

EDUCATION BUREAU CIRCULAR MEMORANDUM No. 39/2024

From : Secretary for Education

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

Ref. : EDB(CR/TR)/300-1/1/22 (1)

Date: 8 April 2024

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

Schools' Selection of Quality Textbooks and Learning and Teaching Resources

Summary

This circular memorandum aims to remind schools of the salient points to note for selecting textbooks as well as learning and teaching resources. It should be circulated to all teachers for information and be read in conjunction with [Education Bureau \(EDB\) Circular Memorandum No. 172/2015](#) (“The Implementation of the Policy of Debundling Textbooks and Teaching/Learning Materials for Pricing”). It supersedes EDB Circular Memorandum No. 43/2023 issued on 13 March 2023.

Details

2. The EDB will update the Recommended Textbook List (RTL) and the Recommended e-Textbook List (eRTL) (www.edb.gov.hk/rtl) for the 2024/25 school year in mid-April 2024. With a view to cater for the learning needs and abilities of students, schools should select quality textbooks as well as other learning and teaching resources in line with the aims and objectives of the curriculum guides, to enhance the learning and teaching effectiveness.



3. Schools should formulate a school-based policy for **textbook selection**. When selecting textbooks and learning and teaching resources, all teaching staff of the school should follow the recommendations detailed in the “**Notes on Schools' Selection of Textbooks and Learning and Teaching Resources**” (Notes) at [Annex 1](#). They include the principles and procedures for the selection of textbooks and learning and teaching resources, points to note for developing school-based learning and teaching resources, etc. in order to facilitate the selection and production of quality and suitable learning and teaching resources for students.

4. In particular, schools **should prudently consider students’ learning needs and abilities as well as the financial burden on parents to assess if there is a genuine need to use supplementary workbooks / learning materials.** We must emphasise that the quality of these supplementary workbooks / learning materials is not guaranteed. The contents may comprise merely meaningless or excessive mechanical drills that are out of context. Such materials are neither appropriate nor beneficial for learning. **Schools should make deliberate decision with reasonable justification before using these supplementary workbooks / learning materials.**

5. The Policy of Debundling Textbooks and Teaching / Learning Materials for Pricing (“the Debundling Policy”) has been fully implemented by the EDB, in order to address the circumstances of bundled sale of textbooks and their accompanying teaching materials. Under this policy, textbook publishers should provide separate pricing for textbooks, learning materials and teaching materials respectively. They are not allowed to bundle textbooks with learning materials and teaching materials for sale. Textbook publishers should not give away or provide learning materials or teaching materials to schools on free loan. Regardless of whether the textbooks selected by schools are on the RTL / eRTL or not, schools are not allowed to accept any form of donations or benefits from textbook publishers or textbook retailers. However, **schools may accept inspection copies of textbooks for textbook selection purposes and free teacher’s books from textbook publishers provided that the “Specifications of Free Teacher’s Book” at [Annex 2](#)** are met. Before selecting the learning and teaching resources or services provided by textbook publishers, schools should observe the procurement procedures and be mindful of payment arrangements.

6. To further deepen schools’ understanding of the principles of selection of textbooks and learning and teaching resources, as well as the points to note on the compilation of school textbook lists, the EDB has conducted **“Schools’ Selection of Quality Textbooks and Learning and Teaching Resources (Refreshed) (Webinar)” on 21 March 2024.** The PowerPoint used in the webinar has been uploaded to the “Textbook Information” webpage (www.edb.gov.hk/textbook) for teachers’ reference.

