INVESTIGATING A NEW PROJECT CENTER: CUENCA, ECUADOR

A report that analyzes Cuenca, Ecuador as a project
center for students to complete their Interactive Qualifying Project.

Interactive Qualifying Project Report
completed in partial fulfillment of the
Bachelor of Science degree
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Submitted to:
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Abstract

This study, prepared for Worcester Polytechnic Institute (WPI), details how Cuenca, Ecuador could serve the university as an international center for students to complete their Interactive Qualifying Project (IQP). We used preferences of faculty and students derived from survey results and interviews, guidelines provided by the university, and information about existing centers to identify qualities appropriate for a new IQP project center. Through a literature review and an on-site investigation, we assessed Cuenca's suitability and recommended specific housing, sponsors, and projects.

Table of Contents

Abstract i
Table of Contents ii
Table of Figures vi
Table of Tables vii
Table of Equations viii
Acknowledgements ix
Executive Summary x
1 Introduction 1
2 Background & Literature Review 4
2.1 The Origins of the Interactive Qualifying Project 4
2.2 Eligibility Requirements for the Global Projects Program 6
2.3 Long-Term Effects of the Interactive Qualifying Project on Students 7
2.4 The Modern Day Interactive Qualifying Project 8
2.5 Necessities for Living at a Project Center 8
2.5.1 Suitable Housing Accommodations 8
2.5.2 Food & Dining Options 8
2.5.3 Reliable Transportation 9
2.5.4 Telecommunication Choices 9
2.5.5 Medical Services 10
2.5.6 Safe Environment 10
2.5.7 Reasonable Interactive Qualifying Project Costs 11
2.6 Ecuador and Cuenca 12
2.6.1 Ecuador's History and Culture 12
2.6.2 Cuenca's History and Culture 13
2.6.3 Language 16
2.6.4 Geography 16
2.6.5 Climate and Weather 18
2.6.6 Housing 18
2.6.7 Ecuadorian Food Options 18
2.6.7.1 Meals 19
2.6.8 Transportation 20

2.6.9 Telecommunications 22
2.6.10 Medical 22
2.6.11 Safety 23
2.6.12 Economy 24
2.6.13 Cost of Living 26
2.7 Potential Project Sponsors 27
2.8 Student Project Center Handbook 27
3 Methodology 28
3.1 Project Center Characteristics 28
3.1.1 Interviews with Interdisciplinary Global Studies Division Staff 28
3.1.2 Survey of Worcester Polytechnic Institute Students 29
3.2 The Cuenca Experience 30
3.2.1 Potential Housing 31
3.2.2 City Transportation 31
3.3 Assessing Sponsors 32
3.3.1 Determining the Purpose of Each Sponsor 32
3.3.2 Meeting with Each Sponsor 32
3.3.2.1 Sponsor Interviews 33
3.4 Project Site Selection Process 33
3.5 Cuenca, Ecuador Student Handbook 37
4 Data and Analysis 38
4.1 Preferred Interactive Qualifying Project Characteristics 38
4.1.1 Project Center Sustainability 38
4.1.2 The Impact of a Project Center on the Community 39
4.1.3 Collaboration between Sponsors and Students 40
4.1.4 Suitability of a Project Center for Students 40
4.1.5 Student Interactive Qualifying Project Preferences Based on Survey 41
4.2 The Cuenca Experience 45
4.2.1 Spanish Classes 45
4.2.2 Housing 46
4.2.3 Groceries and Dining Out 48
4.2.4 Shopping 53

4.2.5 Transportation 54
4.2.5.1 Air 54
4.2.5.2 Taxi 56
4.2.5.3 Bus 58
4.2.6 Telecommunications 59
4.2.7 Medical Facilities 61
4.2.8 City Maps 61
4.2.9 City Events 65
4.2.10 Excursions 66
4.2.11 Safety in Cuenca Compared to Other Cities 67
4.2.12 Expenses in Cuenca 69
4.3 Assessing Sponsors and Evaluating Project Sites 70
4.3.1 EMOV 70
4.3.1.1 Assessing and Evaluating EMOV 72
4.3.2 Hearts of Gold 73
4.3.2.1 Assessing and Evaluating Hearts of Gold 75
4.3.3 Museo del Monasterio de las Conceptas 77
4.3.3.1 Assessing and Evaluating Museo del Monasterio de las Conceptas 78
4.3.4 Prefectura del Azuay: San Rafael de Sharug 78
4.3.4.1 Assessing and Evaluating Prefectura del Azuay: San Rafael de Sharug 79
4.3.5 Other Potential Project Sponsors 81
5 Conclusions and Recommendations 82
5.1 Recommendations for the Project Center 82
5.1.1 Spanish Classes 82
5.1.2 Housing 83
5.1.3 Food 83
5.1.4 Sponsors and Project Sites 85
6 Glossary 86
7 Works Cited 87
8 Appendices 93
Appendix A: IGSD Housing Checklist 93
Appendix B: SurveyMonkey Results 94

Appendix C: Completed Housing Evaluations 104
Appendix D: Grocery Excel Sheets 120
Appendix E: Completed Project Site Evaluation Rubrics..... 122
Appendix F: Restaurant Recommendations..... 130

Table of Figures

Figure 1: Outfits of the Indigenous People of Cuenca 15
Figure 2: Geographical Map of Ecuador 17
Figure 3: Tranvía Lines in Cuenca 21
Figure 4: Cost of Living in Cuenca 26
Figure 5: Desired IQP Locations 42
Figure 6: Important Factors of an IQP 43
Figure 7: Project Center Characteristics 44
Figure 8: Ideal Project Site 45
Figure 9: Claro Coverage Ecuador and Cuenca 60
Figure 10: Movistar Coverage Ecuador and Cuenca 60
Figure 11: Emergency Facilities Map 61
Figure 12: Locations of Restaurants 62
Figure 13: Locations of Markets 63
Figure 14: Locations of Museums 64
Figure 15: Safety Comparisons- Cuenca vs. Worcester 68
Figure 16: Crime and Attitude Comparison between Cuenca and Worcester 68

