



ARAJUNO ROAD PROJECT

2013

Annual Report

The Arajuno Road Project was created in 2008 with the goal of supporting the schools and improving the opportunities available to the children living along the road located between the small city of Puyo and the rural community of Arajuno – a culturally and ecologically diverse and unique area – in the Ecuadorian Amazon. The program has impacted over 500 children and their families to date by providing quality English instruction, improving the infrastructure and learning environment of their schools, and working on community development and conservation projects, such as school gardens and reforestation.

Arajuno Road Project

ANNUAL REPORT

LETTER FROM THE DIRECTOR



This spring marked an important milestone – the 5-year anniversary of the Arajuno Road Project!!! It is no easy feat for an organization to endure but the Arajuno Road Project has done so successfully with exciting plans in store for the future. If 2013 is any indication, the road ahead will continue with strong programs, building out initiatives, and more growth for an increased positive impact. We thank all of the Project's supporters and volunteers for making it possible to continue on with such wonderful and rewarding work.

It has been particularly rewarding to see the Community Development MiniProjects Initiative in action for its first year, improving school infrastructure, as well as the School Gardens & Nutrition Initiative taking on a more defined form. These are both excellent change agents that are just starting to gain momentum.

We are even more excited about the potential of the final aspect of the Community Development & Conservation Program – the Forest Conservation Initiative. Unfortunate news was handed down this year regarding Yasuni National Park – one of the most biodiverse areas on Earth; the Ecuadorian government has decided it will open Yasuni to energy exploration. This decision will directly and/or indirectly affect ARP's work area and illustrates that the groundwork we have been doing to launch the Forest Conservation Initiative couldn't be timelier.

Moving forward, 2014 is looking strong as ARP increasingly aligns itself and collaborates with likeminded individuals and institutions. We are seeing increased interest in the Project and its outcomes. However, the growth in the Project's programs and visibility also means an increasingly urgent need to establish a headquarters that is dedicated to the Project in order to have sufficient space, resources and long-term financial viability. We are working to tackle these obstacles so that we can successfully celebrate a 10-year anniversary.

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INTRODUCTION

Where ARP Works

The Arajuno Road Project (ARP) works along the road that extends between the urban center of Puyo, Ecuador, and the rural Amazonian communities of Arajuno and Villano. The region is home to several cultural groups and borders some of the most biologically diverse spots on the planet. The majority of residents in this region earns less than the monthly minimum wage established by the Ecuadorian government and depend on the area's natural resources to meet basic needs and provide livelihoods. ARP works to provide tools for and remove barriers to healthy, secure, environmentally-friendly communities. Schools/communities served by the Project in 2013:



HIGHLIGHTS OF THE YEAR

- **Education Program** successfully navigates extensive changes to public education system while providing **quality English instruction; Community English Class** and **Summer Camp** continue to be strong and popular activities; **Cultural exchange** activities internationally share through Skype, art, photos and correspondence
- Conditions of **school gardens** improve; Local coordination results in donation of truckloads of quality **top soil** and its application to school gardens; ARP establishes a **plant nursery** providing plants and seeds for school gardens; Collaboration continues in **planting and care** of gardens; Groundwork laid for **permaculture 'superplots'**; ARP plants an experimental garden by the volunteer house
- 1st year of **Community Development MiniProjects** improve infrastructure of 4 schools
- Outreach and communication materials receive updates, including a **new website**, a **new logo** reflective of ARP's work and a comprehensive **volunteer orientation guide**; Groundwork laid for new and expanded **partnerships**
- **Community assessment** captures the realities facing students, their schools and families

EDUCATION PROGRAM

Just as the Ecuadorian Ministry of Education has been reevaluating and restructuring the education system, ARP has taken this transformation as an opportunity to reevaluate and fine-tune our own Education Program.

The English Initiative continues to be the foundation of all the Project's work. Quality English instruction is a well-sought after resource that has traditionally been reserved for the Ecuadorian upper class. The Project brings this important skill – a primary world language dominant in the fields of tourism, electronics/IT, and business – to rural, underserved and disadvantaged primary school students. Providing this service has also allowed ARP the presence to positively influence the schools' atmospheres and expand work into other initiatives easily.

The English Initiative has proved to be so popular, in fact, that we are working to find ways to expand our capacity as several proactive schools are waiting to be received into the program. However, in the midst of demand, ARP has also consciously chosen to emphasize quality over quantity – working first to increase instruction at current schools to further the level of language acquisition in our current students.

