suitability for students' learning needs and abilities rather than the curriculum vitae and popularity of the authors.
- 2.3 Where more than one set of textbooks is found suitable, the committee should list its recommendations in order of preference. Where there are valid reasons to deviate from the recommendations, they should be properly documented by the school for record purpose and future reference.
- 2.4 For a sponsoring body operating more than one school, the sponsoring body should allow the schools under its sponsorship to select textbooks catering for their individual school needs and not oblige them to use the same set of textbooks across the board. Individual schools should adopt the formal procedures described in Paragraph 1 above for selecting the textbooks which best suit their students' needs, with the individual SMC / IMC assuming a monitoring role.
- 2.5 If change of textbooks / learning and teaching resources is found necessary, for example, the textbooks for a Key Stage have been revised or using e-textbooks for the implementation of e-learning, the textbook committee should work out a set of pre-determined subject / KLA-based textbook selection criteria. Members should consider, as far as possible, all relevant textbooks / learning and teaching resources

in making the selection. All final decisions and recommendations of the textbook committee should be properly recorded.

- 2.6 Frequent change of textbooks as well as learning and teaching resources may impose an undue financial burden upon parents. Schools are advised to make changes only if the textbooks / learning and teaching resources currently in use are found no longer suitable and there are valid reasons to support that a change of textbooks will improve learning and teaching effectiveness. Where a change of textbooks / learning and teaching resources is deemed necessary, the following principles should be observed:



Making reference to the Recommended Textbook List (RTL) and Recommended e-Textbook List (eRTL) issued by the EDB

Textbooks on the RTL and eRTL are written in line with the curriculum documents issued by the Curriculum Development Council. They have been vetted as acceptable in terms of content, learning and teaching, structure and organisation, language and textbook layout, pedagogical use of e-features, technical and functional requirements, etc. Schools should make reference to the RTL and eRTL at www.edb.gov.hk/rtl when selecting textbooks.

Schools may also use textbooks as well as learning and teaching resources that are not on the RTL or eRTL. Teachers should exercise their expertise in selecting suitable teaching materials, making adaptation to the content of the materials, or even developing school-based materials on their own in accordance with the curriculum aims and objectives as well as the standards and learning needs of their students.

Schools should prudently select workbooks / supplementary learning materials. Most of these materials have not been reviewed by the EDB and teachers should assess conscientiously if there is a genuine need to use these materials.



Consideration of the quality of textbooks as well as learning and teaching resources

To facilitate the selection of quality textbooks by teachers, a set of “[Guiding Principles for Quality Textbooks](#)” has been compiled by the EDB. Besides, comments on the core vetting criteria in the textbook review are also included on the RTL / eRTL webpages for teachers’ reference when selecting quality textbooks for their students. Teachers are encouraged to refer to the “Textbook Information” webpage (www.edb.gov.hk/textbook) for details.



Consideration of pricing of textbooks as well as learning and teaching resources

To reduce the financial burden on parents, schools should pay attention to the pricing of textbooks as well as learning and teaching resources in addition to their quality. When more than one set of textbooks or learning and teaching resources of comparable quality are available, the set of textbooks with the lowest

price should be considered to maximise the value for money. In addition, **due care should also be given to choosing textbooks that come without pricing information. Should these textbooks be selected for use in schools, the reasons for their selection must be properly recorded with the endorsement of the SMC / IMC.**

The webpages of the RTL / eRTL have listed out the information on the comparisons and changes of prices of textbooks for schools' reference in textbook selection.

The hyperlinks, provided by the publishers, for the pricing information of learning and teaching materials debundled from textbooks (if any) are posted on the RTL / eRTL webpages for schools' and parents' reference.

Due consideration should be given to the choice of the learning and teaching materials that accompany textbooks, particularly in terms of effective use of school resources and the financial burden on parents.



Consideration of the design and the weight of printed textbooks

To reduce the weight of school bags, printed textbooks which are separated into thin volumes or printed in separate modules and are lighter in weight should be given preference. To avoid undue eyestrain on students, teachers should pay attention to the quality of paper used and the font size of the print when selecting textbooks. For example, the minimum font size should be **12**.



