

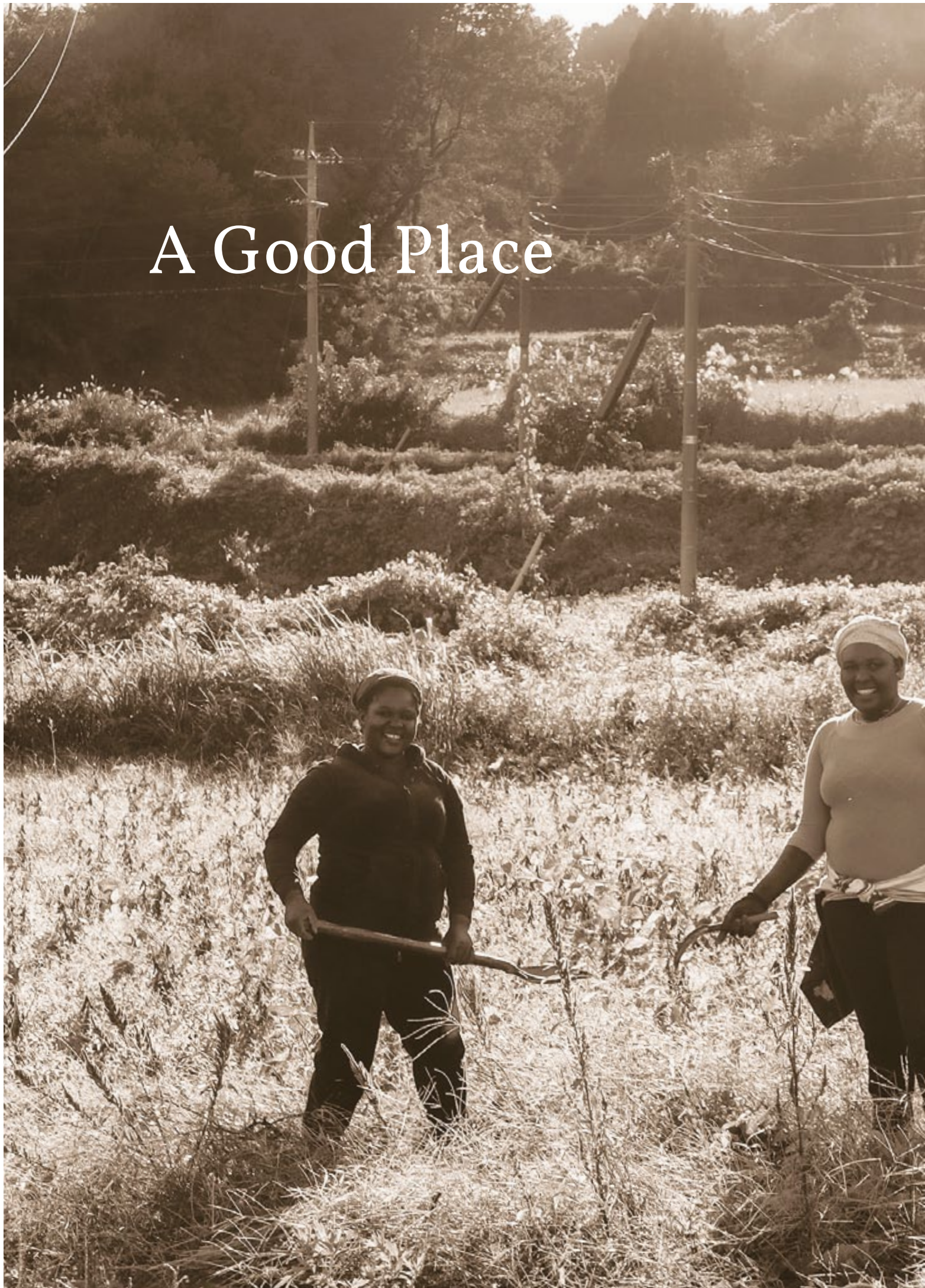
School Guide

Asian Rural Institute

Rural Leaders Training Center



A Good Place





IT'S EARLY MORNING.

Warm sunlight passes through the trees. The chickens are fed and young seedlings watered. It's time to return to work.

As you walk by lush vegetable gardens busy with bees, children greet you on their way to school. You will meet some of their parents later to discuss ideas for a green tourism business.

The road is getting crowded. People carry their goods to the market: meat, fruits, vegetables... Many farmers are trying new organic methods that are free from chemicals. They have also begun organizing in order to sell their produce to get better prices.

You know it will be a busy day. But you feel hopeful. The people are eager to make their home village a good place for all.

WE BELIEVE THAT RURAL COMMUNITIES can become such places. Where children grow up healthy. Where farmers have enough to eat and share. Where people know their strengths and live in harmony with each other and with nature.

We believe that rural communities around the globe can create true prosperity for the 21st century; that they are the key for a sustainable and resilient future. And we believe that such communities can be shaped through local rural leaders who are equipped with the right knowledge, values, and skills.

THE ASIAN RURAL INSTITUTE is a place for rural leaders to gain valuable experience that will enable them to transform their communities into the vibrant, prosperous rural society of the future.





We Educate Rural Leaders

Every year, ARI invites rural leaders from grassroots communities in Asia, Africa, Latin America and the Pacific to our training in Japan.

On campus, we form an international community of learning in which we live and work together. Our common goal is to study the best ways for rural people to improve their lives.

ARI's Rural Leaders Training Program teaches practical skills in organic agriculture and servant leadership. It helps rural leaders to discover the



values needed for healthy community development and widens their understanding of social issues.

It is a tough training, beginning each year in April and ending in December. Trainees – whom we call Participants, in order to acknowledge their contributions as teachers and practitioners within the program – must be ready for intense study and hard work. In the end, they return to their home countries with new resources and a vision to build an environmentally healthy, just, and peaceful

world. Because our training is meant to uplift the most neglected people on Earth: Those who suffer from hunger, poverty, environmental destruction, and injustice.

This School Guide will give you an overview of our school's methods and impact.

