

# *That We May Live Together*

## Asian Rural Institute

2017  
Annual  
Report

April 1, 2017 - March 31, 2018



Asian Rural Institute Rural Leaders Training Center





# Greetings

Masaoki Hoshino, *Chair, ARI Board of Directors*

Tomoko Arakawa, *Director*



We want to thank God that through His guidance and the prayers of many supporters and friends of ARI, we were able to complete the 2017 ARI Rural Leaders Training Program.

We suffered a significant loss almost two months after the training program started, when Rev. Kenichi Ôtsu, former Chair of the ARI Board and former Director, passed away due to acute leukemia on June 22nd. It was a great sorrow for all of us; Rev. Ôtsu was a real peace lover. He served at ARI for six years as Director and three years as Chair of the ARI Board. During that time, he sowed many seeds of peace both on and off campus. Those seeds helped people restore broken human relationships and changed biased views. They also reminded us of the foundational vision of ARI: to bring reconciliation and peace to all people, especially in Asia. During the period of Rev. Ôtsu's service, ARI displayed its real potential, and people could see hope for the future through our reconstruction project from the 2011 Earthquake. It was a blessing that the project occurred while Rev. Ôtsu served at ARI. That God gives us what is needed when it is most needed was proven over and over during the reconstruction.



Regarding the 2017 training program, 22 Participants from 13 countries completed the training program in December, with heightened qualities as rural leaders to take back to their communities. These new Graduates increased the total number of ARI Graduates to 1,384 from 57 countries. From 2014 to 2016, we conducted a research project to study the impact of ARI Graduates on their communities. Because of the results, we established the Graduate Outreach Section to facilitate the creation of long-lasting, mutually supportive relationships among ARI graduates and ARI. In 2017 we conducted fundraising for this purpose, and in April 2018 we started the Graduate Outreach Section with newly hired staff. "We hope this will begin a new phase of ARI through deeper integration of Graduates' views and insights into our curriculum and operation.





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**Asian Rural Institute**  
Rural Leaders Training Center

“That We May Live Together”  
2017 Annual Report  
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2017 was also a year to reaffirm the importance of the work conducted by General Affairs. With newly hired staff, they developed a master plan of risk management for all aspects of ARI activities. As part of our risk management, we are trying to incorporate the lessons learned and experiences from the disaster in 2011. We believe that reducing injuries and accidents in daily life will help improve the quality of work, education, and even finances. We are happy to have begun these important tasks.

In 2017, as well, we welcomed many motivated volunteers, study campers and guests from Japan and overseas. These wonderful people filled our campus with positive energy and joy. We hope that you will feel that same joyful spirit through the pages of this annual report.

*“If learning is only what teachers teach,  
there is a limit.  
But if learners go and learn by themselves,  
then there is no limitation.  
That’s why, as a leader,  
I have to practice first and  
learn by myself.”*

Augustus Sena Letsukuma  
Participant, Ghana



# How to Find a Rural Leader

Back home, I used to hunt wild mushrooms. Morels were my favorite quarry: delicious when fried with eggs for breakfast, even better grilled with salmon and greens for dinner.

Unfortunately, these delectable fungi could be hard to find. The best places to look were remote mountains and forests, where busy roads receded into dirt trails and eventually disappeared altogether.

The environmental conditions had to be just right: enough moisture, but no snow; sunny, but not too dry. Morels often hid in plain sight and even when found, one had to make sure they were neither beset by insects, nor confused with a poisonous look-alike...



Micah Anderson,  
*Education, Admissions &  
Graduate Outreach Coordinator*



## Challenges of ARI Recruitment

Finding a good candidate for ARI's Rural Leaders Training Program can feel a lot like hunting for wild mushrooms. It's tough. ARI participants often come from remote communities that are difficult to access. Dirt roads, sure, but also unreliable internet and phone services, not to mention unforeseen difficulties in places of conflict. Even when we are lucky enough to secure a line of communication we often speak different languages. Then there are the environmental conditions: Is there a strong organization willing to sponsor and support the candidate? In a time of shrinking funding cycles, is the organization (and its programs) financially sustainable? Is there a supportive community? How do we know if candidates are ripe for leadership training? How do we make sure they are not impostors?

## Casting the Net

As much as I would like to travel to each far-flung corner of the globe to personally recruit outstanding candidates and verify their intentions, it's simply not feasible. I do the best with the resources I have (paper files and brochures, email, social media, video conferences) and rely on a little help from my friends.

Graduates who do exemplary work are indispensable recruitment agents. They often work and live in the same areas, understand the local language and context, and are connected to regional networks. Graduates can speak earnestly about their transformational experiences at ARI to potential applicants. They can answer questions and clear up misconceptions. They also provide ARI with valuable information about an applicant's leadership qualities and intentions, or whether the Sending Body's mission and activities align with ARI's. It's amazing how many graduates have been willing to travel across their countries to check on prospects, despite short notice and little compensation.

We also get tips from long-time ARI supporters, church members, and former ARI volunteers and staff who now live and work overseas. Current staff members aid recruitment at international conferences and when they return to their home countries. I have made the occasional foray myself: last year while visiting a graduate in Vietnam, I presented ARI to over 50 community leaders, farmers, and local officials at a forum for organic agriculture and visited a number of project sites, each with prospective applicants for our training.

To continue to be effective, our recruitment agents require ongoing support. That's why we have designed new resources, including videos, report forms, slide presentations and an upcoming illustrated school guide. We have also begun training sessions that explain the qualities and qualifications that ARI is looking for in a candidate, strategies for seeking out and identifying prospects, and potential pitfalls to avoid.





## The Passion for Serving Others

So then, who exactly is ARI looking for to participate in the Rural Leaders Training Program? First, ARI requires a Sending Body: a partner organization with a proven track record for serving marginalized people. Traditionally, we have relied on community and faith-based organizations, such as farmers' cooperatives, community development NGOs and churches. But where those are lacking, we are beginning to open our doors to local government agencies, extension offices, and informal community groups. Sending Bodies are expected to support the professional development of the candidate(s) they nominate before, during and after his or her ARI training, and we heavily scrutinize the Sending Bodies' future plans for the newly trained ARI graduate, during the review process.

Individual applicants are between the ages of 25 and 45 and must have served with their Sending Body for at least three years. However, qualities beat qualifications. The most important quality we look for is a passion for serving others: someone willing to sacrifice and offer love amid adversity; someone excited to learn, share and work with others; someone with an open mind. Farm experience is helpful, but since ARI also focuses on servant leadership and community development, we also accept community leaders engaged in environmental stewardship, education, micro-finance, and indigenous rights, among many other fields. We always encourage Sending Bodies to give equal consideration to female leaders in their communities.

## Rigorous Screening

The application process is rigorous. It includes separate applications for both the organization and the individuals, as well as data from graduate site visits and interviews. A complete application can include over a hundred pages of reports, essays, and supporting documents.

The screening and selection process is also demanding. Every application is reviewed by separate committees at ARI, and finally, each accepted participant must have unanimous support from ARI staff. This painstaking process allows us to find the most appropriate candidates, crafting a diverse cohort that matches participants' abilities in a way that elicits new ways of seeing and thinking about the world—a true community of learning.

Every step in the process is important: searching, winnowing and clarifying. And ARI does not exactly offer the most alluring terms. Our training is not to elevate a participant's status or wealth. Rather, our purpose is to prepare graduates to return to their communities and give everything away. It's a tough sell, but we have faith that we will continue to find and attract committed, caring leaders who grow with us and then go on to build an environmentally healthy, just, and peaceful world.



# Personal & Community Transformation



Duduzile Princess Nkabinde  
Participant, South Africa

*We often use the word 'sustainability'. But is our work as an NGO really sustainable? Or do we just create a situation in which the community depends on us?*

*I think I got the answer from ARI training: We should not bring solutions. We should not bring money.*

*Rather, it is important to encourage community members to recognize that they can solve their problems with their own hands, and with their own local resources.*







*The Rural Leaders  
Training Program  
2017*

April 1 to December 12, 2017





## Yukiko Ôyanagi, *Associate Director & Curriculum Coordinator*

In December 2017, the Asian Rural Institute completed its 9-month Rural Leaders Training Program, and 22 new graduates from 13 nationalities accomplished their training. We sincerely appreciate those who supported this training program, both financially and spiritually.

The 22 participants remained strong and never lost their motivation, helping and encouraging each other until they finally completed their training. It is not easy to be away from one's family and community for nine months. Participants struggled with many things: the freezing cold, which many had never experienced before; adjusting to classmates from unknown countries; and with the English language, which is not their mother tongue. Some participants could not easily communicate with their families back home; one lost her brother in April. Despite these hardships, they overcame everything, sharing their sadness, struggles, and joy.