Purchase of teaching materials from different publishers

Teachers should make flexible use of teaching materials as appropriate in teaching. Therefore, schools may consider adopting the teaching materials developed by different publishers instead of just using the materials that accompany particular textbooks.



Progressive introduction of a new series of textbooks / learning and teaching resources

Where a series of textbooks / learning and teaching resources is to be replaced, the new series should be introduced by progression, beginning at the lowest year level of a Key Stage and not at all year levels at any one time, except in cases such as the implementation of a new / revised curriculum or the textbooks concerned are no longer available in the market. Schools should ensure that the change of textbooks will not affect the continuity of learning, and the financial burden imposed on parents should always be taken into consideration.

3. Effective Use of Learning and Teaching Resources

- 3.1 There is a wide range of learning and teaching resources from diversified sources, and textbooks are not the only resources to facilitate learning and teaching. Teachers should exercise their professional judgement in preparing and choosing

learning and teaching resources to meet the needs of their students. Teachers may use free resources provided by the EDB such as learning and teaching resource kits of different subjects, resources at the “**EDB One-stop Portal for Learning and Teaching Resources**” (www.hkedcity.net/edbosp) and **Educational MultiMedia** (emm.edcity.hk), as well as everyday authentic materials as supplementary teaching materials to enhance teaching effectiveness and reduce their reliance on textbooks.

- 3.2 When selecting and developing learning and teaching resources (including textbooks, school-based learning and teaching materials, library books as well as other reading materials), the school management has the responsibility to ensure that the school-based materials are in line with the aims and objectives of the central curriculum. The contents and information of the materials should be correct, complete, and objective. Through effective teaching strategies, teachers enable students to acquire relevant knowledge and skills, and nurture students’ positive values and attitudes.
- 3.3 Schools should duly define the school-based criteria for the selection of learning and teaching materials and devise a review mechanism for evaluating and updating school’s learning and teaching resources, including the school-based learning and teaching materials. For details concerning the development and management of learning and teaching resources, please refer to the [Secondary Education Curriculum Guide \(2017\) Booklet 10: Quality Learning and Teaching Resources](#) or [Basic Education Curriculum Guide - To Sustain, Deepen and Focus on Learning to Learn \(Primary 1 - 6\) \(2014\) Chapter 7: Quality Learning and Teaching Resources and School Library Development](#).
- 3.4 Teachers demonstrate their professionalism through teaching in line with the curriculum, selection and adaptation of teaching resources and application of appropriate teaching methodologies to cater for learner diversity, so as to achieve the curriculum aims and objectives, in addition to the accountability for the provision of quality teaching. For the benefits of students, members of the school management have the responsibility to understand and monitor the contents and quality of the resource materials selected and developed by teachers, as well as ensure that the materials could meet the standards and learning needs of students to safeguard their well-being.

4. Donation / Free Learning and Teaching Resources from Textbook Publishers

- 4.1 **Schools are NOT ALLOWED to accept any donations or any form of benefits from textbook publishers or textbook retailers**, such as equipment on free loan, free teaching aids or supplementary teaching resources (e.g. projectors, television sets, tablet computers, computer software), free on-site support service or teacher training (except for essential after-sale technical support for e-textbooks), cash grants for purchase of equipment or teaching aids, funding for school functions, advertisements placed in school publications, floral baskets, scholarships, prizes, etc. so as not to increase the cost of textbooks or allow the choice of textbooks to

be in any way influenced. In addition, **teachers should not accept advantages or lavish entertainment offered by publishers at any time, in particular during the promotional activities of textbooks**, to avoid public criticism and hence adversely affect the school reputation and teachers' professional image.

- 4.2 **Except for inspection copies of textbooks and on conditions free teacher's handbooks (*Annex 2*), schools are not allowed to accept or solicit from textbook publishers complimentary learning and teaching resources.**
- 4.3 The EDB will take follow-up actions as appropriate should any schools fail to comply with the above guidelines.
- 4.4 For further details in connection with the acceptance of advantages and donations by schools and their staff, please refer to the [EDB Circular No. 14/2003](#) or the updated version that will be issued from time to time.

