
Municipal Libraries as Community Learning Spaces: A Model for Educational Resource Management in Western Visayas

Ma. JC Y. Velasquez

<https://orcid.org/0009-0009-7637-1223>

Pangasinan State University-Open University

mariajcvelasquez@gmail.com

Date Submitted: September 30, 2026

Date Reviewed: October 13-15, 2026

Date Accepted: October 20, 2026

Date Published: October 25, 2026

ABSTRACT

This mixed-methods study used a triangulation design to evaluate municipal libraries in Western Visayas as vital community learning spaces. The paper emphasized libraries' transformative role in supporting lifelong learning and social engagement in the digital age. Thirty-seven librarians and library staff participated in quantitative data collection, while fifteen librarians took part in qualitative interviews. The study used purposive sampling and a self-developed questionnaire under strict ethical oversight; researchers analyzed the data using descriptive statistics and thematic analysis. The study found significant regional differences: libraries on Panay Island reported better digital resources and stronger alignment with academic requirements, while those on Negros Island focused more on out-of-school resources. The study found a negative relationship between the number of patrons and the adequacy of physical collections, suggesting that libraries with fewer patrons perceived their collections as more adequate. Overall, municipal libraries in the region have a strong mix of physical and digital resources but still face persistent challenges in modernization, staffing, and outreach. A limitation of this research is its focus on municipal libraries in Western Visayas, which may not represent experiences in other regions. The study's practical implications include recommendations for libraries to prioritize modernization, diversify funding sources, and expand outreach to remote locations, while strengthening community engagement through enhanced programs and resources. The paper's original value lies in its educational resource management model, which offers a strategic framework for improving library services and fostering lifelong learning in underserved communities.

Keywords: *Municipal Libraries, digital literacy, community engagement, lifelong learning, modernization*

INTRODUCTION

In the digital era, municipal libraries are shifting from quiet book repositories to vibrant centers for lifelong learning and community engagement. Community learning spaces may be physical, virtual, or hybrid, intentionally structured to encourage collaborative and social learning among diverse populations (Klee, 2025). An Educational Resource Management (ERM) Model serves as a strategic tool for institutions like libraries or schools to organize, distribute, and improve access to educational resources effectively.

Community learning spaces in Western Visayas (Region VI) provide safe, accessible environments for education, digital literacy, and community development, especially in underserved or rural areas. These initiatives often involve collaborations between local government units (LGUs), schools, and organizations to support modular learning, early childhood development, and technical skills training. DICT Digital Transformation Center (DTC) - Western Visayas, Child Development Centers (Daycare) (Iloilo), School of Living Traditions (SLT) (Iloilo), UP Visayas Teaching and Learning Resource Center (TLRC), Community Libraries & Mobile Libraries, West Visayas State University (WVSU) Initiatives, and Cyber Caravans are spaces that often function as alternatives to traditional classrooms during emergencies (such as natural disasters or pandemics), providing support for modular learning and remote education.

"The library is a growing organism" is the fifth law of library science, introduced by S.R. Ranganathan in 1931, meaning libraries are dynamic, living institutions that must continuously evolve, adapt, and expand to meet changing user needs, technological advancements, and growing knowledge, rather than remain static repositories. In other countries, such as the United States of America, public libraries are closely integrated into workforce development, offering resume support, job search training, and career coaching. At the same time, China has successfully used Community Learning Centers (CLCs) in rural areas to foster vocational training, income generation, and literacy, specifically targeting marginalized groups and rural labor (Raza & Fatima, 2024).

In the Philippines, the number of public libraries grew under Republic Act (R.A.) 7743, which provides for the establishment of congressional, city and municipal libraries, and barangay reading centers throughout the Philippines (Philippines, 1994). As defined by the Implementing Rules and Regulations of R.A. 7743, a barangay reading center is "a public library that is located, established by, and maintained by a barangay, with the primary purpose of serving the library and information needs of barangay residents." The barangay is the lowest tier of governance (Philippines, 1994). As of 2018, 1,455 public libraries are affiliated with the National Library of the Philippines (NLP). However, only 40% of them are listed as active. Under RA 7743, the total number of public libraries and reading centers should match the count of each region's Local Government Units (LGUs).

