

# The Asian Rural Institute

## Rural Leaders Training Center

# Class of 2010



**The Asian Rural Institute (ARI)** has been dedicated since 1973 to training grassroots rural leaders who are living and working in their communities in countries primarily in Asia, Africa, and the Pacific.

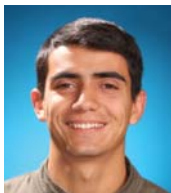
Located in Tochigi, Japan, ARI trains rural community leaders regardless of nationality, race, religious beliefs, gender or age. The aim of the training is to facilitate self-development of rural people in order to build a more just and peaceful society.

The training is practically oriented. Participants learn through classroom lectures, discussions, and study tours and then put this learning into practice by maintaining their own fields and rice paddies, raising livestock, heading committees and organizing events. The ARI community is almost completely self sufficient with more than 80 percent of the food we consume coming from our own campus.

ARI does not have an independent source of funds. We rely on the support of individuals, churches and funding organizations to operate the training program. Furthermore, since ARI actively seeks out people from the most marginalized areas of the world, who have few resources to support themselves for this training, we help them in connecting with potential supporters for scholarship assistance. ARI's training program is made possible by its supporters' generous contributions.

- 1) nickname
- 2) activities

### BRAZIL



**Mr. Lucinei Luiz Telles**

**Humanitas Associacao  
Filantropica**

Agricultural Technician

- 1) Telles
- 2) I am very much concerned about how farmers can improve their living conditions while taking care of the surrounding environment. Therefore, I train the community in organic farming. At the same time I try to facilitate dialogue between different communities. Indeed, we need the help of each other in order to solve environmental issues.

### KIRIBATI



**Mr. Mote Teangoa**

**Kiribati Protestant Church**

Teacher

- 1) Mote
- 2) Children are a treasure. They have a boundless imagination and energy. However, when they grow up that imagination and energy tends to scatter as they start to buy everything instead of trying to be self-sufficient. This attitude makes people dependent on foreign interests and local knowledge disappears. My wish is that people will regain their childhood vitality and start using local resources to be less exploited.

### INDIA



**Ms. Bongmoingam  
Khaling**

**DNF - Dorcas Noble Fund**

Rural Development Coordinator

- 1) Khaling
- 2) Rural people in my place do not have a good life because of poverty, gender bias and lack of environmental care. As a program coordinator in my organization, I facilitate dialogue between community members and field staff. Working together we can find an optimal way to improve living conditions.

### INDIA



**Ms. Muzipolu Nyekha**

**CBCC Chakhesang Missions  
Society**

Missionary

- 1) Zipo
- 2) I work as a missionary in the state of Arunachal Pradesh. When presenting the Christian Gospel, I try not only to strengthen people's faith but also to strengthen their self-confidence by teaching them farming. Indeed, it is essential for me that people develop themselves on a spiritual level and also as human beings.

### NEPAL



**Mr. Sandeep Lamsal**

**KSSC - Kalika Self-reliance  
Social Centre**

Program Coordinator

- 1) Sandeep
- 2) I am working in the poorest communities in the southern part of Nepal. I help form self-help groups to give basic education, farming techniques, and help bring new ideas for income generation. Women and youth are targeted because they don't have access to training. I want to empower them, as this will change the community.



**Ms. Sunita Kumari  
Rana**

**BASE - Backward Society  
Education**

Community Leader

- 1) Sunita
- 2) Living in the Seti Zone of Western Nepal, I work on leadership development of rural youth. I want to empower both the youth and other women, as they have a similar role in the community and the same problems of hidden oppression in Nepali rural society. When I return, I will begin to mobilize the 32,000 young people in my area.

## SRI LANKA



**Ms. Nilushini Karunadasa**

**FORUT - Campaign for Development and Solidarity**

Social Mobilizer

- 1) Nilushi
- 2) Many people of my village are unskilled laborers who work on the tea estates or in garment factories. Being unskilled and uneducated, they take any job available for a low income. I work to change attitudes about gender issues, child rights, child and maternal health, financial management, home gardening and nutrition. Changing the lives of a few people with my own effort is my goal.



**Ms. Sumathi Vithilingam**

**Stockholm's Women Development Sewa Society**

Social Mobilizer

- 1) Sumathi
- 2) I am part of the Tamil community. I have learned from my own family's experience that one can overcome poverty through organic home gardening and hard work. Much of my work goes into capacity building, skills development, women's empowerment, group formation, and children's educational activities. My hope is to build a better future with people who face a life of hardship and discrimination because of their poverty.

## CAMBODIA



**Ms. Daneth Him**

**CHAD - Community Health & Agriculture Development**

Community Development Worker

- 1) Daneth
- 2) Health issues are quite common in my place. One of the main causes is the poverty and the lack of health infrastructures. However, I came to observe during my daily work as a training coordinator that education among the poorest can be a powerful tool for a better life. Thus, one of my main aims is to facilitate knowledge sharing between communities.