Tomoko Arakawa
Director of ARI



in this school guide

We Educate Rural Leaders	2	9 Months of Intense Training	17
Transforming Rural Communities	4	Space for Transformation	18
Who are Rural Leaders?	6	The Campus	20
A Strong Philosophical Base	7	A Diverse Community	22
Our Training	10	A Day at ARI	23
What Participants Learn	12	Building a Sustainable Future	24
How Participants Learn	14	Impact on Many Levels	28
Passionate Faculty	16	A Little Bit of Background	32



Transforming Rural Communities

ARI reverses the common model of international development aid by which resources are sent from 'rich' countries to 'poor' countries. Instead, we invite trusted local leaders to study in Japan, who then return to their communities with new skills and values to share.

The Global Challenge

Today, for the first time in human history, more people live in cities than in rural areas. Massive urbanization in developing countries brings economic growth, but it creates problems as well. New poverty and exploitation emerge. The countryside declines, leaving agriculture and the natural landscape to the hands of big industries.

Will multinational agribusinesses and new technology bring food security and prosperity for people in Asia, Africa and beyond? Can development aid resolve climate change and hunger?

An Alternative Solution

We have an alternative idea to secure the future: Strengthening rural communities by empowering their leaders with strategies for sustainable development; to educate compassionate leaders who have the integrity, resources and local connection to bring healthy and enduring impact.

Our model to rural development is not about imposing magic solutions, or 'foreign aid' from Japan onto other countries. Rather, it is a process of change pioneered by the people who are often neglected.

Our Training Model To Japan and Back

SELECTION in home country



The local community or grassroots organization nominates a Rural Leader for training in Japan.

TRAINING in Japan



travel to

The leader goes to Japan and takes part in the ARI training, together with leaders from other countries.

return to

TRANSFORMATION in home country



Back home, the leader shares the new knowledge, vision, and plan with the organization and community. They then work together for community change.

Partnering with Dedicated Organizations

Our trainees come from grassroots organizations with a proven history of serving their local communities and contributing to the common good.

We are actively looking for partners who share our ambition of creating a prosperous rural future and are willing to send their staff for training in Japan. The 9-month training is a short-term investment for a long-term gain.



Community Organization

village committee, tribal group,
women's initiative, refugee camp...



Farmers Organization

cooperative, union, association,
self-help group or network...



Educational Institution

school, orphanage, youth
organization, training center...



NGO/NPO

active on the ground for social
or environmental causes...



Faith-based Organization

socially active temple, mosque,
church, convent or school...



Government/ Extension

we accept governmental workers
in some exceptional cases

Who are Rural Leaders?

We look for experienced leaders from developing countries who deeply care about improving the lives of the people around them.

Looking for better answers, Rural Leaders are open-minded to grow new qualities and skills. They inspire others and strive to build connections and community; they have high morals, loving peace and justice; and they base their work in a bigger vision that gives them purpose to serve.

Most of these Rural Leaders work in Africa, Asia, Latin America and the Pacific, but we also invite motivated Japanese leaders who are passionate about serving others and reviving rural communities.



age
25-45
years

at least
3
years
of leadership
experience

works with
trustworthy
& active
organization



Asha K. Jayappa
(India)

Coorg Organisation
for Rural
Development

“I am a community organizer working with my tribal community. I educate them on land ownership, help with community improvement projects involving youths, and advocate for women’s and children’s education. I attended ARI to help my people go for sustainable agriculture methods.”



Abraham Brese
(Ghana)

Osramanae
Beekeepers
Association

“I work on my family farm with my wife and children. Our beekeeping group has 140 hives and I help care for and market the honey. At ARI, I learned to reduce poverty and increase employment, creating a model for other communities with my skills of beekeeping and agriculture.”



Makiko Takei
(Japan)

“Working as a nurse, I became concerned about the reliance on advanced medical technology. For half a year, I studied in Denmark about the world situation of hunger, poverty and gaps in society. At ARI, I studied how to support people’s health and life with good food.”



Careful Selection

Every applicant to our Rural Leaders Training Program goes through a careful screening and selection process, conducted by the ARI staff.

The process starts with building a relationship with grassroots organizations in the field. When we are sure that we share mutual interests, the organizations nominate one or two

candidates for training. Graduates often help with screening and interviewing applicants. Out of about 70 applications, usually 30 candidates are chosen every year.

A Strong Philosophical Base

ARI is based on a number of important key concepts and core values. They form the philosophical base of all of ARI's curriculum, daily activities, and policies.

Each concept and value help us fulfill our motto "That We May Live Together." This base of ARI's training deeply influences Participants, providing them with motivation and guidance.

CORE VALUE
Key Concept



(1) Servant Leadership

Leadership at ARI is based on the example of Jesus Christ, who served the poor and marginalized. His actions as a Servant Leader were motivated by humility and a love for others. It has been a core value at ARI since the beginning.

(2) Foodlife

"Foodlife" expresses that food and life are inseparable. We humans cannot survive without food, so we work to sustain our lives through a healthy relationship with nature, the gift of creation from God. At ARI, we aim to create a Foodlife in which the soil becomes richer and human relationships become more beautiful as we produce food.

(3) Community of Learning

The ARI community is the foundation for learning and practicing how to "Live Together." Learning happens together. Every member plays a role in forming this Community of Learning through engagement and care.









Our Training



Among the many leadership trainings in the world, the ARI program is unique with its communal setting, an emphasis on daily practice, and its basis on profound values.

Our curriculum creates a comprehensive learning experience, activating and strengthening each Participant's leadership skills.

9
months
training

up to
32
Participants
each year

15
average
nationalities



What Participants Learn

Our training program is built around three main goals: **Improving Rural Leaders' abilities in leadership, agriculture and community building.**

Our lectures relate to the ever-changing environments our Participants live and work in. In addition to our own training staff, we invite experts from various fields to provide more topics and to demonstrate different viewpoints on issues that are important to Participants' communities.

Servant Leadership

Participants learn the importance of being a leader as one who works at the level of the people and lives a life that inspires others to unlock their potential. During the training, Participants strengthen qualities like self-awareness, willingness to learn, and true care for others. The examples of leaders such as Shôzo Tanaka and Nelson Mandela help them form new images and attitudes toward ethical leadership.

In terms of practical skills, Participants improve their organizational skills: planning, facilitation, presentation, and time management. Their capacity to communicate and empathize with very different people is especially challenged.





Sustainable Agriculture

The ARI farm has over 60 varieties of crops and vegetables, as well as livestock animals. Equipped with light farm machinery and tools, it is the ideal ground for Participants to experience agricultural techniques that are in harmony with the environment and humans.