Furthermore, the EDB also provides the following references on the “Textbook Information” webpage (www.edb.gov.hk/textbook):

- “Schools’ Selection of Quality Textbooks (Printed and e-Textbooks) and Learning and Teaching Resources – Q&A”
- “Guiding Principles for Quality Textbooks”
- “Information on New Textbooks for the Revised Curriculum”

7. To ensure normal textbook supply for the next school year, the EDB recommends primary and secondary schools to **promptly kick start the textbook**

selection procedures as regards the requirements stipulated in this Circular Memorandum and to confirm the textbooks / learning materials to be used in the next school year. Primary and secondary schools should notify textbook publishers or textbook retailers concerned of the textbooks / learning materials selected by 16 May and 17 June 2024 respectively to facilitate their preparation of stock and compilation of school textbook lists. The EDB also encourages schools to consider adopting measures that facilitate the purchase of textbooks / learning materials, such as bulk purchase for students. Please refer to “**Recommended schedule for compilation of textbooks lists by schools**” below for details.

Recommended schedule for compilation of textbooks lists by schools

Date	Event
21 March 2024	The EDB conducts “Schools’ Selection of Quality Textbooks and Learning and Teaching Resources (Refreshed) (Webinar)”
Mid-April 2024	Refer to the “Recommended Textbook List” and the “Recommended e-Textbook List” for the 2024/25 school year on the EDB’s “Textbook Information” webpage
April to June 2024	<ul style="list-style-type: none"> • Set up Subject / KLA / Kindergarten Textbook Selection Committees and activate the textbook selection process • Seek approval from the SMC / IMC for the school textbook lists • Inform the textbook publishers / textbook retailers concerned of the finalised textbooks / learning materials for their preparation of stock and compilation of the school textbook lists on or before the following dates <p>Primary schools: by 16 May 2024 (Thursday) Secondary schools: by 17 June 2024 (Monday)</p>
By 17 July 2024	Submit the 2024/25 school textbook lists (whole school year or first school term) to the EDB by post or email

8. To enable the EDB to fully understand the selection and use of textbooks and the implementation of the Debundling Policy in schools, schools are required to submit their **finalised 2024/25 school textbook lists (whole school year or first school term) to the EDB by 17 July 2024 through email** (textbook@edb.gov.hk) or by post to the following address (please indicate the school number):

Collection of school textbook lists

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 2024/25 school year)
(School number: _____)

Enquiries

9. For enquiries, schools may send email to textbook@edb.gov.hk or contact the Curriculum Resources Section at 3698 3947.

Dr Gloria CHAN
for Secretary for Education

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



Notes on Schools' Selection of Textbooks and Learning and Teaching Resources

(Revised in April 2024)

The following information serves as references and guidelines for teachers of kindergartens, primary and secondary schools in the selection of textbooks as well as learning and teaching resources for students:

1. Setting up Textbook Selection Committees and putting in place Textbook Selection Procedures

- 1.1 Schools (including kindergartens) should set up subject / Key Learning Area (KLA) / kindergarten textbook selection committees (TSC) to select textbooks for use by students. Members of the TSC should include all teachers teaching the relevant subject / KLA / kindergarten learning areas in the school. For primary and secondary schools, the TSC chairpersons should be the panel heads of the subjects / KLAs. In the case of kindergartens, they should be the senior teachers in charge of academic affairs.
- 1.2 Schools should put in place proper textbook selection procedures and require members of TSC to declare any conflict of interest that might influence, or appear to influence, their judgement in the performance of the duties of textbook selection (Please refer to “Declaration of Conflict of Interest” template at [Annex 3](#)).
- 1.3 Schools should devise a review mechanism for evaluating and updating schools' learning and teaching resources, including school-based learning and teaching resources. Schools should also formulate clear school-based criteria for the selection of textbooks and learning and teaching resources. For details about 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 [Primary Education Curriculum Guide \(Pilot Version\) \(2022\) Chapter 7](#).
- 1.4 Different subject / KLA / kindergarten learning area panels should conduct regular review of the effectiveness of textbooks and learning and teaching resources used by the school. If change of textbooks and learning and teaching resources is deemed necessary, relevant TSC should kick start the textbook selection procedures and submit the selection results to the school principal and the School Management Committee (SMC) / Incorporated Management Committee (IMC) for their approval. During the course of textbook selection, schools can inquire the concerned publisher in case supplementary information about the textbooks under consideration is required. If more than one set of textbooks is considered suitable, the TSC should list its recommendations in order of priority. If the school has valid reasons for not adopting the TSC's recommendations, their justifications should be properly recorded for future reference.