5. Consumer Rights and Financial Burden on Parents/Students

5.1 *Compilation of school textbook list*

Schools should seriously consider the overall pricing of textbooks and learning materials on the school textbook list. Careful consideration should also be given to the genuine need of prescribing supplementary workbooks and / or exercises for examination practice. Under the Debundling Policy, publishers should provide separate pricing for textbooks and the debundled teaching or learning materials. As such, the price of textbooks should not include its accompanying teaching or learning materials, such as summer holiday workbooks, supplementary exercises and online learning and teaching resources. Please make reference to *Annex 4* for the points to note on the compilation of a school textbook list and the examples of a textbook list.

5.2 *Printing of school textbook list*

If schools choose textbook retailers to print copies of the school textbook list or conduct the sale of textbooks, they should ensure that:

- parents and students are clearly informed that while a complimentary textbook list is available, they are not obliged to purchase the textbooks from that designated retailer or bookstore; and
- the information on the school textbook list is up-to-date and accurate.

In addition, schools have to observe the principles and guidelines stipulated in the [EDB Circular No. 10/2016](#) and adopt the relevant procedures accordingly. Schools should put in place a fair, open and transparent mechanism when selecting textbook retailers through competitive tender / quotation exercises at regular intervals. Schools should also request the textbook retailers to provide parents and students with the flexibility of buying individual textbooks / learning materials on the textbook list on a need basis.

5.3 ***Distribution of school textbook list and uploading the list to the webpage of school***

Schools should distribute to parents the textbook lists of the forthcoming school year before the end of school term and to new students upon admission. Schools should also upload the textbook lists of all levels to their school webpages for parents' reference. Through channels such as Parent-Teacher Associations, schools are recommended to provide parents with information on consumer rights, collect their views and suggestions on the textbook lists and then reflect their views to the textbook publishers.

5.4 ***School Textbook Assistance Scheme***

The School Textbook Assistance Scheme, administered by the Student Finance Office (SFO) of the Working Family and Student Financial Assistance Agency, provides assistance to needy primary and secondary students in government, aided, caput schools and local schools under the Direct Subsidy Scheme for covering the costs of essential textbooks and miscellaneous school-related expenses. For details concerning the School Textbook Assistance Scheme, please visit the SFO's webpage (www.wfsfaa.gov.hk/sfo/en/primarysecondary/tt/general/details.htm).

5.5 ***Sale of textbooks in schools***

If a school chooses to sell textbooks to parents / students, the following points are to be noted:

- The school supervisor, school managers, members of teaching staff or other employees of the school should avoid any conflict of interest situations. Where a conflict of interest cannot be avoided, they should declare their interests and seek the written approval of the SMC / IMC. The information, including the details of the conflict of interest declared and the management decision, must be made public and every student and parent should be informed of the situation;
- Any sale of textbooks on the school premises as a form of convenience to parents / students or for the benefit of obtaining special discounts for parents / students should have the prior written approval of the SMC / IMC. No profit should be generated from the sale of textbooks and proper books of accounts, which reflect all the sales of textbooks, must be kept;
- Parents / students should be fully informed of the purchase modes and conditions for buying e-textbooks;
- Due care should be given to the choice of textbook retailers. If schools are doubtful about the operating mode of the textbook retailers, for example, they offer a discount rate that lies outside a reasonable range, schools should contact the publishers concerned to clarify the sources of supply;
- Parents / students are to be fully informed of the arrangement between the school and the textbook retailer and that they have the option of not buying textbooks from the school; and

- For further details in connection with the sale of textbooks in school, please refer to the [EDB Circular No. 10/2016](#).