In Western Visayas, 73 public libraries account for only 2% of the region's total LGUs (NLP, 2018). Municipal libraries in Western Visayas (Region VI) serve as critical centers of public resources. However, their distribution remains uneven across the region's six provinces: Aklan, Antique, Capiz, Guimaras, Iloilo, and Negros Occidental. As of June 2023, 1,640 public

libraries are affiliated with NLP, including 77 in Western Visayas, of which 48 are active (National Library of the Philippines, 2023a). Community learning spaces in Western Visayas are evolving, notably through Iloilo City's initiative to establish 16 district reading/learning centers, such as the Justice Delfin J. Jaranilla Learning Center.

Despite the mandate of Republic Act 7743, which calls for the establishment of libraries in every municipality, there remains a gap between the existence of these spaces and their effectiveness as "learning centers." In Western Visayas, geographical barriers and varying levels of local government support have led to inconsistent management of educational resources. A structured model is needed to integrate modern resource management with the specific socio-cultural needs of Ilonggo, Akeanon, and Antiqueño communities.

This study aims to evaluate the current state of municipal libraries in Western Visayas and propose a comprehensive Educational Resource Management (ERM) Model by assessing the adequacy of available physical and digital learning materials and identifying the barriers preventing these libraries from functioning as effective community learning spaces. In addition, this research will develop a framework that optimizes resource allocation, community participation, and digital integration.

By reimagining the library as a "Community Learning Space," this study will provide Local Government Units (LGUs) in Region VI with a blueprint for boosting local literacy and digital inclusion. Transforming these spaces ensures that even the most remote Western Visayan learner has access to the tools necessary for academic and professional success.

STATEMENT OF THE PROBLEM

This study aimed to evaluate the current state of municipal libraries in Western Visayas as community learning spaces and to develop an Educational Resource Management (ERM) model to optimize their role in local education and digital inclusion.

Specifically, this study sought to answer the following objectives:

1. What is the profile of municipal libraries in Western Visayas, in terms of:
 - a. location;
 - b. years of operation;
 - c. number of library personnel;
 - d. professional eligibility of personnel;
 - e. budget allocation and funding sources;
 - f. collection size and types of resources (print, digital, multimedia);
 - g. availability of technology and internet access;
 - h. average number of library patrons per month?
2. What is the level of adequacy of learning materials in municipal libraries in Western Visayas in terms of:
 - a. physical collections;
 - b. digital resources; and
 - c. physical facilities?

3. What is the level of extent of the existing educational resources aligning with the academic and professional needs of Western Visayan learners in terms of:
 - a. academic requirements;
 - b. out-of-school resources; and
 - c. professional resources?
4. What are the challenges that prevent libraries from functioning as effective community learning spaces?
5. Is there a significant relationship between the level of adequacy of learning materials in municipal libraries in Western Visayas and its profile variables?
6. Is there a significant relationship between the level of extent of existing educational resources aligning with the academic and professional needs of Western Visayan learners and its profile variables?
7. What educational resource management model can be proposed based on the results of the study?

REVIEW OF RELATED LITERATURE

Over the past decade, municipal libraries have evolved from mere repositories of books into vital community learning spaces that support lifelong learning, digital literacy, and civic participation—both in the Philippines and globally (Balicat, 2025; Rosales, 2025; Vårheim, 2020). In Western Visayas, Rosales (2025) conducted a mixed-methods study showing that the availability, accessibility, and use of library resources are closely linked, suggesting that public libraries are most effective when they are inclusive, user-oriented, and responsive to community needs. Nevertheless, Balicat (2025) and Rosales (2025) both identified persistent challenges in Philippine municipal libraries, such as outdated facilities, limited funding, and insufficient digital resources, which restrict their capacity to fully serve as community learning centers.

In the Philippines, initiatives such as the Library Resources Recommender Application (LiRRA) and automated library management systems have been implemented to streamline resource acquisition, improve efficiency, and ensure alignment with educational standards (Lobo et al., 2026).