“Can organic farmers compete with conventional farmers?” “What are the principles of sustainable farming?” These questions come up in ARI’s study of sustainable agriculture. During many classroom lectures, discussions, and observation trips, Participants are exposed to various models of farming and gain deeper insight of how food is related to broader social and economic issues. In all of this, ARI’s concept of Foodlife serves as a guide that helps Participants understand sustainable agriculture.



Community Building

In classes dealing with current issues like localization, gender justice, and climate change, Participants discuss meaningful development: Who is it for? What do rural communities truly need in order to prosper? How can everybody participate in society? It all reflects the motto “That We May Live Together.”

ARI’s *Community of Learning* is the experimental space in which Participants struggle to achieve this “Living Together.” Through daily practice of group study, personal reflection, and opening their minds to other members, Participants reflect on what an ideal community might look like. Lecturers, who are active in citizen groups, or research, guide the Participants’ discovery process. At the end of the training, they have found tools to analyze their home communities’ root problems and resources better.





How Participants Learn

Learning at ARI does not simply mean the transfer of knowledge from 'teacher' to 'student.'

Instead, learning at ARI happens in a tight-knit community in which every encounter, every moment, and every challenge becomes an opportunity for personal growth. The whole experience of living and working in this community is a unique part of ARI's method, offering Participants the time to become well-rounded leaders.

Learning by Doing

ARI's training emphasizes practice, and Participants are expected to take initiative. As one graduate put it: "When you learn by doing, you get the skill right inside you."

Practical Field Study (PFS) classes, for instance, expose Participants to a bunch of agricultural techniques such as fertilizer production and artificial insemination of pigs. *Field Management Activity* (FMA) is the time to combine both leadership and agricultural skills. As part of FMA groups, Participants take charge of a large part of ARI's Foodlife responsibilities: Managing the fields and livestock and thus providing the whole community with healthy produce throughout the year.





Learner-Centered Classroom

Participants play a major role in designing and facilitating class sessions. This empowerment of the learner allows them to ask questions relevant to their communities' situations, find answers, and develop plans together.

From beginning to end, teaching staff monitor the Participants' performances in personal and group-based review, analysis, and reporting to ensure that they can achieve their study goals. To help each Participant's growth process, personal consultants facilitate reflection and support writing assignments.

Observation & Study Tours

Learning at ARI goes beyond the campus. Short observation trips and two long study tours to different parts of Japan widen the Participants' horizons. They interact with farmers, activists, and educators.

During the Rural Community Study Tour, for example, Participants meet local organic farmers and learn about their marketing and community organizing first-hand. Another study tour to West Japan offers insights into social issues such as healthcare, discrimination, and urbanization. By getting to know people's lives and concerns in Japan, Participants reflect on what is truly essential for development and happiness in their own countries.



Passionate Faculty

Each of our core faculty members has rich international work experience. They are open-minded and approachable, always ready to share knowledge. They help Participants get the most out of the training.

Some of our Core Faculty



Tomoko Arakawa

director

As ARI's director, Tomoko gives lectures on leadership and Participatory Learning and Action. She has been teaching about education, leadership, and gender in Japan, the US, and other countries for over 20 years.



Bernard Timothy Appau

chaplain

As a rural pastor in Ghana, Timothy participated in anti-malaria campaigns in addition to his church ministry. At ARI, he offers classes on poultry, time management, and religion. He is a 2001 graduate.



Yukiko Ôyanagi

associate director, curriculum coordinator

Yukiko teaches leadership, facilitation and presentation skills, and Participatory Learning and Action. With experience in Samoa and almost 20 years at ARI, she knows organic farming in theory and practice.



Zacivolu Rhakho Dozo

food education and sustainable table coordinator

"Acivo" managed student houses in Cambodia after working for village development in Northeast India. At ARI, she teaches nutrition and assists Participants' kitchen activities. She is a 2000 graduate.



Osamu Arakawa

associate director, farm manager

Having worked and lived as an agricultural adviser in Tanzania, Nepal, and East Timor, Osamu is the foremost expert on organic farming and Foodlife at ARI.



Dr. Gilbert Hoggang

livestock staff

"Jil" is a veterinarian and farmer from the Philippines, and an expert on livestock management, fermented feed and breeding, with a specialty in piggery. He is a 2004 graduate.

Guest Lecturers

ARI invites experienced educators and practitioners from many fields to lead special lectures and workshops. Participants also meet local farmers, activists and researchers, exposing them to a broad variety of ideas. Here are some who have been teaching at ARI regularly.



Shimpei Murakami
natural farmer

Natural farming in tropical areas / Climate-smart agriculture



Reina Tomatsu
organic farmer
(Kinôshi-Juku Institute)

Alternative Marketing Systems / Teikei



Tatsuo Sakahara
environmental educator
(Tanaka Shôzô Seminar)

Community response to environmental crises / Leadership of Tanaka Shôzô



Kyôko Ogura
Japanese language teacher

Japanese language and culture



Yôji Kamata
eco-village activist & lecturer
(NPO Ancient Futures)

Localization / Alternative development strategies / Eco-village



J.B. Hoover
executive director of AFARI (American Friends of ARI)

Activism against climate change / Fundraising / Mission analysis

9 Months of Intense Training

Our Rural Leaders Training Program is intense – it compresses 2 years of a regular Japanese vocational school into a compact 9 months curriculum. Running from spring to early winter, it allows the Participants to follow the farming cycle in Japan and experience a great variety of topics.