### All Moments are Learning Opportunities

Since April, Participants received various kinds of training: "Leadership," "Participatory Learning and Action," "Presentation Skills," "Facilitation Skills," "Organic farming," "Livestock," "Dangers of Chemical Farming," "Natural Farming," "Biogas," "Philosophy of 3-D Farming," "Environment and Development," "Gender Issues," "Climate Change Challenge," and so on. They studied 43 topics for 310 hours and practiced 386 hours of farm work. But this is only a small part of their training.

Class sessions, dishwashing, farm work, cleaning, Morning Gathering, observation trips, daily fellowship, and dormitory life are all important aspects of ARI's training. In our orientation session, I explain to the Participants, "After you arrive in Japan and reach the ARI campus, every action, every conversation and every moment will be part of your training." Throughout the year, they grew, with every moment offering a new learning opportunity. ARI's training is unique

because we regard knowledge and skills as just "part" of the training. Our final goal is for each participant to experience personal, internal transformation.

### The Power of Questions

To better support the Participants, staff members strive to improve their training capabilities. For the last two years, we have been trained in coaching skills. In coaching, we use "the power of questions." Instead of simply providing answers, the coach uses powerful questions to help guide the client to uncover the answers they already hold within themselves. Based on this idea, staff members often ask questions to Participants. This year, instead of only answering questions, Participants progressed and began coming up with powerful questions themselves. During presentations, for example, they asked thoughtful questions that helped the presenter to reflect more deeply. During study tours, Participants continued to ask profound questions. Those on the receiving end often struggled to answer. We deeply appreciate those who tried to answer sincerely.

### Self-Awareness and Transformation

When Participants arrive at ARI, most of them expect to learn "organic farming skills" and "leadership skills." They come to Japan believing that in a "developed country" they can get magic answers for their communities to become rich. They often believe they can eliminate poverty if they learn and practice Japanese tech. Many people and organizations are using such ways for international cooperation programs.

But ARI is different and the advice Participants hear from our training staff often sounds counter-intuitive:

- "What you need is already around you; you just do not realize it yet."
- "You already have rich local and human resources. Animal





manure, rice husk, and weeds are all resources, but people just throw them away. Poor farmers are teachers who have the knowledge to make their community rich, but people look down on them."

- "You said you want to learn how to use machines. Do your farmers have big machines for farming? If no, the skill to use machines is not useful for people. Skills which the people you serve cannot use are not for you to learn."

Of course, even though we tell Participants these points, it is not easy for them to adjust immediately. Rather, in the beginning, some people complain, "I did not come to Japan to learn and work in such a way." But after they come to learn from all of the moments—even from failure, wondering, or conflict—they gradually start to change their minds.

Participants accepted that their learning was not for themselves but for their people, so they were continually thinking about how to utilize their new skills and knowledge for their own communities. Moreover, that thinking started to expand beyond organic farming to social welfare, education, peacebuilding and the environment. They often discussed the direction of development: what development and sustainable development could be. One commented: "I thought my community was poor, but I recognized that we are rich. I thought we have nothing, but we actually have many things. I thought people were illiterate, but I realized they are great people who know about traditional wisdom." When they explain what they learned in this way, we recognize that one of the most important purposes of our training has been achieved.

We strongly believe that the Participants' transformation and growth can lead many communities to approach things in a better way. We can observe their transformation on many occasions. I would like to share one of these memorable moments. In July, one day during a Field Management Activity session, participants were in the classroom. That day was fine until noon, and goats

were in the grazing yard in front of the classroom. But suddenly during the class, a heavy rain started. One Participant said, "Oh, it's raining," and several others shouted, "Goat!!!" and they rushed out of the classroom. Participants of Group 1 (the goat section) did not rely on the staff to do something. They themselves ran out to take the goats to their shed. For them, they were not "ARI goats," but "our goats." Other Participants and the staff naturally stopped the class and waited for them to return. I was very much moved. I recognized again that the training is powerful if Participants learn to take ownership and responsibility for their field and livestock.

We believe that their growth and transformation will continue even in the future. From now on, community people who are marginalized in the society can work together with our graduates, and they both can continue to learn together. If those 22 graduates continue to work in a grassroots rural community, their learning and growth will never stop.





HIGHLIGHTS



**Trip to Fukushima**

In September 2017, the entire ARI community made its first ARI-organized trip to Fukushima, the area damaged by the explosions at the Fukushima Daiichi Nuclear Power Plant in 2011. We were able to see the current situation of the sites affected by the “triple disasters” of 2011 (earthquake, tsunami and radiation) and how residents endeavor to rebuild new lives in one of the most contaminated areas in Fukushima.

The picture shows ARI’s participants, staff members, and volunteers listening to a discussion regarding the use of solar panels as an alternate source of electricity and income due to the shutdown of the nuclear power plant.



**Syllabus Creation**

ARI’s administration had long desired to create an ARI curriculum syllabus. To this end, a new staff member (Mr. Izawa Raku) systematically recorded and documented the annual curriculum, as well as developed a risk management plan to compensate for any unforeseen setbacks. The syllabus outlines all class sessions and field work with distinct purpose, vision, expected outcome, and sequence of each item. We hope this powerful tool for staff members and lecturers will contribute to enriching the quality of our curriculum in the coming years.

COMMENT

*How organic are we?*

*‘Organic’ does not mean only farming techniques, like how to make bokashi, compost, indigenous microorganisms and other things, but rather how we build awareness in ourselves.*

*Organic farming is related to various issues, like the utilization of local resources, food self-sufficiency, self-reliance and a healthy environment.*

*Nowadays we have many problems because we break away from the natural way. Our way of thinking is for money, profit, and increasing production, which causes many bad things like pollution, disaster, injustice, and an unhealthy environment.*

*That is why in ARI’s curriculum we do not learn only agriculture techniques. We also learn servant leadership and alternative approaches to development, environmental issues, and localization.*

*Now I ask myself: How organic am I? Not only me, let’s ask you, your neighbor, your community, and all the people around you.*

*I believe that if everyone participates in this question, it will be a big movement to make the world a better place.*



Ridwan Agustinus Samosir  
Participant, Indonesia



## Our Curriculum

Total Instruction Hours: 1,961

### Classes

#### Japanese Language and Culture

Kyôko Ogura\*

#### Leadership

Leadership  
 Servant Leadership  
 ARI History and Mission  
 Participatory Learning and Action  
 Independent Learner  
 Time Management  
 Presentation Skills  
 Facilitation Skills  
 Proposal Writing  
 Stress Management  
 Religion and Rural Life  
 Report Guidance  
 Healing Between the Worlds

Tomoko Arakawa  
 Tomoko Arakawa, Yukiko Ôyanagi  
 Tomoko Arakawa  
 Tomoko Arakawa, Yukiko Ôyanagi  
 Yukiko Ôyanagi  
 Timothy Appau  
 Yukiko Ôyanagi  
 Yukiko Ôyanagi  
 Yukiko Ôyanagi  
 Joseph Ozawa\*  
 Jonathan McCurley, Timothy Appau  
 Kathleen Froede  
 WindEagle\*, Kyôko Seki\*

#### Development Issues

Environment and Development  
 Nutrition and Development  
 Credit Union  
 Localization  
 Gender Issues  
 Human Trafficking in Asia and  
 Children's Rights  
 Ashio Copper Mine and Tanaka Shozo  
 Climate Change Challenge  
 Alternative Approach of Development  
 Global Climate Change and  
 International Partnership  
 Nasu Canal and Rural Development  
*Tomo no Kai* Women's Group Activity

Kôa Tasaka\* (ARI Board Member)  
 Zacivolu Rhakho  
 Hôichi Endô (ARI Board Member)  
 Yôji Kamata\* (NPO Ancient Futures)  
 Tomoko Arakawa  
  
 Machiko Kaida\* (C-rights)  
 Tatsuo Sakahara (NPO Shozo Tanaka Institute)  
 Yoshiyuki Nagata\* (University of the Sacred Heart)  
 J.B. Hoover\* (AFARI, iLEAP)  
  
 J.B. Hoover\* (AFARI, iLEAP)  
 Shûya Tamura\*  
 National and prefecture branches of *Tomo no Kai*

#### Sustainable Agriculture

Concept of Sustainable Agriculture  
 Organic Farming  
 Crops and Vegetables  
 Livestock  
 Disease Control  
 Appropriate Technology  
  