We are also working on developing more resources and educational development opportunities to include under the Education Program. We are seeing our students growing and moving on to secondary school, where they face a different set of challenges, and we hope to be able to continue on in our support for them.

2012-2013 School Year

ARP staff started 2013 impressed by how much our students have grown and improved their English skills in the course of the first full year of managing the English Initiative. The commitment of teaching coordinators, as well as that of the volunteers, has also resulted in excellent student-teacher relationships. The classroom atmosphere has improved due to increased attention to continuity in the expectations of the students and teaching methods. A special thanks to Femi Vance, Ph.D., for a wonderful job heading up the second half of the 2012-13 school year.

Administratively, changes made by the Ecuadorian Ministry of Education in daily procedure earlier in the school year, as well as a limitation in Project capacity, regrettably led to a reduction in schools served during the second half of the school year. Additionally, a school that was already under review for an inability to provide a conducive learning environment during the 2011-12 school year was removed from the English Initiative at the end of the 2012-13 school year due to continual behavioral problems with students despite parent meetings, using positive and negative incentives in the classroom, and arranging classroom monitors; this school continues to be a strong participant in other areas of the Project's work however and motivated students are invited to receive English instruction through the Project's community class.

Changes in the structure and requirements of the Ministry of Education also continued into 2013. Just as the teaching team did a great job adapting in 2012 to the changes in classroom procedures, the English Initiative has continued to adapt. Noteworthy changes during this period:

- An additional 3-weeks of instruction after the official end of the school year has been allotted to give failing students - as well as any students who elect to do so - the chance to improve their grade. The number of students in recuperation for English was on par with that of other subjects.
- The dissolution of the School Network of Triunfo, which served as the central administrative unit and helped coordinate our presence in the schools; it has been replaced by the larger School District 1 of Pastaza.
- Tightening of rules regarding who can enter school grounds during classroom hours, as well as classes leaving school grounds during classroom hours.

ARP has fulfilled all new requirements and has the full backing of the school district to continue with its work.

The Project took the opportunity to review the English Initiative internally, especially in light of changes made in both 2012 and early 2013 to the education system. All realistic self-proposed adjustments have been included in talks with the Ministry of Education and with the schools directly. One of the most important transitions ARP is working toward is to increase the amount of English instruction students receive weekly before providing English instruction to additional schools. We are currently working on a written agreement(s) with the appropriate representatives of the Ministry of Education to reflect both the requirements of the Ministry of Education and the Arajuno Road Project.

At the end of the 2012-13 school year, the Project again requested an annual evaluation of our work from the schools' directors. Again the Project received a positive review and valuable input, reflecting the broad support of the Project from the schools.



Summer Camp

The Teaching Program switches gears when school lets out. Summer Camp operates as an informal and fun atmosphere for the children during school vacation. Camp is planned around a weekly theme which is replicated weekdays at school locations spread out along the Arajuno Road. Each theme is broken down into multiple skill building segments such as art, English, team building, etc. This year's themes included food and nutrition, animals, and festivals of the world. Approximately 40-55 children attended weekly from 5 different schools.

In response to the addition of 3-weeks of recuperation instruction to the school year, the start of summer camp was delayed in 2013. However, ARP was able to include a small amount for snacks within the summer camp budget – an important addition for children who normally depend on the schools for their main source of alimentation during the school year.



2013-2014 School Year

The 2013-14 school year has started off well with a new weekly schedule for the English Initiative - eliminating a long-standing scheduling conflict between two of the schools – allowing for more uniformity in instruction. Additional donated cabinets are now in place, providing a physical space for English in all schools receiving instruction. Where possible, educational posters have been put up in the English classrooms, improving the learning atmosphere. Notebooks and folders (to serve as portfolios of students' work) have been provided for all English students thanks to donations. The Project's traveling library has been reintroduced during class recess to the delight of the children, showcasing simple children's books and learning aids in English. The English Initiative is currently focused in on 5 schools, serving 138 primary school students. There has been a steady source of classroom assistance and the Project thanks Patricia Pinheiro in her personable coordination of teaching activities.

English (and computation) text books were again donated this school year. While the selection and quality of locally-available text books are limited, it means a lot to our students to receive them. ARP requested to change text books this year – a request that was granted – to a text that includes an audio component (CDs). We have found this text to be an improvement over the previous text for the younger grades, but not for the older grades (the teaching team is supplementing their studies with materials from other sources).

As the Ecuadorian government is no longer issuing a national curriculum for primary school English instruction, ARP is reevaluating its annual curriculum to include the strengths from the government's previous curriculum, various texts and teaching sources. The English Initiative is also working to integrate environmental education themes into the English curriculum.