SERVANT LEADERSHIP



'Qualities of Leaders' discussion



Foodlife Work group leadership



Morning Gathering



Cleaning & dishwashing

SUSTAINABLE AGRICULTURE



Bokashi-making workshop



Teikei/CSA marketing



Rice harvest



Food processing

COMMUNITY BUILDING



Community events



Dorm life



Cooking & eating together



Harvest Thanksgiving Celebration



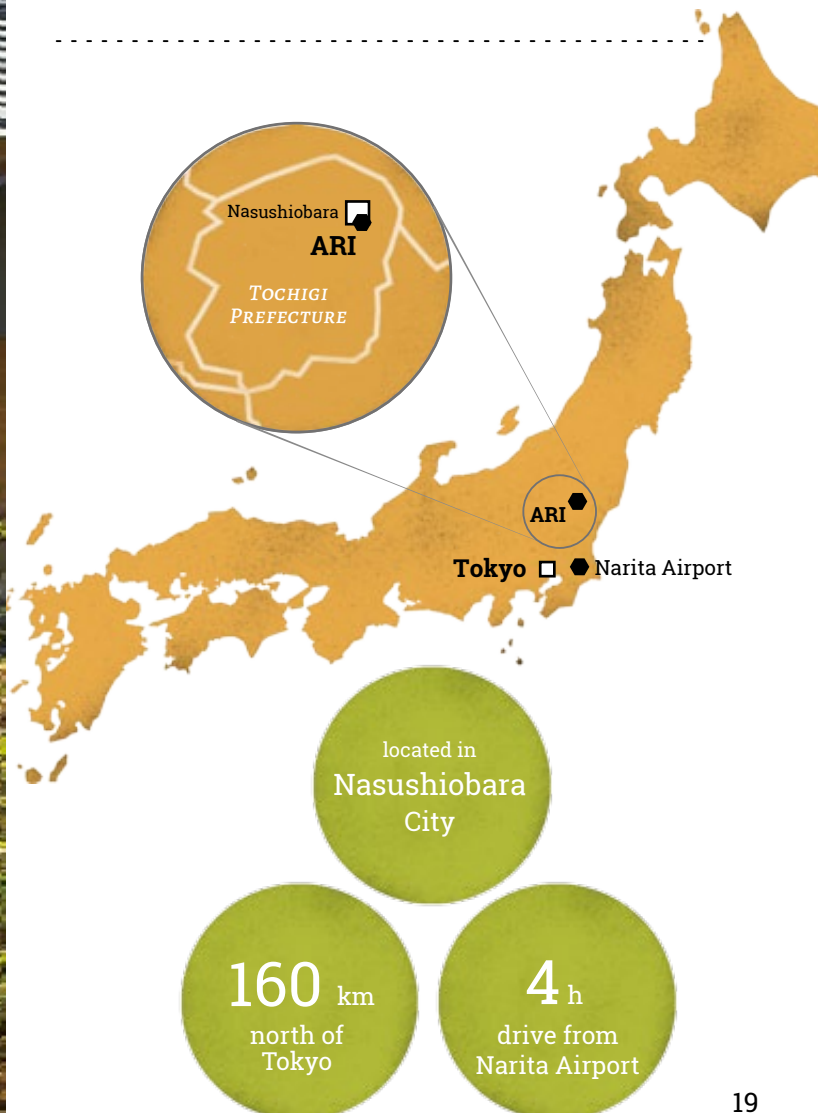


Space for Transformation

Our training center is a small school sitting on a hill in the Japanese countryside.

Surrounded by forests and fields, it has been an educational hub for more than 40 years.

It is a special place to support inspiration and transformation.



The Campus

Our campus is not only a school but a living space for a community of about 50 people. Here is where Participants, volunteers and staff members spend most of this time together: to work, study, eat and share life.

The Heart of the Community

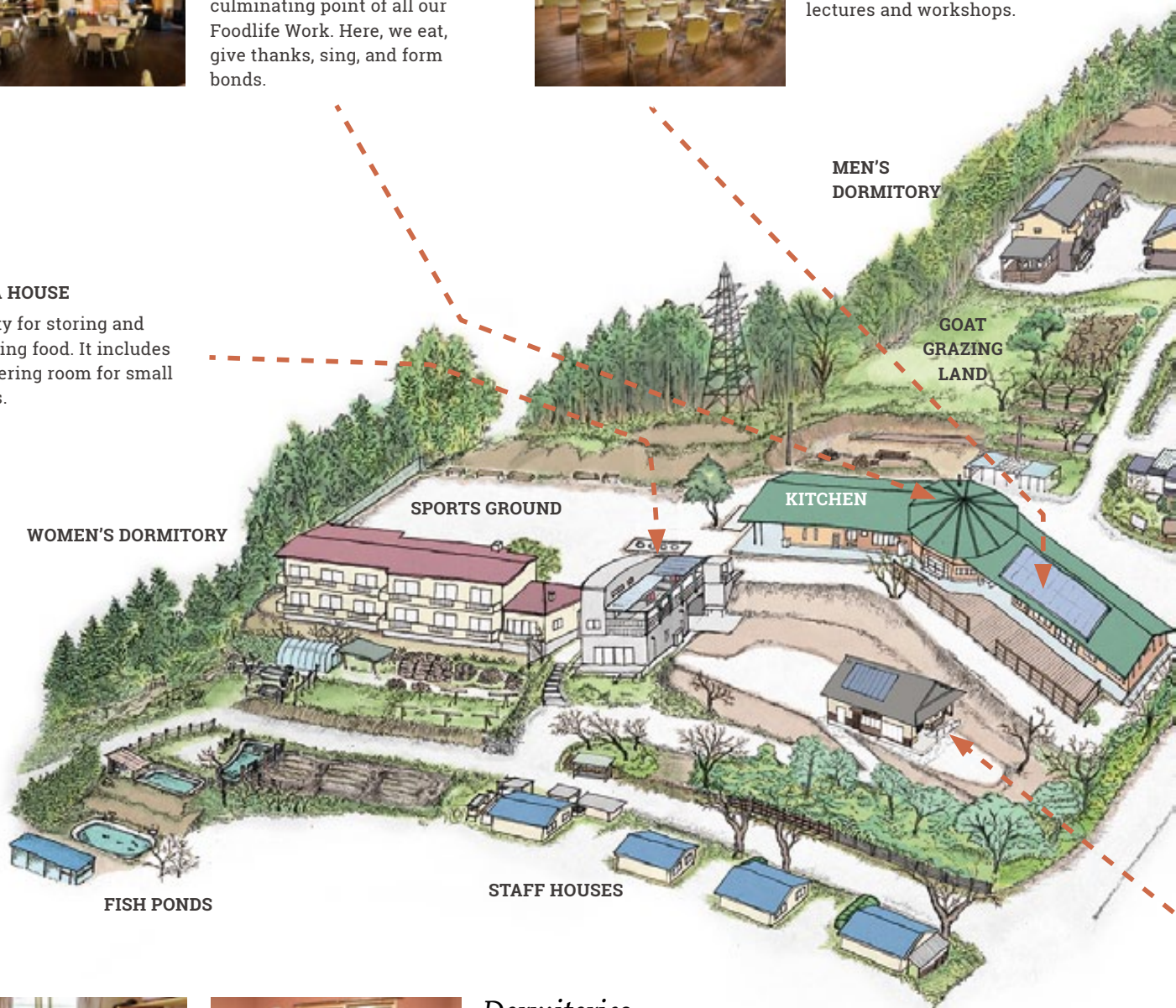


KOINONIA HALL
This fellowship hall is the culminating point of all our Foodlife Work. Here, we eat, give thanks, sing, and form bonds.