- 1.5 Frequent change of textbooks as well as learning and teaching resources will increase financial burden on parents. Therefore, changes should only be made if (1) the textbooks and learning and teaching resources currently in use are no longer suitable for students, (2) the textbooks for the whole Key Stage have been revised, or (3) e-textbooks will be used to enhance e-learning. The TSC should provide valid and sound reasons to support the change of textbooks and learning and teaching resources, and ensure that the change of textbooks and learning and teaching resources will not negatively affect students' learning. All final decisions and recommendations of the TSC should be properly recorded.
- 1.6 Schools may also solicit and take into consideration parents' views on the use of textbooks and learning and teaching resources through various channels, such as Parent-Teacher Associations, when compiling the school textbook lists.
- 1.7 A sponsoring body operating more than one school should allow the schools under its sponsorship to select different textbooks to cater for their school-specific needs but not oblige them to use the same set of textbooks.

2. Selecting Textbooks and Learning and Teaching Resources

When selecting textbooks and learning and teaching resources, schools should observe the following guidelines:

2.1 *Considering the quality of textbooks and learning and teaching resources*

The EDB issues the [“Guiding Principles for Quality Textbooks”](#) for teachers' reference when selecting quality textbooks, which include the following major points:

- Textbook content should be written in accordance with the curriculum aims and objectives in the latest curriculum documents, comprising the core elements of the curriculum and aiming to foster students' proper values and attitudes.
- Textbook content and information should be correct, complete, objective and impartial.
- Textbook content should meet the learning needs and abilities of students, arouse their interest, engage them actively in learning and help them acquire relevant knowledge and skills for achieving the expected learning outcomes.
- Textbooks should provide an appropriate amount of quality learning and teaching materials but there should be no excessive information in order to promote students' self-directed learning.
- Textbook content and learning activities should stimulate students' thinking and enhance their comprehension, enquiry and generic skills, in order to help students learn how to learn.

Based on the above principles, schools should draw up their textbook selection criteria to suit their school contexts. They may refer to the “Textbook Selection

Criteria” and “e-Textbook Selection Criteria” on the “Textbook Information” webpage (www.edb.gov.hk/textbook) for details.

Besides, schools should carefully consider the quality of the textbooks and learning and teaching resources, rather than the curriculum vitae and popularity of the authors. **Schools should also prudently select workbooks / supplementary learning materials.** Most of these materials have not been reviewed by the EDB and teachers should duly consider if there is a genuine need to use these materials.

2.2 *Making reference to the EDB Recommended Textbook List (RTL) and Recommended e-Textbook List (eRTL)*

Schools should make reference to the RTL and eRTL (www.edb.gov.hk/rtl) when selecting textbooks. Textbooks on the RTL and eRTL are written in accordance with the curriculum documents of all subjects prepared by the Curriculum Development Council. The content, learning and teaching, structure and organisation, language, textbook layout (applicable to printed textbooks), e-learning pedagogy and technical and functional requirements (applicable to e-textbooks) of these textbooks have undergone the review of the EDB’s textbook review panels. Overall comments on the core items of textbook review are provided on the RTL / eRTL webpages for teachers’ reference when selecting quality textbooks for their students.

Schools may also use textbooks and learning and teaching resources that are not on the RTL or eRTL. Teachers should use their professional knowledge and, in accordance with the curriculum aims and objectives as well as the learning needs and abilities of their students, select suitable teaching materials, make adaptation to the content of the materials, or compile school-based teaching materials.