The Ministry of Education has another round of restructuring in action this school year. Students attending public school now must attend the school closest to their home of record, which has affected student numbers. Schools are also being reviewed with an eye on closing down small schools where transportation is available to consolidate the students to a bigger school. This has resulted in one of the schools – Machinaza – being closed down. It is unknown at this time if any other schools will be affected but it is expected that the Project will see a further change in student distribution among the schools.



2013-2014 School Year

Special Projects & Activities

Thanks to energetic volunteers, the Project had the opportunity to carry out several additional activities in 2013. This year's special projects and activities largely fell into three categories: non-formal English instruction, international cultural exchange, and community assessment.

Community class continues to be held when the Education Program has sufficient capacity. It is held one afternoon a week at km 28 along Arajuno Road. It remains open to children and adults alike; several children and young adults have been attending community class on a regular basis.

ARP continues to facilitate **language exchanges** between volunteers wanting to improve their Spanish and Ecuadorians wanting to improve their English – each person teaches one hour of instruction in their native language in exchange for received one hour of instruction in the foreign language.

The Program continues to facilitate several **international cultural exchanges** during the school year. The exchanges take place in various formats - emails and letters, photos, videos, art work, and very enjoyable Skype calls. ARP also facilitated a school visit in 2013 from a team from OneWorld Classrooms, where the kids were able to have a fun cultural exchange day playing, creating a video, drawing pictures to share, and answering questions from their peers abroad.

Volunteers were able to paint another **world map mural** this summer - the largest to date - this time at the school in San Carlos. Project staff has noticed improvements in the students' geography skills at the schools that received a world map mural in 2012.

ARP conducted a basic **assessment of the communities** via the school directors at the end of the 2012-13 school year - a short report will be coming out of this work thanks to intern Emily Voss's work in pulling together the datum. The assessment covered socioeconomic information, nutrition and alimentation practices, school garden practices, and educational resources available to students. The assessment confirms that almost all of the children involved in the Project's work live well below the poverty line (the school directors reported the majority of families typically earn a monthly wage below what is the minimum set by the Ecuadorian government for a single earner, meaning families earn well below what is considered by the government to be an adequate wage for an entire family unit). The assessment also confirms there is no shortage of work to be done. This is a very useful tool moving forward and the Project plans to conduct further community assessment in the future.

Lastly, the Project kicked off 2013 by using donations to provide customary **holiday baskets** to each school. Instead of bringing the children the traditional bags of candy, ARP has started its own tradition of donating a basket full of school supplies for the schools' teachers to use in class. The 2013 holiday basket included two types of paper, board markers and eraser, and a broom wrapped up inside a reusable plastic tray. Holiday baskets are again in the works at present.



COMMUNITY DEVELOPMENT & CONSERVATION PROGRAM

The need for the Community Development and Conservation Program has emerged organically out of the Project's presence in the schools and in 2013, Project leadership has continued to develop and implement the existing two initiatives of the Program and have started to develop a third initiative to round out the Program – bringing the Project closer to a major long-term goal – directly working in forest conservation on an on-going basis.

School Gardens & Nutrition Initiative

Through the Project's experience in the schools, it quickly becomes evident that the food the students receive at school is often the primary source of their daily alimentation – many students frequently received both breakfast (upon arrival) and lunch (during mid-morning recess) through the schools. The national government has been providing some basic staples, granola bars/cookies, and powdered mix to make oatmeal drink. However, perishable foods - valuable sources of protein, vitamins and minerals - are sometimes donated by a school's director or community member but more often are left out altogether. The Project collaborates with parents and teachers to improve school gardens by contributing top soil, structural repairs, seeds, starter plants and maintenance labor, such as weeding, watering and otherwise caring for the plants.

Thanks to the work done through the summer of 2013, seven of eight schools that were eligible to participate under this initiative had the ability to plant, if not already in production. Participating schools must have their land legalized, which remains a barrier for one school. An additional school the Project was working with – Machinaza – has since been closed and all portable materials contributed to this school have been transferred to another site. Four schools currently have gardens planted, with the remaining three working to organize among themselves before planting.

As the current school year started, past government resources for school gardens were cut. The Project was trying to form agreements to help shepherd these existing resources directly to participating schools, but it now seems unlikely they will continue to exist. The provincial government has, in the past, provided seed and starter plants, but have not provided any known assistance this year to date. Additionally, the position for the local coordinator of school gardens, with whom we collaborated, was eliminated from the school district. This led to the creation of a small, impromptu plant nursery at the Project's volunteer house. In recent months, ARP has grown and helped transplant into school gardens 420 tomato plants, 90 bell pepper plants, 120 cucumber plants, and 120 cilantro plants. In addition, two pounds of corn seed, which produces 1000-1200 plants, and two pounds of red beans, which produces 800-900 plants, has been provided to and planted at the schools. Seeds are not easy to obtain but the Project plans on diversifying the types of plants provided in the future.