 Dangers of Chemical Farming  
 Natural Farming in Tropical Areas  
 Agroforestry

Ardhendu Chatterjee\* (DRCSC, 1976 graduate)  
 Osamu Arakawa  
 Osamu Arakawa  
 Gilbert Hoggang, Takashi Ôtani, Timothy Appau  
 Osamu Arakawa  
 Ban HyungWook (ARI Board of Councillors,  
 1983 Graduate)  
 Kôa Tasaka\* (ARI Board Member)  
 Shimpei Murakami\* (Natural Farmer)  
 Masa'aki Yamada\* (Tokyo University of Agriculture  
 and Technology)  
 Reina Tomatsu\* (Kinôshi Juku)  
 Mamoru Kuwabara\* (NPO FUDO)  
 Kin'ichi Haga\* (Tozawa Village International  
 Fellowship Association)  
 Osamu Arakawa, Masanobu Sakurai  
 Gilbert Hoggang, Takashi Ôtani, Timothy Appau  
 Takashi Ôtani, Hideo Koide\* (Neu Frank Atelier, Nasu)

Alternative Marketing Systems  
 Biogas workshop  
 Philosophy of 3-D Farming

PFS: Crops & Vegetables Emphasis  
 PFS: Livestock Emphasis  
 PFS: Meat Processing

### Practical Field Study

*The aim of PFS is to acquire practical and theoretical knowledge of organic agriculture, animal husbandry and food processing*

#### Crops & Vegetables Emphasis

Bokashi fertilizer making; compost making; collection and utilization of indigenous microorganisms; fermented plant juice; fish amino acid; water-soluble calcium and phosphate; wood vinegar; charcoal making; rice husk charcoal; seed collection; seedling nursery using soil blocks; mushroom cultivation

#### Livestock Emphasis

Pigs (artificial insemination, delivery, castration); chicken (brooding, hatching); fish (hatching); livestock health; feed formulation; fermented feed; animal raising with fermented floor

#### Meat Processing

Sausage and ham making

### Field Management Activities

- Group management of crops and vegetables, field and livestock
- Foodlife Work (Foodlife related activities for self-sufficiency)
- Group leadership system

### Others

Community work (e.g. rice transplanting, rice harvesting, forest management); community events; spiritual nurture and guidance (Morning Gathering, Growth Note, consultation, reflection day, reflection paper); oral presentation; Harvest Thanksgiving Celebration; international fellowship programs; observation trips; Rural Community Study Tour; Western Japan Study Tour; homestay programs; church fellowship programs

\* special lecturers



# Internship in India

Reflections from the Asian Internship Program



photos by Makiko Takei and Chigira Hasumi

From January to March of 2018, two of ARI's recent Japanese graduates took part in an agriculture-oriented internship in India as part of their Rural Leaders Training Program.

This experience provided them with opportunities to both apply their ARI learnings and to supplement those learnings with new knowledge.

The Asia Internship Program is a special training that ARI offers to Japanese Participants following their graduation. It usually runs for two months and transports graduates to rural villages in Asia where they work with local ARI graduates and their organizations.

This time, Makiko Takei and Chigira Hasumi went to the northeastern part of India and were hosted by the Development Research Communication and Services Centre (DRCSC). The DRCSC is a farmer's education organization headed by Mr. Ardhendu Chatterjee (1976 graduate) and based in the rural villages of India's West Bengal state. They then went to Nagaland state. This internship experience is going to benefit Makiko and Chigira's second year of specialized training at ARI as Graduate Interns (GIs).



## Makiko Takei, 2017 Graduate

The 50 day program in India was a great opportunity for me to learn from the spirit of graduates and their lives in rural areas. Furthermore, I got many ideas for my future plan as a GI and beyond.

As soon as we arrived at the training center in Purulia, West Bengal, we had a lecture focusing on ecological farming and permaculture by Mr. Chatterjee for three days. Building on his lectures at ARI, I was able to develop a deeper understanding of the farming philosophy he presented, especially regarding the natural power of plants. I want to learn more about the characteristics of each plant so that I can more effectively integrate and utilize them in our own lives (thus minimizing labor).

## Learning about a Responsible Life

Whenever I went around the village in India, I was fascinated by the villagers' lifestyle. For example, in West Bengal, many village households have cows that are used for milk and plowing, and dung which is used for fuel, fertilizer, housing materials, and so on. Their living places have resources for work such as wells, trees, vermicompost, and farmland. With such resources, the villagers are able to sustain their traditional farming-based lifestyle. Not many people receive salaries and there are no shops in the village.



People in Japan probably lived in a similar way in ancient times. Even though we can't go back to that era, I'd like to learn more from our ancestors' wisdom.

I also learned the importance of living a responsible life. Compared with India, many processes such as livestock butchering and waste treatment are hidden in Japanese society. In the village in India, these activities were clearly visible. Through experiencing the sights and smells of these practices so intensely I realized how easily I could ignore them in Japan. Sometimes shop workers in Japan get confused when I now say that I don't need a plastic bag because we ourselves don't put much effort into waste treatment. Though it won't be easy to make people realize the hidden side of these processes without personal experience, I feel I must do what I can to change their perceptions.

### Being a Precious Minority

Staying at the village in Nagaland helped me grow in my Christian faith. Some Christians in Japan tend to separate church and daily life. But Nagaland is a majority Christian state and people integrate prayer and religion closely into their daily life. I saw, for example, that people always pray, be it as a preparation for work or in social situations like family gatherings. I felt that the distance between people and God is rather close.

During my village stay, I had many opportunities to deliver public testimony and sing songs, even though I am not a pastor. In the beginning, I was sad to say that the number of Christians in Japan is only 1%. But, gradually, I realized how precious I am as one of them. These experiences and the encounters with young people in Nagaland made me recognize the characteristics of my own society and think about the root causes of many social issues in Japan. I then finally decided to be a teacher in the future. It will be a strong motivation for me to continue my learning at ARI. And I would like to continue practicing independent learning for the rest of my life.



*Chigira Hasumi, 2017 Graduate*

### Empowerment through Local Resources

The Asia Internship Program was a fantastic opportunity to experience all the things that the DRCS practices, such as making natural fertilizers and pesticides. I took part in making a site map, tree profiles, and a shade made from rice straw. These experiences helped me gain self-confidence to create things on my own, utilizing local resources.

The village observation in Purulia was a time for me to observe how the local people live with such local resources. I was able to see many examples of indigenous technologies and knowledge. One such technology was the use of Roselle plants. Roselles are used for many purposes in Purulia: as jam, as a living fence against goats (they do not like the sourness of the leaves), as medicine, as strings, and so on. This finding made me realize how rich people are in local resources, and strengthened my interest in the mapping of plants around us and analyzing their characteristics.

I was inspired by how sustainably people live in Purulia; it made me think of what I can do to make my own life more sustainable.

### Improving Small-Scale Agriculture

Before the internship program began, my expectation was that it would focus on the DRCS's activities as a local organization involved with farmers. However, after receiving a lecture about the principles and methods of permaculture farming from Mr. Chatterjee during the first three days, I realized that the concepts of permaculture aren't limited to Purulia; they can be applied directly to small-scale house gardens in Japan and my GI vegetable field at ARI.

My purpose as a GI will be to improve my vegetable-growing skills. My initial plan to accomplish this was to experiment with some farming methods, natural resources and fertilizer that I learned about in ARI last year and compare the effects of each method. However, my internship experience made me rethink my plan and the theme for my field. Now, I will design the field considering not only the matter on the bed, but also the shape of the bed, the environment around the field and how to utilize the space and resources found around ARI, a methodology in line with permaculture principles.

I am very grateful that we were able to practice what we did as internship activities at DRCS. The experience gave me some important ideas for my GI program as well as my future plan that I revealed during my final presentation at ARI: "All the households in my community have small-scale, large-variety gardens."



# Foodlife at ARI



## Participatory and Learner-Centered Training

Osamu Arakawa,  
*Associate Director, Educational Director (Farm Manager)*



I attended the ECHO Asia Agriculture & Community Development Conference in Chiang Mai, Thailand from 2nd to 5th October as one of the plenary speakers. Attending this international conference was a meaningful experience. The theme was how to support the people who are suffering from hunger and poverty in Asia and how to improve their lives and food security. There were nine plenary speeches and 42 workshops. I participated in all speeches and several workshops, conducting two workshops myself.

The most impressive speech to me was titled "The answer is in the room," delivered by Dr. Karen Stoufer who served in Nepal from 1990 to 2003 in the areas of rural community development, animal health training, and women's empowerment. She is based in the Christian Veterinary Mission headquarters in Seattle, Washington. She has taught Christian community development for Perspectives on World Christian Mission and for Northwest University and enjoys training others in participatory, learner-centered training methods

for use in missions. This training method has nine principles and they are similar to ARI's leadership training through Foodlife.