2.3 *Adopting diversified sources of learning and teaching resources*

There is a wide range of learning and teaching resources from diversified sources, and textbooks are not the only resources that facilitate learning and teaching. Teachers may make good use of resources provided by the EDB, such as the learning and teaching resource kits for different subjects, resources uploaded on the “EDB One-stop Portal for Learning and Teaching Resources” (www.hkedcity.net/edbosp) as well as Educational MultiMedia (emm.edcity.hk). Teachers may also use materials related to daily life as supplementary teaching materials to enhance learning and teaching effectiveness so as to reduce the reliance on using textbooks.

2.4 *Considering the price of textbooks and learning and teaching resources*

Apart from the quality of textbooks and learning and teaching resources, schools should also consider their prices and parents’ financial burden. When more than one set of textbooks or learning and teaching resources of comparable quality are available for selection, schools should consider selecting the set of textbooks of the lowest price. In addition, **schools should prudently consider if they should choose the learning and teaching resources that accompany the textbooks and those that come without price information. Should these learning and teaching**

resources or textbooks be selected, the justifications of the TSC's choices must be properly recorded with the endorsement of the SMC / IMC.

The information on the comparison and change of prices of textbooks are provided on the webpages of the RTL / eRTL. If textbook publishers have provided the price information of learning materials debundled from textbooks, the aforementioned webpages also include hyperlinks to the relevant textbook publishers' pricing information webpages for the easy reference of schools and parents.

2.5 *Avoid using teaching materials from the same publisher indiscriminately*

Teachers should make flexible use of appropriate teaching materials to suit students' needs. Using teaching materials accompanying the textbooks from the same publisher, simply for the sake of convenience, should be avoided. Teachers should review their quality and consider the learning needs of students prudently before selection.

2.6 *Considering the design and the weight of printed textbooks*

To reduce the weight of school bags, schools should give priority to choosing textbooks that are bound in separate volumes or modules and are light in weight. Teachers should pay attention to the quality of paper used and the font size of the print (should be 12 or above) when selecting textbooks so as to avoid undue eyestrain on students. Schools should also ensure that the paper of the textbooks should be light, thin, durable and non-reflecting. The weight of the textbooks should always be taken into consideration.

2.7 *Considering the technical specifications of e-textbooks*

When selecting e-textbooks, schools should take into consideration their technical specifications, download size, validity period of the user account, and evaluate whether the school's infrastructure and technical support are sufficient.

2.8 *Replacing textbooks / learning and teaching resources progressively*

If schools plan to introduce a new series of textbooks / learning and teaching resources, it should be carried out progressively starting from the lowest year level of a Key Stage. Except in cases such as the implementation of a new / revised / updated curriculum or the textbooks concerned are no longer available on the market. Schools should not replace textbooks / learning and teaching resources at all year levels at one time.

3. Compiling, Printing and Distributing School Textbook Lists

3.1 *Compilation of school textbook lists*

When compiling school textbook lists, schools should consider conscientiously the total price of the textbooks and the learning materials on the school textbook lists that parents are required to purchase. Under the Debundling

Policy, publishers should provide separate prices for textbooks and the debundled learning materials / teaching materials. As such, the price of textbooks should not include its accompanying learning materials / teaching materials, such as summer holiday workbooks, supplementary exercises and online learning and teaching resources. Please refer to [Annex 4](#) for the Points to Note on the Compilation of School Textbook Lists and examples.

3.2 *Printing of school textbook lists*

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

- the information on the school textbook lists is up-to-date and accurate.
- parents and students are fully aware that they have the right to purchase textbooks from any textbook retailers and are not obliged to purchase the textbooks from any particular textbook retailer; and

In addition, schools should observe the principles, guidelines and procedures stipulated in [EDB Circular No. 10/2016](#) (“Trading Operations in Schools”) and put in place a fair, open and transparent mechanism when selecting textbook retailers through competitive tenders / quotation exercises at regular intervals. Schools should also request textbook retailers to provide parents and students with the flexibility of whether or not to buy individual textbooks / learning materials on the textbook lists on a need basis.