## MYANMAR



**Mr. Hla Zet Sumlut**

**Naypyitaw YMCA**

Pastor

- 1) Hla Zet
- 2) My work involves teaching in vocational training programs, health care, and sports programs. I am targeting children, youth, and the aged. They don't have proper education or proper health care and they are very poor. When I was young, my family was poor but they sent me to school. I know what my people are going through.



**Ms. Hniang Tial**

**Hakha Baptist Association**

Pastor

- 1) Hniang
- 2) The Chin community is humble, sincere, and industrious, but chemical fertilizers are keeping us poor through the debt and environmental damage they incur. Our rural communities need ecological awareness and education to protect our land and forests. My organization believes in empowering the spiritual, mental, and physical growth of all the people of the community.

## MYANMAR



**Ms. Ngun Tial**

**TABC - Thantlang Association of Baptist Churches**

Pastor

- 1) Ngun
- 2) I believe God creates human beings with equality, but women are oppressed by our culture. As a woman leader and rural pastor, I believe I can help decrease the discrimination and exploitation of women and children. Lack of education is the cause of our poverty and oppression. I can offer my life for the dignity of my people.



**Mr. Saw Manar Shay**

**Karen Baptist Convention**

Program Assistant

- 1) Manar
- 2) I love working in the rural setting. I work with the farmers, laborers, and women implementing agriculture projects such as working with Heifer International, through which cows are distributed to the community. It is at the grass-roots level that we teach about agriculture, animal raising, and the concept of sharing to improve the community to become self-sustainable.

## PHILIPPINES



**Ms. Annie Jane Llegunas Lagawan**

**WAND - Water, Agroforestry, Nutrition and Development Foundation, Inc.**

Project Coordinator

- 1) Ann
- 2) Rural work ignites me! I work as a community organizer and coordinator of sustainable agriculture for small scale, poor farmers with few resources. I have been able to help facilitate the formation of a farmers' federation, where during annual gatherings, everyone can share their experiences and successes. The most important value of all is to work together.



**Mr. Christopher Denito Domulot**

**LAKAS - Lubos Na Alyansa Ng Mga Katutubong Ayta Ng Sambales**

Technical Staff

- 1) Butog
- 2) In a rural tribal community, I experienced poverty and overwhelming discrimination in school and from townspeople. We live near Mt. Pinatubo, an active volcano which erupted in 1991, devastating my Aeta people. Learning organic farming will decrease our dependence on chemicals, and allow us to rely on local resources. We plan to start a demonstration farm to apply the concepts I learn at ARI.



**Rev. Lester Constantino Manligot Dipit**

**UCCP - United Church of Christ in the Philippines**

Pastor

- 1) Lester
- 2) I have been dreaming of a rural life where the farmers are able to enjoy the fruits of their labor. I am excited about a new Organic Farming Piloting Project set to begin in my conference. Perhaps at ARI the development of the attitude of sharing my life with the oppressed, marginalized and exploited will make a great leap.

## Number of 2010 Participants and total g

( ) : number of graduates



## INDONESIA



**Mr. Kalpin Sembiring**

**YAPIDI - Perhimpunan Pelayan Pijer Podi**

Agricultural Supervisor

- 1) Kalpin
- 2) In my place farmers work from dawn to dusk. Even if they increase the use of chemicals, the production is still not good enough. Yet, what has been increasing are the issues related to health or environment. Hence, my work is to prove that through organic farming, teamwork, and training, farmers will be able to increase their incomes while living in harmony with nature.



**Rev. Reinhart Siregar**

**GKPA - Christian Protestant Angkola Church**

Pastor

- 1) Rein
- 2) I am a Pastor in Bureau III of GKPA. One of my duties is to visit remote villages. By doing this, I am aware of their problems and I can adapt the trainings in an optimal way. Nowadays, the main issues that we try to solve are the extended use of chemicals, low selling prices of produce, and lack of water.



