



Republic of the Philippines
Department of Education

OFFICE OF THE UNDERSECRETARY FOR CURRICULUM AND TEACHING

DEPARTMENT OF EDUCATION
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MEMORANDUM
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OFFICE OF THE DIRECTOR III

Date and Time Received: 5/29/25 3:26

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TO : REGIONAL DIRECTORS
SCHOOLS DIVISION SUPERINTENDENTS

ATTENTION : CURRICULUM AND LEARNING MANAGEMENT DIVISION
(CLMD) CHIEFS
CURRICULUM IMPLEMENTATION DIVISION (CID) CHIEFS
REGIONAL LEARNING RESOURCE SUPERVISORS
DIVISION LEARNING RESOURCE SUPERVISORS

FROM : [Signature]
GINA O. GONONG
Undersecretary

SUBJECT : COLLECTION APPLICABLE LIMITS FOR THE PROVISION
OF SUPPLEMENTARY LEARNING RESOURCES (SLRs) FOR
SCHOOL LIBRARIES AND LIBRARY HUBS/LIBRARY AND
INNOVATION HUBS

DATE : May 19, 2025

1. This memorandum relates to the collection applicable limits for the provision of SLRs for school libraries and library hubs/library and innovation hubs.
2. As stipulated in Annex A, Item No. 16 of the Department of Education (DepEd) Joint Memorandum dated February 3, 2025, titled *Guidelines on the Utilization of Funds for the Provision of Supplementary Learning Resources (SLRs) for Public School Libraries and Library Hubs*, a separate memorandum shall be issued for the collection applicable limits for school libraries and library hubs/library and innovation hubs.
3. The recommended percentage of priority SLRs for library collections is attached hereto as Annex A. This shall provide guidance to the SLR Committees on the finalization of their Priority Lists.
4. This memorandum also reiterates that for the quantity per title to be procured per SLR type, consideration shall be given based on the appropriate needs and budget limit per school library and library hubs/library and innovation hubs.
5. The collection standards on school library and library hub packages are attached hereto as Annex B. This shall serve as a guide for the SLR Committees to achieve

the goal of having significant impact on the school library and library hubs/library and innovation hubs functionality status and development.

6. In order to expand the SLR catalogues, the SLR Committees shall ensure that duplication of existing SLR titles shall be avoided except for those identified for replacement due to losses and damages. With this, the SLR Committees shall require the library hub and school library personnel to conduct a collection evaluation.¹
7. In addition, all schools preferably at the library shall have a library hub corner² for maximum utilization of library hub resources.
8. Priority SLRs to be scoped, evaluated, and procured for school libraries and library hubs shall contain the identified themes, subjects, and key stages in support to the implementation of the existing curriculum and current thrusts of the Department. A separate issuance shall be released for prioritized themes for succeeding fiscal years.
9. For any query or clarification, please coordinate with **Mr. Robert P. Martin**, Senior Education Program Specialist and **Mr. Marlon G. Ompoc**, Librarian II, of the Bureau of Learning Resources (BLR)-Quality Assurance Division (QAD), at telephone numbers (02) 8631-9294 and 8634-1054 or email address at blr.lrqad@deped.gov.ph, copy furnish blr.od@deped.gov.ph.
10. For your information and guidance.

Attached: as stated

¹ A collection evaluation is defined as a systematic evaluation of the quality of library materials to determine the extent to which it meets the library's service goals and objectives and the information needs of its clientele. (Online Dictionary of Library and Information Science)

² A library hub corner is defined as a space provided in the school, preferably at the library where borrowed library hub resources are made accessible for the learners and teachers.

ANNEX A

| Recommended Percentage of Priority SLRs for Library Collections | | | |
|---|---|-----------------------------|--------------|
| SLR Type | | Percentage per School Level | |
| | | Elementary | JHS/SHS |
| School Library | Learning Area References | 50 % | 60 % |
| | General References | 30 % | 30 % |
| | Teacher-Professional Books | 15 % | 5 % |
| | Globes, Maps, and Charts | 5 % | 5 % |
| TOTAL | | 100 % | 100 % |
| Library Hub/ Library and Innovation Hub | Early Literacy Books/Fiction/Creative Works | 60 % | 50 % |
| | Non-book SLRs | 20 % | 20 % |
| | Workbooks (Non-Consumable) | 10 % | 20 % |
| | SLRs for DepEd Special Programs | 10 % | 10 % |
| TOTAL | | 100% | 100% |

ANNEX B

Collection Standards on School Library and Library Hub/Library and Innovation Hub Packages

FOR SCHOOL LIBRARY

Each school shall have a dedicated space for a library with a total floor area that can accommodate at least 10% seating capacity of the total student population (DO 56., s. 2011).