Table of Tables

Table 1: Potential Sponsor Projects xi
Table 2: IQP Prices 11
Table 3: Cuenca Hospitals 23
Table 4: Sustainability of the Project Site 34
Table 5: Community Impact of the Project Site 35
Table 6: Sponsor Interest at the Project Site 36
Table 7: Suitability of the Project Site 37
Table 8: Work Hours 43
Table 9: Housing Options 47
Table 10: Food Cost Data & Analysis 48
Table 11: Household Item Prices Data & Analysis 50
Table 12: Cost of Dining Out at a Low Priced Restaurant 51
Table 13: Cost of Dining Out at a Medium Priced Restaurant 51
Table 14: Cost of Dining Out at a High Priced Restaurant 52
Table 15: Food Cost for Excursions 52
Table 16: Total Cost of Food per Person 53
Table 17: Purchased Items and Prices 53
Table 18: Comparison of Boston Logan Airport and JFK Airport to Guayaquil 54
Table 19: Comparison of Boston Logan Airport and JFK Airport to Quito 55
Table 20: Comparison of Boston Logan Airport and JFK Airport to Cuenca 55
Table 21: Taxi Comparison Costs 56
Table 22: Taxi Fare and Distances 57
Table 23: Bus Lines within Cuenca 58
Table 24: Terminal Terrestre Destination Costs and Bus Ride Duration 59
Table 25: Cell Phone Comparison Prices 59
Table 26: Hospitals in Cuenca 61
Table 27: Key for Key Points Map 62
Table 28: Key for Locations of Restaurants 63
Table 29: Key for Locations of Markets 64
Table 30: Key for Locations of Museums 65
Table 31: Excursion Activities and Prices 66
Table 32: Crime Index and Safety Scale between Cuenca and Worcester 67
Table 33: Ecuador Population and Crime Index 69
Table 34: Estimated and Actual Budget Sheet for 2015 70
Table 35: EMOV Evaluation 73
Table 36: Hearts of Gold Evaluation 76
Table 37: Museo del Monasterio de las Conceptas Evaluation 78
Table 38: Prefectura del Azuay: San Rafael de Sharug Evaluation 80
Table 39: Other Potential Project Sponsors 81
Table 40: Recommended Restaurants 84

Table of Equations

Equation 1: Taxi Cost per Kilometer in Worcester, MA 56
Equation 2: Total Cost of Taxi Ride during the Day in Cuenca 57
Equation 3: Total Cost of Taxi Ride at Night in Cuenca 58

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Executive Summary

The rising undergraduate enrollment at WPI in the past years, has led to an increasing demand for more off-campus project centers. The Global Projects Program (GPP) is an important part of WPI student's project experience. It provides students with the opportunity to travel abroad in order to complete their IQP

The purpose of this project is to provide WPI with a study that analyzes the characteristics for a successful project center in Cuenca, Ecuador. This project was suggested by Local Coordinator and retired professor, Gary Pollice, when he moved to Cuenca.

We began by identifying the qualities a project center needs to succeed. We interviewed Richard Vaz, the Dean of the IGSD, and Erin Koontz-Bell, the Assistant Director of the IGSD, for their input on sustainable project center characteristics. We interviewed directors of existing off-campus project centers to further expand our understanding of issues pertinent to setting up and maintaining a project center.

We determined the preferences of WPI students for project centers by conducting a survey of second-year students. Our analysis showed that the majority of students are interested in attending a site outside of the United States. Students are interested in project centers with a wide range of recreational activities, different cultural experiences, and unique and rewarding project opportunities. Our data also showed that students favor projects that include the environment, community improvement, and humanitarian needs.

We investigated the interest level of WPI students and faculty regarding project centers, potential housing, transportation, medical facilities, safety, and possible project sponsors. We referenced online resources to living in Cuenca. We conducted a thorough on-site investigation of Cuenca and the surrounding area, to evaluate potential housing and sponsors, as well as to determine the city culture and living expenses.

We evaluated lodging in areas that we considered safe and near the center of the city. At each location, we assessed these for compliance with WPI requirements, as well as subjective criteria developed by the team. After visiting lodging providers in Cuenca, we were able to provide the IGSD and our advisors with a comprehensive list of potential housing locations that are within budget.

In order to find appropriate sponsors for projects in Cuenca, we reached out to contacts provided by Gary Pollice. After making contact with potential sponsors, we described the IQP model to ensure a complete understanding of our curriculum and helped direct the project suggestions of potential sponsors. We evaluated the likelihood of these organizations becoming sponsors by considering the sustainability of each project site, the impact they have on the community, the interest of the sponsor in working with WPI students, and the suitability of projects. We met with four potential sponsors, seen in Table 1. We evaluated the sponsors based on four major themes: sustainability of a project site, impact on the community, sponsor collaboration with students, and suitability of a project site.

Table 1: Potential Sponsor Projects

Potential Project	Organization	Project Example
Cuenca's Transportation	EMOV	Help lower air pollution from buses and marketing against drinking and driving.
MIKHUNA Food Bank	Hearts of Gold	Gather information about the food bank's success in helping those in need.
Museum Improvements	Museo del Monasterio de las Conceptas	Help reorganize layout, add audio virtual tour to their website, and market the museum as a whole.
San Rafael: Eco-Tourism	Prefectura del Azuay	Help market the town's products, research agriculture, and promote tourism.

Source: Cederberg

Based on our knowledge and data collected about Cuenca, Ecuador, we believe that it is a suitable and sustainable project center for WPI students.

1 Introduction

The Interactive Qualifying Project (IQP) is one of the key components to the Worcester Polytechnic Institute (WPI) curriculum. The IQP deals with the relationship between technology and society, and promotes learning through group project work. Each project brings together a group of undergraduate students in order to make a positive impact on a global community. Students learn to use teamwork and combine their knowledge from different fields to complete their IQP.

The importance of an IQP stems from the unique and distinct characteristics of the entire project experience. According to the *Accreditation Board for Engineering and Technology (ABET) Engineering Criteria* from 2000, project-oriented programs are important so that a student can gain "the broad education necessary to understand the impact of engineering solutions in a global societal context", "an ability to function on multi-disciplinary teams", "an understanding of professional and ethical responsibility", and "an ability to communicate effectively" (Woods, 2004). This criteria will help students throughout the IQP as they work in groups in order to solve open-ended, interdisciplinary problems. The majority of students conduct surveys, research, case studies and other methods of analysis in order to help solve their given problem and to complete their IQP.

The IQP was introduced to WPI in the early 1970s and is part of WPI's current engineering education plan. Each project helps to promote learning through the completion of project work, maximizing the amount of choices students have in designing their own educational experience, and teaching student to be competent as professionals, literate in the humanities, and understand the societal implications of their work (Woods, 2004). At first, only a handful of students were able to experience an off-campus IQP, due to the lack of knowledge about the opportunity. In the 1990's, about 20 to 30 percent of students went off-campus to complete their project, but through

the Global Ambassadors Program that percentage doubled in a year. This program helped inform students about the opportunity to go off-campus for their IQP and made a large impact on the influx of students with the desire to travel abroad. Today, around 70 percent of students now complete their IQP at an off-campus **project center**[1] (Vaz, 2015).