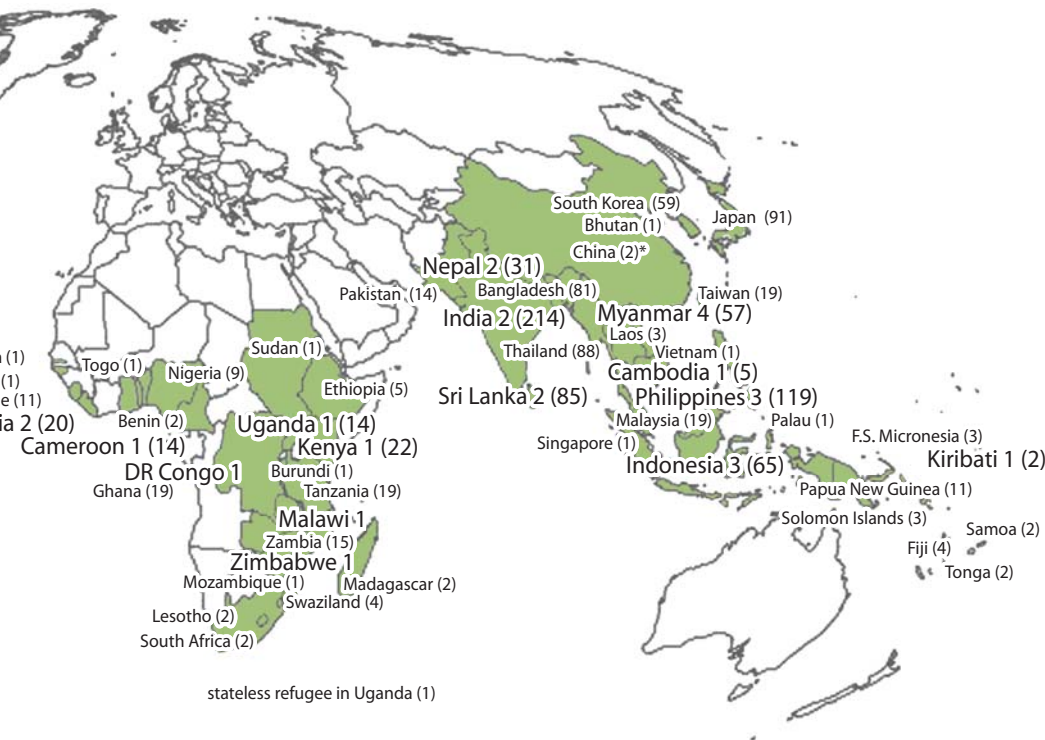
**Ms. Saulina Solin**

**Panti Asuhan Elim Department Diakonia HKBP**

Social Worker

- 1) Saulina
- 2) I take care of many children who live in the Panti Asuhan Elim Orphanage where I work as a teacher and caregiver. We are a small community and we share together every moment of the day. During my lessons, I teach the children basic education and how to grow crops and vegetables together because I believe that feeding their minds is as important as feeding their souls.

## graduates



## UGANDA



**Rev. Mugwanga David Hannington Luvumu**

**Mukono Diocese - Church of the Province of Uganda**

**Priest**

- 1) David
- 2) I have worked in the diocese for ten years as a high school teacher and community developer. One of the strengths of the people is their love of work. The soil is very fertile and conducive to agriculture, but the people lack skills and appropriate technology. Learning skills at ARI will help our people gain direction, helping them use their abundant land and utilize their natural endowment.

## ZIMBABWE



**Ms. Melody Gapara**

**United Church of Christ in Zimbabwe**

**Principal**

- 1) Melody
- 2) I teach crop production at the College of Horticulture. We have a Food Security Program teaching students and organizing field training in local communities. I also manage the school farm, which produces crops for the boarding facility. The students produce their own food, thus gaining valuable hands-on experience for the future.

## JAPAN



**Ms. Hoshino Kusaka**

- 1) Hoshi
- 2) Through volunteer activities at my university I had the chance to meet people who face serious challenges in their lives; in rural South India, on Smoky Mountain in the Philippines, and in poor and discriminated districts of Osaka. I want to make a community where everyone can live together, even if we are different from each other.

## JAPAN



**Ms. Reina Sakai**

- 1) Reina
- 2) I was involved in a sustainable agriculture project for six months in Mozambique working through a Danish NGO. I faced many challenges, and felt the need to learn more practical skills in sustainable agriculture, rural development, and environmental conservation. Moreover, I would like to grow as a person and as a leader.



**Mr. Takeru Sugaya**

- 1) Takeru
- 2) I studied in the university to become an English teacher and now my next step is to learn the true essence of being a teacher. I believe ARI's multicultural community will help me pursue this goal. In ARI, I would like to learn not only about English communication, but also leadership, development issues, and sustainable agriculture.

## Graduate Intern

A Japanese graduate of ARI is eligible to apply to be a Graduate Intern (GI). The internship is 12 months long and must begin the following school year. The intern focuses on one section of the farm for which he/she wishes to gain deeper understanding and more extensive experience. The GI also takes part in all other aspects of ARI life as an actively contributing community member.



**Ms. Moe Takenoshita**

- 1) Moe
- 2) I would like to learn about organic farming and facilitation skills more through supporting new participants and doing practical work. In my future, I would like to utilize real-life ARI learning in order to create a community where people can feel happiness through Foodlife.



学校法人 **アジア学院**  
アジア農村指導者養成専門学校

〒329-2703  
栃木県那須塩原市槻沢 442-1  
Tel: 0287-36-3111 Fax: 0287-37-5833

**Asian Rural Institute**  
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442-1 Tsukinokizawa, Nasushiobara,  
Tochigi-ken 329-2703 JAPAN  
Tel: +81-287-36-3111 Fax: +81-287-37-5833

Email: [info@ari-edu.org](mailto:info@ari-edu.org)  
<http://www.ari-edu.org>