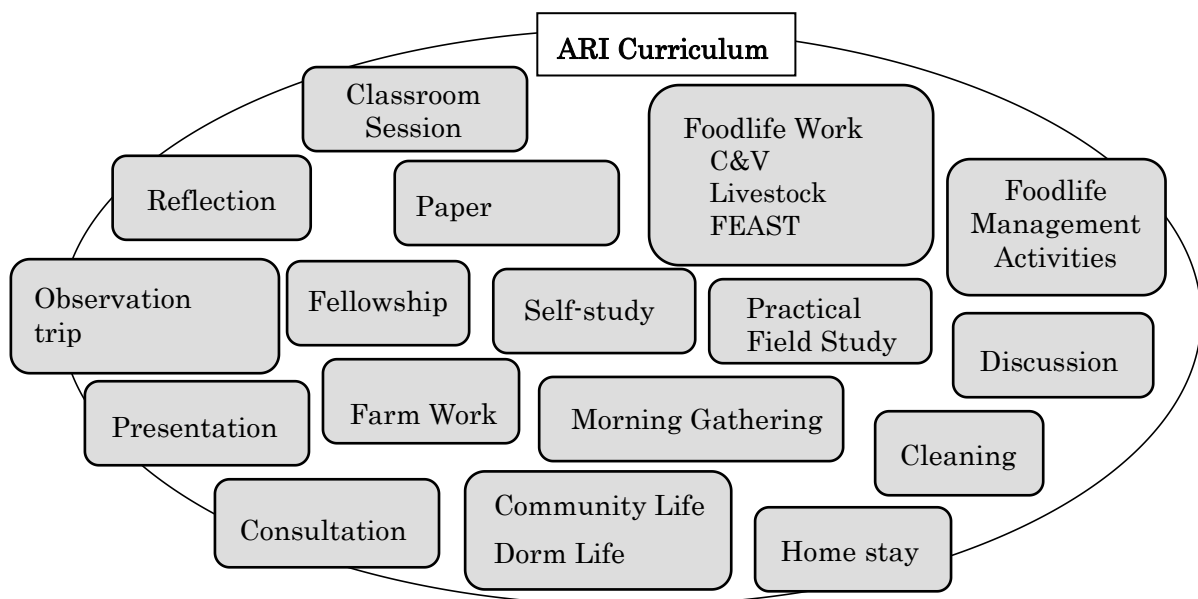


The Curriculum

The Curriculum Standards

The ARI curriculum is based on the training program which was created through 50 years of experience of living out ARI's mission. It also links this experience with the current needs of the world. The basis of our training and life at ARI consists of the three pillars of the ARI Rural Leaders Training. These conceptual pillars include: Servant Leadership, Foodlife, and Community of Learning.

The ARI curriculum includes classroom sessions, Foodlife work (Crops & Vegetables, Livestock, FEAST section), Foodlife Management Activities, Practical Field Study, farm work, reflection paper writing, observation trips, home stay programs, self-study, oral presentations, consultation and reflection, community events, community work and special events (e.g. foundation day, school fellowship and HTC). However, all aspects of community life and activities are valuable time and resources for training.



In order to meet both ARI requirements and government standards for organized training hours, the Asian Rural Institute provides **1,760 hours** of training. Because time is limited, training is tightly scheduled from April until December. **Full participation in all curriculum activities and submission of all necessary reports is required** for the successful completion of the training program.

We do not provide an academic degree, and we do not promote industrialized agricultural technology, such as chemical fertilizers and pesticides or large scale mono-cultures. Much of the learning takes place through the simple acts of living in community, working on farm, and sharing food, to know the best ways for grass-root

rural community. We even can say that “ARI learning is not for participants themselves, but for the people back home.”

Upon completion of the program, participants are issued a "Certificate of Graduation."

