

TBL Cambodia Interview Initiative

Blueprints

Community Reading Activity Planner + Student Success Advising Framework

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How to use this document

Use this as an interview reference. The goal is not to sound like you are criticizing TBL Cambodia. The goal is to show that you understand their reading/book mission and can add practical, child-centered activity design, advising structure, documentation, and measurable learning support.

Positioning statement: These initiatives are portfolio concepts designed to show how book access, youth learning, and student support can be translated into simple, field-ready tools for schools, libraries, volunteers, and NGO project teams in Cambodia.

Initiative 1: Community Reading Activity Planner

Core idea

Books are the resource. A guided reading activity turns books into confidence, participation, vocabulary, discussion, and learning.

1. What it is

The Community Reading Activity Planner is a simple facilitator-support tool that helps teachers, volunteers, or NGO project staff quickly design a reading activity based on age group, time available, activity type, and setting. It is not a full curriculum. It is a practical field tool that turns a book or library visit into a child-centered learning moment.

2. Why it fits TBL Cambodia

TBL Cambodia appears to focus heavily on books, reading, and library-related projects. That mission is meaningful, but book access alone does not always guarantee reading engagement or learning confidence. This initiative adds a light, practical activity layer around the books so children are not only receiving access to reading materials, but also being guided to talk, imagine, ask questions, build vocabulary, and reflect.

TBL reading/book focus	Added value from this initiative
Books and library access	Age-appropriate activities that make books easier to use in schools and community settings
Reading encouragement	Simple facilitation prompts that help children participate and discuss stories
Community engagement	Activities that can involve volunteers, teachers, families, and older students

Project visibility	Documentation points that help staff show activity outputs and learning engagement
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3. Problem it addresses

- Children may have books available but may not know how to engage with them confidently.
- Volunteers or facilitators may want to help but may not have structured activity ideas.
- Reading projects can become distribution-focused instead of engagement-focused.
- Libraries may need simple programming that does not require expensive materials or complex training.
- NGO teams may need practical evidence of participation, not only the number of books delivered.

4. Basic prototype logic

The prototype asks the facilitator to select four inputs. Based on those choices, it generates a simple activity plan.

Input	Options	Purpose
Age group	Ages 6-8; Ages 9-12; Ages 13-15	Adjust activity complexity and discussion depth
Activity type	Reading circle; vocabulary game; storytelling; reflection drawing	Match the activity style to the session goal
Time available	30, 45, or 60 minutes	Keep planning realistic for school or field settings
Setting	School, library, community center	Adapt facilitation to the available space and group dynamic

5. Output generated by the tool

- Activity objective
- Materials needed
- Simple activity steps
- Discussion prompt
- Follow-up idea
- Optional documentation note for project records

6. Example activity output

Example: Ages 9-12 | Reading Circle | 45 minutes | Library

Objective: Help children understand the main idea of a short story and share one personal connection.

Materials: Storybook, paper, pencils, seating circle.

Steps: 1) Warm-up question. 2) Shared reading. 3) Ask children to identify one character and one problem. 4) Pair discussion. 5) Group sharing.

Discussion prompt: What choice did the character make, and what would you do differently?

Follow-up: Children draw or write one lesson from the story.

7. Impact potential

Impact area	What improves
Children	Confidence, vocabulary, comprehension, imagination,

	participation
Facilitators	Less planning burden and more consistent activity quality
Libraries/schools	Books become part of active learning, not only storage or donation
NGO team	More visible project outputs and easier activity reporting
Community	Reading becomes social, relational, and locally adaptable

8. Possible initiative names

- Little Library Learning Activities
- Read & Reflect Activity Toolkit
- Community Reading Circle Toolkit
- Books to Learning Activity Cards
- TBL Reading Engagement Toolkit

9. Low-cost implementation blueprint

1. Start with 10 simple activity cards linked to common children’s book types: story, picture book, folktale, poem, informational text.
2. Train staff or volunteers in a 60-90 minute orientation on using the cards.
3. Pilot in one school, library corner, or community space for 4-6 weeks.
4. Collect simple data: number of sessions, children attending, activity type, observed engagement, facilitator notes.
5. Revise activity cards based on field feedback.
6. Scale to partner schools or Little Library locations.

10. How to talk about it in an interview

Use this wording if asked about the prototype:

Interview answer

I created the Community Reading Activity Planner to show how a book or library project can be supported with simple, age-appropriate learning activities. I believe book access is important, but children also benefit when reading is connected to discussion, play, reflection, vocabulary, and guided facilitation. This type of tool could help teachers, volunteers, or project staff quickly plan reading circles, storytelling, vocabulary games, or reflection activities based on children’s age, time available, and setting.

Initiative 2: Student Success Advising Framework

Core idea

Student support becomes more effective when it is structured: identify the concern, choose the support level, set a follow-up timeline, document the action, and encourage the student.

1. What it is

The Student Success Advising Framework is a simple support model for helping students who may be struggling with attendance, motivation, family pressure, unclear pathways, or confidence. It draws from Ryan's prior experience in IDP student advising, school leadership, parent communication, and high-stakes bilingual communication. The framework is designed for education projects, schools, NGOs, youth programs, or community learning initiatives.