Due to the high cost and full capacity of project centers every year, there are students that miss out on an off-campus experience. The undergraduate student population has grown 33 percent in the last ten years, creating an even greater demand for more project centers (WPI's 2011 Fact Book, 2011) (WPI's 2015 Fact Book, 2015). Meeting this demand provides the challenge of creating a desirable off-campus project center for future students to experience.

In order to create a successful project center, there is a need to investigate what students and faculty look for when trying to choose a project location. The Interdisciplinary and Global Studies Division (IGSD) records data regarding the quantity of student applications, acceptances, and participation in the Global Projects Program (GPP), but there is a lack of data identifying what students prefer when choosing a project center. With an established idea of students' preferences, we sought the potential opportunities in Cuenca, Ecuador which helps make the project center more appealing.

This project center was originated by retired professor Gary Pollice, who was a computer science professor from WPI. Professor Pollice decided to take on the role of **local coordinator** for the Cuenca, Ecuador project center.

This report analyzes Cuenca as a project center for students to complete their IQP. The report identifies aspects of Ecuadorian culture, suitable sponsors and **project sites**, and provides input on the materials and tools needed for a sustainable project center for future WPI students. We conducted interviews with the IGSD staff in order to determine the factors that they believe

[1] Any words boldfaced and underlined are defined in the glossary.

are necessary for a project center. By surveying WPI students we were able to better understand the IQP characteristics that students prefer. By assessing the culture, we were provided with insight into the possible struggles that could be experienced. We conducted site visits and interviews with potential sponsors, and were able to determine sponsors' availability, suitability, community involvement, and collaboration with students. We developed a selection process to identify the best project sites. Through this research and analysis, we identified the components that encompass a successful and sustainable project center in Cuenca, Ecuador.

2 Background & Literature Review

In order to address the requirements for students to be eligible for the GPP and the long-term effects of IQP's on WPI students, we examined the basis of the IQP. We researched the necessities for a successful project center, which entail housing, food, transportation, telecommunications, medical assistance, safety, and cost.

2.1 The Origins of the Interactive Qualifying Project

In 1972, seven faculty members under the supervision of Imre Zwiebel, the head of the Chemical Engineering department, defined the requirements for the IQP. As a result of the requirements made by the group, called the Zweibel Committee, they believed that students would be:

- "Sensitive to general social problems
- Able to question, criticize or reinforce prevailing ethics and value concepts
- Aware of societal-humanistic-technological interactions
- Able to analyze these interactions
- Able to make better judgments and policy recommendations on issues that affect society"

(Woods, 2004)

The committee said, "The issues surrounding the relationship between society and technology transcend international boundaries" (Woods, 2004). The link between society and technology is dependent upon the perspective of the individual evaluating the connection. Each student has a unique interpretation and approach for solving a problem. WPI has put an emphasis on encouraging students to participate in off-campus IQP opportunities because the university wants their students to combine their unique ideas and knowledge into one comprehensive solution.

The Zwiebel Committee's report had six original, educational objectives for the IQP. These

were:

1. “To create an awareness of socially-related, technological interactions
2. To enable the identification of socio-technological systems, subsystems, and the linkages between them
3. To cultivate the habit of questioning social values and structures
4. To develop and integrate the skills of evaluation and analysis in the societal, humanistic, and technological disciplines
5. To provide methods for assessing the impact of technology on society and human welfare, and the impact of social systems on technological developments
6. To encourage the recommendation of policy”

(Woods, 2004)

The Zwiebel Committee hoped that students would be able to achieve most, if not all, of their objectives through the IQP. These guidelines, which are still applicable today, provide students with a standard to abide by when considering components of their IQP. The basis behind these guidelines stems from the desire to unite societal issues with engineering knowledge.

The IQP provides students with practice dealing with “unstructured, open-ended, interdisciplinary problems” (Woods, 2004), while working independently in teams and writing about previously unfamiliar concepts. Through this work, students have the opportunity to fully realize their future roles as professionals in society.

Students should be made aware of the resources that are available to them including IQP writing guidelines, advisor expertise, and librarian knowledge. When students write their reports, writing succinctly and clearly with detailed explanations and analyses is needed to make

conclusions and recommendations. Some analytical techniques that students can use when writing their report consist of survey research, case studies, content analysis, comparative analysis, statistics, interviewing techniques, and testing (Woods, 2004).

The Zwiebel Committee determined a design method for students to consider when completing their IQP. The design method can include an investigation, an analysis, a description, or a forecast of a specific topic. In order to fit the design methods, students must consider the following objectives:

- "Become aware of the many important links between technology and social systems
- Learn to question existing social values and morals
- Learn to integrate the skills of analysis in science, engineering, social science, and the humanities
- Assess the impact of technology on society and the conditions of human life"

(Woods, 2004)

Once these design objectives have been satisfied, students will be able to determine the reason a project was selected, giving them a starting point for their project.

Since the creation of the Zwiebel Committee, the IQP has developed into an open-ended, interdisciplinary project that students complete by utilizing critical thinking and problem-solving skills learned through previous coursework. The students ultimately determine the success of a project through background research, on-site work, and concluding recommendations. This progression is the foundation for the IQP.

2.2 Eligibility Requirements for the Global Projects Program

When applying for an IQP, students must meet the requirements set by the IGSD in order to be considered:

- "All applicants to all programs must be in good academic standing at the time of

application. If you are on academic warning you will be removed from consideration for that cycle.

- Sophomores and juniors are eligible to apply for project programs (IQP).
- First-year students can apply only for Humanities and Arts programs, unless they can prove sophomore status. They can check with the Registrar's Office for academic status."

(IQP Eligibility, 2015)

These requirements have been set in place in order to ensure that students are well-prepared to participate in an IQP and gain the most out of their experience.

2.3 Long-Term Effects of the Interactive Qualifying Project on Students

According to the findings in *Long Term Impact of Off-Campus Project Work on Student Learning and Development*, students who experienced projects off-campus reported a higher positive impact than those who experienced project-based learning on-campus. Students who complete their project off campus are believed to obtain a greater expansion of worldviews, ethical responsibilities, and personal and professional development (Vaz, 2014).