No personal holidays are allowed for participants during weekdays unless there is a special request from an organization or a group. For permission to take a weekday off, an official letter must be sent to the ARI Director. **All community members are expected to participate in morning and evening Foodlife work when they are on campus even when there is no special curriculum scheduled.**

Saturday schedule: We have morning exercise, cleaning and Morning foodlife work

Saturday general cleaning: One a month, 9:00-10:00,

Dorm general cleaning: One a month, 10:00-11:00

Weekend + Holiday Schedule: Special schedule for foodlife work

* see page D-18 for all information about the foodlife work schedule.

Purpose and Three Pillars of ARI's Rural Leaders Training Program

The purpose of the ARI Training Program is to discover the meaning of the motto “That We May Live Together.” Humans, nature and all living creatures are God’s creation and we must live together on Earth; however we all know how difficult this is. Failure to live together is the cause of many problems in the world.

Food is the result of the joint work of God, nature and human beings. Therefore, we strongly believe that in order to value all life on Earth, sharing food is essential; by sharing food we may live together.

**“Let us create a world
in which life and the food that sustains life
have the highest value”**

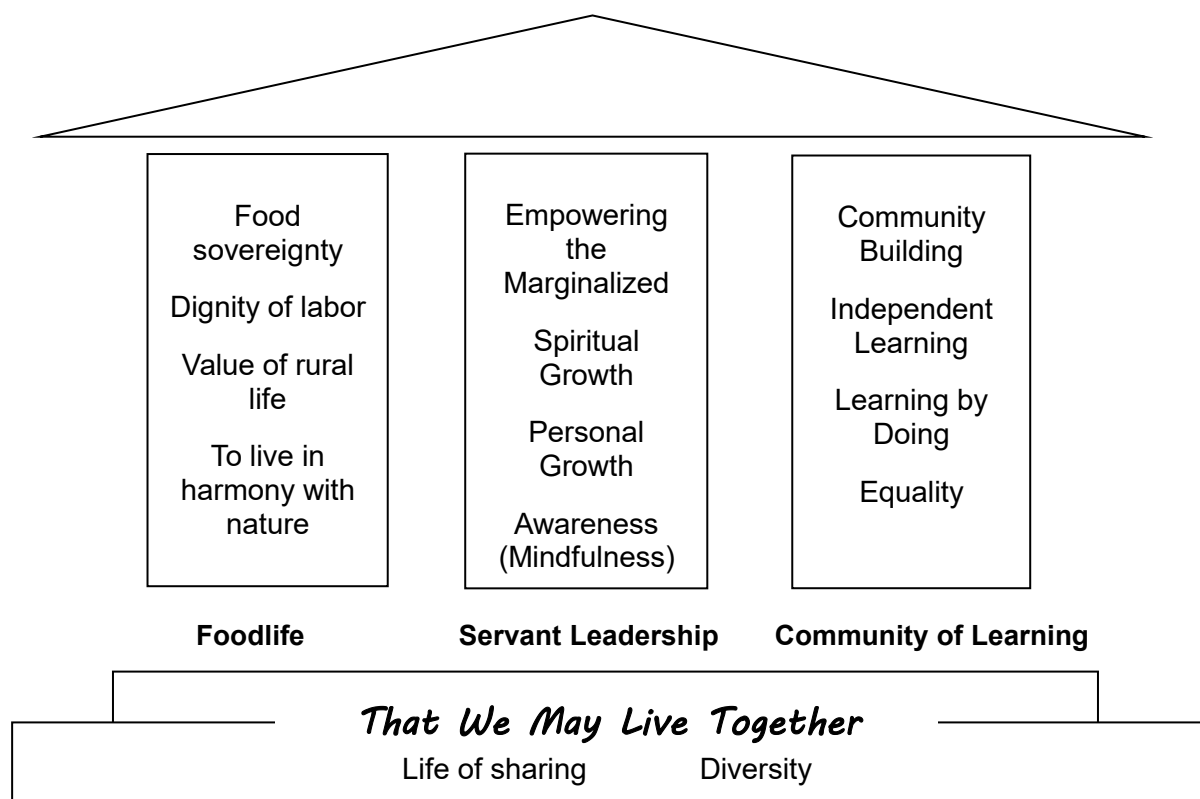
That We May Live Together

The three pillars which support ARI training are:

Servant Leadership – A truly effective leader is one who serves; one who works at the level of the people, and lives a life that is an example and an inspiration for people to reach their highest potential.