CLASSROOM BUILDING
This building houses the library, a conference room, and the main classroom for lectures and workshops.

MANNA HOUSE
A facility for storing and processing food. It includes a butchering room for small animals.



Dormitories

Women and men live separately in dorms. They have washing machines, showers, public telephones and community rooms. Everybody shares a room with someone from another country.

The Farm

On ARI's farm, we practice sustainable farming with local resources. Not only does the farm provide 90% of our daily food, it is a place for experimentation, discovery, and leadership growth.



FARM SHOP

The center of our farm activities with storage rooms, farm machinery and a classroom.



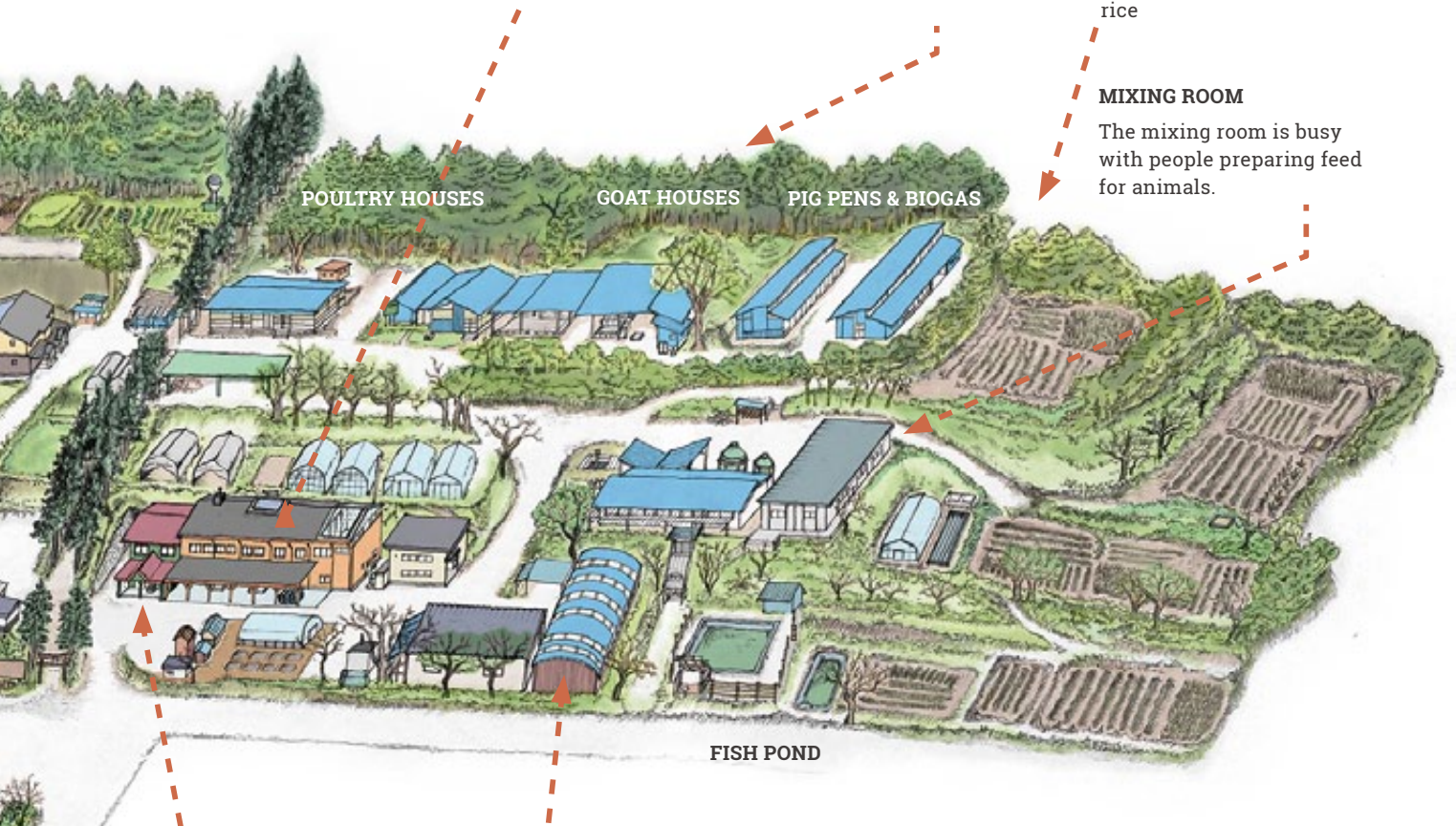
LIVESTOCK AREA

Chicken, goats, pigs, and fish are the main livestock animals at ARI. They need our daily care.



GROUP FIELDS

The Participants take responsibility for making best use of on-campus fields with crops, vegetables, and rice



MIXING ROOM

The mixing room is busy with people preparing feed for animals.

ADMIN BUILDING

Reception and office spaces for ARI staff and volunteers. It has a computer room for Participants.

WORK SHOP

At ARI, we like to build and repair things by ourselves. The Work Shop offers plenty of tools and materials.

6 ha
campus size
+ off-campus fields
& forest

around
60
people
during the
day



OIKOS CHAPEL

A traditional Japanese farm house, renovated to be a quiet space for meditation, self-reflection, and the daily "Morning Gathering."

The campus is designed to maintain the community's sustainable Foodlife. Cleaning and taking care of it is part of our daily routine.

The entire area underwent major reconstruction after the Great East Japan Earthquake of 2011.

A Dynamic Community



Whoever comes to ARI is inspired with the hope that good-willed people across the globe are shaping a future in which everyone can live together in abundance and peace.



up to
32
Participants

On-Campus Life, Off-Campus Support

Why does ARI invite only 32 Participants per year? The answer lies in the 'Community of Learning' that is formed anew every April.