In addition to identifying local resources, restraints and further needs of the school gardens and nutrition, two agricultural advisors have joined the Project's Advisory Committee. Through their advice and guidance, reference materials specific to the region have been compiled. Along with this research, a local model for permaculture plots was designed by summer intern Megan Kingwill. The hope is that at some point in the future the Project can implement these 'superplots' at the schools that have land available and eventually distribute something along the lines of 'gardens in a box' to local families based off of this model. For now, scaled-down test plots have been planted on land on loan located across the volunteer house, along with a house garden. The volunteer house garden currently is planted with corn, beans, yucca, camote, plantains, taro root, narnjilla, tomatoes, cucumber, banana and herbs.

Planting and nutrition activities were also integrated into summer camp again this year. ARP will continue to help raise the baseline of the quality of the gardens at the schools and in the future, start incorporating nutrition elements into this work. The long-term goal of the Initiative is to see the majority, if not all, school gardens producing enough to supplement the students and teachers' diets, if not other

community members, with the Project ultimately incorporating education on nutrition and cultural events to reinforce a healthy food culture. Thank you to our 2013 Community volunteers for helping to launch this initiative into action!



Community Development MiniProjects Initiative

As a small volunteer organization with limited funds, the Project recognizes that we must take a piece-by-piece approach to collaborative projects in the communities. The Community Development MiniProjects Initiative makes the most of the Project's resources. This initiative was successfully launched into action in 2013 using a specific fund fueled by donations. The schools were given first priority in receiving the benefits of this initiative. The Project planned and completed four Community Development MiniProjects in 2013:

1. MiniProject #1 (MP01) – School Gran Colombia, Community San Carlos: This school is one of several that has a teachers' residence on site due to its location and lack of frequent public transportation. The teachers' residence in San Carlos is wooden and was starting to deteriorate due to a lack of maintenance and the local climate. ARP staff, volunteers and students sanded down the outside of the building and restained it, preserving the building.
2. MP02 – School of Machinaza, Sector San Ramon: This school's classrooms are also located inside wooden buildings that were starting to deteriorate. The building most in need of restaining was sanded down and restained.
3. MP03 – School Simon Bolivar, km 6: This school asked for help in building a chicken coop. Parents and ARP collaborated in obtaining materials and providing labor to build it. The parents are now in charge of providing the chicks to start production.
4. MP04 – School Juan Leon Mera, Colonia Bolivar: This school's rainwater system – its only source of water – has been in need of repair for years. ARP restored connections, repaired valves, cleaned out water tanks, and reconnected running water to the toilets and hand wash stations, as well as providing faucets.

The goal of the Initiative is to branch out to other small projects in the communities once the first round of school needs have been met.



MP01: Preserving the teacher's residence at school Gran Colombia, Community San Carlos



MP02: Staining a school building at Machinaza



MP03: Building a chicken coop at school Simon Bolivar, km 6



MP04: Fixing the rainwater system at school Juan Leon Mera, km 35

Forest Conservation Initiative

Forest conservation has been an indirect goal of the Project for years and there have been piecemeal activities along the way that have directly addressed this goal, such as specific reforestation work. However, due to the incredible biodiversity in the area and the increasing pressures on the region's natural resources, Project leadership has been taking the initial steps of planning and research to make forest conservation a continual effort. We hope to promote forest conservation primarily through reforestation, environmental education and agroforestry.

In regards to reforestation, several potential beneficiaries have already been identified. ARP is looking into collaborating with the provincial government's native tree nursery, again trying to shepherd resources directly to where they are needed along the Arajuno Road, but it increasingly appears ARP may need to establish its own nursery in order to have timely access to plants. The Project will have additional help on board in 2014 to further develop the initiative.

The Project also collaborated with the Flor de Amazonia Group for a few workdays, helping in their efforts to protect the forest and native species on the other side of Puyo.



Publicity for Yasuni National Park, km 34 (left); Butterfly, Via Villano (right)

The Ecuadorian government's decision to open up Yasuni National Park to energy exploration increases the importance of forest conservation in surrounding areas.