RELATED STUDIES

Municipal libraries play a vital role in fostering lifelong learning and community development, particularly within the Western Visayas region of the Philippines. As traditional repositories of knowledge evolve into dynamic community learning spaces, these libraries are increasingly recognized not only for their collections but also for their capacity to support digital literacy, social engagement, and educational advancement. Despite their significance, municipal libraries in Western Visayas face challenges such as limited resources, technological constraints, and gaps in service delivery. Examining their current practices, strengths, and areas for improvement is essential to understanding how these libraries can better fulfill their mission as inclusive learning hubs that respond to their communities' diverse needs.

Library services in distant barangays or rural areas present a unique challenge to information services. The major hindrance to serving these other legitimate users is getting resources to widely scattered people. Despite this imposing hindrance, 95 or 81.90% of the 116 non-patrons of the public library were still willing to avail of its services when oriented on

what the public library has for them. This indicates people's thirst for information, which the library's resources can quench (INFLANET, 2000).

Urban studies show that the spatial distribution of facilities tends to follow a concentric accessibility pattern, where elite groups tend to have better access than others (Stanley et al., 2016). Therefore, it is essential to consider spatial accessibility and its effects on the spatial equity of library facilities and services for all community members. The location of these facilities can improve or limit some residents' access to vital services and resources.

In the study by Estrullo et al. (2023), entitled "Undervalued, understaffed, underdeveloped, and underutilized? The status of public libraries in the eleven municipalities of rural Iloilo Province, Philippines," they suggest that older libraries may have more established collections and community presence, but this is not the main focus. While their study focuses on compliance, staffing, and services, it occasionally references individual libraries' establishment dates for context, showing that some have operated for decades while others are newer.

Alegado and Alayon (2019) explored the continuing professional development (CPD) of Filipino librarians. They observed that while compliance with CPD requirements improved eligibility and professional competencies, many librarians faced challenges accessing CPD activities because of cost and geographic limitations. The study emphasized that ongoing training helps maintain eligibility and improve service delivery.

THEORETICAL FRAMEWORK

This study drew on a multi-theoretical perspective that conceptualized municipal libraries in Western Visayas as dynamic, evolving community learning spaces. It was grounded in Ranganathan's Fifth Law of Library Science, "The library is a growing organism" (1931), which asserted that libraries must continuously evolve and expand to meet changing user needs, adapt to technological advancements, and accommodate the growth of knowledge. This perspective positioned the library not as a static repository, but as a living institution that thrived through adaptation and responsiveness to its community.