Research has proven that study abroad programs have not only increased engagement skills and personal enrichment, but have also enhanced an individual's skills, leadership, communication, and professionalism. When students apply these skills to projects throughout the world, they have the potential to make a significant impact on the community through daily interaction and learning experiences (Vaz, 2014).

In the short term, studies also show that international programs promote students' development in cognition and prepare students for global engagement. These programs ignite the social science aspect of an engineering student's academic studies. Engineering students may not be able to study abroad because of a rigid class schedule (Vaz, 2014).

2.4 The Modern Day Interactive Qualifying Project

WPI President Laurie Leshin has emphasized the need to increase WPI's impact around the world; we need "to take theory to practice to impact" (Messages & Commentary Leshin, 2014). She focuses on a global polytechnic to help facilitate a brighter future for WPI. President Leshin stated the reasoning for this during the 2014-2015 IQP Awards. She said that the IQP "showcases the sometimes difficult gap between highly technical course work and the very real problems facing local, national, and international communities. With these awards, our students have shown the ability to overcome that gap to define and implement real-world solutions that have a lasting impact around the world" (IQP Awards, 2015). This further proves that the IQP is valuable for students because the projects have an impact on the communities involved.

2.5 Necessities for Living at a Project Center

Several aspects for living at a project center are suitable housing, access to a kitchen or inexpensive dining options, reliable transportation, cellphone and Internet service, easy access to all medical facilities, overall safety of the project center, and an affordable overall cost.

2.5.1 Suitable Housing Accommodations

In order for housing to be considered suitable, it must be safe and affordable. Apartments have an advantage over hotel rooms in that they provide students with a kitchen. This may help with the cost of the IQP because instead of spending money going out to eat, students can cook their own food from the groceries they purchase. The IGSD does not require that students have access to a kitchen.

The IGSD uses a housing checklist that includes fire safety, security, working appliances, neighborhood surroundings, transportation, apartment and building amenities, auxiliary facilities, and ADA compliance [Appendix A].

2.5.2 Food & Dining Options

Students must have access to safe, affordable, and healthy food. Students need access to

grocery stores, markets, restaurants, and cafes in order to meet their dietary needs and safeguard against food allergies. Dining out options are beneficial for students when they are not able to cook food for themselves. Students need to know the approximate costs of groceries and dining out, as this affects the total cost spent at a project center.

2.5.3 Reliable Transportation

Students will need to evaluate which airlines, taxis, and buses will be most cost-effective and time-efficient. Students are not allowed to drive vehicles on their own while studying abroad; therefore, it is necessary to find appropriate methods of travel. WPI incurs the cost of airfare of each **project center director** as well as a maximum of two **faculty advisors** (Fancher, 2009).

Project centers strive to have sustainable transportation which is known as "any form of transportation that has a low impact on the environment" (Cyr, 2014). Students can utilize those methods of transportation, like walking, that will be least harmful to the environment.

2.5.4 Telecommunication Choices

All students must have a mobile phone in their possession for the duration of their off-campus experience. One option is to buy a prepaid phone from a local carrier. Another option is for students to use their smart phones and buy a new SIM card for their project center location. The IGSD informs students that this could be an expensive option. Once the student has a number they can be reached at while off-campus, they are to submit their number to the on-site faculty advisor who will then provide that information to the IGSD (WPI Cell Phone Policy, 2015).

Internet is to be provided in each of the housing arrangements for students to research information, interact with those at home, and work on their project.

2.5.5 Medical Services

The IGSD provides insurance and medical assistance through ACE Assistance Services. Before departure, each student is given an ACE card, which states the plan number, policy number, and organization. The card explains when to call for assistance. Some examples are when a student is hospitalized, needs to be evacuated, requires a referral to a hospital or doctor, and needs to guarantee payment for medical expenses. On the other side of the card are the numbers to contact when inside and outside the United States (U.S.). A student can also visit the website provided on the card to register with a provided group ID and an activation code.

All students who participate in a program that is off-campus must carry the ACE card as well as their own valid insurance card. The student's insurance information must be provided to the IGSD office. This information includes the name of the insurance provider and the student's subscription number.

Students need to have accountable medical facilities available to them at their project center. These medical facilities will be used in case of an emergency, or for other student needs.

2.5.6 Safe Environment

Students' safety is of the utmost importance to WPI and the IGSD when traveling abroad. Students need to be cautious and exercise situational awareness when out in public and be aware of the crime levels at their project center.

Some of the necessary precautions include:

- Making sure that copies of important forms of identification and small amounts of money are carried when in public
- Notifying banks if students are traveling outside of the country
- Being with at least one other student at all times when traveling in public
- Knowing the layout of the city

2.5.7 Reasonable Interactive Qualifying Project Costs

In college, most students want a way to be able to study abroad for the least amount possible. WPI's project centers vary in estimated price from the least expensive at $2,800.00 in Nantucket, Massachusetts to the most expensive at $7,615.00 in Copenhagen, Denmark. In Table 2, the total estimated cost for each off-campus project center was recorded along with the term the project takes place. For those project centers that run during E-term, the total cost values do not take tuition into account. The average cost for an IQP center is $5,380.87.

Table 2: IQP Prices

IQP Location	Term	Total Cost
Asuncion, Paraguay	D	$3,910.00
Bangkok, Thailand	C	$5,120.00
Bar Harbor, Maine	E	$3,475.00
Cape Town, South Africa	B	$6,145.00
Copenhagen, Denmark	D	$7,615.00
Hangzhou, China	B	$5,385.00
Hong Kong, China	C	$7,195.00
London, England	D & E	$7,195.00
Mandi, India	D	$4,565.00
Melbourne, Australia	B & D	$6,445.00
Moscow, Russia	A	$4,485.00
Nantucket, MA	B	$2,800.00
Panama City, Panama	A	$4,200.00
Rabat, Morocco	A	$5,400.00
San Jose, Costa Rica	C	$4,675.00
San Juan, Puerto Rico	B	$5,455.00
Santa Fe, New Mexico	A	$4,955.00
Thessaloniki, Greece	D	$4,820.00
Tirana, Albania	B	$3,550.00
Venice, Italy	B	$6,145.00
Washington, DC	B	$6,795.00
Wellington, New Zealand	C	$7,345.00
Windhoek, Namibia	D	$6,085.00
	Average	**$5,380.87**

Source: Espinoza and San Andres (using data from WPI IGSD)

2.6 Ecuador and Cuenca

This section provides insight into the history, culture, and language of Cuenca and Ecuador as a whole. The climate, weather, and geographical location contribute to the distinctiveness and sustainability of Cuenca, as a project center. We researched the background of housing, cuisine, transportation, telecommunications, medical facilities, safety, economy and cost of living in Cuenca.