5.6 *Printed textbook recycling*

- Schools are encouraged to co-operate with the Parent-Teacher Associations or environmental protection agencies in launching various kinds of textbook recycling programmes, such as the donation and sale of second-hand textbooks, the purchase of reference books and storybooks to loan to students, so as to enhance students' environmental awareness and reduce the financial burden on parents. When selecting textbooks, schools should also take into consideration whether the design and layout of the textbooks can facilitate their reuse.
- To further promote textbook recycling among schools and the public, the EDB has set up the “**Textbook Recycling Repository**” under the EDB “Textbook Information” webpage (www.edb.gov.hk/textbook). The repository contains useful information on the EDB's policy on textbook recycling, how to promote textbook recycling through home-school co-operation as well as various good practices from schools for dissemination. We look forward to more creative and effective textbook recycling ideas coming to light.

5.7 *Information for parents regarding the purchase of textbooks*

To protect the rights of parents and students, schools should advise them to:

- refer to the updated version of the EDB's e-pamphlet “Tips for Purchasing Textbooks”, which will be uploaded to the “Textbook Information” webpage (www.edb.gov.hk/textbook) in June 2021. **Schools are encouraged to distribute the e-pamphlet to parents and students through the school website or intranet for parents and students' reference when purchasing textbooks during the summer holiday;**
- refer to the “Textbook Information” webpage (www.edb.gov.hk/textbook) between mid-July and October for the latest “Information on the Supply of Textbooks and their Accompanying Learning Materials for the New School Year”. This will avoid students and parents from the hassle of purchasing textbooks that are not yet published;
- contact the publisher(s) concerned direct if the textbooks on the school textbook list are not available in the market; and
- contact the EDB for enquiries related to the purchase of textbooks through the “**Textbook Information Hotlines**” at 3698 3947 and 3698 4025 from 9 a.m. to 6 p.m., Monday to Friday, during the summer holidays. Enquirers may also send emails to textbook@edb.gov.hk.

5.8 *Responsibility for compliance*

The SMC / IMC, the school principal and teaching staff are responsible for ensuring compliance with the provisions in this document. Failure to declare conflict of interests, or acceptance of donations or other forms of advantages without the prior approval of the SMC / IMC will undermine the integrity and credibility of the school management, and the persons involved will be held accountable for any impropriety.

Specifications of Free Teacher's Handbook

A free teacher's handbook is defined as a "user manual" that accompanies a set of textbooks. It provides explanations and suggestions on the learning and teaching strategies adopted for delivering the content of the textbooks to achieve the curriculum aims and learning objectives as stated in a specific curriculum document.

Features of a free teacher's handbook:

- It provides an overview of how teachers could effectively use the textbooks to facilitate students' learning and adapt the content so that the curriculum aims and learning objectives as stated in the specific curriculum document can be achieved.
- The purpose of a teacher's handbook is to provide teaching suggestions to teachers but not to take over their role in planning and designing their lessons. It should therefore contain only the information that is critical for effective use of the textbooks and should not contain excessive learning and teaching resources other than those for illustration purposes. In line with the Policy of Debundling Textbooks and Teaching / Learning Materials for Pricing, additional supplementary learning and teaching materials developed by textbook publishers should be debundled from the textbooks and sold separately to schools, teachers and students.
- A teacher's handbook (e.g. in the form of a teacher's textbook edition or a concise textbook user guide) may provide suggestions on the following aspects to facilitate effective use of the relevant textbooks. However, it must adhere to the principles of the Debundling Policy and should not lead to an increase in the prices of textbooks.

A teacher's handbook may include:

- ✓ clear and concise suggestions on the sequence of topics and organisation of content, as well as ideas on adaptation of content to cater for various learning situations and needs, such as learner diversity, assessment for learning, safety precautions and recommendations on adaptation of teaching content;
- ✓ answer keys and suggested solutions to exercises in textbooks;
- ✓ transcripts of materials for listening activities;
- ✓ sample contents for "Print on Demand" (for e-textbooks); and
- ✓ user guide / manual for e-textbook's inbuilt e-learning tools.

