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Successful Graduate Icons

Inspirational Success Stories to Promote Prosperous Career Pathways

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Successful Graduate Icons

Overview

Implementing Institution(s):	Bureau of Curriculum Development – Department of Education Central Office
Country and/or localities where practice has been implemented :	17 regions of the Philippines
Timeline/Years:	2021 - ongoing
Target Group:	Prospective students, parents, industries, government agencies
Total cost Incurred/ resources required:	193, 900. Philippines Pesos
Website	https:// www.deped.gov.ph/shs-success-stories/

CONTEXT

The implementation of the Enhanced Basic Education Act of 2013 (RA 10533) transformed the Philippines basic education program; covering one year of kindergarten education; six years of elementary education and six years of secondary education. Secondary education includes four years of junior high school education and two years of senior high school (SHS) education.

In this reformed SHS Program, students go through the core curriculum, choose specific career pathways and specialized subjects under one of the four tracks, which are academic, technical-vocational and livelihood (TVL), sports, or arts and design, and are prepared for exit outcomes, either in higher education, middle-level skills development, employment or entrepreneurships.

THE PRACTICE

Successful Graduate Icons

While the enrolment rate in the SHS program is successful, the tracer study conducted by the Bureau of Curriculum Development revealed that the majority of the SHS graduates are pursuing higher education. More highlight on the performance of SHS graduates specially on employment and entrepreneurship are needed, for awareness and improvement of TVET image in the community at large, parents, students, education institutions, concerned agencies, legislators, academe, industries and other external stakeholders.

In an effort to showcase the success of SHS graduates that are gainfully employed and in entrepreneurship, the preparation to feature the success stories of graduates through individual videos and narratives started in 2021, culminating in *"MaSHSigabong Tagumpay sa Trabaho at Negosyo Pinanday: The SHS Graduates Success Stories"*, which was launched on March 16, 2022 by the Office of the Undersecretary for Curriculum and Instruction (OUCI) through the Bureau of Curriculum Development.

During the launch, seventeen successful graduates were introduced and their narratives and videos were uploaded to DepEd website, YouTube channel and other official social media platforms for public viewership.

Aims

The goal of the Successful Graduate Icons practice is to inculcate the culture of success among SHS students and graduates through showcasing exemplary and inspiring SHS Graduate Success Stories.

Among the objectives are:

1. To showcase success stories of graduates who are gainfully employed and excelling in entrepreneurship as exits of the SHS Program;
2. To advocate the SHS Program and the SHS exits
3. To inspire the SHS students and graduates to be successful in their respective SHS exits;
4. To promote collaboration among internal and external stakeholders for the success of the SHS Graduates; and
5. To gain support from communities and industries in duplicating the success among SHS graduates.

IMPLEMENTATION OF THE PRACTICE

Through a national memorandum, the Department of Education through Bureau of Curriculum Development, requested success stories of SHS graduates who are gainfully employed and/or excelling in entrepreneurship, one each from the following categories:

Category 1: SHS TVL graduates who are gainfully employed

Category 2: SHS TVL graduates who are entrepreneurs

Category 3: SHS Academic, Arts and Design or Sports graduates who are gainfully employed

Category 4: SHS Academic, Arts and Design, or Sports graduates who are entrepreneurs

Figure 1: *Process of implementing the SHS graduates Success Stories Program*

The criteria used for the selection of SHS Graduate Success Stories are as follows:

✓	The individual success stories must come from the batches of SHS Graduates
✓	The SHS graduates must have exhibited good moral character and must not have been charged of any administrative, civil or criminal case
✓	The success stories are exemplary, worth emulating and inspiring
✓	The success stories must feature success approaches and interventions that transform lives and
✓	The success stories promote collaboration and support among communities, industries and other stakeholders to duplicate the success among the SHS graduates
✓	The success stories may have been recognized by the communities, government offices, non-government offices, industries and by other sectors

Figure 2: *Criteria for selecting SHS Graduate Success Stories*

The Regional offices were instructed to submit the success stories in two forms; a short narrative with 400 words or less and a short video (5 minutes or less) for each success story of the graduate, guided by the following template *(Figure 3)*.

Following interviews with successful graduates, the Selection Committee chose 17 success stories from 68 submissions after reviewing the narratives and videos of the SHS Graduates' Success stories from all of the DepEd Regional Offices.