2.6.1 Ecuador's History and Culture

Before the arrival of the Spanish, Ecuador was inhabited by a variety of people. These people migrated to Ecuador from Central America and other areas of South America. The area where these people settled established their unique culture. The culture of the people in the Andes tended toward agriculture while along the coast and the Amazon, villages developed a culture of fishing, hunting, and gathering (New World Encyclopedia Ecuador, 2013). Each group developed its own architecture, pottery, and religious beliefs which can still be seen today.

After the Incas arrived, it took about two generations of Incan rulers to conquer the original settlements in the Andes Mountains. The highland region became part of the Incan Empire in 1463. The Incas were unable to expand into the Amazon or coastal regions due to the hostile nature of the tribes and the harsh jungle. The inability to expand the empire created division amongst the Incas which led to a civil war and a weakened Incan Empire (New World Encyclopedia Ecuador, 2013).

The Spanish had little trouble conquering Ecuador due to the weakened Incan Empire. They set up their first settlement in modern day Quito, Ecuador's capital, in 1534. Within the first ten years, many natives died due to disease brought over by the Spanish and by being forced into the Spanish labor system.

The Ecuador independence movement started with Quito's independence in 1809. The

Spanish ruled for nearly 300 years until 1820 when Guayaquil gained its independence. The rest of Ecuador's independence followed after Antonio Jose de Sucre defeated the Spanish Royalist forces (New World Encyclopedia Ecuador, 2013).

In 1821, Ecuador became part of the Republic of Gran Colombia, and in 1830, the Republic was divided to form modern day Colombia, Venezuela, and Ecuador. A treaty with Spain was signed in 1840 when Spain recognized Ecuador as an independent nation. The first ruler of Ecuador was Juan Jose Flores until the 1860's when Gabriel Garcia Moreno unified the country.

Even as a unified country, Ecuador also had territorial disputes with Peru in the Amazon Basin. This caused a war to break out, in 1941, between the two countries who claimed that the other invaded their territory. Peru won rights to all disputed territories due to their navy cutting off all supplies to Ecuador's military and Guayaquil, Ecuador's largest city. There was pressure from the United States and several other Latin American countries to end the war, making it only last a few weeks. Even with Peru having rights to the territory, it took two more undeclared wars until peace was reached in 1999 (New World Encyclopedia Ecuador, 2013).

In 2008, Ecuador introduced a new constitution (New World Encyclopedia Ecuador, 2013). This constitution led to the current government structure of five branches: transparency and social control, electoral, judicial, legislative, and executive. The constitution determined that the president would be elected democratically for a four-year term.

2.6.2 Cuenca's History and Culture

Cuenca, Ecuador was settled around 500 A.D., but archeologists have found a group of rock engravings, discovered in the Chopsi Cave, that may date back to 8060 B.C. (New World Encyclopedia Cuenca, 2013). One of the first recorded settlements in the area was Guapondeleg which was built by the Cañari, "who inhabited the territory of the modern country of Ecuador for several centuries before the arrival of the Incan Empire and the Spanish colonial forces"

(Brogan, 2015). Guapondeleg remained a Cañari settlement until they were conquered by the Incas. Once the settlement was seized, the Incas built a city called Pumapungo that was later abandoned, causing Cuenca to remain sparsely populated until the 1550s (New World Encyclopedia Cuenca, 2013).

In 1557, Gil Ramirez Davalos founded the Spanish settlement of Cuenca. The city's foundation was commissioned by Andres Hurtado de Mendoza who then named the city after his hometown in Cuenca, Spain. The Spanish ruled until November 3, 1820 when Cuenca gained its independence (New World Encyclopedia Cuenca, 2013).

Cuenca is the capital of the province of Azuay and is a UNESCO World Heritage Trust site due to its many historical buildings and culture. Cuenca's culture is heavily influenced by the Cañari, Incas, and Spanish. Throughout the city, you can find the Chola Cuencana who are the indigenous women of Cuenca that dress in colorful skirts, blouses, and Panama hats. They braid their hair and can be found selling goods such, as food, flowers, and artisan merchandise on the street. They work on farms in the outskirts of the city and produce hand crafted clothing and art. Cuencano men and women commonly wear tight jeans and are rarely seen wearing shorts. On occasion, women are seen wearing a dress. The rest of their attire is similar to what is seen in the United States (Córdoba, 2015). In Figure 1, examples of clothing are shown.

Figure 1: Outfits of the Indigenous People of Cuenca

(Gallery Eighty-one, 2011)(Jalón, 2014)

The city's architecture is heavily influenced by the Spanish and European style. Most of the buildings date back to the 18th century, but were modernized in the 19th century during an economic boom (New World Encyclopedia Cuenca, 2013). The buildings have red clay roofing and cement exteriors that are painted with different colors. They are lined with arched doors and windows with small balconies off of them. Some of the most famous pieces of architecture are the 52 churches throughout the city.

The Spanish introduced Roman Catholicism and now 94% of the people claim to be Catholic. The other 6% of people in Cuenca are Protestant, Jehovah's Witness, Mormon, Buddhist, Jewish, and Islamic. Many of the holidays in Cuenca are religious celebrations. During these holidays, it is common for people to wear costumes, be in parades, and light fireworks.

Many individuals do not practice their religion. This was caused by Ecuadorians adhering strictly to a single religious practice (Roman Catholic Archdiocese, 2015). Some of the indigenous people are leaving Catholicism and converting to Protestantism because the Roman Catholic Church has been distant, causing people to trust other Christian denominations (Lopez, 2015). Subsequently, 20 of the 3,000 Catholic priests are indigenous while 700 Protestant pastors

are indigenous.

Cuenca was recently named the number one ‘American City of the Future’ based on the city’s lifestyle, urban planning, quality of environment, and culture for innovation and entrepreneurship. Being one of the best cities to retire and live in, Cuenca has become a melting pot of foreign cultures. According to the Productive Development Corporation (PDC) report, over “5,000 North Americans and 2,000 Europeans have moved to Cuenca in recent years” (CuencaHighLife, 2015). Additionally, Cuenca has been cited for its intentions to renovate El Centro, implement a new tram system, improve air and water quality, and promote the arts (CuencaHighLife, 2015).