CONCEPTUAL FRAMEWORK

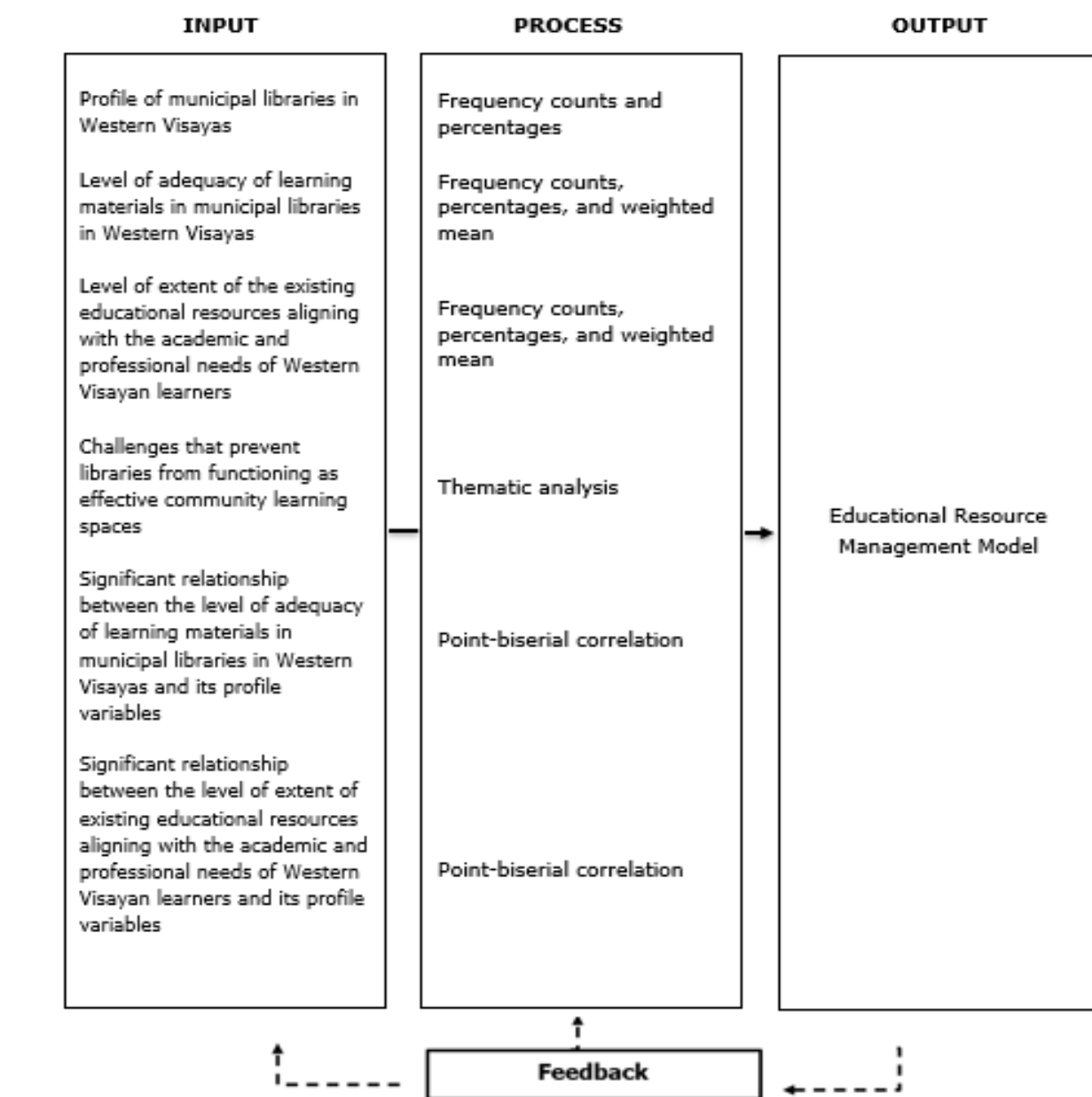


Figure 1: Conceptual Framework

METHODOLOGY

Research Design

This study was conducted using a mixed-method or quantitative-qualitative descriptive research method and triangulation design as described by Creswell and Plano Clark (2018), a mixed-methods descriptive design that integrated both quantitative (e.g., surveys, tests) and qualitative (e.g., interviews, observations) data to describe an event or phenomenon as it occurred naturally, without experimental manipulation.

Respondents of the Study

The target population of this study consisted of thirty-six (36) librarians and library staff assigned to nine (9) different municipal libraries in Western Visayas. These nine (9) different municipal libraries in Western Visayas present a varied landscape for studying the current state of municipal libraries in Western Visayas as community learning spaces.

This study used purposive sampling. Also known as judgment, selective, or subjective sampling, this technique involves the researcher using judgment to select population members to participate in the study.

Participants of the Study

The intended target participants for the qualitative data in this study were fifteen (15) librarians assigned to nine (9) municipal libraries in Western Visayas, as they were best positioned to provide relevant information on the in-depth issues under consideration in the study questionnaire.

Research Setting

This study was conducted in Region VI (Western Visayas) and focused on nine (9) municipal libraries across the region.

Data Gathering Instrument

The researcher obtained permission from the heads of each municipal library in Western Visayas to conduct research with librarians and library staff as participants. The researcher used a self-made questionnaire designed to evaluate and assess libraries while considering geographical location and cultural sensitivity. At least five (5) high-level experts in the field assessed and pre-approved the content, questions, and checklist for appropriateness, completeness, and accuracy. Experts in library science and education assessed whether the questionnaire content was logical and covered the research scope.