ARI seeks to be an intentional community where learning continues at every moment. Training takes place in an intensive communal setting where classes, meals, and living spaces are all shared. The small size allows for closer relationship building among the members, resulting in a better training experience.

Participants' studies are reinforced by 17 full-time staff members and additional support staff.

On any given day, there are volunteers helping the staff. Some are from the local community, but there are also long-term volunteers from Japan, the US, Europe and other regions living on campus. They support the ARI community.

ARI is connected to hundreds of partner organizations throughout the world and has 1,000 registered supporters in Japan alone. Throughout the year, they and hundreds of other visitors keep the campus abuzz.



17
full-time staff
members



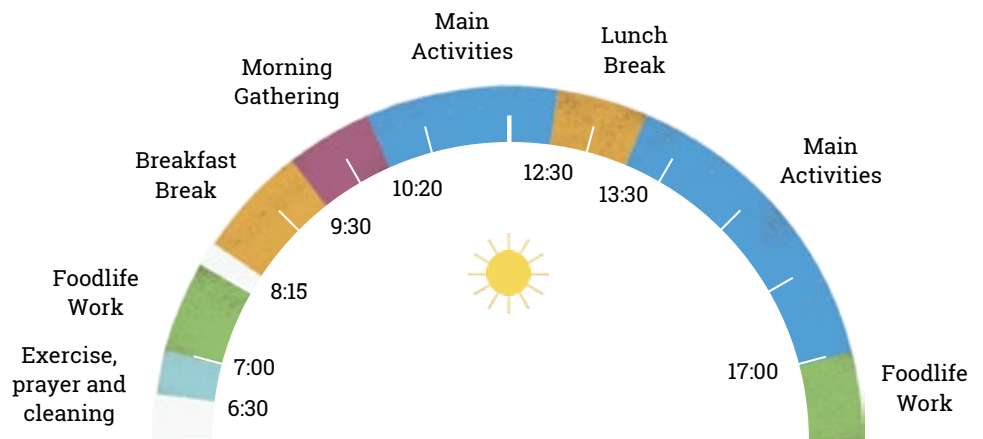
15
volunteers
helping
everyday

A Day at ARI

Every day at ARI is full of activities. During daytime, Participants focus on their training while the staff and volunteers work in their respective sections.

Weekends are usually free, but there are many activities offered, such as recreation, special workshops, and worship services.

Visualization of an ARI day.



Starting the day

The day starts early at ARI. All members gather outside for exercise and a short prayer. This is followed by cleaning.



Foodlife Work

Everybody joins daily Foodlife Work which involves all work related to producing and preparing food.



Morning Gathering

This period is one of the most important times of our day, when members come together for spiritual reflection. The chairperson changes each day.



Eating together

The community takes meals together in Koinonia hall. Nutritious meals are made from our own farm produce. Participants and volunteers join cooking during Foodlife Work, so the dishes are international.



Main activities

Participants have lectures, farm work, research, and other programs during the day. Volunteers and staff work in their sections. On special days, all members join in communal work and events.



Evening Activities

After supper, many continue to study or have group meetings. Others read, play music, or communicate with their families back home. There are classes, prayer meetings and movie nights, too.

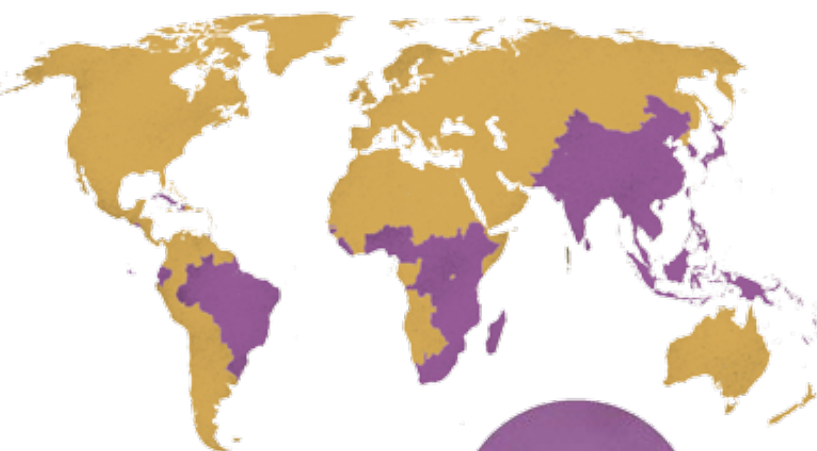
Building a Sustainable Future



All over the world, ARI Graduates participate in important leadership roles within their communities.

With knowledge, values, and skills gained at ARI, they work in a wide range of different professions and contexts.

In over 56 countries, ARI's spirit of sharing life inspires Graduates to find better solutions for peace, wealth, and people's livelihoods.



1,300+
Rural Leaders
changing the
planet







INDONESIA

2011 Graduate

Lidia Naibaho

community leader

Since her ARI training, Lidia Naibaho has helped the women in her community transform barren household plots into lush, vibrant gardens. These gardens are a source of pride, and of organic fruits and vegetables for food security and household income. The gardens are nourished with compost and organic fertilizers and protected from pests with natural pesticides, skills Lidia enjoyed learning and honing at ARI.

In addition to sustainable agriculture techniques, Lidia absorbed lessons about service and building community. Her Sending Body, PETRASA, partners with credit unions who serve more than 4000 farmers from various religions and ethnic groups. “Living in diversity at ARI enhanced my ability to work with people of different backgrounds,” Lidia says. Now, inspired by Lidia, the credit union groups have become places to discuss community issues, to build solidarity and overcome differences.

Lidia is a model leader. “ARI taught me, as a human and as a part of this universe, to take responsibility in preserving the environment and nature by every little thing that can be done, to appreciate every grain of rice and be grateful all the time.” ARI encouraged her to become a leader with “a humble heart, passion to lead, and [some-one] moved by love.”



HAITI

2011 Graduate

Jean Gontran Delgrace

agricultural educator

As a child, Jean Gontran Delgrace helped his parents raise pigs, goats, and chickens, in addition to staples such as corn and millet. Unfortunately, his family rarely enjoyed the fruits of their hard labor: “They grew some vegetables, but they had no control of the harvest. Their land was dry and they lost most of their crops,” he recalls. Many of his neighbors faced the same dilemma.