3.3 *Distribution of school textbook lists and uploading the lists to the school’s webpage*

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

4. Taking into Consideration the Benefits and Consumer Rights of Parents / Students

4.1 *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 financially needy secondary and primary students in government schools, aided schools, caput schools and local schools under the Direct Subsidy Scheme for covering the costs of essential textbooks and miscellaneous school-related expenses. For details about the School Textbook Assistance Scheme, please visit the SFO’s webpage (<https://www.wfsfaa.gov.hk/en/sfo/index.htm>).

4.2 *Disseminating information on the purchase of textbooks to parents*

To protect the rights of parents and students, schools should inform them of the following points to note:

- The EDB will update the e-pamphlet “Tips for Purchasing Textbooks” on the “Textbook Information” webpage in June this year. Schools are encouraged to **distribute it to parents and students, before the new school year commences, through the school webpage or intranet for parents’ and students’ reference when purchasing textbooks.**
- The EDB will update the “Information on the Supply of Textbooks and their Accompanying Learning Materials for the New School Year” provided by textbook publishers on the “Textbook Information” webpage from late-July to September this year for students’ and parents’ reference, avoiding any hassle of purchasing textbooks that are not yet published.
- Parents may contact the publisher(s) concerned directly if they are unable to purchase any textbooks on the school textbook list from bookstores.
- The EDB will set up “**Textbook Information Hotlines**” from July to September this year. If parents have any enquiries related to the purchase of textbooks, they may call the hotlines at 3698 3947 or 3698 4025 from 9 a.m. to 5:30 p.m., from Monday to Friday, or send emails to textbook@edb.gov.hk.

4.3 *Recycling of printed textbooks*

The EDB encourages schools to co-operate with the Parent-Teacher Associations and environmental protection agencies in launching various kinds of textbook recycling programmes, such as donation and sale of second-hand textbooks, and purchase of reference books and storybooks for loan to students. Such measures not only enhance students’ environmental awareness, but also reduce the financial burden on parents. For details, please refer to the “**Textbook Recycling Repository**” on the EDB “Textbook Information” webpage (www.edb.gov.hk/textbook). Before using second-hand textbooks, students are advised to refer to the webpage of the RTL to learn about the revision status of individual textbooks and download the applicable corrigenda.

5. Safeguarding Integrity

5.1 *Not accepting donations / free learning and teaching resources from textbook publishers / textbook retailers*

- **Schools cannot accept any form of donations or benefits from textbook publishers or textbook retailers**, such as the provision of equipment, teaching aids or supplementary teaching packages on free loan, 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, gifting floral baskets, scholarships and prizes, so as not to increase publishers' cost of publishing textbooks and to avoid being affected by the above interests when selecting textbooks. In addition, **teachers should not accept advantages or lavish entertainment offered by textbook publishers at any time, in particular during the textbook promotional activities** in order to safeguard schools' reputation and teachers' professional image.

- **Except for inspection copies of textbooks and free teacher's books which meet the related specifications** (For details, please refer to [Annex 2](#)), **schools should not accept or request complimentary learning and teaching resources from textbook publishers.**
- The EDB will take follow-up actions as appropriate should any schools fail to comply with the above guidelines.
- For details in connection with the acceptance of advantages and donations by schools and their staff, please refer to [EDB Circular No. 3/2022](#) ("Acceptance of Advantages and Donations by Schools and their Staff").

5.2 *Sale of textbooks in schools*

If schools choose to sell textbooks to parents / students in schools, the following points should be noted:

- The school supervisor, school managers, members of teaching staff or other employees of the school should avoid any conflict of interest. Where a conflict of interest inevitably happens, the staff concerned should proactively declare their interests and obtain the written approval from the SMC / IMC at the same time. The information, including the details of the conflict of interest declared and the decision made by the management, must be made known to all parents and students.
- For the sale of textbooks on school premises for convenience of parents / students or for the benefit of obtaining special discounts, schools should obtain the prior written approval from the SMC / IMC. Schools are not allowed to generate any profits from the sale of textbooks, and should keep correct and complete financial records of the sales in books of accounts.
- Schools should make sure that parents / students are fully aware of the purchase modes and the terms and conditions for buying e-textbooks.
- Schools should be prudent in the selection of textbook retailers. If schools are doubtful about the operating mode of the textbook retailers, such as offering a discount rate that lies outside a reasonable range, schools should contact the publishers concerned to clarify the textbook retailers' sources of supply.
- Schools should fully inform parents / students of the arrangements between the schools and the textbook retailers, and that they have the option of not buying textbooks from the schools.