Foodlife – is a special word used at ARI to show that **food** and **life** cannot be separated; both depend upon each other. ARI is a place that values the soil – including the farmers and rural communities that work the soil – and finds dignity and satisfaction in producing food with our own hands.

Community of Learning – ARI is a place where we can learn with and from one another. We come as people of different cultures, ethnics and faiths, choosing to live and grow together through our differences and difficulties. In our life together, we work toward the goal of becoming effective servant leaders.



Daily Activities

Daily Schedule

Monday to Friday (special schedule under COVID)

Time	Activities
6:30 - 6:35 am	Morning Exercise
6:35 - 7:00	Cleaning Chore (FEAST section 6:35-8:00)
7:00 - 8:00	Morning Foodlife Work
8:15 - 9:30	Breakfast & Break
9:30 - 10:10	Morning Gathering
10:20 - 12:20	Morning Activities
12:30 - 1:30 pm	Lunch & Break
1:30 - 3:30	Afternoon Activities
4:00 - 5:00	Evening Foodlife work (FEAST section 5:00-6:30)
5:00 - 6:30	Independent Learning Hour (self-study hour)
6:30 - 7:30	Supper & Break
7:30 - 9:30	Free (Evening Meetings, Other Activities, etc.)
9:30	Night Patrol

Saturday

Time	Activities
6:30 - 6:35 am	Morning Exercise
6:35 - 7:00	Cleaning Chore (FEAST section 6:35-8:00)
7:00 - 8:00	Morning Foodlife Work
8:15	Breakfast
12:30 pm	Lunch
6:30	Supper
9:30	Night Patrol

Once a month, we have “Saturday general cleaning” 9:00-10:00

Sunday and Holiday

Only weekend and holiday assignment (no morning exercise)

Sunday breakfast : 8:00

Holiday breakfast : 8:15 (same as other weekday)

Beginning the Day Together: Morning Exercise

It is the first gathering of the community.

Before breakfast, before Foodlife Work, before any other activity, we gather and greet each other. In every kind of weather--rain, snow, cold and hot, -- we gather. Even when most community members are away, the rest of us will gather.

It is exercise.

Before any physical activity, such as cleaning and Foodlife work, it is important to warm up our muscles by stretching. This is especially true for those of us who begin work in the fields directly after waking up in the morning, so that we feel ready to work without fear of injury.

It is a contact point.

A community such as ARI, (which eat our food from our own farm,) must often change our schedule according to the weather or the needs of others. In such a community, good communication between all members is very important. This is the first contact point of the day to share information.

It is prayer.

As we exercise, greet each other, and share information, we participate actively in creation and greet our Creator as a community. Each community member takes turns leading prayer, often in different languages, to our God. With thanks and praise, we pray for guidance and renewal and ask for God's blessing upon our activities.

Cleaning and Foodlife Work

In order to sustain our own community, we must take time to do daily cleaning and Foodlife work. They are central to the Rural Leaders Training Program at ARI. As we do our regular cleaning chores and Foodlife work, we learn together by working together. By hard work and constant effort, we try to keep our surroundings clean and sanitary and our Foodlife as healthy as possible. This is also important place to practice "leadership".

For a detailed description of Foodlife work see section D.

Morning Gathering

This 40 minute period each weekday morning is one of the most important times of our day, when all members of the Community come together for spiritual reflection. The time is to be used for your personal meditation, leaving five to ten minutes for welcoming newcomers, reports and announcements.

For a detailed description of Morning Gathering see section C.

Night Patrol

All of ARI community member have responsibility to keep our campus in safe. In our history, we lost our Dining hall by fire in 1983. After that incident, we started night patrol duty. Each community member takes turns and one or two people check around our campus.

Practical application of the curriculum

<Hands-on Training>

Foodlife Management Activity (FMA)

This division of the training curriculum will offer participants an opportunity to improve upon what they are learning by practicing and therefore making use of their accumulated learning. At the same time, it will give them the responsibility to manage their designated sections.

