INTERNATIONAL LITERACY AND DEVELOPMENT

Refugee Education and Relationship Building

The Reality

Serving in Central Asia means stepping into a complex cultural intersection shaped by Soviet history and Folk Islam. This internship focuses on incarnational work among local and displaced/refugee families. You won't just be teaching. You'll be building trust through everyday presence, like running kids' summer activities, tutoring students, setting up administrative storage systems, and teaching digital skills. Success here requires high empathy, flexibility, and a willingness to embrace both relational depth and behind-the-scenes support work.

What You Might Actually Do

Reality check: Working in Central Asia relies heavily on practical service and relationally driven activities.

- **Youth & Student Engagement:** Plan and lead summer activities, English conversation clubs, and online tutoring in various subjects for K–10 students.
- **Digital Literacy:** Design and teach a practical course on using AI tools responsibly in academic environments for local students.
- **Incarnational Living & Language Learning:** Engage in basic language acquisition and join long-term field workers for family home visits across the community.
- **Operational Support:** Organize physical storage spaces, build operational support systems, and complete administrative tasks that keep field projects running smoothly.
- **Customized Field Projects:** Adapt specific secondary projects tailored to your individual skills and background.

Who This Is For

- **Required Mindset:** Patient, good with children, relationally warm, and eager to learn about post-Soviet cultural dynamics and Folk Islam.
- **Target Majors:** Business, Intercultural Studies, Linguistics, Healthcare, or Education (Minimum 2 years completed).
- **Core Skills:** Strong digital literacy (proficient in Google Workspace, Microsoft Office, and basic AI applications) and clear cross-cultural communication.
- **Non-Negotiables:** High security awareness, completion of safety briefings and required readings, and willingness to participate in trauma-informed care training.