With a passion to serve others and a vision to uplift farming communities, Gontran dedicated more than a decade to combating the root problems of Haitian farmers. “They didn’t know how to properly transplant their vegetables,” he explains, “and relied on imported fertilizers that were very expensive and polluted the environment.” So, with church support, Gontran facilitates classes on sustainable agriculture that reach hundreds of farmers across six regions. He teaches farmers *bokashi*, an organic fertilizer he learned to create at ARI. He also credits ARI with developing his skills as a facilitator and project manager.

Dedication, knowledge and an open heart has helped Gontran make ground fertile and grow stronger roots. Now an agronomist at Caraibe University, he founded an organization that promotes integrated organic farming with a focus on dairy goat production and community building among farmers. It was his ARI training that helped Gontran branch out and transform areas in need.



MYANMAR

1998 Graduate

Naw Lee Myar

social activist

“The name Lee”, she tells us fondly, “means light”, a treasure Myar received from her grandfather. Graduating in 1998, Naw Lee Myar overcame many personal struggles to tackle socio-political issues that affected her community. Raising awareness around women’s and children’s rights and their struggles with education, health and human trafficking, she has been a source of light to her community by her actions, encouragement, ideation, and empowerment.

Behind Myar’s softspoken demeanor is a strong purpose rooted in faith. As the Women’s Secretary in the Kayah Hpu Baptist Association (KHBA), her ideas led to the successful construction of a community training center. It is now a forum for conducting programs such as such sewing, food processing, and handicrafts for income generation. Myar says her training at ARI gave her the organizational, management, and leadership skills required to be a voice for her people. As a community leader, she participated in Myanmar’s peace process between the government and ethnic rebel groups, speaking about human rights of women and children in the Myanmar People’s Forum in 2011. She now serves as Director for the Christian Social Service and Development Department in KHBA. Myar continues to motivate, moving village to village, and believes that change is possible if everyone is willing to try.



UGANDA

1994 Graduate

Stuart Sempala

youth educator

Stuart Sempala cares deeply about the children in his community. Currently serving as the director of Consciousness Uganda Foundation, Inc. (CUFI), Stuart sincerely believes that education is essential for ensuring health, safety, and a bright future for the youth living in the Luwero District of Uganda: “Education is the key to everything,” he states; “Education is liberation.” By cultivating relationships he developed at ARI, CUFI successfully established and enhanced a number of local schools and training centers that provide important educational opportunities to Ugandan youth.

Reflecting on his experience at ARI, Stuart expresses gratitude. “The opportunities that were given me... made a big, great transformation that changed my life completely, creating within me a burning desire to serve rather than being served.”

Stuart’s passion for service has continued to burn long after his return from Japan. With CUFI, Stuart has offered training for orphans, single mothers, and other vulnerable youth. With another partner organization Stuart has also helped provide students in war-torn areas of northern Uganda with school fees, supplies, and healthy meals. Even after 20 years, Stuart utilizes the connections and skills he gained at ARI to continue changing lives.

Impact on Many Levels

ARI trains individuals in order to transform rural communities.

Through our training, Rural Leaders become confident, skillful, and adaptable agents of social development in their organizations and villages. Sending Bodies support and enlarge Rural Leaders' efforts, engaging local people to work together for greater quality of life.

The Flow of Impact

Here is how the impact of the ARI training flows from the individual through the sending organization to the community. On the right, there are some examples.

Personal Transformation



At ARI, Rural Leaders gain new knowledge, values, and skills, becoming a powerful resource person.

The training experience becomes a life-long basis for growth.

Organizational Transformation



The sending organization's capacities expand through the graduate's learnings and vision.

It can develop new programs and strategies to serve the community with a clear plan.

Community Transformation



People recognize their resources and join in transforming their ways of life.

This might affect families, farms, schools, hospitals, and even the wider populace on a district, state or national level.

Here are a few examples of the many impacts that drive transformation at ARI.

SERVANT LEADERSHIP

Participatory Learning & Action



Engages Community
Engenders Participation
Fosters Ownership

SUSTAINABLE AGRICULTURE

Food Education



Balanced Diet
Better Health
Household Food Security

COMMUNITY BUILDING

Gender Equality



Hands-On Leadership Experience
Access to Decision Making
Self-Assurance



Effective Project Designs
Inclusive Representation
Stakeholder Buy-In



Holistic Planning
Sustainable Management Systems
Care for People & Planet



Strength in Diversity
Equal Participation
Increased Sensitivity & Advocacy



Greater Voice
Self-Determination
Improved Livelihoods



Empowered Eaters
Income Generation
Food Sovereignty



Shift in Attitudes & Norms
Greater Representation
More Women Leaders





A Little Bit of Background

How it all began

ARI started in 1973. It was founded by Rev. Dr. Toshihiro Takami, a Japanese pastor who prepared missionaries for rural service for many years. Takami wanted to establish a training program that would be relevant to people in Southeast Asia and beyond. He developed his philosophy based on Christian theology and Zen practices, adapting traditional farming techniques and sustainable arts of living in Japan.

By rebuilding rural communities in Asia, Takami intended to bring reconciliation between his country and other Asian countries because Japan had caused so much misery during the years of colonialism and war.

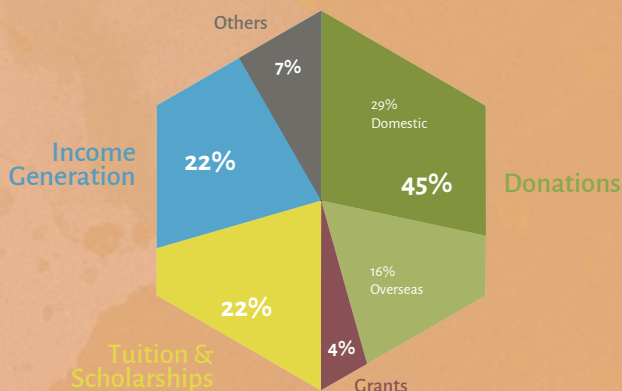
Assisted by the local church and community, ARI was one of the first non-governmental organization in Japan, and has been independent of state support to this day. For over 45 years, ARI has grown steadily, inviting Parti-



cipants from many different countries and backgrounds. ARI looks to reach new grassroots leaders from other regions of the world.