5.3 *Responsibility for compliance*

- 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 learning and teaching resources are in line with the aims and objectives of the central curriculum. The content and information of such learning and teaching resources should be correct, complete, objective and impartial. Teachers should make effective use of the learning and teaching resources to help students acquire relevant knowledge and skills, and foster their Proper values and attitudes.
- The SMC / IMC, the school principal and teaching staff are all responsible for ensuring compliance with the provisions on the selection of textbooks and learning and teaching resources as stipulated in this Note. Failure to declare conflict of interest 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 Book

A free teacher’s book is a “user manual” that accompanies its textbooks. It elaborates on the content of the textbook and provides suggestions on the learning and teaching strategies for teachers’ information. A free teacher’s book cannot take over teachers’ role in planning and designing their lessons. A free teacher’s book must adhere to the principles of the Debundling Policy so as not to increase the textbook price.

Content of a free teacher’s book can include:

- web links to the publisher’s websites that provide supplementary learning materials or learning and teaching resources developed by the third party; answer keys and suggested solutions to exercises in textbooks; and transcripts of materials for listening activities for teachers’ reference in preparing lessons or designing learning and teaching activities;
- suggested teaching notes on assisting teachers in catering for learner diversity and facilitating assessment for learning, as well as an appropriate amount of learning and teaching resources for teachers’ reference in preparing lessons or designing learning and teaching activities; and
- templates for the “print-on-demand” contents and the user manual / introduction of the functions (applicable to e-textbooks).

Content of a free teacher’s book cannot include:

- learning and teaching resources in the form of supplementary exercises, assessment banks, education software packages / application programmes;
- masters of worksheets for making copies, non-publicly accessible websites for the provision of additional teaching materials or other forms of web-based materials;
- teaching aids, e.g. wall charts, posters, large song sheets, magnets;
- learning management system which can monitor students’ use of e-textbooks in class; and
- file management system for recording individual students’ learning progress.

(Name of the School)
Declaration of Conflict of Interest

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

(Path: > Schools & Teachers Related > Template for 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 have / do not have* conflict of interest situation in the discharge of my official duty of textbook selection.

	Name of Declaring Staff Member	Signature		Date
		<u>I DO NOT HAVE</u> any conflict of interest situation	<u>I HAVE</u> conflict of interest situation <i>(Please also complete Part B of this declaration form)</i>	
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 an 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 (Please insert "✓" in the appropriate box <input type="checkbox"/>)	
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 / herself; his / her family members or close relatives; his / her personal friends; the clubs and associations to which he / she belongs; or any person to whom he / she 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 school textbook lists