The questionnaire itself was divided into two main parts. Part I focused on library profiles, while Part II included a checklist evaluating the current operations of municipal libraries in Western Visayas as community learning spaces. This checklist assessed areas related to the current state of municipalities (resource status) and learner/user needs. After gathering and analyzing the data from the completed questionnaires, the researchers conducted a semi-structured interview. The interview was scheduled two (2) weeks after the quantitative data was analyzed, and it served as a basis for the content of the interview, which was aligned to the answers given by the respondents on the questionnaire. This strategic approach aligned the quantitative and qualitative phases of the study, facilitating a comprehensive exploration of the current state of municipal libraries in Western Visayas as community learning spaces. By integrating elements from the questionnaire into the interview guide, the study achieved a coherent and cohesive data collection process, enabling comprehensive analysis and validation of insights from both quantitative and qualitative sources. The interviews targeted librarians only, acting as key informants (KIIs). The interviews aimed to gather further explanations of specific information and data points arising from the questionnaire analysis.

RESULTS AND DISCUSSION

Municipal libraries in Western Visayas face significant geographic disparities, with most respondents from Negros Occidental, reflecting uneven access to library services. Libraries in urban areas report higher usage, while those in remote regions remain underutilized, highlighting challenges in spatial equity. Despite operating for over 18 years, many libraries struggle with outdated resources, minimal staffing (typically 1–6 personnel per

library), and only about half of staff with formal library qualifications, underscoring the need for more licensed librarians and ongoing professional development. Funding, though sourced from various channels, is often inconsistent, making sustainable financial management a persistent issue. All libraries boast diverse collections, at least 3,000 books, computers, and Wi-Fi, which help bridge the digital divide, but ongoing evaluation and staff training are essential to meet evolving needs. Most libraries serve 601–1,100 patrons monthly, suggesting that improved programming and investment in digital infrastructure are crucial for sustained growth. Learning material adequacy is high and strongly aligned with user needs, particularly for out-of-school youth, academics, and professionals. However, regional differences persist, with Panay Island excelling in digital and academic resources and Negros in alignment with out-of-school needs. Larger libraries tend to have more resources overall, yet perceive their collections as less adequate than those of smaller libraries. Major challenges include insufficient dedicated budgets, low public awareness, accessibility issues, and a shortage of licensed librarians, especially in underserved areas. Statistically, location is negatively associated with digital resource adequacy, and patron numbers are negatively associated with perceived physical collection adequacy, underscoring the need to address these gaps. While libraries align well with users' professional development needs, seminar frequency and industry partnerships remain limited. To address these issues, the study proposes a holistic, data-driven management model focused on community profiling, academic and livelihood alignment, digital infrastructure upgrades, inclusivity, staff development, outreach, and continuous monitoring—positioning municipal libraries as dynamic, effective community learning hubs for Western Visayas.