OUTREACH, PARTNERSHIPS & SUPPORT

Arajuno Road Project calls on the global community to give back to an important and amazing corner of the planet. To create and connect this international culture upon which the Project depends, outreach, partnerships and support are vital to the Project's success. The Project has worked in 2013 to improve and update our materials, update the logo to reflect the Project's work, create basic materials in Spanish, and launch a new website.

Communications: Building & Keeping the Project Community Connected

Arajuno Road Project's Internet presence:

- Original website: www.youvolunteer.org/ecuador continues to function but is no longer the primary website. It had over 2,750 unique visitors in 2013 (as of mid-December).
- New website (officially launched in mid-2013): can be reached at domains www.arajunoroadproject.org, www.amazonvolunteerecuador.com, and www.proyectoviarajuno.org. This dedicated site makes it easier to find the Project when browsing and has worked up Google search rankings as the year has progressed. The new website had over 3,500 unique visitors in 2013 (as of mid-December). It will be further developed in 2014.
- Facebook page: www.facebook.com/ArajunoRoadProject Created in 2012, the page serves to keep the Project community connected and informed. It has grown both organically and through two ad campaigns to 653 likes (as of mid-December), up from 78 a year ago.
- Facebook group: www.facebook.com/groups/ArajunoRoadProject was launched in July 2013 to serve as a venue for conversations between past, present and future volunteers, as well as share ways to help from home. There are 61 members (as of mid-December).
- Twitter: [@amazonteaching](https://twitter.com/amazonteaching) continues to tweet on a regular basis and has grown in 2013 slightly to 42 followers with some retweets and favorites. Tweets are also distributed through the Facebook page and the Director's LinkedIn profile.
- Press: ARP has received some attention in 2013 from both local and global writers.

Growing & Continued Partnerships

The Project continues to team up with several organizations with similar interests on the local, national and international levels, and we expect to see even more exciting collaborations in the months to come. Special thanks to the collaborative efforts of the schools of Arajuno Road and School District 1 of Pastaza, Flor de Amazonia Group, Great Aves/YouVolunteer, Hotel Andino, OneWorld Classrooms, RealGap, Simon Bolivar Foundation and Transrabbit.

2013 Honor Roll

The following people, organizations and businesses donated time, resources and/or financial support to the Arajuno Road Project in 2013. Thank you so much for giving back to the community, whether it be global or local, and supporting the Project's work!!!

AGIP Oil Ecuador	Simon de Mello	Roderick & Miranda Macleod
Tom Allen	Aaron DiMartino	Huaira Martinez
Gonzalo Alvarez & Family	Alex Donoyou	Lydia Montes
Kent Anderson	Dan Facey	Ellen Moseley
Arboriente, SA	Jacob Farrant	Tabbi Owen
Ayni Café	Erica Felker-Kantor	Thurso Petzoldt
Martina Beckmann	Daniel Fletcher	Lottie Phillips
Sophie Bignall	Jenny Ford	Flor Reino & Family
Frances Brown	Aileen Francis	Chrystia Mary Reynolds
Kim Butler	Great Aves	Gary Rose
Phyllis Butler	Gloudina Greenacre	Emily Taylor
Mark Casey-Losewitz	Dennis Hepting	Emily Voss
Sonja Clark	Abigail Higgins	Rosalyn Williams
Peter Clementson	Hannah James	Amy Yogaratnam
Consejo Provincial de Pastaza	Megan Kingwill	Esmey Yogaratnam
Mashona Council	Katie Lasco	Khandra Zaal
Lucy de Mello	Judy Lasco	

VOLUNTEER EXPERIENCE

At the Project, we feel it is important to facilitate the most productive, comfortable, and safe learning and working environment as permitted by Project location and resources. Volunteering at the Project is a life experience – an opportunity to both teach and learn, give and receive. Each volunteer comes to the Project with a different background, different expectations and different goals – Project staff take these differences into consideration to the extent possible to maximize the positive impact of the programs on the children and communities served.

An excellent addition to furthering the experience is the new, comprehensive and educational volunteer orientation guide, among other new and improved materials, created by intern Katie Lasco. Project staff also overhauled the Quito Meet & Greet service at the beginning of 2013 to make the transition into Ecuadorian culture easier to navigate.

The current volunteer house continues to be excellent in terms of location, safety and security. However, the Project is increasingly limited by the amount of space available. Regardless, the owner and the Project have found new ways to improve the house: a second hand wash station and mirror have been installed in 2013, as well as a set of kitchen cabinets.

Volunteer Feedback

One tool the Project utilizes to gauge the quality of the volunteer experience is a feedback form – filled out during the last days of service and left for staff to review after volunteer departure. This tool has been incredibly helpful in determining what is working well and what areas could use attention. We thank volunteers for their honesty and assistance in the continual evolution of the Project.