- The school textbook list should be compiled with information of the book title, edition, author(s), publisher, price, etc. and clear indication of whether the textbooks are selected from the Education Bureau (EDB)'s Recommended Textbook List (RTL) or the Recommended e-Textbook List (eRTL). To facilitate the purchase of the correct second-hand printed textbooks, the applicable edition(s) of different textbooks of various subjects should be included on the school textbook list.
- **If publishers compile school-based teaching materials for individual schools by adapting the content of the textbooks listed on the RTL / eRTL, adjusting the order of the learning topics or adding materials developed by the schools, schools should mark “school-based teaching materials” (e.g. XX Mathematics – XX School school-based teaching materials) on the textbook list clearly. This helps avoid the public’s misunderstanding that those teaching materials have been approved by the EDB. For details, please refer to Appendix 1 “Example of Primary School Textbook List” and Appendix 2 “Example of Secondary School Textbook List”.**
- When compiling the textbook lists for the senior secondary level (Secondary 4 to 6), schools should include the textbooks required for that particular school year / level only (i.e. excluding those which are not to be used for that school year / level) so as not to create additional financial burden on parents.
- The school textbook list should indicate the date of compilation and clearly state that the textbook prices quoted are for reference only. Schools should inform parents and students that they could purchase textbooks from whichever textbook retailers they wish.
- **To be in line with the implementation of the Debundling Policy, if schools choose to use a textbook in the form of a “package” (i.e. a textbook together with its accompanying learning materials, e.g. worksheets and revision guides), they should list the information of such accompanying learning materials (i.e. title and the debundled price) and the contact information of the relevant textbook publishers / textbook retailers on the school textbook list. Schools may also consider providing collective order service for the learning materials for the convenience of students using second-hand textbooks. For details, please refer to Appendix 2 “Example of Secondary School Textbook List”.**
- If schools assist students using second-hand textbooks to order learning materials, they should clearly indicate the relevant statements on the school textbook lists, such as “*After the commencement of the school term, school will collectively order e-learning accounts for (Subject) from the publisher for students using second-hand textbooks*”, or prompt parents / students to contact the textbook publishers / textbook retailers concerned to order the relevant learning materials required on the textbook lists. For example, “*Students using second-hand textbooks may contact the publisher to order the worksheets for (Subject)*”.

- Schools should minimise the use of symbols on the school textbook lists to facilitate parents’ understanding of its content.

“Revised edition” / “Reprinted with minor amendments” / “Reprinted” textbooks

- **“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, thereby alleviating parents’ financial burden. The content of the “Revised edition” textbooks should have significant changes and improvements 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:
They are **NEITHER “New edition” NOR “Revised edition” textbooks**, as they involve a small amount of information updates only. In general, there should not be any changes in the design of the textbooks’ front and back covers, title, page size and page order. Therefore, **students can still use the second-hand textbooks of the previous edition(s).**
- **“Reprinted”** textbooks:
The reprinted edition mainly involves minor amendments only (such as the correction of typographical errors). **Students can still use the second-hand textbooks of the previous edition(s).**
- Publishers are required to include the year of the previous edition and the year of reprint on the “Reprinted with minor amendments” and “Reprinted” textbooks. They should also distribute the corrigenda to students using the second-hand textbooks of the previous editions for free via schools.
- For those “Reprinted with minor amendments” textbooks, schools should indicate clearly on their school textbook lists that the second-hand textbooks of the previous editions can still be used. Teachers should also distribute the corrigenda provided by the textbook publishers to students using second-hand textbooks, or inform students of the relevant changes.
- Schools and students can also download the relevant corrigenda through the RTL on the EDB’s “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 their compilation of the school textbook lists.

Reference materials

- Schools should indicate on the school textbook lists that reference learning materials, such as dictionaries and atlases, are “reference materials” or “applicable to new students” so that parents / students who already own such materials can decide whether to buy these items or not.
- To facilitate better use of resources, the EDB encourages schools to purchase a few copies

of the reference materials and put them in the classrooms or the school library for students' reading on loan. Schools can also let students 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 school textbook lists which textbooks are required as against those optional items that are for reference only, so that students and parents can choose whether to buy such items at their discretion.**

Schools' Arrangements to Facilitate the Purchase of individual textbooks / readers in short supply

- As the supply of some textbooks / readers might be tense at times in individual textbook retailers, suggestions are made below:
 - Schools can contact publishers to inquire about the availability of individual textbooks. Early assistance from publishers should be sought if necessary;
 - Schools can order the textbooks / readers for students after the commencement of the school term; or
 - The school library can buy a few copies for students to use on a rotational basis.

For details of the above, please refer to Appendix 1 “Example of Primary School Textbook List” and Appendix 2 “Example of Secondary School Textbook List”.