2.6.3 Language

The official language of Ecuador is Spanish; however, there are over 13 other indigenous languages spoken by Ecuadorians. According to the Central Intelligence Agency (CIA), 93% of the Ecuadorian population speak Spanish, Quichua, also seen as Kichwa, makes up 4.1%, foreign languages occupy 2.2%, and other indigenous languages create the remaining 0.7% (Ecuador CIA, 2015). Quichua is an Incan language widely spoken throughout the Andes region of Ecuador and is now recognized as an official language. The Quichua language can still be heard and seen throughout Ecuador in some phrases and street names.

One may hear English spoken, especially in tourist areas or areas of foreign resident concentration. English is often spoken between professionals, university students, and tourism providers.

2.6.4 Geography

Ecuador spans over 283,561 square kilometers, including the Galápagos Islands (CIA, 2015). The Andes Mountains run through the spine of Ecuador and its peaks hold the oldest and most important cities with rivers running through them into the Amazon Rainforest and the

Pacific Ocean. All throughout the eastern part of Ecuador, there are tropical rainforests which descent into jungles and other areas that make up the Amazon. The archipelago islands of Galápagos are a perfect example of the geographic isolation in Ecuador. The islands span over 994 kilometers, where two tectonic plates meet. The Galápagos Islands have an abundant and exotic ecosystem with animals that have adapted to the terrain, which created Charles Darwin's theory of evolution. Figure 2 shows a geographical map of Ecuador.

Figure 2: Geographical Map of Ecuador

(Ecuador-Large Map, 2015)

Potential environmental threats include floods, mudslides, earthquakes, and tsunamis. Volcanoes are another threat with more than 50 active and potentially active volcanoes spread throughout Ecuador. The Tungurahua and Sangay volcanoes are some of Ecuador's most active volcanoes that have erupted several times in the last decade. The tallest dormant volcano, Chimborazo, stands at 5,999 meters. The tallest active volcano in Ecuador is Cotopaxi at 5,896 meters.

Cuenca is the third largest city in Ecuador and is located in the southern Andes region, 2,500 meters above sea level. The four major rivers that run through the city are the Tomebamba, Yanuncay, Tarqui, and Machangara. The first three rivers stated come from the Cajas Mountains

and all four are part of the Amazon River watershed. The city of Cuenca is in a basin, surrounded by mountains on all sides.

2.6.5 Climate and Weather

Ecuador has a varied climate that depends upon the region. In the Sierra or mountainous region, there is little variation between the seasons and the weather changes with the altitude. The coast and Amazon tend to have a wet equatorial climate and high humidity. January to May tend to have the most rain for the coastal regions of Ecuador. In Cuenca, June to September is usually a drier season while October to May is the wet season (Ecuador Weather, 2015).

2.6.6 Housing

With a large retirement and tourist population, Cuenca accommodates its visitors with apartment buildings, condominiums, hotels, and hostels. According to Trip Advisor, there are 53 hotels, hostels, and bed and breakfasts in Cuenca, Ecuador (Cuenca Hotels, 2015). Anyone can find numerous apartments for rent in Cuenca with a quick Google search.

2.6.7 Ecuadorian Food Options

Ecuadorian cuisine is ethnically diverse and varies according to the region. In Cuenca, you will find pork, chicken, beef, corvina (sea bass), and trucha (trout) which are served with a side of rice, corn, or potatoes. Ecuador's most unique food is cuy, which is roasted guinea pig. This is a traditional dish that dates back to before the Incas. Cuy is prepared by being cooked over an open fire or fried. Cuenca also has a wide range of fresh fruits available in markets including granadilla, passion fruit, naranjilla, avocado, uvilla, taxo, tree tomatoes and several types of bananas. Fruits and vegetables are brought in from the indigenous people who live on the outskirts of the city (Ecuadorian Food, 2015).

The largest grocery store in Cuenca is Supermaxi, which can be found in three locations around the city. This store is very similar grocery stores in the United States but the prices for imported goods are higher than local brands. Supermaxi is a reliable source for a wide variety of

food necessities and offers clean produce and meat. Other supermarkets in Cuenca that offer a traditional North American style are Super Aki, Comisariato Popular, and Coral (The Ecuador Gringo, 2015).

There are eight total markets in the city of Cuenca, with the most popular being Feria Libre, Mercado 10 de Agosto, and Mercado 9 de Octubre (The Ecuador Gringo, 2015). The markets offer goods including meat, seafood, grains, fruits, vegetables, and household items such as paper products. In the market, you will find a greater variety of options, food courts to eat breakfast and lunch at, and the option to barter for each item.

The water in Cuenca is clean, but for individuals who are not native it may lead to sickness due to uncommon parasites and bacteria. Bottled water and water filter cups are readily available.

Cuenca has restaurants that offer cuisine from many different regions around the world like Italian pizzerias, Chinese food, and American burgers and hot dogs. Many houses use the first floor of their home as a restaurant in order to make extra income. Smaller restaurants do not require a tip and the larger ones will include a service charge.

2.6.7.1 Meals

A typical Cuencano breakfast consists of fresh fruit, yogurt, granola, coffee, freshly-squeezed fruit juices, and bread, usually served between 6:30am and 9am. One of the most famous breakfast entrées is llapingachos which is a mashed potato with a cheese-filled center that is pan-seared until golden brown and is served with rice, a fried egg, sausage, tomatoes, avocado, and lettuce. Another famous breakfast dish is an empanada, which is dough that is stuffed with ingredients such as cheese and onions. Empanadas are fried or baked, causing them to have a crunchy exterior, but a soft, warm interior (Ecuadorian Food, 2015).

Lunch in Cuenca is served between noon and 2pm and consists of a soup followed by an

entrée that has meat, white rice, whole beans or lentils, a small salad, and fried plantains (Ecuadorian Food, 2015). Some of their famous soups are locro de papas, a cheese and potato based soup, and caldo de pollo. Caldo de pollo uses the entire chicken, including the bones and feet, which is mixed with vegetables, potatoes, and whole leaves of cabbage (Pujol, 2008). Soups are served with a slice of avocado and ají sauce. Ají is a spicy sauce consisting of hot peppers, tomatoes, cilantro, and onions. For the entrée, meats consist of chicken, fried pork cutlets, or beef; fish is sometimes substituted for the meat. These entrées can be prepared being baked, breaded then fried, fried, or grilled (Ecuadorian Language, 2015). One of the more widely known lunch meals is hornado, consisting of a roasted pig served with potatoes. This dish can be accompanied by white hominy (mote), yucca, or llapingachos and topped with onions or lettuce. It is served with a crispy piece of pork rind (Ecuadorian Language, 2015).