These SHS successful graduates were awarded in the launching of the "*MaSHSigabong Tagumpay sa Trabaho at Negosyo Pinanday: The SHS Graduates Success Stories"* on March 16, 2022, and their success stories (through individual videos and narratives) were featured on the DepEd's Official website - DepEd Philippines YouTube Channel, DepEd Philippine Facebook Page and other official social media platforms garnering publicity of 58,000 views, 357 shares and 1900 comments.

In addition, the SHS-GSSP Technical Working Group (TWG) concentrated on the information, education, and communication (IEC) materials for these successful SHS graduates. The TWG was then assisted by the Public Affairs Services in printing the IEC materials and providing access connections to all Senior High Schools.

Topic	Guide Question	Suggested Visuals
Interesting Title		Text of the title (on a blank background or superimposed on a scene)
Humble Beginnings/ Background	Must be clearly stated: Name, School, Track/ Strand/ Year graduated	• Establishing shot or drone shot of school, classroom • Graduation photos and other photos during their SHS days and SHS activities
Details of Success	How was your life after your SHS graduation? *Kumusta ang iyong naging buhay pagkatapos ng iyong SHS graduation?*	Photos or reenactment of what the student has pursued after graduating
	Why did you decide to pursue your chosen job/business? *Bakit mo napagdesisyunan na i-pursue ang napili mong trabaho/negosyo?*	• Establishing shot of work-place or business • Action shot of SHS graduate doing tasks at work or managing the business • Photos or clips at work, interacting with colleagues
	Since your graduation, how has the SHS track contributed to your success? *Mula noong iyong graduation, paano nakatulong ang SHS track sa iyong tagumpay?*	Photos or clips of achieve-ments (e.g. competitions, mile-stones) or recognitions at work
	Can you share a lesson in SHS that stuck with you and that you still use today? *Maari ka bang magbahagi ng isang lesson sa SHS na tumatak sa'yo at lagi mo pa ring nagagamit ngayon?*	• Photos of lessons or activities related to the answer • Photos or clips showing the graduate being able to apply the lessons in reallife setting
Contribution to the Community	How did your family and friends view you when you succeeded in your job/business? *Kamusta ang naging pagtingin sa'yo ng iyong pamilya at mga kaibigan nang magtagumpay ka sa iyong trabaho/ negosyo?*	Photos or clips of SHS graduate interacting with their family

	Paano mo binabahagi ang iyong kaalaman/skills sa ibang tao? *How do you share your knowledge/ skills with other people?*	Photos or clips of group sharing, helping other students or colleagues, or being active in the community
Recognition and acknowledgment	What kind of recognitions have you received in your work/business? *Ano ano ang mga nagging recognition natanggap mo sa iyong trabaho/ negosyo?*	Photos or clips of the achievement, or work and preparations done prior to reaching the achievement
	What is your proudest moment as an SHS graduate? *Anong proudest moment mo bilang SHS graduate?*	Photos or clips of the graduate's "proudest moment"
Aspirations/future plan	How else would you like to be recognized as a graduate of (school)? *Paano mo pa gustong makilala bilang isang graduate ng (school)?*	• Photos or reenactment of the graduate's goals • Clips of SHS graduate working or doing tasks
	What plans do you have to make your future even better? *Anong mga plano mo para mapaganda pa ang iyong kinabukasan?*	Clips of SHS graduate working or doing tasks
Message to the SHS Students (Contribution of Track/ Specialization to Success, lessons in Life)	What is your message for current SHS learners studying (specialization)? *Ano ang iyong mensahe para sa mga current SHS learners na nag-aaral ng (specialization)?*	Talking head of SHS graduate
	What is your message for the graduate SHS learners to succeed in the workplace, business or whatever they pursue? *Ano ang iyong mensahe para sa mga gagraduate na SHS learners para mag-tagumpay sa workplace, negosyo o kahit ano mang tatahakin nila?*	Talking head of SHS graduate

***Figure 3:** Suggested Shot List for Individual Video Entries*

IMPACT

Evidences and measurement of success among graduates who are gainfully employed and/or are entrepreneurs are as follow:

Category	Evidence and Measurement of Success
1. SHS TVL graduates who are gainfully employed	• Regular Employee of a TVL- related industry • Earning a minimum wage or more • Have outstanding job performance recognized by the company or industry • Have been recognized by the communities, government offices, non-government offices, industries and by other sectors • Success stories are exemplary, worth emulating and inspiring
2. SHS TVL graduates who are entrepreneurs	• Have established his/her own business • Have at least 10 or more employees • Have outstanding business performance recognized by the community, government, organization and/ or industries • Success stories are exemplary, worth emulating and inspiring
3. SHS Academic, Arts and Design or sports graduate who are gainfully employed	• Regular Employee of an Arts and Design related industry • Earning a minimum wage or more • Have outstanding jo performance recognized in the company or industry • have been recognized by the communities, government offices, non-government offices, industries and by other sectors. • Success stories are exemplary, worth emulating and inspiring
4. SHS Academic, Arts and Design or Sports graduate who entrepreneurs	• Have established his/her own business • Have at least 10 or more employees • Have outstanding business performance recognized by the community, government, organization and/ or industries • Success stories are exemplary, worth emulating and inspiring

REPLICABILITY

Stories of personal strive and achievement of dreams can inspire and act as catalysts for growth and change. The use of a combination of audio and visual advertisements, informative videos, graphics, with the concept of 'idolizing' TVET graduates can be used as social marketing activities that aim at anchoring the image of TVET within a society.

For the young millennial generation who are users of social media, success stories have to cater to their interests in multimedia formats and viralled on digital social media channels such as Youtube, Facebook, Instagram, among others. These platforms enable organic and paid postings that enlighten the measurement of audience engagement which could help improvements in efforts to increase awareness and attract interest on the benefits of TVET.

Other formats of success stories to consider include the development of publicity materials, press release, infographics, video advocacy materials, leaflets, brochures, coffee table books, power points and others to show how their lives are influenced and transformed.

LESSON LEARNT & FUTURE OUTLOOK

The widespread national coverage of the 'Successful Graduate Icons' campaign required collective effort; from the direction and instruction of DepEd Central Office, appointment of coordinators in regional offices (ROs), division offices (DOs), and schools to collaborate with the national level focal person. Efficient delegation to ROs and DOs assist the smooth execution of action plans and program management; for instance to develop publicity materials such as press releases, infographics, video advocacy materials, leaflets, brochures, power points, and others.

To ensure consistent and quality success stories that provide exemplary models; including the assurance of good moral character in the graduate icons for effective emulation, the final vetting reduced the selected to 17 video, based on set criteria (refer to Figure 1).

The involvement of government agencies, industries and other stakeholders (eg. Philippines Business Education, Microsoft Foundation Philippines, McDonalds) in sharing inspirational and motivating messages and also providing Work Immersion for students and training for teachers also added value to the publicity materials and campaigns. With subsequent publicized success stories, the 'Successful Graduate Icons' campaign looks forward to gain increased support and collaboration from internal and external stakeholders, communities and industries.

In terms of finance management, since the operational expense was based on the Work and Financial Plan of the Bureau of Curriculum, with no budget at the ROs and DOs, the management of the resource lies in the hand of focal persons who made strategic plans, budgeting, and management of the program at the National Level, while the development of videos and narratives were shouldered by the respective RO and DO.

In the succeeding years, every RO and DO will be requested to budget for the Successful Graduate Icons practice and technical aspects of the launching will be observed by the Communication Unit of the Department of Education. Private schools and the Philippine Schools Overseas would also be included in the search for successful graduate icons.

Additionally, the National Technical Working Group and its corresponding counterpart from the Region and Division Offices will analyze the entire SHS-GSSP in order to determine its strengths and areas that still require improvement.

CONCLUSION

Enhancing the image of TVET is crucial in Asia and requires more publicity efforts such as promotional campaigns (OECD, 2020). Furthermore, information dissemination of new jobs, new functional skills for employability, new requirements of transversal skills in the new world of work needs to be prioritized for publicity awareness, to highlight emerging jobs and requisite competences.

The 'Successful Graduate Icons' showcases a nationwide publicity campaign of carefully selected real-life success stories from senior high school graduates, which are used as publicity materials and career guidance orientation materials to inform the public and inspire youths to consider employment and entrepreneurship as the SHS exits.

The authentic, personal and passionate stories help to demonstrate the impact of TVET has in terms of creating positive changes while developing potentials and opportunities to access the changing labour market.

REFERENCES

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FURTHER INFORMATION

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"Good Practices" are chosen according to selection criteria that have been created by a working group. They aim to serve as benchmarks for transformation towards quality TVET. However, they reflect on the individual circumstances of the submitting country and may only be adopted with context specific modifications.

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