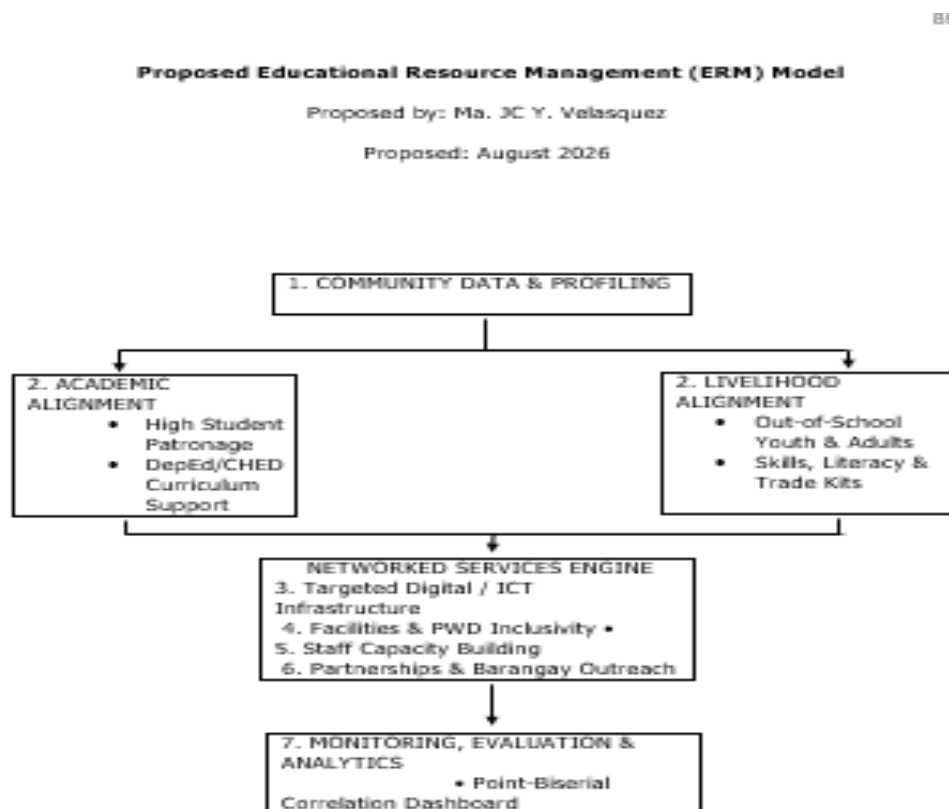
CONCLUSIONS

Municipal libraries in Western Visayas have a strong institutional presence, offering diverse collections and digital access; however, they still face challenges such as uneven service access, underutilization in remote regions, staffing shortages, and inconsistent funding. While most libraries have operated for over 18 years and maintain at least 3,000 volumes, along with computers and Wi-Fi, many still struggle to modernize and keep their resources up to date. Materials and facilities are generally adequate, with mean scores of 3.86 for physical collections, 3.71 for digital resources, and 4.56 for facilities, though outreach activities, assistive technology, and training spaces remain only moderately adequate. Library resources align well with user needs, particularly for out-of-school youth, and also show high alignment with academic and professional requirements. Nonetheless, regional and patron-based disparities persist: Panay Island libraries excel in digital and academic resources, while Negros Island libraries are stronger in out-of-school resources. Larger libraries typically report greater adequacy in some resource areas, but smaller libraries perceive their collections as more adequate. Ongoing key challenges include insufficient budgets, low public awareness, accessibility barriers, and a shortage of qualified librarians, especially in underserved areas. Significant negative correlations between location and digital adequacy, as well as between patron numbers and perceived physical adequacy, further underscore the need to address these gaps. To make municipal libraries more effective and inclusive as community learning spaces, the proposed management model advocates data-driven, holistic resource management, improved digital infrastructure, targeted outreach, and continuous evaluation.

RECOMMENDATIONS

To advance municipal library development in Western Visayas, libraries should address geographic disparities and underutilization by expanding outreach to remote areas, recruiting more qualified librarians, investing in ongoing staff training, and establishing sustainable financial management. Regularly modernizing resources and technology, along with targeted allocation, can further support their role as community learning spaces. Libraries should also maintain and improve resource adequacy by updating collections, investing in digital infrastructure, improving training spaces, intensifying outreach, and upgrading assistive hardware to better serve all user groups. To reduce regional and patron-based disparities, libraries should implement targeted interventions, localized programming, and regular data-driven assessments, and form partnerships with local industries and educational institutions. Advocacy for increased, dedicated budgets; improved public awareness; and enhanced recruitment of licensed librarians are necessary, along with partnerships with local government and private organizations to close funding and staffing gaps. Libraries should prioritize investments in ICT infrastructure and collection development, using geographic and patron data to distribute resources equitably. For professional development, the report recommends increasing seminars, training, and industry collaborations, as well as region-specific capacity building. Finally, adopting the proposed educational resource management model—a comprehensive, data-driven approach—will help enhance service quality, inclusivity, and sustainability, with ongoing monitoring and refinement to maximize its impact in bridging educational gaps and fostering digital inclusion in Western Visayas.

Proposed Educational Resource Management Model



1. Needs Assessment & Community Profiling

Objective: Categorize library branches using demographic data to trigger automated resource distribution.

Branch Profiling Matrix					
Library ID	Branch Location / Region	Dominant Patron Demographic	Peak Volume Hours	Local Context Tier	Target Focus Area
LB-ILO-01	Panay Urban Central	K-12 & College Students	3 PM – 7 PM	Academic Hub	Tech & Curriculum Alignment
LB-NEG-02	Negros Rural Coastal	Out-of-School Youth / Adults	9 AM – 1 PM	Livelihood Hub	Agriculture, Trades & Literacy
LB-NEG-03	Mountain Interior (Negros)	Mixed / Indigenous Patrons	Sat Full Day	Underserved Digital	Mobile Outreach & Solar ICT

This targeted approach ensures that library resources and services are dynamically allocated, making municipal libraries effective and adaptive community learning spaces across Western Visayas.