Participants will be divided into groups. Each group will be given management responsibility in the ARI fields, livestock (goats, pigs, poultry), FEAST and forest management, with the support of staff, TA/GI and volunteers assigned to each section.

Once a week, participants will have a Foodlife Management Activity session. During each session, there will be a practical lecture, workshop, discussion or sharing on leadership and farming skills in order to help us live peacefully with other people and with nature, and to deepen our understanding of the meaning of "Foodlife."

Participants will receive additional opportunities to use their ARI training in the following areas:

Integrated Organic Agricultural Techniques

Working in both livestock and field sections will help participants understand the defined relationship of animals, plants and other microorganisms that are central to integrated organic farming.

Leadership

Each group will have a leader to facilitate and coordinate group work, and plan activities. The leader will lead the group for a certain period and at the end of his/her term, he/she will reflect on his/her performance together with group members. Group leadership will rotate so that each participant will have the opportunity to serve as a group leader.

Using Local Resources

Learning to identify and use resources that are available locally is an important part of practicing sustainability. FMA sessions will give participants many opportunities to practice and gain awareness of the importance of utilizing the local resources in their home communities.

Planning and Management

Each group will create their own weekly work schedules and practice their own plans together, with the advice and guidance of the assigned staff.

Group Dynamics and Participatory Decision Making

FMA sessions support group participation in all activities. All group members are to have an equal voice in decision-making. Participants of different races and cultures are to work together to achieve goals; the diversity of this group will be a challenging, interesting, unique, and exceptionally valuable opportunity for participants of the training program.

Sharing Indigenous Knowledge

Most of the participants are experienced leaders and farmers, which indicates that they are good resource persons. FMA will provide opportunities for each participant to share his or her personal knowledge and skills.

Practical Field Study (PFS)

PFS sessions are set up to give both theory and hands-on knowledge of organic farming, animal rearing, and food processing techniques.

PFS Classes

- Bokashi (quick compost)
- Compost
- Indigenous microorganisms (IMO)
- Fermented plant juice (FPJ)
- Fish amino acid (FAA)
- Water soluble Calcium (WCA)
- Water soluble Calcium and Phosphate(WCAP)
- Rice husk charcoal
- Wood charcoal and wood vinegar
- Seed collection
- Soil block for seedlings
- Fermented feed
- Meat processing – sausage, ham

Optional Seasonal Topics

- Chicken brooding
- Pigs (AI, delivery, castration)

Morning and Evening Foodlife Work

Every morning and evening, we work for our Foodlife. This is the time of production, at the same time this is the opportunity for participants to learn and practice sustainable agriculture and leadership.

After the orientation period, participants will be divided into groups. Participants are responsible for the management of their assigned field, livestock and meal preparation. (see section D)

Farm work

In addition to morning and evening Foodlife work time, farm work (during the daytime) will be scheduled 1-2 times a week to manage the necessary work to produce our food. This work is primarily done by the participants and farm staff members.

Community Work

This is a time when all members of the community will come together to work towards a single goal for the good of ARI.

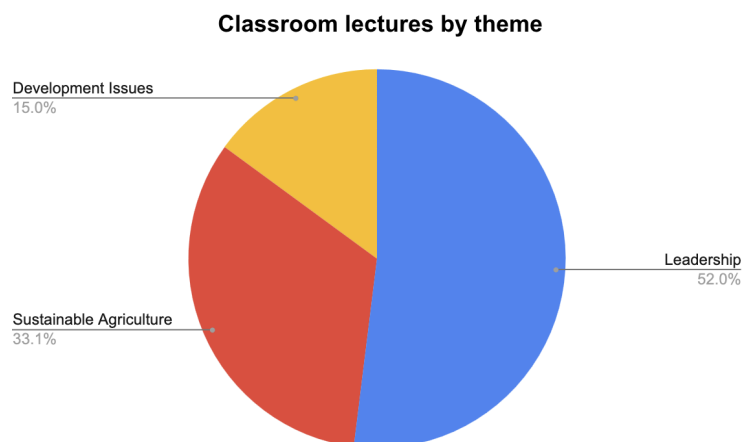
It is a celebration of community and of what can be accomplished through group cooperation.