At ARI, we use a "Learning by Doing" method for the training. Learners do not only learn in the classroom, they also apply their learning through actual practice. This enables them to transform simple knowledge into practical wisdom. For example, learners study how to make bokashi fertilizer. Actually, lecturers show them how to make it. As a result, what learners can get through this lecture is only knowledge. Learners know how to make bokashi, but they cannot actually make it. They know it, but they cannot use it. But when they make bokashi with their own hands, they can feel, smell, and see the color and temperature of the fermentation. Only after applying bokashi to vegetables, observing their growth and harvesting them can learners change this knowledge into an actual understanding of how to make and apply bokashi.

"Do not ever do what the learners can do." This is one of the





principles in the participatory, learner-centered training methods. This is exactly the same as the principle of “Learning by Doing”.

Another emphasis in participatory, learner-centered training methods is praxis. Praxis is not just practice but practice with reflection. After making bokashi, learners evaluate the materials they used and think about whether these materials are available in their communities. If they are not available, learners think about what can be used instead. They also consider whether the quantity of bokashi used was appropriate or not. They deeply reflect on their activities and utilize these reflections to develop the next plan of action. This is “praxis.”

In participatory, learner-centered training, learners are responsible for their own growth. They are the subject, not the object, of their learning. This is very much similar to the “Independent Learning” and “Coaching” that we emphasize at ARI. The core philosophy is the same: we believe in the capacity and capability of learners, including those who work with the people in rural communities; we trust that learners, villagers, and other people can learn and discover; we have the responsibility to provide the setting and resources that they need to take charge of their own learning.

## A Sure Place of Learning

Zacivolu Rhakho Dozo,  
*Foodlife (Meal Service Coordinator)*

“Building a stronger connection between the kitchen and the farm and livestock sections through which the Participants will deepen their understanding of self-sufficiency and sustainability in the lives of the people whom they serve” was the goal of ARI’s Meal Service section for the 2017 training program. As the year began, my first strategy as ARI’s Meal Service Coordinator was to facilitate stable and healthy level of communication between the core section members. The second strategy was that the core members would feel ownership of their sections, to be able to lead others who are not regulars, such as Participants. In both cases, we managed to spend fruitful quality time with one another.

For example, there was a day when I was writing down the types of activities that revolve around the kitchen. As I was doing this, my mind was with many people, specifically mothers and female members in the family who are occupied with all these kinds of work in their daily lives. I listed about 58 activities, but the list could have gone on. Many Participants are from a common background where male members do not usually participate in the kitchen work. It was an opportunity for us to help them learn about respect and appreciation for their mothers, sisters, wives, and daughters. For instance, women spend hours preparing food, but men, as they come home and are served the meal, can pass a comment within a few seconds about whether it tastes horrible or delicious. Few men will give appreciation for the food and the effort it took to prepare it. The most important thing from this activity of listing the kitchen activities was helping everyone learn about sharing responsibilities across genders in the family.

### A Change of Habits

Another achievement was that through the two nutrition classes we conducted, the Participants learned much about food habits in their communities and the importance of a balanced diet, which we teach and practice at ARI. The majority of the Participants took it seriously and changed their food habits throughout their stay at ARI. They were happy with the knowledge that eating safe and healthy food is the best medicine to maintain one’s good health and that it can enhance the family economy as well. Thus, one of the biggest things that the Meal Service section achieved was for the Participants to gain a clearer understanding of the connection between the kitchen and the farm. This can be very realistic and practical in their own communities as well.

Challenges are also part of our section. But it’s never a hindrance; rather it’s an opportunity for us to learn a better way to facilitate the work in the kitchen every year. In every way, the kitchen is a sure place of learning for members of the ARI community.







## Organic Farming is Strong

Masanobu Sakurai,  
*Foodlife (Crops & Vegetables)*

In 2017, the Ministry of Agriculture, Forestry and Fisheries made public the Rice Crop Index in Japan. It showed that only Tochigi Prefecture (where ARI is located) had a "poor" score of 93 points. However, even though there was a shortage of rain in September and sunshine in October, the 0.8ha of rice fields which we had recently acquired turned out to be fruitful and our Rice Crop Index was better than the prefectural average. The quality and yield of rice paddies were good and neighbor farmers were also interested in the results. Especially with the help of a new combined rice binder and harvester machine we purchased through overseas donations, we are now able to work more efficiently with less missed grains during harvesting.



Several years ago, we introduced the single seedling transplanting method into the rice cultivation system at ARI. This avoids planting seedling too densely at the time of rice transplanting. Planting only one seedling in one place stimulates its own viability so that the stem of the rice plant becomes thicker and the tillers become bigger. As a further weed control measure, we tilled our paddy fields two or three times before transplanting the rice seedlings in order to eliminate weeds and form a creamy top-soil layer. Also, the germination of weed seeds is controlled by water depth management before and after transplanting the rice seedlings. In addition, immediately after transplanting the rice seedlings, we used an iron chain for weed control, and after that, we appropriately weeded with machine and by hand. As a result, we were able to secure the harvest of rice in 2017 as targeted.

In January 2018, there was a shortage of vegetables in Japan, causing an increase in their market prices. But the ARI fields were able to produce vegetables equivalent to that of a regular year. This again proved the stability of yield through organic farming.

## The Future of Seeds in Question

At the Asian Rural Institute, we are striving to produce seeds that are resistant to climate and environmental change by promoting in-house seed cultivation. However, in April 2018, the government abolished the Main Crop Seeds Act which regulates such seed production. As the circumstances surrounding agriculture change drastically, ARI is planning to expand the range of plant varieties that can be harvested in order to ensure safe and secure food production in the future. This is part of our vision, to secure local varieties which are rooted in the community.

### HIGHLIGHTS



### Cultivating Mushrooms

ARI-grown mushrooms re-appeared on the dining table this year! We had not grown mushrooms since the earthquake and radiation contamination in 2011. Many thanks to Pearl City Community Church, Hawaii for their financial support for this project. ARI staff Masa Sakurai says: "Working with Participants, volunteers and JOCV (Japan Overseas Cooperation Volunteers) trainees, the grant allowed us to experiment with different methods of cultivation to discover what Participants can use at home."





## Livestock Safety and Productivity at ARI

Gilbert Hoggang, *Foodlife (Livestock)*

Livestock production in 2017 resulted in better performance as well as increased sales from eggs and pork, despite unavoidable setbacks related to accidents and other health problems not associated with infectious or communicable diseases. The most significant improvement in the Livestock Section was the issuance of a Japanese driver's license to both Timothy Appau from the Chicken section and myself from the Pig section. With the daily pick-up of local resources and management of outside fields for livestock, having a driver's license is very helpful.



### Goats provide food and learning

The Goat Section was able to rear four kids from two female goats though two of the weakest kids passed away. Milk production steadily increased and we were able to supply 683 liters of goat milk to Koinonia for consumption; some of which was processed into cheese. With the birth of two female kids, we were able to increase the number of resident goats to six, with one male and five females. Unfortunately, one of the female goats had a leg problem in summer, could not stand up for a long period, and was taken to the animal hygiene center for euthanasia. In February 2018, another pregnant female goat had difficulty in delivery and died. It was taken to the animal hygiene center for examination.

We constructed another facility for the goats: an outside pen just below the men's dormitory, adjacent to another goat pen. As a result, the outside playing ground for the goats became doubled and we could separate the mothers and their kids from the large male goats. Inside the pen, we built a roofed platform to act as a shade covering during the rainy season. In the goat house, we redesigned the feeding system so that it is now easier to give feed from the outside without entering each stall. We also purchased sickles and a handsaw to be

used exclusively for collecting grass, tree branches, and leaves for goat feed. In the future, we plan to renovate the roof of the former cowshed that houses the goat house now.

### Improving living spaces for animals

The Chicken Section underwent several construction renovations, too. Six rooms of two chicken houses were completely remade into two rooms for each building, making them wider for the chickens to play. Because of the emergence of bird flu in Japan and the government animal hygiene center's requirements, we installed small-hole nets on the walls to prevent wild birds from entering. Lastly, we completely renovated another chicken house with a new roof and removed the front walls for replacement.

In 2017, egg production was steady at a 60% to 65% laying ratio during summer and 50% to 55% during late autumn up to winter. But still, the supply is unstable due to butchering schedules. And we always have to wait for the new pullets to increase their laying ratio.