General References

General reference SLRs include but may not be limited to almanacs, atlases, biographies, thesauri, dictionaries and encyclopedias (General and Subject Specific for key stage 4), directories, handbooks, fact books. The school libraries regardless of student population size shall have a quantity of one (1) per title most especially if the title is composed of a set or is composed of more than one (1) volume. A consideration for an additional quantity of single set (composed of 1 volume only) reference books applies when the title is in demand and is **highly** recommended by the selection committee members in the school.

| LIST OF GENERAL REFERENCES ARE AS FOLLOWS BUT ARE NOT LIMITED TO THE FOLLOWING: | |
|---|----------------|
| Children's Dictionary (picture, rhyme, etc.) | Globes |
| General Dictionary | Directories |
| General Encyclopedia | Factbooks |
| Bilingual Dictionary | Gazetteer |
| Etymological Dictionary | Bibliographies |
| Thesauri | Almanacs |
| Slang Dictionary | Yearbooks |
| Quotations | Manuals |
| Abbreviations and Acronyms | Handbooks |
| General Encyclopedias | Maps |
| Subject/Discipline Encyclopedias | Charts |
| Atlases | |

Learning Area References (SLRs) and Other Learning Area References

The selection of learning area references shall support **all** the learning areas/ subjects across all the key stages of the schools' curricular offerings.

It is **highly recommended** that the collection development to be comprised of at **least 5 different titles of SLRs** per subject, applicable across all grade levels within Key Stages 1 to 3. For Key Stage 4, at least **5 different titles of SLRs** per subject for Grades 11 and 12 is prescribed.

Please refer to the tabular presentation below:

| Key Stages | | Total No. of Subjects | Recommended Total Number of Titles |
|--|----------|---|--|
| Key Stage 1 K to 3 (Kinder to Grade 3) | | Count the total number of learning areas/ subjects per key stage Note: (Same learning area/subject is counted as one) | At least 5 Different Titles per subject in each key stage |
| Key Stage 2 Grades 4 to 6 | | | |
| Key Stage 3 Grades 7 to 10 | | | |
| Key Stage 4 Grades 11 to 12 | Grade 11 | Count the total number of learning areas/ subjects in each level of the school's curricular offering | At least 5 different titles per subject in each grade level (Grades 11 and 12) |
| | Grade 12 | | |

The quantity per title of the print SLR shall be based on the schools' population sizes. However, should the title be in demand and **highly** recommended by the school's selection committee members, the quantity may be increased to the maximum prescribed for the next school size. Please refer to the following table:

| Recommended Quantity of SLR per Title for Each Learning Area SLR per School Population Size | Elementary | Junior High School | Senior High School |
|---|------------|--------------------|--------------------|
| Small | 2 | 3 | 4 |
| Medium | 3 | 4 | 5 |
| Large | 4 | 5 | 6 |
| Very Large | 5 | 6 | 7 |

Other Learning Area References

After prioritizing the recommended number of titles, procurement of SLRs that support other subject classification within the Dewey Decimal System may be considered to ensure that the school library collections are guided towards the Library of Congress Collecting Levels¹ considering being inclusive and reflective of the diverse backgrounds within the school community while recognizing both learners and teachers as unique individuals.

The table below shows the recommended growth rates prescribed in the standards for Philippine Libraries (D O 56., s. 2011):

¹ The Library of Congress, Research Collecting Level is defined as a collection that includes the major published materials for independent research, including materials containing research reporting, new findings, scientific experimental results, and other information useful to researchers.

| Dewey Decimal Classification Number | Subject | Percentage of Increase | Exemplary Standards |
|-------------------------------------|--|------------------------|-----------------------------|
| 000-099 | General Works (Include computer science, bibliographies, book-related topics, publishing, news media) | 4% | Beyond Recognized Standards |
| 100-199 | Philosophy | 1% | |
| 200-299 | Religion | 4% | |
| 300-399 | Social Sciences | 10% | |
| 400-400 | Languages | 1% | |
| 500-599 | Pure Sciences | 10% | |
| 600-699 | Applied Sciences | 10% | |
| 700-799 | Fine Arts and Recreation | 6% | |
| 800-899 | Literature | 10% | |
| 910-929 | Geography/Travel/Biography | 6% | |
| 900-999 | History | 8% | |

Furthermore, please consider in the selection for second priority the most needed subject classifications that are below the ideal percentages of existing titles in the library's total collection. Please refer to your inventory for the breakdown of percentages of the total collection and refer to DO 56, s. 2011, Annex C or the *Recommended Growth Rate of Collection for School Library and Media Centers* as also shown in the third column in the table above.