- Rice transplanting
- Drainage cleaning
- Rice harvest
- Corn harvest and silage making
- Autumn crops and vegetables harvest
- Forest management
- and more

<Classroom Lectures>

ARI lectures relate to the changing environments our participants live and work in. Training staff and guest lecturers will present many topics, and show different viewpoints on issues that are important to rural living.

There are three themes of study: leadership, sustainable agriculture, and development issues. About **half** the classroom lectures relate to leadership, **one third** to sustainable agriculture, and the rest to development issues. The knowledge gained from lectures is then applied during practical field study, farm work, and study trips.



Theme 1: Leadership

ARI participants will learn about different patterns of leadership and reflect on their roles in their home communities. Classroom exercises, group projects, and presentations will help participants develop their leadership skills.

This theme will also try to reach a basic understanding of spirituality. In rural life, we are directly connected with the work of God's creation. As we participate in God's work to sustain and enrich life, we also learn the discipline of serving others in the ARI community and beyond.

Theme 2: Sustainable Agriculture

Participants will study important concepts and strategies of sustainable agriculture. We will focus on concepts of biodiversity and self-reliance in agricultural production, utilization of local resources, and protection of the natural environment.

Theme 3: Development Issues

In this theme, participants will work together to identify and gain a deep understanding of the development issues our world is facing today, including climate change. We will make connections between global problems and the changes facing our communities. Through discussions and observation trips, participants will sharpen their critical analysis and problem solving skills.



Here is a rough calendar for the lectures:

April:

Orientation and Community Building
Japanese Language Learning
Organic Farming
Credit Unions
Nutrition
Independent Learning

May:

Leadership
Peer Feedback
Report Writing
Writing to Reflect
History of the Nasu Canal
Religion and the Rural Leader
Rice Cultivation
Dangers of Chemical Farming
Team Building
Alternative Marketing Systems
Defining Rural Leadership
Future Planning
Feed Management

June:

Leadership
Poultry Management
Gender Issues
Dignity
Disease Control for Livestock
Listening
Localization
Natural Farming in Tropical Areas

July:

Leadership
Participatory Learning and Action
Hygiene and Women's Health
Climate Crisis Leadership

August:

Leadership
Time Management
Pad Making
Japanese Organic Farming Movement in Yamagata
Religion and Rural Life

September:

Leadership
Ashio Copper Mine Pollution
Landscape Design and Community Forests
Environment and Development
Leading with Dignity

October:

Leadership
Meat Processing
Life After ARI (Graduate Seminar)
Fundraising
Making Biogas

November:

Leadership
Climate Change Education
Charcoal and Wood Vinegar
Peace and Reconciliation

December:

Reflection
Oral Presentation

<Observation Trips and Study Tours>

Observation trips and study tours are some of the very important activities in the training program. Participants will travel through Japan to visit people, groups, and institutions that are involved in community development efforts and social welfare.

These trips are planned between the classroom sessions of the training program. Participants will be expected to take part in planning each trip and sharing their reflections after their return to ARI.

The main goals of the Observation Trips and Study Tours are:

- To learn various skills, technologies, knowledge, information, and observation, which one cannot gain on the ARI campus
 - To study patterns, images, and roles of leadership through meeting with various rural leaders in Japan
 - To witness life in a "developed country," allowing for an opportunity to reflect on the meaning of development – its convenience, efficiency, and social services – as well as its sacrifices – pollution, overwork, loss of community and family, isolation, etc.
 - To observe the Japanese community while learning how the individual, the family and the community fit into Japanese society
 - To experience fellowship with Japanese people and communities
 - To develop leadership skills and learn group dynamics
 - To appreciate natural beauty, history, and culture

Observation Trips

a. Observation trip to Nasu Canal, Nasushiobara city

Participants will visit Nasu Canal, which was developed in 1885 by local people and farmers to learn rural leadership in this city.

c. Ogawa Town, Saitama Prefecture

Participants will visit leading organic farmers in Japan and study their ecologically sustainable way of farming.

b. Observation trips in Tochigi Prefecture:

Participants will visit organic farmers and organizations such as:

Kinoshijuku (organic farmers' school), Manmaru farm, Don Kame compost center, NPO rice research center, etc.

d. Observation trip to Ashio Copper Mine, Tochigi Prefecture

Participants will visit historical sites of environmental destruction caused by copper mine pollution and learn from Mr. Tanaka Shozo, a leader who fought for the lives of the suffering people and the environment.