In the Pig Section, we renovated the delivery pen, adding a ceiling and a new door on its open side to prevent wind from entering. A new exhaust fan, an automatic temperature sensor, and a heater make the delivery room warm and comfortable so that delivery and farrowing of piglets can continue in winter. We had our first winter delivery with seven live piglets. They performed very well, gaining weight steadily. Sadly, two mother sows died in 2017. Because of this, we weaned one mother sow early and then switched the piglets that did not have a mother so that the lactating sow would foster them. 14 of the piglets survived and from these, we will choose our new gilts to replace the old sows. Because of the accidental death of the purebred sow, we bought another new purebred Landrace replacement gilt. The good news is that she is now pregnant.

Despite the loss of two mother sows, we were able to produce about 90 pigs during 2017, and sales of pork also increased 20% with an income of 2.8 million yen from April 2017 to January 2018.





## US Speaking Tour: A Graduate Sharing the Fruit of ARI

Kathy Froede, *Ecumenical Relations*



One of the things we teach ARI Participants is to envision what their community could look like decades from now; to dream so big that they cannot accomplish it alone. We encourage them to

passionately share that dream with everyone! With others' passions also ignited, their vision is more likely to bring lasting change to rural communities around the globe.

Takami Sensei, ARI's founder, had the gifts of dreaming, sharing, and bringing people together to accomplish the work of ARI; to build an environmentally healthy, just, and peaceful world in which each person can live to their fullest potential.

During October and November 2017, I felt like I was following in Takami's footsteps by sharing ARI's dream to supporters old and new in New England, Virginia, and Florida. This US Speaking Tour included three staff from ARI and AFARI (American Friends of ARI): Ms. Zacivolu "Acivo" Rhakho from India ('00 Graduate, '09 Training Assistant, current Meal Service Coordinator); Mr. J.B. Hoover (AFARI Executive Director); and myself, Kathy Froede (ARI Ecumenical Relations Coordinator).

Sharing the dream, as Takami did, is as vital today as it was when he began his work in the 1960's. Although the world is a "smaller place today with easier travel and communication, we have not yet solved some of its most basic problems—hunger, clean water, and education. However, through the Graduates' stories, we have seen the effectiveness of ARI's training to address these issues during the past 45 years.

Acivo's story served as the focal point of our tour. It begins in her childhood home, Nagaland India. At the time, it was a rigid patriarchy where education was believed to be wasted on girls. Taken care of by a single mother, Acivo's home was desperately poor. Her mother knew from experience that her daughters had to be able to survive without husbands, if necessary. Despite many

difficulties, she sent Acivo to school.

As she shared her story on the tour, Acivo enraptured people with anecdotes from her fascinating life. She spoke of Graduates like herself as "fruit for the world," produced by the nurturing efforts of supporters and the work of ARI. Her words challenged our audiences in the US to see the world from a new perspective.

Along the way, we visited longtime friends, missionaries, former volunteers, interns, and temporary visitors. They all mentioned that their time at ARI had enriched their lives with new friends, perspectives, and a commitment to do what they could to protect the earth.

We also got to know new people and churches who were as inspired by ARI's work as we were by theirs. In Albany, NY, Ms. Lois Wilson of Westminster Presbyterian Church said, "There will be lasting legacies from ARI's visit. We support several organizations whose goals (keeping girls in school, ecological literacy and environmental stewardship through demonstrations of sustainable technologies, and capacity-building) appear to me to be like some of the ARI program's goals."





# Building a Network of Support



## Gifts from Overseas

- The ARI Becquerel Center continues to monitor the radiation situation on campus and in the region because we need to be confident that the food we eat is safe. With support from the United Church of Canada, we continue to monitor our food and soil, spotting unsafe products. Additionally, our educational displays provide visitors and the local community with an independent source of information regarding radioactivity.

- Efficient harvesting = more time and grain! The Foodlife section purchased two new harvesters with support from the United Church of Canada. Osamu Arakawa, the Farm Manager, said: "We used both our soybean and rice harvesters for more than 15 years, and they were second-hand machines, so it was past time to replace them. The rice harvester broke often and grain got stuck everyday. Last year, we had to ask a neighbor to harvest for us. The soybean harvester was in two parts and when we threshed, dust got all over us. The situation was unhealthy, and the machine dropped beans on the ground. With the new machines, we can finish in a few days that which took more than two weeks and many hands before. I appreciate our supporters very much."

## Volunteers & Interns

ARI continues to strengthen its educational profile through partnerships with colleges in the US; such as Princeton Theological Seminary, St. Olaf College, and Wellesley College. In 2017, five students came to ARI for a summer internship and another 26 students from St. Olaf visited for three weeks of special training. Many students commented that their views about the world expanded after conversations with ARI community members. They realized each person's concerns for the community and the world are similar no matter where a person is from.

We appreciate our partner organizations who sent volunteers to ARI in 2017.







## Domestic Network Activities

Hiromi Satô, *Fundraising, Domestic Programs (Sales, General Affairs & PR)*

Carrying on with the same intentions that were established over forty years ago, the Asian Rural Institute continually reforms its styles and methods of learning to suit different times and circumstances. In doing so, it provides training to develop the talents of people called to minister to impoverished farming communities in Asia and Africa. Japan has many international cooperation NGOs; if you don't count them based on size, they number in the thousands. Of these, the Asian Rural Institute is one of Japan's international cooperation NGO's with the longest history. It is because of the numerous people who understand and support our work that we have continued for this long. We appreciate each of them very much.

It costs over 130 million yen per year to select the servant leaders out of the many candidates who apply, invite them to the ARI training program, and provide nine months of thorough training and support for their stay here. Our funding is comprised of scholarships provided by various organizations, donations from individuals and other groups, and income earned from activities run by the Domestic Business Section. These activities include educational programs aimed at outside Japanese and foreign participants, the sale of agricultural products, and all other types of events.

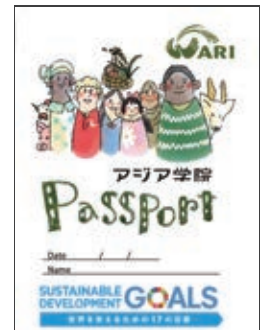
The programs and events planned and carried out by the Domestic Business Section make use of the knowledge and experience we have accumulated ever since our founding. The programs are designed to fit the needs of our participants and oriented to provide anyone—regardless of their nationality or age—a chance to experience Foodlife and gain more of an understanding of Asian and African farming communities. In preparing agricultural products for sale, the agricultural staff, Participants, and volunteers do not just focus on growing products in a self-sufficient way, they pour their hearts into growing them so that they may share nature's bounty with all our supporters. The products are distributed to buyers at bazaars and via mail-order sales. In 2017, the Domestic Business

Section's activities like these brought about closer coordination with other sections at ARI, such as the farm and the educational affairs sections. Consequently, we were able to provide more opportunities to people outside the Asian Rural Institute to study and feel with all five senses a reverence for food and life, as well as provide our visitors a chance to live in cooperation, and have discussions, with people from around the world. In doing so, we create a place to understand and appreciate the importance of people from various backgrounds coming together to support one another.

The Domestic Business Section makes it a point to have the enrichment of educational opportunities—bringing people from both inside and outside ARI together to consider what it means to eat and to live—be a cornerstone in generating income to support the Institute's operations. We aim to continue coming up with new ideas and developing other ideas further.

### UN Sustainable Development Goals (SDGs)

The United Nations, various government ministries and agencies, and international cooperation NGOs are encouraging educational institutions and companies to promote awareness about the SDGs. With this, ARI's Domestic Business Section visited and conducted interviews at the Environmental Partnership Council (Japan) and created a flyer (see right) for junior high school and older students that summarizes the connection between ARI's activities and the SDGs.



### Introduction of Genmai Senbei (brown rice crackers)

The products our supporters usually purchase are agricultural products like pork, eggs, rice, and soybeans, as well as processed food products such as cookies, soy sauce, and carrot juice. In 2017, we had to consider what to do with the extra rice in our inventory, and we developed genmai senbei for sale. In regard to our regular products, people little by little heard about their flavor and quality from word of mouth, and because there is a stable demand for such products, we saw an increase in their sales from last year. However, because we cannot perfectly control factors such as environmental conditions and the animals, and because we must prioritize ARI's study and training programs, we could not maintain a steady supply and there were times when we temporarily could not provide these products. In response to these issues, we worked together with those at ARI responsible for crops, animal husbandry, meal service, and sales to keep track of the Institute's supply and demand and how much surplus we might have. We are clarifying our plans for production based on estimates of how much we will have available to sell. We hope to see the results of these efforts next year.