Dinner is the lightest meal of the day and is served from 6pm to 10pm. The main dish consists of meat or fish that has rice, salad, potatoes, or vegetables on the side. Sometimes corn or patacones, green plantains fried in oil, mashed up, and then refried, will be served as a side dish. One of the most popular dishes for dinner is chaulafán, which is the Ecuadorian version of fried rice and is sometimes mixed with shrimp, chicken, pork, and vegetables (Ecuadorian Food, 2015).

2.6.8 Transportation

Cuenca's airport, Aeropuerto Mariscal Lamar, is located near Avenida España and Elia Liut in the northeastern part of the city. The airport is a five-minute walk from the main bus station in Cuenca (Halberstadt, 1997). The airlines that operate in the airport are Avianca Ecuador, LAN Ecuador, and Transportes Aéreos Militares Ecuatorianos (TAME). The destinations of all airlines in the airport are Quito and Guayaquil. The institutional values that the airport upholds are commitment, honesty, transparency, and responsibility (Corporación, 2014).

Cuenca's transportation commission, known as Empresa Pública Municipal de Movilidad, Tránsito y Transporte de Cuenca (EMOV), controls the transportation throughout the city. Taxis are a very convenient way for people to travel from one place to another in a timely fashion. Taxis will most often be on major streets within Cuenca in order to meet the needs of the more populous areas of the city. There are two main bus stations that are utilized within Cuenca. Terminal Terrestre is located on Avenida España in the northeastern part of Cuenca (Halberstadt, 1997). This bus station is the more active of the two, and buses leave regularly to destinations in and around Cuenca or places outside of the city. Terminal Terrestre also serves as a transfer station for the tram, Tranvía, which is controlled by the municipal, EMOV (EMOV Reforzará, 2015). Figure 3 shows the Tranvía lines that will be used by the people of Cuenca when it opens.

Figure 3: Tranvía Lines in Cuenca

(Tranvía Lines, 2015)

El Arenal Terminal is located on Avenida de Las Americas in Feria Libre with buses going to both the north and south sides of the city. El Arenal Terminal has large maps showing the routes of the buses that go through the terminal (The NEW El Arenal, 2013).

Cuenca has a train station located in the southeast corner of the city that used to connect Cuenca with Sibambe and Guayaquil. The railway that runs through the station has been closed since 1995 (Halberstadt, 1997).

The majority of people walk to the market or store in order to save money or to get exercise. Walking is more energy efficient and less harmful for the environment.

2.6.9 Telecommunications

There are three mobile networks in Ecuador: Claro, Movistar, and Corporación Nacional de Telecomunicaciones (CNT). Each network offers a prepaid and monthly plan for cellphone usage. Internet packages are available through these three networks. According to an article written by Inside Ecuador, if a customer uses a prepaid phone, the customer can load minutes onto the phone at the carriers' store or some local stores.

Claro is Ecuador's largest and most popular cellular network has service in most of Central and South America. Movistar is used by 25% of Ecuadorians. When not located in populated cities, service is hard to find when using Movistar. CNT does not operate in Cuenca, Ecuador.

Cellular service in Ecuador is better with a higher quality phone. With a lower quality phone, service is lacking in the mountains and valleys, or when away from more civilized areas (Haines, 2014).

2.6.10 Medical

According to an article on International Living, there is high quality, low cost health care in Ecuador. Larger cities have state-of-the-art hospitals, and smaller villages have private clinics which contain knowledgeable staff. A general practitioner charges $25 to $30 while a specialist

can charge $30 to $40. Many specialists have trained in the United States or Europe and have the skill set needed to perform high quality surgeries and other medical needs (Health Care Ecuador, 2015).

The United States Embassy has a document about all the hospitals located in Ecuador. Table 3 is a partial overview of the hospitals in Cuenca from this document.

Table 3: Cuenca Hospitals

Location	Name	Address	Phone Number	Website
Cuenca	Clínica Paucarbamba	Av. Paucarbamba 4138 y Santiago Carrasco	072-818-111	
Cuenca	Clínica Santa Ana	Av. Manuel J Calle 1-104 y Paucarbamba	072-817-564	www.clinicasantaana.com.ec
Cuenca	Latino Clínica	Av. 3 de Noviembre 350 y Unidad Nacional	072-837-114 072-839-704	
Cuenca	Hospital Monte Sinai	Miguel Cordero 6-111 y Av. Solano	072-885-595 072-814-813	www.hospitalmontesinai.org
Cuenca	Clínica Santa Inés	Daniel Cordova 2-67 y Agustin Cueva	072-827-888	www.sisantaines.com
Cuenca	Hospital del Rio	Av. 24 de Mayo y Av. De las Américas	072-459-555	www.hospitaldelrio.com.ec

Source: San Andres (List of Ecuador Hospitals, 2015)

The table shows six different hospitals in Cuenca giving their names, addresses, phone numbers, and websites, if they have them. The PDF states that if an American citizen is having a medical emergency they can reach an ambulance by dialing 911, 101 for the police, and 131 for the Red Cross. For more information visit: http://photos.state.gov/libraries/quito/153436/ACS/Medical.pdf (List of Ecuador Hospitals, 2015).

2.6.11 Safety

The most common types of crimes that affect U.S. citizens are “pickpocketing, purse snatching, robbery, bag slashing, and hotel room theft” (Bureau of Diplomatic Security, 2015).

Pickpocketing is one of the most common types of crime that occurs within Cuenca itself. The possible places where pickpocketing will occur include, “active tourist areas, airports, restaurants, on public transportation, in crowded streets, bus terminals, public markets, and grocery stores” (Bureau of Diplomatic Security, 2015).

In general, Cuenca is a safe city when compared to others located within Ecuador, but there are safety precautions that should be taken each day. Most thieves will often try to distract their victim, making it necessary to stay alert and use good judgment when traveling in public. Thieves will often be more tempted to steal from someone when they are traveling alone.

The most effective service to call when in a dangerous or uncomfortable situation is ECU 911. Their services strive to maintain the public security of Cuenca and its surrounding areas. The values that they have integrated into their system are productivity, responsibility, and teamwork (Misión, Visión y Valores, 2015).

Cuenca has a large number of police officers and guards that are located on the streets. There are traffic police officers, security police officers, and many others. The police officers provide a sense of safety within Cuenca due to their presence and availability to help those in need.