However, it should not include:

- ✗ learning and teaching resources in the form of supplementary exercises, assessment banks, audio-visual and multimedia materials for enrichment purposes, presentation slides, education software packages / application programmes, etc.;
- ✗ masters of worksheets for making copies;
- ✗ teaching aids (e.g. wall charts, posters, large song sheets, magnets);
- ✗ data files for project learning;
- ✗ non-publicly accessible websites for the provision of additional learning and teaching resources or other forms of web-based materials;
- ✗ learning management system for monitoring students' use of e-textbooks in class (for e-textbooks), and
- ✗ file management system for recording individual students' learning progress.

(Name of the School)
Declaration of Conflict of Interest

This template is available at www.edb.gov.hk/textbook

(Location: → Schools & Teachers Related → a template of declaration form)

Part A – Declaration by All Teachers (To be completed by members of Textbook Selection Committee)

To: (Approving Authority)

I have carefully read and understand the policy formulated by the school in respect of conflict of interest. I declare that I do not have / have * conflict of interest situation in the discharge of my official duty of textbook selection.

	Name of Declaring Staff Member	Signature		Date
		I <u>DO NOT HAVE</u> any conflict of interest situation	I <u>HAVE</u> conflict of interest situation (Please complete Part B of this declaration form)	
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
...				

(* Please delete as appropriate.)

(Name of the School)
Declaration of Conflict of Interest

Part B – Declaration by Individual Teacher *(To be completed by Declaring Staff Member)*

To: (Approving Authority)

I would like to report the following existing / potential* conflict of interest situation arising from the discharge of my official duty of textbook selection:

Detailed Information <i>(Please insert "✓" in the appropriate box <input type="checkbox"/>)</i>	
Person(s) / Company concerned	(e.g. Name of the publisher)
Details of the conflict of interest involved	<input type="checkbox"/> I <u>am / was</u> * a textbook <u>author / advisor</u> * of the company concerned.
	<input type="checkbox"/> I have private interest(s) # with the <u>person(s) / company</u> * concerned. (Please specify: _____)
	<input type="checkbox"/> My _____ (Please specify the relationship) <u>is / was</u> * a textbook <u>author / advisor</u> * of the <u>company / has private interest(s) # with the person(s) / company</u> * concerned. (Please specify : _____)
	<input type="checkbox"/> Others (Please specify : _____)
Supplementary information (if any) :	

"Private interests" include the financial and other interests of the teacher himself; his family members or close relatives; his personal friends; the clubs and associations to which he belongs; or any person to whom he owes a favour or is obligated in any way.

(* Please delete as appropriate.)

Date: _____

(Name of Declaring Staff Member)

Part C – Acknowledgement *(To be completed by Approving Authority)*

To: (Declaring Staff Member)

(i) The information contained in your declaration form of _____ (Date) _____ is noted. It has been decided that:

You should refrain from performing or getting involved in performing the duty, as described in Part B, which may give rise to a conflict.

You may continue to handle the duty as described in Part B, provided that there is no change in the information declared above, and you must uphold the School's interest without being influenced by your private interests.

Others# (Please specify: _____)

Examples of other measures: (a) relinquish the personal / private interests (e.g. divest of the investment involved); (b) continue to handle the work but an independent officer would be assigned to participate in, oversee or review part or all of the decision-making process.

(Please insert "✓" in the appropriate box)

(ii) The justification(s) for the measure(s) as described in Part (i) above is/are*: _____

(* Please delete as appropriate.)

Date: _____

(Name of Approving Authority) / (Post)

