The overview describes the profile in terms of demographic and socio-economic characteristics of the Philippines as well as its educational profile in terms of literacy rate and problems in adult education. It also presents the general policies and strategies to achieve the goals of literacy and continuing education. This is followed by a chapter on structures and programmes which describes the various projects undertaken to address problems and issues dealing with illiteracy and non-formal education. These projects included functional education and literacy programme and female functional literacy project. The chapter also presents the teaching-learning methodologies used; basic education indicators; various approaches in monitoring and evaluating the achievement of learners in non-formal education classes; the personnel involved in the programmes and their training; and the major achievements. A matrix showing the policies and strategies followed by the Department of Education, Bureau of Non-formal Education is shown. A chapter on non-formal education accreditation and equivalency system describes the target learners of the NFE programme; its curriculum which is compared to formal learning; the learning materials used; and how the learning programmes are accredited. It also describes the learning support delivery systems employed; the training of instructional managers; and the advocacy and social mobilization used to raise people's awareness and strengthen community participation. A chapter is devoted to NGO experiences and their contributions.

The assessment of the EFA goals showed that the national participation rate was only 95.1 percent, which is still 4.9 percent below the year 2000 target of 100 percent. The national cohort survival rate was only 67.4 percent, which is still under 12.6 percentage points short of the year 2000 target of 80 percent. The national dropout rate was 7.7 percent and a 285 percent reduction is still needed between 1997 and 2000 to attain the target of 2 percent. The national achievement level was only 53.9 percent which is still 21 percent below the year 2000 target of 75 percent. As early as 1994, the nation-wide simple literacy rate stood at 93.9 percent, only 4.1 percentage points away from the year 2000 target of 98 percent. Finally, the last chapter lists the future plans for the year 2000 to 2005, outlining the areas of activities for future NFE programme plans and their respective directions.