2013 Volunteer Feedback Summary

Category	Average Rating*
Volunteer work (average rating of the following areas: value of work, support in class/field, support in planning, ability to input ideas, workload)	8.9
Staff/Coordinator (average rating of the following areas: friendliness, availability)	9.9
Accommodation overall standard (direct rating)	8.9
Food (average rating of the following areas: quantity, quality, variety)	9.0
Overall experience (direct rating)	9.6

*10-point scale; average of all ratings on file; feedback forms collected from all participants during 2013

STAFF & ADVISORS

DIRECTOR

Laura Hepting, MSc

Ms. Hepting has over 10 years of professional work experience in both government and non-profit settings in rural and urban locations. Environmental and human health connections have traditionally been a primary focus of her work. Ms. Hepting holds a B.A. in Environmental Sciences and a M.Sc. in Interdisciplinary Ecology both from the University of Florida where she focused her advanced studies in the areas of Latin American Studies and Tropical Conservation and Development. Ms. Hepting came to live in Ecuador as a Peace Corps volunteer in 2009. She is married with a young daughter. Her ultimate goal is to help promote healthy lifestyles and quality of life on both the individual and community-level.

SUB-DIRECTOR

Rodrigo Engracia

Mr. Engracia was born and raised in the coastal region of Ecuador in a province with fewer opportunities than most. After reporting and serving for military duty in the Ecuadorian Army, he found a more promising future on the other side of the country where he has now lived for nearly a decade. Mr. Engracia has a true passion and contagious energy for helping others and strong social skills. Along with his work at the Project, he is continuing with his education in agricultural sciences.

COORDINATORS

Patricia Pinheiro
Femi Vance, Ph.D.
JP Yvon

INTERNS

Megan Kingwill, School Gardens
Katie Lasco, Organizational Development
Emily Voss, Community Assessment

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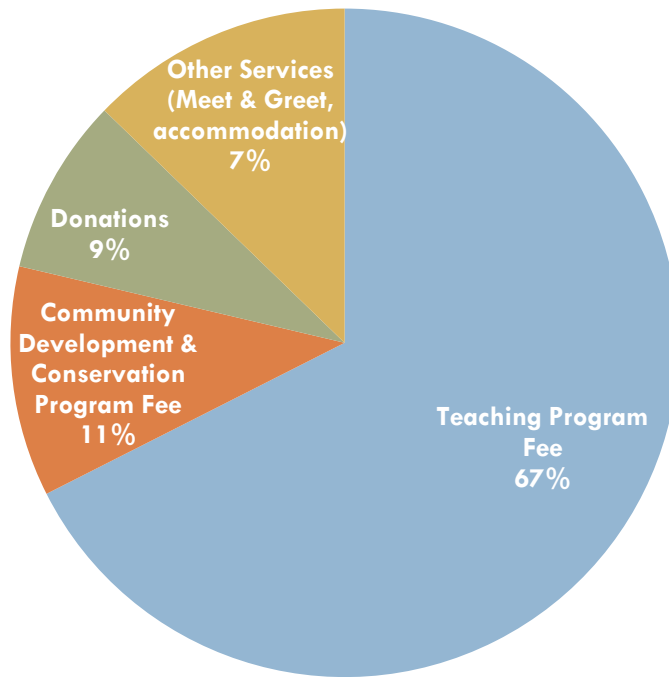
FINANCIALS

The Project has continued to stabilize financially in 2013 and we are laying the groundwork necessary to diversify resources to fund and otherwise advance the Project's work. Small increases in fees have again been established for the upcoming year in order to cover costs effectively and provide benefits to staff. We are very grateful for key donations that have allowed the Project to increase the impact of our work, as well as to our volunteers who understand that while the Project is low-cost, it must charge participation fees to keep up and running. Please refer to the following tables and graphs for a breakdown of the general operating budget and how donations were allocated (*information from January – December 2013; accounts projected for the second half of Dec. 2013; all figures are in \$USD*).