Teacher Professional Books

Teachers are catalysts for improved learning outcomes. Provision of professional books empowers them with innovative teaching strategies, up-to-date content knowledge, and refined classroom management skills.

FOR LIBRARY HUB (LH)/LIBRARY AND INNOVATION HUB (LIH)

The standards for the LH/LIH collection are hereby established to guide the respective LH/LIH on their collection development. The provisions are as follows:

Print Supplementary Learning Resources

The following table shows the type of SLRs that shall comprise the prescribed LHs/LIHs collections, recommended percentage of increase, and the quantity. A maximum number of 200 copies per print SLRs of fiction/creative works, and non-consumable workbooks, reviewers across learning areas is prescribed based on the average class size of 50 in order to provide a copy for each learner in a classroom (Please refer to DO 62, s. 2004). For Non-book SLRs such as educational toys, flash cards, games and puzzles, maps, and manipulatives, in most cases, use of the said types is not per individual but at least by pair or more. For hand-held non-book SLRs, it is recommended to have a maximum quantity of 20 per unit unless in demand, quantities can be increased with the recommendations of the subject specialists. For bigger or life-size items, the recommended maximum quantity is up to three (3) per unit unless in demand may be increased with the recommendations of the subject specialists.

| SLR Type | Maximum Quantity per Title/Unit |
|---|--|
| Early Literacy Books i.e. Beginning Reading Books, Fiction Books/Creative Works (including storybooks that introduce math and science concepts, values formation, health education, Gender and Development (GAD), etc.) | 200 |
| Science and Mathematical Literacy (Numeracy) | 200 |
| Non-consumable workbooks across learning areas especially for high schools (mathematics, vocabulary, physics, chemistry including books on abstract and numerical reasoning, etc.) | 200 |
| Non-book SLRs such as educational toys, flash cards, games and puzzles, Manipulatives, etc. | 20 (hand-held) 3 (life-size) |
| SLRs for DepEd special programs | 200 |

The percentages of growth per type of SLRs shall serve as a guide collection development. Distinct from the percentages of growth for school libraries which focuses on learning area and general references, the LH/LIH focuses on the needed SLRs that would essentially support the various programs of DepEd such as reading, digital

literacy, values formation, health education programs, Science and Mathematical Literacy and Numeracy which constitute 80% of the total collection, 10% respectively for non-consumable workbooks across learning areas especially for high schools, and 10% for non-book SLRs not limited to skill development, memory enhancement, workbooks for review purposes, and SLRs for various DepEd special programs.

Annual collection evaluation shall be conducted as a basis for collection development to ensure a well-balanced collection. For fiction/creative works, it shall be at least 20% of the total LH/LIH collections have been published or printed within the last ten years, at least one-fourth of which is recommended to be Filipiniana collections. The following table indicates the recommended publication, printing, and/or copyright dates in the selection of SLRs:

| Learning Area and Types Classifications of SLRs | Recommended Publication, Printing, and or Copyright Dates of SLRs for the Library Hub Collections |
|---|---|
| Early Literacy Books i.e. Beginning Reading Books, Fiction Books/Creative Works (including storybooks that introduce math and science concepts, values formation, health education, Gender and Development (GAD), etc.) | Titles must preferably bear ISBN No. and Publishers must be registered with the NBDB. No minimum range of publication or printing date but encouraged to select within the last 10 years. |
| Science and Mathematical Literacy (Numeracy) | Within 10 years shall be followed |
| Non-consumable workbooks across learning areas especially for high schools (mathematics, vocabulary, physics, chemistry including books on abstract and numerical reasoning, etc.) | |
| Non-book SLRs such as educational toys, flash cards, games and puzzles, Manipulatives, etc. | Shall be based on the current usability status |

For toy collection, selection shall comply with the existing laws governing Child Protection and Toy Safety Act also known as *Republic Act No. 10620, Toy and Game Safety Act of 2013* and not be limited to the following considerations such as size, durability, safety (e.g., presence of strings/cords, toxic substances, sharp points, edges, and/or manufacturing defects in assembling, flame resistant, washable, electrocution, and age appropriateness, noise produced is at an acceptable level). For other non-book SLRs, selection shall consider existing guidelines for Science and Math Equipment (SME) and Technical Vocational Livelihood (TVL) Tools. Furthermore, the LH/LIH shall prioritize its selection and acquisition of toys and or non-book SLRs to those not available in most schools the LH/LIH serves.