Study Tours

a. Rural Community Study Tour

Participants will have a chance to travel through rural Japan in one of the main agricultural regions of the country and observe their reality. This program includes observation trip, discussion, reflection, written report and oral presentation about the results of the study tour.

Place to visit (plan):

- Organic farms
- Permaculture farm
- Farmers' group
- Japan Agricultural Cooperatives(JA)
- Food processing group
- Municipal office

b. Western Japan Study Tour

In November, participants will go on the Western Japan Study Tour. This tour focuses mostly on urban issues and social welfare. Through visits to various institutions, participants learn how Japan deals with various social issues.

Place to visit (plan):

Hamamatsu

Seirei Social Welfare Community

Osaka

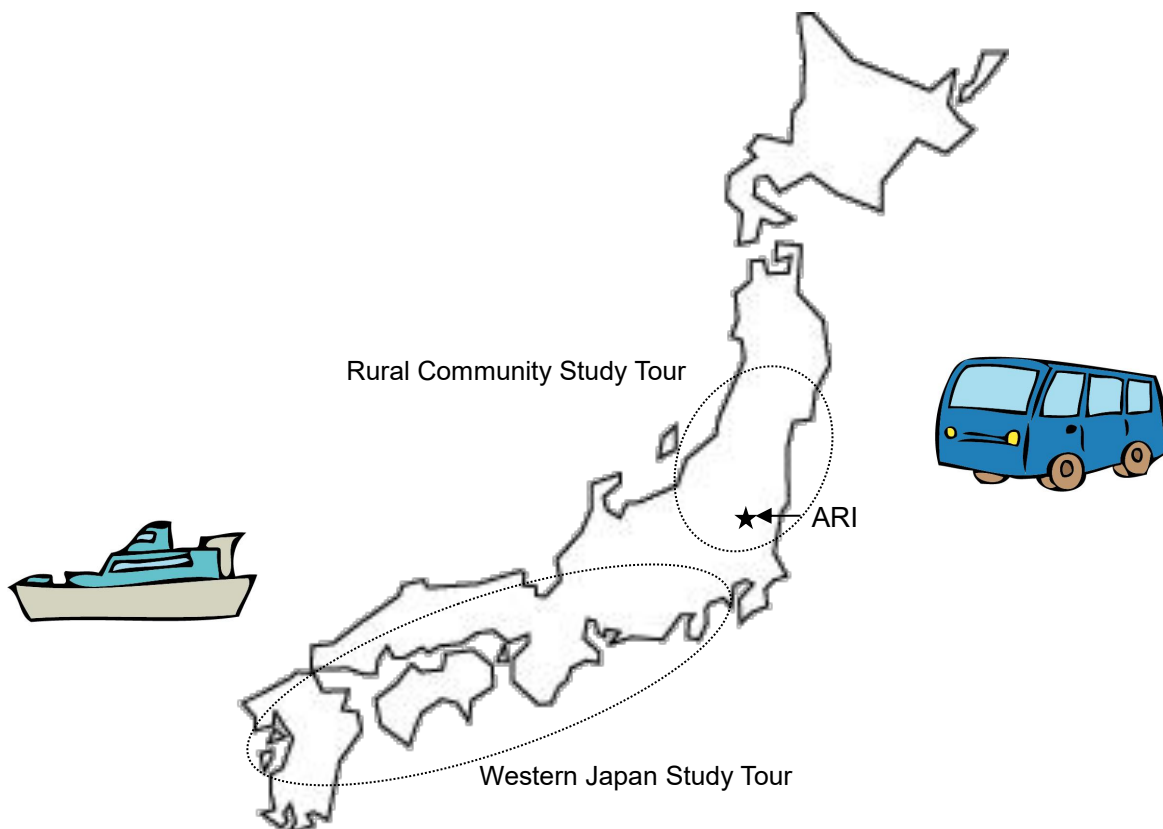
Urban development issue

Minamata

Pollution and its effects on humans and the environment

Hiroshima

Peace issues



<Other Requirements and Programs>

Reflection

The practice of self-reflection is necessary for gaining the most from the ARI training program. We encourage participants to actively reflect on the daily ARI curriculum, activities, and on all they experience during their time here – especially those things that they find different from their own culture or way of thinking. Through serious consideration and self-reflection, we hope participants will gain new perspective and understanding, and experience meaningful personal growth.

Reflection Paper

This paper is to help Participants to think more deeply about their experiences before coming to ARI, their learning at ARI and their vision for their future work and community. The paper writing classes will guide participants in identifying their own resources and the resources of their communities, how they have changed through their experiences at ARI, their dream/vision for their community after leaving ARI. The preparation and presentation of this exercise will help participants to develop important skills and should be treated as part of their self-training.

During the year, four "paper writing classes" are given with writing assignments due during the year. Participants will be required to turn in the complete written assignment at the beginning of November.

Participants will work with their consultants to complete this assignment. Participants will be expected to do their own typing. **Staff members and volunteers cannot be typists.** Computers are available for use.

Oral Presentations

In order to give the best possible report of lessons and experiences gained during the ARI training program, participants will be asked to present the results of their studies several times. Participants will use Independent Learning hours and their free time for preparation of presentation. Participants will be strongly encouraged to think about how their learning can be used to improve the situation back home, including **why the learning is important and how it relates to their work and leadership in their countries.**