2. Resource Diversification & Alignment

Objective: Distribute material types using fixed budget allocation splits matched to a branch's primary community profile.

Asset Allocation Split Model

[Academic Hub Tier] —► 70% Curriculum Support —► 20% Professional/Tech —► 10% Local History

[Livelihood Hub Tier] —► 40% Alternative Learning —► 40% Trade & Livelihood —► 20% Foundational Literacy

Core Inventory Registry Blueprint					
Asset SKU	Resource Category	Format	Alignment Goal	Primary Branch Allocation	Update Cycle
BK-MAT-03	Academic: K-12 Math	Physical	DepEd Curriculum Link	Panay Urban Central	Bi-Annually
KIT-AGR-01	Livelihood: Organic Farming	Mixed Media	Local Industry Skills	Negros Rural Coastal	Annually
DB-SCI-09	Digital: Peer-Reviewed Journals	E-Database	Higher Education Research	All Branches (Cloud Access)	Annual Sub

The Core Inventory Registry Blueprint further standardizes resource management. Each asset—such as K-12 math books for urban students, organic farming kits for rural communities, and digital journal subscriptions for all branches is regularly updated and matched to its primary branch based on local priorities. This ensures a relevant, well-managed, and equitable resource pool across the region’s municipal libraries.

3. Targeted Digital Investment & Infrastructure

Objective: Close regional technological gaps by deploying targeted physical hardware and regular literacy programs.

Digital Deployment & Literacy Tracker				
Target Site	Digital Asset Needed	Priority Status	Bandwidth Strategy	Digital Literacy Program
Negros Hubs	15 High-Speed PCs + E-Reader Hub	High (Underserved)	Starlink / DICT Tech4ED	Basic Tech & Job Searching
Panay Hubs	Shared Server Subscription Access	Medium	Local Fiber	Academic Database Research
Barangay Outposts	Offline Digital Kiosks (e.g., RACHEL)	High (Remote)	Local Sync via USB	Mobile Phone App Basics

This targeted approach ensures every branch can deliver essential digital resources and skills, promoting equitable access to technology and information.

4. Facilities Optimization

Objective: Ensure physical spaces remain inclusive, safe, and dual-purpose for both quiet study and group workshops.

Facility Standards Checklist			
Area Evaluated	Infrastructure Standard	PWD / Inclusivity Feature	Assessment Schedule
Study Halls	Modular tables for group work or individual testing	Height-adjustable desks for wheelchair users	Quarterly
Entrances / Paths	Anti-slip ramps and clear tactile pathways	Braille signage + audio-assisted guides	Bi-Annually
Lighting & Air	Energy-efficient LED lighting + solar-powered cooling	High-contrast spatial zoning layouts	Monthly

This systematic approach ensures libraries are welcoming and functional for all community members, including persons with disabilities (PWD).

5. Staff Empowerment & Engagement

Objective: Train local library personnel in material curation, digital systems, and participatory management.

Staff Training & Feedback Matrix			
Staff Group	Core Competency Training	Skill Application	Input / Planning Channel
Frontline Librarians	Resource Evaluation & Community Curation	Matching acquisition lists to local demands	Monthly Collection Circles
IT Support Techs	Cloud Database & Hardware Troubleshooting	Managing underserved digital kiosks	Weekly System Logs

Outreach Handlers	Community Literacy Mobilization	Running remote non-formal learning hubs	Bi-Weekly Reports	Field
-------------------	---------------------------------	---	-------------------	-------

This focused approach strengthens staff capacity, encourages participatory management, and ensures libraries remain community-driven and adaptive.

6. Partnerships & Outreach

Objective: Leverage external organizational networks to scale educational services outside library walls.

Collaborative Network Ecosystem				
Partner Entity	Collaboration Mechanism	Shared Resource	Target Channel	Outreach
DepEd / CHED / ALS	Curriculum alignment mappings	Academic textbooks & modules	School Caravans	
Local Industry & NGOs	Livelihood skills mentorship	Practical trade guides & tools	Community Workshops	
Barangay Councils	Local facility provisioning	Reading center real estate	Barangay Reading Centers	

These partnerships amplify resource reach, foster community engagement, and help sustain lifelong learning across the region.