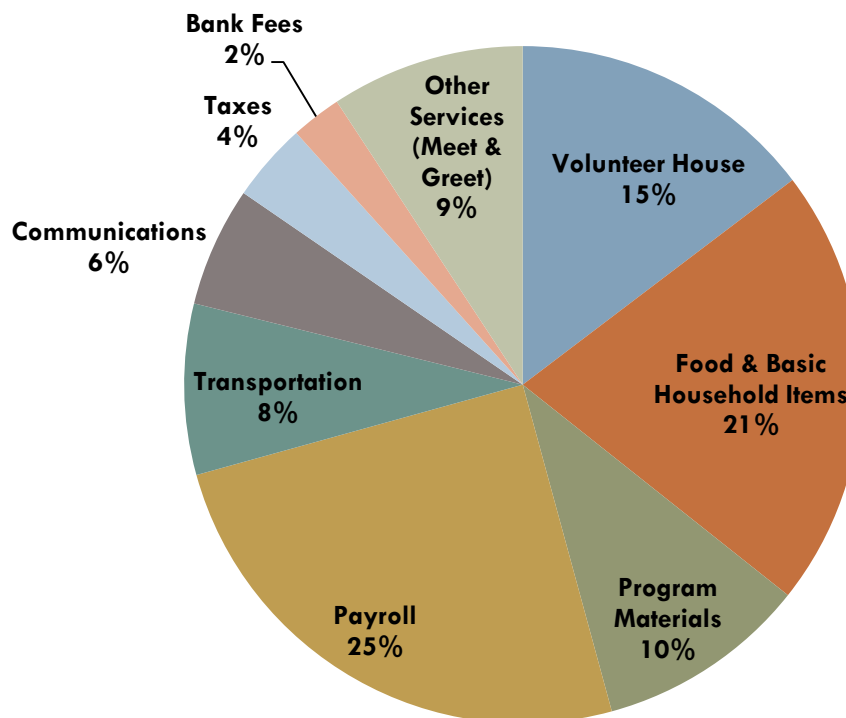
General Operating Budget

ARP 2013 Financials (Jan-Dec 2013)		Year Total
Income		21866.83
Teaching Program Fee		14788.53
Community Development & Conservation Program Fee		2440.00
Donations		1873.30
Other Services (<i>Meet & Greet, accommodation</i>)		2765.00
Expenses		20603.94
Volunteer House (<i>rent, utilities, maintenance</i>)		3022.86
Food & Basic Household Items		4327.98
Program Materials (<i>printing, classroom, crafts, gardens</i>)		2077.36
Payroll (<i>staff pay & reimbursement of costs for external assistance</i>)		5139.25
Transportation (<i>motorcycle, bus, taxi</i>)		5139.25
Communications (<i>phone, internet, computers, website, advertising</i>)		1177.64
Taxes		775.87
Bank Fees (<i>international banking, PayPal fees</i>)		496.10
Other Services (<i>Meet & Greet</i>)		1906.08
Balance		1262.89