## ARI's Growth as an Educational Hub

Jun Yagisawa, *Fundraising, Domestic Programs (Liaison, Donations, PR & Supporters)*

In 2017, our campus served as the stage for a variety of new programs that attracted people from unusual industries. The most impressive event took place in May and was a retreat program titled "How to Live Peace in Community." With peacebuilding at ARI as its theme, the planning of this event was made possible by our connections with Kyôko Seki and Yuri Morikawa, who have both led the ARI staff in coaching, and peace activist WindEagle from the United States. The guests who gathered for this 5-day program were professionals from the world of business coaching and management consulting—people with whom we have had only little contact until now.

Seeing ARI's practice of multi-ethnic and multicultural coexistence and soil-stained daily life caused something of a culture shock, and some guests shed tears when they heard the life stories of our Participants. Many openly expressed their emotions, saying, "I had no idea this kind of place existed in Japan," and "This was a life-changing experience." Approaching people from unfamiliar industries and having them experience the special appeal of ARI was a great result that raised our expectations for the future.

Since starting these new programs, we see more visitors that are not related to our usual connections with churches, schools, or farmers. The educational resources that ARI has been cultivating over many years are of unparalleled depth and width. Being able to provide valuable learning that cannot be experienced elsewhere is one of our assets. By making use of ARI as a space for learning, we envision it to become a foothold that connects Japan and the world, with a "Breathing Campus" on which people of different trades and generations can interact.



## Sharing and Learning from ARI's Unique Assets

Takashi Yamashita, *Fundraising, Domestic Programs (External Programs & Nasu Seminar House Manager)*

ARI has been successfully running its "Study Camp" program for many years. Its purpose is to give campers an opportunity to think about peace and the importance of food and life by engaging with ARI community members. Every year, about 500 people from high schools, universities, and churches across Japan and beyond attend the camp. Here are some typical camp activities from 2017:

**Talk sessions with Participants:** Campers get together with ARI Participants who speak about their activities as community leaders, such as working in orphanages or for women empowerment. Campers learn about the real situations in developing countries and the dedication of participants who, after all, do not come to ARI for themselves but for their communities. Together, campers and participants can discuss the true purpose of ARI.

**Organic farming experience to appreciate Life:** Campers join ARI's daily *Foodlife Work* taking care of vegetables and animals alongside ARI Participants. They experience the challenges of growing and preparing food together, as well as the joys of sharing the resulting meal. They may see the flowers of a carrot for the first time, witness a chicken laying an egg, or clean up pig manure. All of these experiences lead to more appreciation and awareness of Food and Life.

**Curry Workshop:** Indian staff Vero Ruipa guides campers as they learn to make Indian curry. As with the organic farming experience, cooking together using ARI vegetables and rice, and expressing appreciation for the life that was sacrificed, through prayer, deepens the awareness of Foodlife and a life lived in happiness; and the end result always turns out to be delicious.





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## Volunteer Support Organizations

Church of the Brethren  
 Evangelical Mission in Solidarity (Germany)  
 Social Services for Peace Kassel (Germany)  
 St. Olaf College  
 Princeton Theological Seminary  
 The Episcopal Church  
 United Methodist Church  
 Wellesley College

Amazon Smile  
 Ameriprise Financial  
 BIBBAK Illinois  
 Blessed Sacrament Catholic Church, Alexandria, VA  
 Bread for the World  
 Cortland United Church of Christ, Corraland, NE  
 Countryside Community Church, Omaha, NE  
 Dover Congregational Church, Westlake, OH  
 Evangelical Lutheran Church in America  
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 First Congregational Church Branford, Branford, CT  
 First Congregational Church in Amherst, Amherst, MA  
 Grace Presbyterian Church, Kendall Park, NJ  
 Hartstra Foundation (Netherlands)  
 Harris United Methodist Church, Honolulu, HI  
 Hope United Methodist Church, Belchertown, MA  
 Kitchell Memorial Presbyterian Church, East Hanover, NJ  
 Morgan Park UMC, Chicago, IL  
 Pearl City Community Church, Pearl City, HI  
 Penney Memorial Church, Penney Farms, FL  
 San Luis Obispo United Methodist Church, San Luis Obispo, CA  
 Spring Equipment Rental Inc.  
 St. James Thrift Shop, Keene, NH  
 The Benevity Impact Fund  
 The United Church of Christ Scribner, Scribner, NE  
 The United Church of Canada  
 United Church of Christ, USA  
 United Methodist Committee on Relief  
 United Methodist General Board of Global Ministries  
 Unitarian Universalists of Clearwater, Clearwater, FL  
 United Church of Dorset and East Rupert, Dorset, VT  
 Wesley UMC, San Jose, San Jose, CA  
 Westminster Presbyterian Church, Albany, NY

*ARI would like to thank our volunteers near and far who give of their time and talents in ways too numerous to mention. We appreciate all you do for us! You, the volunteers from Japan and other countries support activities on and off campus, host homestays, speak, write and edit publications for ARI and AFARI. These donations of your time and skills help us be good stewards of our financial resources in achieving our mission. Thank you!*

*All gifts that are not designated for scholarship, disaster reconstruction, or research are received as general donations and help to support tuition and other costs of the ARI Rural Leaders Training Program.*

*A list of individuals, congregations and other organizations in Japan who donated toward ARI's Rural Leaders Training Program during fiscal 2017 can be found in the Japanese version of the 2017 Annual Report and Ajia no Tsuchi, our Japanese language newsletter.*



# Finances

Kaori Sakuma-Vero, *General Manager*

I would like to express my sincere gratitude to all of you who supported ARI throughout the 2017 fiscal year (April 1, 2017~March 31, 2018).

## Balance Sheet

As of the end of the fiscal year 2017, ARI's total assets were US\$ 9,647,816, showing a decrease of about \$475,000 from 2016. This is largely due to the fall in the value of ARI property and a decrease in cash and savings.

On the other hand, total liabilities were \$2,051,627. In 2017 ARI was able to decrease liabilities by \$103,000. We were able to repay around \$42,000 in long-term loans and school bonds.

## Profit and Loss

An increase of one staff member for the fundraising section in 2016 and two staff members for the research section and meal service section in 2017 resulted in the personnel cost increasing by about \$70,600. However, we believe it is an investment in improving the quality of ARI management for the future rather than an expenditure.

Domestic Donations were \$34,800 less than what we budgeted for this year. However, this is still a \$50,500 increase in donations over 2016. We believe that this is the fruit of a detailed analysis of income sources and preparing the best-fitting tactics such as repeated visits or providing needed information to major supporters.

Income from sales of ARI products and providing services to outside organizations and individuals achieved its highest ever level at \$263,605. The role of the Fundraising and Domestic Programs section is critical for income generation. There will be many challenges ahead, but we also see possibilities for further developing our income generating activities.

The trend of donations, specifically scholarships, from overseas is decreasing. At the same time, there is a trend of increasing project-based funds from North America such as the 5-years support we received for the expanded educational activities of our Becquerel Center (ABC) or the grant for the rice and soybean harvester. We also have a new scholarship scheme called Takami Scholarship Fund initiated by AFARI (American Friends of ARI). In the midst of this, we are also able to organize a series of speaking tours in North America with the assistance of AFARI, in order to strengthen and expand relationships and networking in the region.

We really appreciate your support and are happy to report this positive result from the efforts of those staff members who created new and improved ways to finance ARI.

In the face of ongoing financial challenges, we will continue to do our best to strengthen our financial structure to achieve our mission.

*This financial report follows the accounting format required by the Ministry of Education in Japan and was translated into English for this publication.*

## Balance Sheet

as of 2017/3/31

(US \$)\*

	March 31, 2017	March 31, 2018
<b>Assets</b>		
Fixed Assets	9,346,493	9,054,358
Property	8,379,487	8,070,147
Special Assets	846,703	898,976
Third designated special asset	685,555	686,269
Retirement fund	121,626	149,906
Building Repair endowment	39,522	62,801
Other Assets	120,303	85,234
Telephone rights	1,522	1,522
Capital	1,450	1,450
Deposit	667	667
Scholarship Fund	116,664	81,595
Current Assets	777,173	593,458
Cash & savings	678,169	292,280
Accounts receivable	9,518	57,049
Stock (livestock, rice, etc.)	3,983	5,335
Sales items	22,147	27,788
Securities / shares	23,897	159,103
Other	39,459	51,903
<b>Total Assets</b>	<b>10,123,666</b>	<b>9,647,816</b>

## Liabilities and Net Assets

Fixed Liabilities	1,033,132	1,183,090
Long term loans	542,231	492,697
School bonds	92,287	304,169
Retirement fund reserve	113,445	124,272
Reconstruction project reserve*	285,169	261,952
Current Liabilities	1,121,702	868,537
Short term loans	645,474	616,437
School bonds	260,945	39,646
Accounts payable	29,202	37,651
Consumer tax payable	3,612	5,292
Other	182,469	169,511
<b>Total Liabilities</b>	<b>2,154,834</b>	<b>2,051,627</b>
Net assets		
Endowment account #1	10,477,666	10,506,626
Endowment account #3	685,555	685,555
Endowment account #4	103,587	103,587
<b>Total Net Assets</b>	<b>11,266,808</b>	<b>11,295,768</b>
<b>Total Liabilities</b>	<b>2,154,834</b>	<b>2,051,627</b>
<b>Accumulated gain &amp; loss</b>	<b>(3,297,976)</b>	<b>(3,699,579)</b>
<b>Total Liabilities and Net Assets</b>	<b>10,123,666</b>	<b>9,647,816</b>

\* All figures in US dollars. Exchange rate of US\$1=JPY106.19 is used to translate Japanese yen based financial statements.