7. Continuous Monitoring & Evaluation (Analytics)

Objective: Run mathematical validation models to measure if library profile variables predict resource adequacy.

The Analytic Workflow

- Data Collection:** Track Patronage Volume (X), Staff Credentials Tier (Y), and Digital Resource Uptime (Z).
- Impact Testing:** Run a **Point-Biserial Correlation (r_{pb})** to determine if binary variables (e.g., Location: Urban = 1, Rural = 0) significantly affect continuous resource adequacy scores.
- Data-Driven Triggers:** If a strong negative correlation is discovered in rural zones, the procurement engine shifts 15% of the upcoming budget directly to those specific locations.

Strategic Action Trigger Matrix			
Evaluated Variable	Statistical Trend	Finding	Action Plan
Location (Urban/Rural) vs. Tech Score	Strong negative correlation ($(r_{pb} < -0.50)$)	Rural locations lack sufficient access to digital resources.	Divert 20% of central funds to offline digital kiosks.
Patronage Type vs. Checkouts	Strong positive correlation ($(r_{pb} > 0.60)$)	High student patronage directly drives book wear.	Trigger rapid-cycle book replacement protocols.
Staff Training vs. Program Success	Strong positive correlation ($(r_{pb} > 0.45)$)	Trained staff yields higher community program attendance.	Mandate Module 5 digital literacy training for all branches.

Technical Math Integration: Point-Biserial Formula

To calculate these trends in your monthly evaluation reports, use this formula in your spreadsheet tracking system:

REFERENCES

- Alegado, P. J., & Alayon, S. B. (2019). Continuing professional development compliance among Filipino librarians: Challenges and implications. *Journal of Philippine Librarianship*, 39(1), 58-74.
- Balicat, C. P. (2025). *Reimagining municipal libraries: Challenges and opportunities in the Philippines*. *Journal of Philippine Librarianship*, 54(2), 45–62.
- Creswell, J. W., & Plano Clark, V. L. (2018). *Designing and conducting mixed methods research (3rd ed.)*. SAGE Publications.
- Estrullo, E., Miaque, M. J., & Superio, D. L. (2023). Undervalued, understaffed, underdeveloped, and underutilized? The status of public libraries in the eleven municipalities of rural Iloilo Province, Philippines. *Information Development*, 39(3), 659-676.
- INFLANET. (2000). *A study on library services in rural areas: The case of non-patrons in Philippine public libraries*. Philippine Information Network.
- Klee, P. (2025, October 20). *How Communal Learning Spaces Strengthen Student Collaboration & Community*. NGLC.<https://www.nextgenlearning.org/articles/communal-learning-spaces-gather-a-community-and-promote-collabo>

ration#:~:text=Communal%20learning%20is%20an%20educational,and%20le
arning%20from%20one%20another.

Lobo, R. S., Fuentebella, D. M., & Rivera, J. N. D. (2026). Library resources recommender application (LiRRA) for library resources acquisition and educational improvement. *Invent*,100051. <https://doi.org/10.1016/j.inv.2026.100051>

National Library of the Philippines. (2023a). *Directory of affiliated public libraries*. <https://web.nlp.gov.ph/nlp/?q=node/10483>

Ranganathan, S. R. (1931). *The five laws of library science*. Madras Library Association.

Raza A. & G. Fatima (2024). Community Learning Centers in Different Economies: A Document Review. *Sustainable Business and Society in Emerging Economies*, 6 (4), 557-568.

Rosales, M. L. (2025). *Public libraries in Western Visayas: Accessibility, inclusiveness, and community impact* [Unpublished master's thesis]. University of the Philippines.

Stanley, J., Lucas, K., & Currie, G. (2016). Social exclusion and the spatial distribution of public facilities in urban areas. *Urban Studies*, 53(8), 1632–1650. <https://doi.org/10.1177/0042098015577071>

Vårheim, A. (2020). Public libraries, community resilience, and social capital. *Information Research*, 25(4), paper isrj-25-4. <http://informationr.net/ir/25-4/isrj-25-4.html>