2. Why it fits Ryan's background

Ryan's experience	Connection to the framework
IDP Education Cambodia	Student advising, family communication, documentation, pathway guidance, follow-up
Vice Campus Principal / English Program Lead	Student progress monitoring, parent communication, school operations, student engagement
Khmer-English interpreting	Clear communication, confidentiality, cultural sensitivity, calm support under pressure
M.Ed. in Educational Technology and Instructional Design	Learner-centered planning, accessibility, learning support, structured intervention thinking

3. Why it matters for NGO education work

Many youth and education programs focus on activities, materials, or attendance. Those are important, but some students need structured follow-up to stay engaged. A Student Success Advising Framework helps project staff identify barriers early and respond with care before a student quietly disengages.

- It supports retention and participation in literacy or education programs.
- It gives staff a simple way to respond to student concerns without guessing.
- It helps document student support actions for internal follow-up.
- It respects both the student and family context in Cambodia.
- It turns advising from casual conversation into a repeatable support process.

4. Basic prototype logic

Input	Options	Purpose
Student concern	Attendance; motivation; family pressure; unclear pathway; English confidence	Identify the support need
Support level	Light support; moderate support; urgent support	Decide intensity and escalation
Follow-up timeline	1 week; 2 weeks; 1 month	Keep the support accountable and time-bound

5. Output generated by the tool

- Advising approach
- Follow-up action
- Documentation note
- Student encouragement prompt
- Optional family or staff communication note

6. Example advising output

Example: Motivation concern | Moderate support | 2-week follow-up

Advising approach: Meet privately with the student and ask what has changed recently. Listen first before giving advice.

Follow-up action: Agree on one small learning goal for the next two weeks and schedule a short check-in.

Documentation note: Record the concern, agreed goal, follow-up date, and any support needed from teacher or family.

Encouragement prompt: “You do not have to solve everything today. Let us choose one small step you can complete this week.”

7. Practical framework model

Step	Action	Why it matters
1. Notice	Identify attendance, motivation, confidence, pathway, or family-related concerns	Prevents silent disengagement
2. Listen	Hold a respectful conversation with the student	Builds trust and avoids assumptions
3. Plan	Set one clear support action and timeline	Turns concern into a manageable next step
4. Document	Record notes, follow-up date, and responsible person	Supports continuity and accountability
5. Follow up	Check progress and adjust support	Shows the student they are not forgotten

8. How TBL Cambodia could use it

- For youth participating in reading, literacy, or education programs who show low engagement.
- For scholarship, mentoring, library, or youth development activities where follow-up matters.
- For project staff to document student needs and track support actions.
- For volunteers or facilitators who need a simple guide for responding to student concerns.
- For future monitoring and evaluation by showing not only activities delivered, but students supported.

9. Impact potential

Impact area	What improves
Students	Confidence, continuity, sense of support, clearer next steps
Families	More respectful communication and clearer understanding of student needs

Project staff	More organized support, follow-up, and documentation
Programs	Better engagement, retention, and evidence of student support
Organization	Stronger youth-support model that can be adapted across projects

10. Possible initiative names

- Youth Learning Support Framework
- Student Success Check-In Toolkit
- Learning Pathway Support Model
- Student Engagement Follow-Up Guide
- Community Education Advising Toolkit

11. Low-cost implementation blueprint

7. Create a one-page student support form with concern, support level, action, and follow-up date.
8. Train project staff or volunteers to use respectful, non-judgmental advising questions.
9. Pilot with a small group of students in a reading/literacy program.
10. Review common student concerns monthly to identify patterns.
11. Use data to adjust activities, family communication, or student support strategies.
12. Scale the framework to other education or youth programs once refined.

12. How to talk about it in an interview

Interview answer

The Student Success Advising Framework is a simple support model I created from my experience in student advising and school coordination. It helps project staff identify student concerns, choose the right support level, document the action, and follow up. In education projects, students may disengage because of family pressure, low confidence, unclear goals, or attendance barriers. This framework helps staff respond early with empathy and structure.

Interview talking points: connecting both initiatives

If TBL Cambodia asks how these ideas relate to their work, Ryan can explain:

Short interview bridge

From the public information I saw, TBL Cambodia appears strongly connected to reading, books, and educational opportunity. I created these portfolio prototypes to show how I think about strengthening that kind of mission in a practical way. The Reading Activity Planner supports children's engagement with books. The Student Success Framework supports the learners behind the activities. Together, they help move from access to books toward engagement, confidence, follow-up, and measurable learning support.

What not to say

- Do not say the organization has nothing special.
- Do not imply their current projects are weak.
- Do not present the prototypes as finished products that must be adopted.
- Do not overstate medical expertise when discussing Sokhapheap or health education materials.
- Do not sound like you are applying as a consultant instead of a hands-on Project Executive.

What to emphasize instead

- Book access becomes stronger when paired with child-centered reading activities.
- Education projects need both activity delivery and structured student support.
- These are simple, low-cost, adaptable ideas that could be piloted in the field.
- Ryan is willing to support both planning and hands-on implementation.
- The prototypes show initiative, but the first goal is to learn the organization's actual needs and support the team.

Prepared for interview preparation and portfolio strategy. Not an official TBL Cambodia program proposal.