Points to note on the compilation of school textbook lists

Essential information to be provided on the school textbook list

- The school textbook list should be issued with information on the exact title, edition, name(s) of author(s), publisher, and price for each textbook and clear indication of whether the textbooks are selected from the Recommended Textbook List (RTL) or Recommended e-Textbook List (eRTL). The applicable edition(s) should also be clearly stated to ensure that students buy the correct second-hand printed textbooks.
- It is advisable that schools, when preparing their textbook lists for senior secondary level (Secondary 4 to 6), should include only the textbooks required for that particular school year / level. Students should not be required to purchase textbooks for more than one school year / level to minimise the financial burden on parents.
- The school textbook list should provide the date of compilation and indicate that the textbook prices quoted are for reference only. Parents and students should be informed that they could purchase their textbooks from whichever bookstore they wish.
- **To be in line with the implementation of the Debundling Policy and to facilitate the second-hand textbook users to buy the required learning materials, if schools select to use a textbook together with its accompanying learning materials, such as worksheets and revision guides, in the form of a “package”, the school should provide information of such learning materials (i.e. title and debundled price) and the contact information of the relevant textbook publishers / retailers on the school textbook list. Schools may also consider ordering the learning materials for the second-hand textbook users collectively. For more details, please refer to “Examples of school textbook list (Secondary School)” at Appendix 2.**
- If a school orders the learning materials for the second-hand textbook users, they should state clearly the arrangement on the school textbook list, such as “*Second-hand textbook users may order the e-learning accounts for (Subject) through the school at the beginning of the school term*”, or else they should provide information for the parents / students to contact the textbook publishers / retailers concerned for purchasing the learning materials. For example, “*Second-hand textbook users can contact the publisher / bookstore to buy the worksheets for (Subject)*”.
- To facilitate parents’ understanding of the school textbook lists, schools should minimise the use of symbols on the textbook lists.

“Revised Edition” / “Reprinted with Minor Amendments” / “Reprinted” Textbook

- **“Revised Edition”** textbooks: Since the 2010/11 school year, textbook publishers have to observe the “five-year-rule of no revision” for textbooks so as to avoid frequent revision of textbooks and alleviate parents’ financial burden. The content of the revised edition textbooks should have significant changes and improvement when compared with the original edition. When publishers submit their application for review of revised

edition textbooks, the proposed changes and their justifications must be submitted to the EDB for review and approval before the issuance of the revised edition.

- **“Reprinted with minor amendments”** textbooks on the RTL: They are **NOT new editions or revised edition textbooks** and generally only involve a small amount of information updates. There should not be any changes in the design of textbooks’ front and back covers, title, size and page order. **Students can use the second-hand textbooks of the previous version.**
- **“Reprinted”** textbooks: The reprinted version mainly involves minor amendments only (such as the correction of typographical errors). **Students can use the second-hand textbooks of the previous version.**
- Publishers are required to include the year of its previous edition and the year of reprint on the “reprinted with minor amendments” and “reprinted” textbooks and distribute appendices or corrigenda to students using the second-hand textbooks of the previous version for free via schools.
- For those “reprinted with minor amendments” textbooks, schools should indicate clearly that “second-hand textbooks of the previous version can still be used” on their textbook lists. Teachers should distribute appendices or corrigenda provided by the textbook publishers to students using second-hand textbooks where appropriate, or inform students of the relevant changes.
- Schools and students can also download the relevant appendices or corrigenda through the RTL on the “Textbook Information” webpage (www.edb.gov.hk/textbook). The information of the applicable editions of the “reprinted with minor amendments” textbooks is also provided on the above webpage for schools’ reference in compilation of school textbook lists.

Reference materials

- Schools are advised to indicate on the school textbook lists that the reference learning materials, such as dictionaries and atlases, are “for reference only” or “for new students only” so that parents and students who have similar materials can choose whether to buy these items or not.
- To facilitate better use of resources, a few copies of the reference materials can be bought and put in the classrooms or the school library for students’ use. Students can also collectively buy supplementary readers such as storybooks with the costs shared among themselves and use the books on a rotational basis.
- **Schools should indicate clearly on the textbook lists that which textbooks are required as against those optional items that are for reference only so that students and parents can choose whether or not to buy the items at their discretion.**

Arrangement to facilitate the purchase of individual books / booklets in short supply

- As the supply of some readers and textbooks of certain subjects that comprise a number of booklets (such as Life and Society) might be tense at times in individual bookstores,

suggestions are made below to help students / parents order the books required:

Readers

Schools can order the readers for students after the school term begins, or the school library can buy a few copies for students to use on a rotational basis.