Example of Primary School Textbook List
2024/25 School Textbook List (Primary One First Term)

Date of compilation: xx.5.2024

- The prices quoted are for reference only. Students and parents may choose to purchase textbooks from any textbook retailers.
- Textbooks “Reprinted with minor amendments” or “Reprinted” are NEITHER “New edition” textbooks NOR “Revised edition” textbooks. Students can still use the second-hand textbooks of the previous edition.

	Title / Applicable Edition(s)	Publisher	Author(s)	Price
Chinese Language				
1#	中國語文小一上第一冊 (2020年第二版, 2022年重印)			
2#	中國語文小一上第二冊 (2020年第二版, 2022年重印兼訂正)			
3	漢語字典(初階) (2021年版) (參考材料, 可選擇購買與否)			
English Language				
4#	Primary English Book 1A (2016 2 nd Edition) (Package) (Including self-learning booklet \$**)			
General Studies				
5#	General Studies Book 1 (2020 1 st edition)			
6	General Studies Workbook 1 (2020 1 st edition)			
Mathematics				
7	Primary Mathematics Book 1 – XX School school-based teaching materials (To be subscribed collectively by school)			
Music				
8#	Music Book 1 (version 1.1) (e-textbook) (To be subscribed collectively by school) (Compulsory for all Primary One students)			

✓ State clearly the applicable edition

✓ State clearly the textbook is Reprinted with minor amendments

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

✓ List out learning materials required to facilitate the purchase of second-hand textbooks

✓ Separate price for textbook and workbook

✓ Indicate clearly “XX School school-based teaching materials”

✓ Indicate clearly school’s arrangement of e-textbook purchase

Remarks :

#	The textbook has been reviewed by the Education Bureau and listed on the “Recommended Textbook List” (RTL) / the “Recommended e-Textbook List” (eRTL).
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Example of Secondary School Textbook List 2024/25 School Textbook List (Secondary One)

Date of compilation: xx.6.2024

- The prices quoted are for reference only. Students and parents may choose to purchase textbooks from any textbook retailers.
- Textbooks “**Reprinted with minor amendments**” or “**Reprinted**” are **NEITHER “New edition” textbooks NOR “Revised edition” textbooks**. Students can still use the second-hand textbooks of the previous edition.

	Title / Applicable Edition(s)	Publisher	Author(s)	Price
Chinese Language				
1#	中國語文中一上 (2020 年第五版)	*		
2	漢語成語詞典(修訂版) (2020 年版) (參考材料, 可選擇購買與否)	*		**
English Language				
3	S1 English Language – XX School school-based teaching materials	***	***	to be purchased from school after the commencement of school term
Mathematics				
4@#	Mathematics Book I (2020 2 nd edition) (Package) (including Exercise Book \$**)	***		
Science				
5#	Science Book 1 (2018 1 st edition)	*		
6	Science Workbook 1 (2018 1 st edition)	*		
History				
7#	History 1A (2020 edition) History 1B (2020 edition, 2021 Reprinted with minor amendments)	*		\$**
Information and Communication Technology				
8#	ICT Book 1 (Version 1.1) (e-textbook) (To be subscribed collectively by school) (Compulsory for all Secondary One students)	*		
Remarks :				
#	The textbook has been reviewed by the Education Bureau and put on the “Recommended Textbook List” (RTL) / “Recommended e-Textbook List” (eRTL).			
@	Students using second-hand textbooks may order the learning materials accompanying the textbooks from the textbook publisher / textbook retailer through the school after the new school year commences. Or students using second-hand textbooks may contact the textbook publisher / textbook retailer directly for purchasing the learning materials accompanying the textbook.			

Textbook publishers’ contact information

Students using second-hand textbooks can buy the learning materials such as worksheets and revision guides from the textbook retailer. In case of need, students may contact the textbook retailer (☎ xxxx xxxx) or relevant publishers.

Publisher	Contact number	URLs for the publishers’ learning materials
AAA	☎ xxxx xxxx	www.***.com.hk
BBB	☎ xxxx xxxx	www.***.com.hk