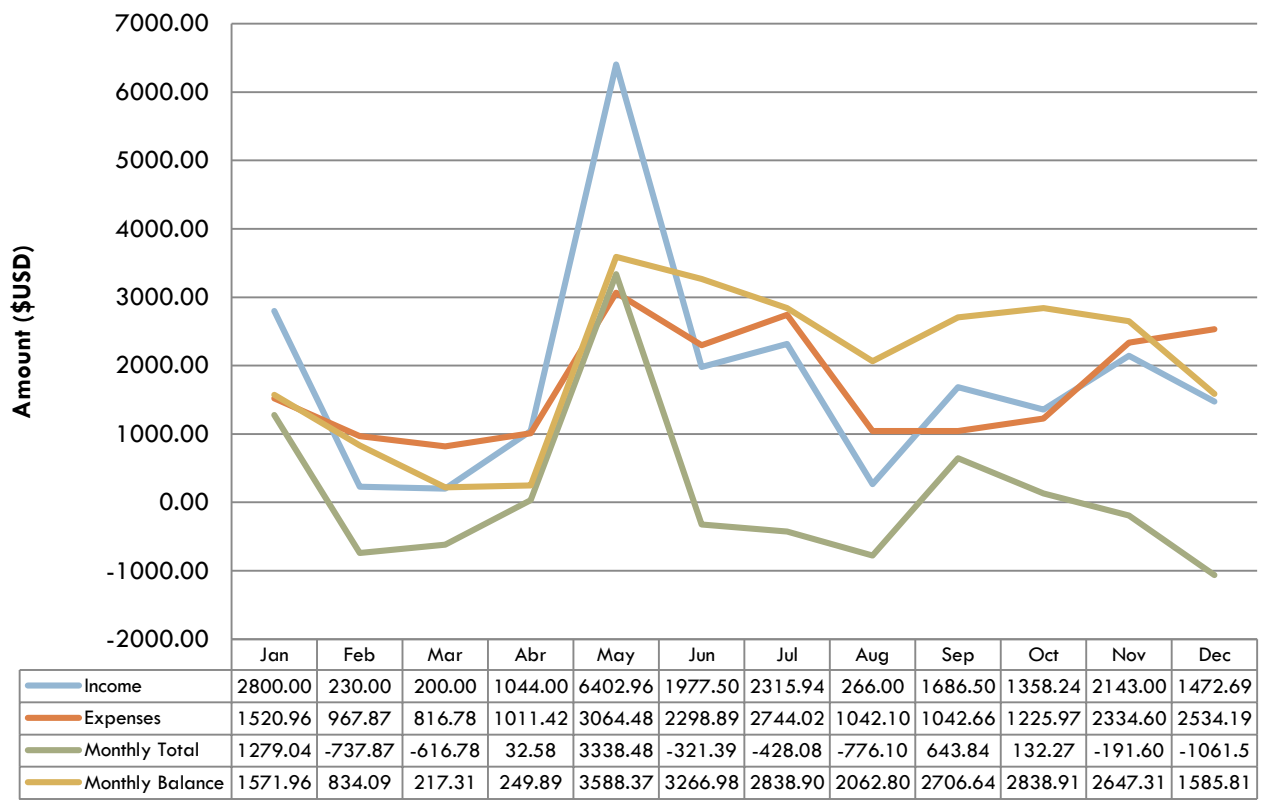
2013 Income Sources



2013 Expenses



2013 Monthly Balances



Donations

The allocation of monetary donations is listed below. In addition, the following in kind donations were received in 2013: an awning for outdoor activities/events, ARP postcards, a blender, soccer balls, arts and crafts materials, classroom and office supplies, children's books, children's toys, reading glasses and clothing.

ARP 2013 Donations (Jan-Dec 2013)	
Community Development MiniProject Fund	
2012 Seed Fund	300.00
2013 Donations Allocation	513.00
Bank Fees	-18.13
MiniProject #1 (MP01): Restaining wooden on-site teacher's residence to prevent deterioration at the school in the community of San Carlos	-130.00
MP02: Restaining wooden school building to prevent deterioration at the school of Machinaza	-120.00
MP03: Collaborating with the parents of school Simon Bolivar (km 6) to build a chicken coop.	-198.15
MP04: Basic repairs and maintenance of rain water system (including restoring running water to the toilets, providing faucets for hand washing,, etc.) at school Juan Leon Mera (km 35)	-110.00
Carry over to 2014 MiniProject Fund	236.72

School Materials Fund		
	2013 Donations Allocation	898.15
	Bank Fees	-15.60
	2012 Holiday Baskets for Schools (filled with school supplies for teachers' use)	-106.25
	School Cabinets for English	-298.66
	English Learning Aids and Materials	-56.25
	Student Notebooks and Portfolio Folders for 2013-14 school year	-81.00
	CD Player to play text book discs	-33.90
	Backpack Sprayer for fertilizer/organic pest control in school gardens	-16.00
	2013 Holiday Baskets for Schools (projected cost)	-150.00
	<i>Carry over to 2014 School Materials Fund</i>	<i>140.49</i>
General Fund		
	Postcard Income (postcards donated in kind)	8.50
	Project T-shirt cost	-180.00
	T-shirt income (cost+\$5 donation; partial inventory remains for 2014)	130.10
	<i>Carry over to 2014 General Fund</i>	<i>-41.40</i>

HOW YOU CAN SUPPORT THE ARAJUNO ROAD PROJECT

Volunteer

Whether you have served with us or not, we always need more hands and more fresh ideas. Can't travel right now? The Project can always use help on a variety of tasks you can do at home in your spare time.

Donate

The students and schools the Project works with are constantly short of basic school and teaching supplies. School infrastructure is in need of repair. The Project needs a permanent headquarters. What may seem like a little money goes a long way in the Ecuadorian Amazon. Donations can be made through:

Fundrzr: <http://fnd.us/c/cP4E5>

YouVolunteer.org: <http://www.youvolunteer.org/donate.html>

Don't have money to spare? Hold a fundraiser or fundraise for us using Fundrzr above. We've seen some creative fundraising done by volunteers – if you or your family work for a company, ask about their Corporate Social Responsibility program or if they contribute matching funds for employee donations.

Tell people about us

Simply tell a friend, family member, colleague and/or fellow traveler about the Project. We are happy to share fliers that you can post at universities, workplaces, hostals, etc. Make it a cultural exchange opportunity and present a slideshow at school or work. Let us know if you think we should be outreaching to any particular groups or organizations.

Keep in touch

The Project is only as strong as its volunteer community. How to contact us and interact with the Project:

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