Life and Society (Secondary Schools)

This subject has a number of core and enrichment modules that allow schools to adopt in part or as a whole with flexibility based on the school contexts. However, due to the limited circulation of individual booklets, there might be a shortage of supply in the retail stores at times. It is recommended that schools may contact the publishers and collectively order the textbooks for students from the textbook publishers / retailers. It is also suggested to indicate such arrangement in the school textbook list. For example, “The school will collectively order the Life and Society textbooks for students at the beginning of the school term”.

For more details, please refer to “Examples of school textbook list” at Appendix 1 & 2.

Example of School Textbook List (Primary Schools)

2021/22 School Textbook List (Primary One 1st term)

Date of compilation: xx.5.2021

- The prices quoted are for reference only. Students and parents are free to purchase textbooks from any bookstores.
- Textbooks with the word “reprinted with minor amendments” are NOT new edition textbooks nor “revised edition” textbooks. Students can still use the second-hand textbooks of the previous version.

	Title / Applicable Edition(s)	Publisher	Author(s)	Price
English Language				
1#	Primary English Book 1A (2016 2 nd edition)	*		*
2#	Primary English Book 1B (2016 2 nd edition, 2019 reprinted with minor amendments)	*		*
3	Dictionary (for reference only, optional to buy)			
General Studies				
4#	General Studies Book 1 (2019 1 st edition)			
5	General Studies Workbook 1 (2019 1 st edition)			
Music				
6#	Music Book 1 (version 1.1) (e-textbook) (To be subscribed by school)	***	***	\$ **

✓ State clearly the applicable edition

✓ Indicate clearly that it is optional for students to buy the dictionary

✓ Separate pricing for textbook and workbook

Remarks :

#	The textbook has been reviewed by the Education Bureau and put on the “Recommended Textbook List” (RTL) / the “Recommended e-Textbook List” (eRTL).
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Example of School Textbook List (Secondary Schools)
2021/22 School Textbook List (Secondary One)

Date of compilation: xx.6.2021

- The prices quoted are for reference only. Students and parents are free to purchase textbooks from any bookstores.
- Textbooks with the word “reprinted with minor amendments” are **NOT** new edition textbooks nor “revised edition” textbooks. Students can still use the second-hand textbooks of the previous version.

	Title / Applicable Edition(s)	Publisher	Author(s)	Price
English Language				
1#	Secondary English Language 1A (2014 2 nd edition, 2019 reprinted with minor amendments)	***	***	\$ **
2	School-based workbook (School made)	***	***	to be purchased at the beginning of the school term
3	Dictionary (Revised version) (2015 edition) (<i>for reference only, optional to buy</i>)			\$ **

✓ State clearly the applicable edition

✓ Indicate clearly that it is optional for students to buy the dictionary

Science				
4#@	Science Book 1 (2018 1 st edition) (Package) (including Worksheets \$**)			
5	Science Workbook 1 (2018 1 st edition)			

✓ List out learning materials required to facilitate second-hand textbook users

Life and Society				
6#	Life and Society Elective 4 : Global Issue: Well-being of the Child (2016 edition)			\$ **to be purchased through school at the beginning of school term

✓ Separate pricing for textbook and workbook

Information and Communication Technology				
7#	ICT Book 1 (version 1.1) (e-textbook) (To be subscribed by school)	***	***	\$ **

Remarks :

#	The textbook has been reviewed by the Education Bureau and put on the “Recommended Textbook List” (RTL) / “Recommended e-Textbook List” (eRTL).
@	Second-hand textbook users may order the learning materials accompanying the textbook through the school at the beginning of the school term. OR Second-hand textbook users can contact the publisher / bookstore for purchasing the learning materials accompanying the textbook.

Textbook publishers’ contact information

Students who use second-hand textbooks can buy the learning materials such as worksheets, revision guides in the bookstore. In case of need, students can contact the bookstore at ☎ 2345 xxxx or relevant publishers.

Publisher	Contact number	Web-link for the information of learning materials provided by the publisher
AAA	☎ xxxx xxxx	www.***.com.hk
BBB	☎ xxxx xxxx	www.***.com.hk