How is ARI financed?

ARI is a duly registered private legal school body (*gakkô-hôjin*) in Japan. It does not receive support or grants from the Japanese or a foreign government. The yearly budget of over US\$ 1.3 million is covered by donations, grants, scholarships & tuitions as well as fundraising through domestic income generation activities. It means that ARI depends on constructive relationships with partners in Japan and overseas who share our vision for a better world.



Worldwide partners

ARI has a relationship network with a wide range of partners. These include schools, NGOs, NPOs, churches and philanthropy groups. These partnerships consist of funding support, education exchange, and contributions to the training through hosting Participants, offering lectures, observation trips, and other opportunities.

Among partners in recent years were the following organizations:

American Friends of ARI; ARI Supporters Association; Asian Rural Welfare Association; Caritas Japan; Catholic Relief Services; Episcopal Relief and Development; Evangelical Lutheran Church in America; International Christian University; Japan Student Services Association; Japan Evangelical Lutheran Association; JICA - Japan Overseas Cooperation Volunteers; National Council of Churches in Japan; The Presbyterian Church USA; Rotary Club; St. Olaf College; Tochigi Business Association; Tokyo Union Church; United Church of Canada; United Church of Christ; The United Methodist Church; USPG - Anglican in World Mission; Wesley Foundation Japan; World Council of Churches

FAQ

About ARI

Is ARI a Christian institution? Is it only for Christians?

ARI is an ecumenical Christian institution. It is a member of the United Church of Christ in Japan's Mission School Council. Participants are expected to attend Christian worship and ceremonies during the training, but we welcome people of all faiths and background. We strive for a diverse community in which we learn to respect other faiths and learn from them.

Before the Training

What is the basic qualification for applicants?

Applicants need to be aged 25-45, with at least 3 years of work experience as a volunteer or staff member with a reputable Sending Body. Applicants must have demonstrable experience in a leadership role.

My English is not so good. Can I still attend the training?

Even though ARI's training is conducted exclusively in English, we accept candidates with weak English skills if other criteria match our selection standards. We recommend such applicants to take English classes before training.

I have a physical disability. Can I still attend the training?

The training requires you to be physically fit for farm work, punctual attendance of classes and manual labor. Admission will be considered with care.

Where can I find an application form and how can I apply?

Get in contact with our admissions & recruitment office: recruitment@ari-edu.org

Does ARI provide visas for Participants?

The candidate must obtain visa by his/her own. Our admissions office supports the visa application and international travel processes from start to finish.

Do I have to learn Japanese to attend the program?

No. Basic Japanese language classes will be offered.

During the Training

Does ARI teach the use of chemical fertilizers and pesticides and other industrial agricultural techniques?

No. We focus on sustainable, bio-intensive methods.

Will I be able to take part-time work during the training?

No. Part-time work is not permitted under Participants' visas.

After the Training

Does ARI give diplomas or academic degrees?

No. We offer a certificate of completion for the training upon graduation. Our training is about community benefit, not individual prestige.

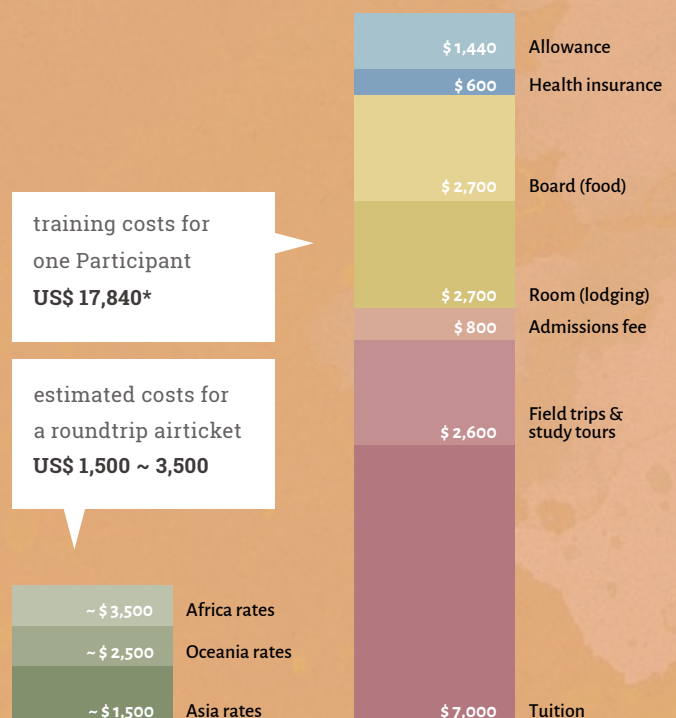
How much does the training cost?

The fees and expenses for the ARI Rural Leaders Training Program are 17,840 US dollars*. International airfare is volatile and can cost between US\$1,500 and \$3,500, depending on the country and airline. In total, training one Rural Leader costs around US\$ 20,000.

ARI does not offer scholarships or funding. However, we proactively assist sending bodies and applicants connecting with suitable funding partners.

We request sending body organizations to value the investment in their staff and be responsible for costs related to domestic travel, passport and visa. Additionally, we require a one-time registration fee of US\$ 100 from the sending body.

We strongly encourage funding organizations and individuals willing to sponsor an ARI Participant to get in contact with our ecumenical relations coordinator at ecu@ari-edu.org.



*as of 2018

Our Mission

The mission of the Asian Rural Institute is to build an environmentally healthy, just, and peaceful world, in which each person can live to his or her fullest potential.

This mission is rooted in the love of Jesus Christ.

To carry out this mission, we nurture and train rural leaders for a life of sharing.

Leaders, both women and men, who live and work in grassroots rural communities primarily in Asia, Africa and the Pacific, form a community of learning each year together with staff and other residents.

Through community-based learning we study the best ways for rural people to share and enhance local resources and abilities for the common good.

We present a challenge to ourselves and to the whole world in our approach to food and life.

that we may live together



Asian Rural Institute
Rural Leaders Training Center

School Guide © 2018

mail info@ari-edu.org (general inquiries)
recruitment@ari-edu.org (admissions office)
tel +81-287-36-3111

address Tochigi. Nasushiobara.
Tsukinokizawa 442-1
329-2703 Japan