# Profit and Loss Statement

2016/4/1 ~ 2017/3/31

	2017 Budget	2017 Actual	2018 Budget
(US \$)			
<b>Operating Revenue</b>			
<b>Educational Activities Revenue</b>			
Scholarships and Fees <sup>(1)</sup>	309,861	258,707	249,930
Tuition	42,668	29,767	19,641
Entrance fee	4,607	4,489	4,232
Contributions for board	2,703	7,788	5,214
Contributions for lodging	2,703	7,788	5,214
Contributions for transportation	15,792	6,550	11,636
Domestic institutional donation	9,417	0	0
Domestic individual donation	155,457	118,552	121,141
Overseas individual donation	0	17,356	7,515
Overseas institutional donation	76,514	66,416	75,337
Fees for issuing certificate	490	94	301
Donations	582,566	548,859	598,168
General <sup>(2)</sup>	492,043	454,471	439,401
Donation in kind	0	0	0
Special donations	90,523	94,388	158,767
Grants for special projects	31,299	61,309	89,270
Sales and Special Services <sup>(3)</sup>	255,803	263,605	263,678
Miscellaneous revenue	77,898	75,390	81,947
Publication	4,709	5,334	1,883
Accommodation user fees	44,938	46,583	51,813
Other Miscellaneous revenue	28,251	23,473	28,251
<b>Non Educational Activities Revenue</b>			
Interest & dividends	471	194	472
<b>Special Revenue</b>			
Gain (loss) from sale of assets	0	3,328	0
<b>Total Operating Revenue</b>	<b>1,258,388</b>	<b>1,211,486</b>	<b>1,283,766</b>

## Expenses

<b>Educational Activities Expenses <sup>(4)</sup></b>			
Personnel <sup>(5)</sup>	730,346	735,232	745,169
Education and Research	275,353	196,235	273,911
General and administrative	609,739	627,663	631,832
(Depreciation allowance)	(372,970)	(378,981)	(378,215)
<b>Non educational Activities Revenues (expenses)</b>			
Interest paid on debt	15,919	11,756	11,069
Exchange loss	0	9,512	0
<b>Special expenses</b>			
Gain (loss) from sale of assets	0	3,734	0
<b>Total operating expenses</b>	<b>1,631,357</b>	<b>1,584,132</b>	<b>1,661,981</b>
Incorporation into designated fund	0	(28,960)	0
Net operating gain (loss)	(372,970)	(401,607)	(378,215)
Beginning balance	(3,298,006)	(3,298,006)	(3,699,612)
Ending balance	(3,670,975)	(3,699,612)	(4,077,827)

- (1) Tuition are borne only by Japanese Participants
- (2) Includes general donation received from AFARI and through AFARI facilitation.
- (3) Revenues derived from organizing seminars and sales of farm products and folk-art crafts.
- (4) For details, see the right side.
- (5) Does not include salaries paid by other church organizations for two staff member.

## Educational Activities in detail

<b>Personnel</b>	<b>735,232</b>
Faculty	179,040
Staff and other personnel	556,192
<b>Education and Research</b>	<b>196,235</b>
Supplies expenses	1,761
Utilities	17,502
Student stipends	31,765
Study tours	18,233
Agricultural training costs	49,604
Travel: domestic for students	857
Travel: intl students	30,159
Course materials	2,060
Research	3,500
Dormitory expenses	1,355
Medical	5,365
Staff training	5,455
Office supplies	4,272
Membership fees	654
Alumni association support	556
Project expenses	1,334
Special lectures	9,908
Vehicle expenses	11,895
<b>Administration</b>	<b>627,623</b>
Office supplies	1,731
Utilities	17,502
Transportation for staff	10,594
Fund raising	28,163
Vehicle fuel	9,706
Welfare expenses	465
Communication	6,394
General and administrative	41,016
Publications	5,130
Vehicle maintenance	15,948
General maintenance	8,635
Insurance	8,705
Rental expenses	8,732
Taxed & public dues	9,228
Membership fees	1,211
Conferences	4,037
Commission fees	15,375
Cost for income generation activities	52,837
Special events	703
Public relations	364
Miscellaneous expenses	2,206
Depreciation allowance	378,981
<b>Total Educational Activities</b>	<b>1,559,130</b>

## Auditors' Statement

The above duly audited financial statements have been prepared by the Fujinuma Tax and Accounting Service, Inc, and approved by the ARI auditors, Mr. Okubo and Mr. Murata. All the documents were properly kept and there were no irregularities.

May 10, 2018

Auditor: Tomohiro Okubo

大久保 知宏

Auditor: Sakae Murata

村田 栄



# Major Farm Yield 2017



Goat Milk  
638.6ℓ



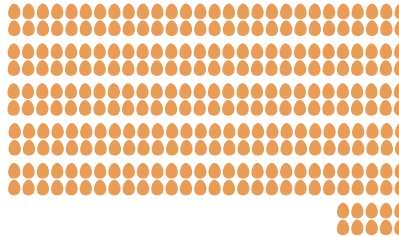
Fish  
81 kg



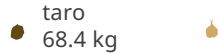
Chickens  
488 kg / 244 heads



Onions  
578.8 kg



Eggs  
105,017 pcs.



taro  
68.4 kg

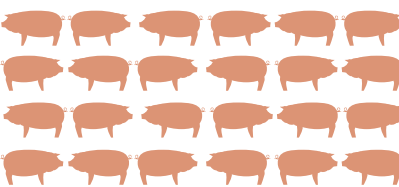
Garlic  
35 kg



Carrots  
520.5 kg  
including the amount for juice



Sweet Potatoes  
840.2 kg



Pigs  
37 heads



Potatoes  
1,483.8 kg



Rice  
9,075 kg  
includes amount for sales



Wheat  
3,000 kg  
including amount for soysauce and cookies



Soybeans  
1,802 kg  
including amount for soysauce



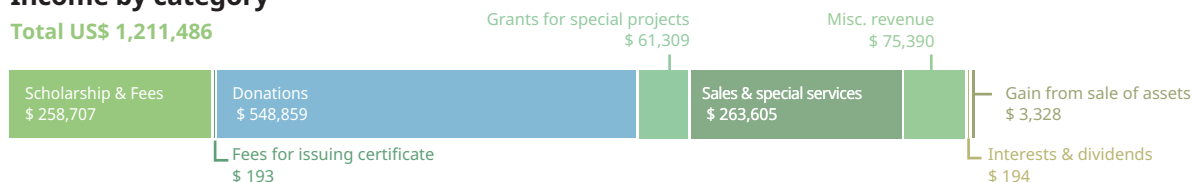
Black Beans  
222.9 kg



(continued from Finances)

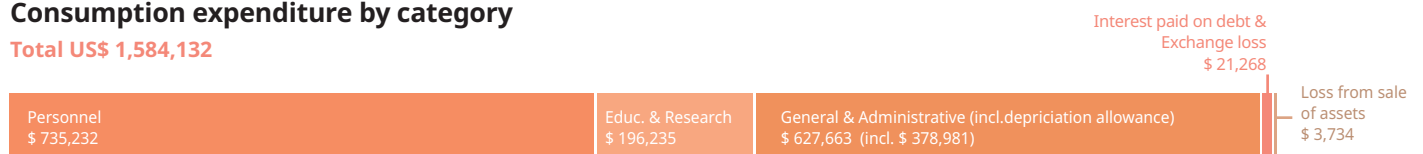
## Income by category

Total US\$ 1,211,486



## Consumption expenditure by category

Total US\$ 1,584,132





# The 2017 Community

## Staff

### Full Time

Tomoko Arakawa  
Yukiko Ôyanagi  
Osamu Arakawa  
Kaori Sakuma-Vero  
Kathy Froede  
Ayumi Kikuchi  
Masanobu Sakurai  
Takashi Ôtani  
Gilbert Hoggang  
Zacivolu Rhakho Dozo  
Micah Anderson  
Jonathan McCurley  
Bernard Timothy Appau  
Hiroshi Satô  
Takashi Yamashita