The **Final Oral Presentation** (just before Commencement) will be based on each participant's Reflection Paper & Report to the Sending Body.

Each participant will make a timed presentation. This presentation should be clear enough to be understood by rural people. Use of audio or visual aids, charts and drawings will be encouraged.

Both oral and written presentations are crucial requirements for successful completion of the course.

Interviews

ARI Director will carry out two individual interviews with each of the participants over the course of the year to talk about and reflect upon their experiences and learning.

The schedule is as follows:

Initial interview (beginning of training)

- needs and expectations

- goal of learning

Final interview (the end of training)

- sharing about overall learning and growth

Independent Learning hour

Every day 1-1.5 hour, participants will have time for their self-study and reflection. They are encouraged to stay in the classroom, library or other project sites. They can ask additional questions to the lecturer, write their report, sharing and discussion what they learned, have an additional meeting or group discussion, personal project, read books to study more, research, consultation, counseling, Credit Union and many more creative ways.

Using this time in a meaningful way is the key to successful training in ARI. At the beginning of the training, consultants will help participants to set the learning goals.

Summer Individual Project (SIP)

One week in summer, participants can concentrate on deepening their ARI learning according to the needs of their work and community at home.

Goals of the Summer Individual Project are to practice what they have learned in ARI by themselves or with other participants, create ideas for the future, and build confidence. Participants can choose from various topics to study for that week.

Homestay program (according to COVID situation, might be canceled)

During Western Japan Study Tour, participants will have opportunities to stay in a Japanese home in several places.

School Fellowship

Participants will have the opportunity to visit several Japanese schools to speak with Japanese students. Through this fellowship, participants will observe the Japanese educational system and share ideas with Japanese youth. Interaction with these young people will also help them to learn about each participant's country.

Special Programs

We are often asked to take part in programs with other organizations for the purposes of international cooperation and exchange. These organizations can include schools, youth organizations, church groups, etc.

Phone Usage in Curriculum

Smart Phones and other personal electronic devices should not be used during class. Please place them on vibrate or silent mode or turn them off. Some of you may want to use your phone for taking pictures, recording talks, or using a dictionary. If you want to use for those purposes, please get permission from lecturers and Curriculum staff.