Jun Yagizawa

### Part Time

Mitsue Kimijima  
Kôki Arai  
Junko Tanaka  
Manami Kobayashi  
Annie Jane Lagawan  
Masayo Fukushima  
Vero Ruyipa  
Satomi McCurley

### Contract

Thomas Itsuo Fujishima  
Steven Cutting

### Honorary President and Founder

Rev. Dr. Toshihiro Takami

Director  
Associate Director, Curriculum Coordinator  
Associate Director, Education Director, Farm Manager  
General Manager  
Ecumenical Relations  
Fundraising, Domestic Programs (Liaison, Donations)  
Foodlife (Crops & Vegetables)  
Foodlife (Livestock)  
Foodlife (Livestock)  
Foodlife (Meal Service), Ecumenical Relations  
Curriculum (Admissions & Graduate Outreach)  
Curriculum (Chaplain, Community Life)  
Curriculum (Chaplain, Community Life), Foodlife (Livestock)  
Fundraising, Domestic Programs (Sales, General Affairs, PR)  
Fundraising, Domestic Programs (External Programs & Nasu Seminar House Manager)  
Fundraising, Domestic Programs (Liaison, Donations, PR, Supporters)

General Affairs (Accounting)  
General Affairs  
Curriculum (Library)  
Foodlife (Meal Service)  
Foodlife (Meal Service)  
Fundraising, Domestic Programs (Food Processing)  
Fundraising, Domestic Programs (Nasu Seminar House) (June- Dec)  
Curriculum (Community Life) (from June)

Fundraising, Domestic Programs (PR)  
Education (Graduate Outreach) (Jan- Mar)

## Volunteers

### Commuting Volunteers

Tadashi Aizawa  
Kazuko Fujimoto  
Takashi Fushimi  
Ayako Hayashida  
Chihiro Higashi  
Takashi Hirayama  
Norie Horiuchi  
Tadashi Itô  
Takako Iwaide  
Shigeaki Kashiwaya  
Takashi Miyake  
Junko Nishino  
Jin Onozaki  
Satoshi Takagi

Kyôko Takamura  
Ichirô Sahara  
Takako Sakairi  
Masuo Shimizu  
Eiji Ueda

### ARI Becquerel Center Volunteers

Mineki Nishikawa  
Yukio Takashima  
Takashi Akutsu  
Shôhei Fujimoto  
Takayuki Hayasaka

### Long-Term on Campus

Rey Oliver Fabros

Wil Merchant

Avery Buie  
Oakley Neel  
Stephen Miller  
Julia Stauch  
Mara Weiler  
Lukas Wagner  
Roberto Júnior Costa  
Manosi Abe Chatterjee  
Mariya Kanno  
Shunta Seki  
Mayuko Sugita  
Harune Tanaka  
Kiyoshi Sagae

Admissions, Graduate Outreach

Ecumenical Relations, Meal Service

Meal Service  
Ecumenical Relations, Farm  
Ecumenical Relations  
Admissions  
Farm  
Meal Service, Farm  
Farm  
Admissions  
Public Relations  
Farm  
Meal Service, Farm  
Nasu Seminar House  
Meal Service

## Board

### Board Chair

Rev. Kenichi Ôtsu (until 22 June)  
Rev. Masaoki Hoshino Pastor of UCCJ Aikawa Mission (from 22 July)

### Vice Chair

Hôichi Endô Former staff of the Asian Rural Institute

### Board of Directors

Tomoko Arakawa Director, Asian Rural Institute  
Junko Iinuma Nasu Tomo no Kai (until 31 May)  
Hideharu Kadowaki Special Advisor and Senior Fellow, The Japan Research Institute, Ltd  
Rev. Hiroto Kayama Priest, Tokyo St. Timothy Church (until 21 July)  
Rev. Hikari Kokai Chang Representative Director, Wesley Foundation (from 22 July)  
Noriaki Sato PR, Hotel Sunvalley  
Dr. Koa Tasaka Former Board Chair & Former Director of the Asian Rural Institute  
Rev. Yoshiya Ushiroku Pastor, UCCJ Reinanzaka Church (from 1 June)  
Rev. Eiji Yahagi Pastor, NSKK Shimodate Anglican-Episcopal Church (from 25 November)  
Masahiko Yamane Board member, Kagawa Nutrition University

### Auditors

Tomohiro Ôkubo Fujii Industries Inc., Operating Officer  
Sakae Murata Nasu Y's Mens Club

## Board of Councillors

Osamu Arakawa  
Tomoko Arakawa  
Shinobu Awaya  
Rev. Ban HyungWook  
Rev. Chun Sang Hyun

Rev. Hikari Kokai Chang  
Hôichi Endô  
Mitsuo Fukumoto  
Rev. Masaoki Hoshino  
Hideharu Kadowaki

Rev. Isao Kikuchi  
Kôshi Itô  
Kiyoshi Nagashima  
Yoshiyuki Nagata  
Yukiko Ôyanagi  
Sarajeon Rossitto  
Kaori Sakuma  
Takeshi Shimizu  
Kazue Yamaguchi  
Masahiko Yamane  
Michiru Yoneda

Staff, Asian Rural Institute  
Director, Asian Rural Institute  
Lawyer, Mizuno Yasutaka Law Office  
Pastor, UCCJ Nishinasuno Church  
Pastor, The Korean Christian Church in Japan, Sapporo Church  
Representative Director, Wesley Foundation  
Former staff of the Asian Rural Institute  
Principal, Nishinasuno Kindergarten  
Pastor of UCCJ Aikawa Mission  
Special Advisor and Senior Fellow, The Japan Research Institute, Ltd  
Archbishop, Roman Catholic Archdiocese of Tokyo  
Parish Priest, Roman Catholic Diocese of Niigata  
Former staff of the Asian Rural Institute  
Professor, University of the Sacred Heart  
Staff, Asian Rural Institute  
NGO/NPO Consultant  
Staff, Asian Rural Institute  
Church Elder, Tokyo Union Church  
National Tomo no Kai, Head Quarters  
Board member, Kagawa Nutrition University  
Superior General, The Sisters of the Visitation



# The Graduates of 2017



## Rural Leaders Training Course

- BANGLADESH** 1) **Ruman Barua** Rishso Kosei-kai Bangladesh  
 2) **U Thoai Nu Marma** Rishso Kosei-kai Bangladesh
- CAMEROON** 3) **Agem Vivian Anwi** Hands of Development International  
 4) **Epie Dareen Ntube** Rural Youth Leadership and Sustainable Development  
 5) **Aketinimoh Austen Yiven** Multi-Green Investment-Common Initiative Group  
 6) **Nelly Shella Tchaptcheut Yonga** Rural Women Development Center
- EAST TIMOR** 7) **Rui Sarmiento Araujo** Sacred Heart Institute for Transformation
- GHANA** 8) **Augustus Sena Letsukuma** Evangelical Presbyterian Development and Relief Agency
- INDIA** 9) **Asha Kenchammanahoskote Jayappa** Coorg Organisation for Rural Development  
 10) **Willington Mungrei** Self Help Initiative Development Organization, Runrei Area
- INDONESIA** 11) **Vinsensia Dasi** St. Therese Mbata Parish Church  
 12) **Ridwan Agustinus Samosir** PETRASA Foundation
- JAPAN** 13) **Chigira Hasumi**  
 14) **Makiko Takei**
- LIBERIA** 15) **Jenneh Korlison** Community Women Empowerment Organization
- MYANMAR** 16) **Samuel** Khawnum'zung Rural Development Organization
- PHILIPPINES** 17) **Hrie Mau** Mara Evangelical Church - Service and Development Department  
 18) **Frida Domingo Laban** AETA Children's Home  
 19) **Emelinda Cuyang Ongcal** Christians Meeting in Gospel Hall, Inc.
- SOUTH AFRICA** 20) **Duduzile Princess Nkabinde** Japan International Volunteer Center / South Africa Office
- THAILAND** 21) **Thanarat Rinnasak** Original Liberty Mission Foundation
- ZIMBABWE** 22) **Tafadzwa Dorothy Mukondwa** Heather Chimhoga Orphan Care

## Advanced Training Course

- CAMEROON**  
 23) **Oscar Nkweche Fortsin**  
 (2006 Graduate)