The Smart Traveler Enrollment Program (STEP) is a platform that allows U.S. citizens and nationals that are traveling abroad to enroll their travels with the nearest U.S. Embassy or Consulate at their destination for free (Bureau of Consular Affairs, 2010). Anyone registered for this program will have an extra measure of precaution available to them.

2.6.12 Economy

From 1822 to 1830, Quito, was part of Gran Columbia, which used gold and silver coins to exchange goods. Ecuadorians used different kinds of pesos until 1884 when the Sucre was introduced. When Ecuadorians first started using this currency, one Sucre was equal to 22.5

grams of silver. The coins during this time were standard silver and gold was not used until the value of silver declined. From 1898 to 1914, Ecuador adopted the gold standard for its coins making the Sucre equal to 0.732 grams of gold. The gold standard was dropped in 1932 and the Sucre was changed to the U.S. dollar. This made 5.95 Sucres equivalent to 1 U.S. dollar. The value of the Sucre was depreciating; therefore, in 1983, a crawling peg was implemented which is a system that allowed for the depreciation of the Sucre to happen gradually (ECS, 2015). At the end of 1983, the exchange rate was 54 Sucre to the U.S. dollar. This trend continued until in 1989 when 648 Sucre could be traded in for 1 U.S. dollar (Ecuador-Monetary and Exchange Rate Polices, 2015).

In 2000, President Jamil Mahuad announced the introduction of the U.S. dollar into the Ecuadorian economy in order to save it from over 60% inflation. Ecuadorians had to exchange their previous currency to U.S. currency by the end of March of 2001. President Mahuad was ousted from office for his radical idea and replaced by the Vice President who carried out the idea. Many Ecuadorians were not pleased with receiving U.S. currency since they did not understand it and they did not want it replacing the currency they were accustomed to (Ecuador Accepts Dollar as its New Currency, 2015).

Ecuador is currently in the process of implementing an electronic money system, which will support its dollar-based system and will not replace it. It is intended to help the poor while saving money for the government. Ecuador spends more than $3 million every year to exchange old bills for newer ones. The Central Bank of Ecuador announced its deal with 60,000 members of the taxi organization to have them accept this form of electronic money, which may begin mid-February of 2016. This will minimize coinage and is projected to have a positive impact on the

whole population; however the electronic system has not been successful (Let's get digital!, 2015).

2.6.13 Cost of Living

The cost of living in Ecuador is much less than in the United States. According to Numbeo's website, many everyday expenses are low-cost. However, items that are imported or name brand are much more expensive. Figure 4 shows the average prices of restaurants, markets, transportation, utilities, sports and leisure, clothing, and renting or buying an apartment in Cuenca (Cost of Living, 2015).

Restaurants	[Edit] Avg.
Meal, Inexpensive Restaurant	3.00 $
Meal for 2 People, Mid-range Restaurant, Three-course	15.00 $
McMeal at McDonalds (or Equivalent Combo Meal)	6.00 $
Domestic Beer (0.5 liter draught)	1.50 $
Imported Beer (0.33 liter bottle)	3.00 $
Cappuccino (regular)	2.17 $
Coke/Pepsi (0.33 liter bottle)	0.93 $
Water (0.33 liter bottle)	0.62 $
Markets	[Edit] Avg.
Milk (regular), (1 liter)	1.01 $
Loaf of Fresh White Bread (500g)	1.82 $
Rice (white), (1kg)	1.65 $
Eggs (12)	1.58 $
Local Cheese (1kg)	6.31 $
Chicken Breasts (Boneless, Skinless), (1kg)	8.00 $
Beef Round (1kg) (or Equivalent Back Leg Red Meat)	14.10 $
Apples (1kg)	4.00 $
Banana (1kg)	0.95 $
Oranges (1kg)	2.90 $
Tomato (1kg)	2.05 $
Potato (1kg)	2.70 $
Onion (1kg)	1.25 $
Lettuce (1 head)	0.72 $
Water (1.5 liter bottle)	1.35 $
Bottle of Wine (Mid-Range)	12.00 $
Domestic Beer (0.5 liter bottle)	1.05 $
Imported Beer (0.33 liter bottle)	3.25 $
Pack of Cigarettes (Marlboro)	4.50 $
Transportation	[Edit] Avg.
One-way Ticket (Local Transport)	0.25 $
Monthly Pass (Regular Price)	15.00 $
Taxi Start (Normal Tariff)	1.48 $
Taxi 1km (Normal Tariff)	1.59 $
Taxi 1hour Waiting (Normal Tariff)	7.50 $
Gasoline (1 liter)	0.82 $
Volkswagen Golf 1.4 90 KW Trendline (Or Equivalent New Car)	22,000.00 $
Utilities (Monthly)	[Edit] Avg.
Basic (Electricity, Heating, Water, Garbage) for 85m2 Apartment	52.20 $
1 min. of Prepaid Mobile Tariff Local (No Discounts or Plans)	0.10 $
Internet (10 Mbps, Unlimited Data, Cable/ADSL)	34.03 $
Sports And Leisure	[Edit] Avg.
Fitness Club, Monthly Fee for 1 Adult	35.31 $
Tennis Court Rent (1 Hour on Weekend)	4.00 $
Cinema, International Release, 1 Seat	5.00 $
Clothing And Shoes	[Edit] Avg.
1 Pair of Jeans (Levis 501 Or Similar)	78.60 $
1 Summer Dress in a Chain Store (Zara, H&M, ...)	71.67 $
1 Pair of Nike Running Shoes (Mid-Range)	136.00 $
1 Pair of Men Leather Business Shoes	50.83 $
Rent Per Month	[Edit] Avg.
Apartment (1 bedroom) in City Centre	375.00 $
Apartment (1 bedroom) Outside of Centre	328.12 $
Apartment (3 bedrooms) in City Centre	705.56 $
Apartment (3 bedrooms) Outside of Centre	715.00 $
Buy Apartment Price	[Edit] Avg.
Price per Square Meter to Buy Apartment in City Centre	1,250.00 $
Price per Square Meter to Buy Apartment Outside of Centre	1,200.00 $

Figure 4: Cost of Living in Cuenca

(Cost of Living, 2015)

2.7 Potential Project Sponsors

Sponsors are the individuals and organizations that offer projects for WPI students to complete. When starting a new project center, strong relationships can be created amongst potential sponsors so that these relations can grow into future project sites. Sponsors provide the backbone for an IQP because without their interest in WPI students, there would not be projects to complete. The sponsors choose to associate themselves with WPI because they need help with their projects. New projects may arise from completed projects. There are project opportunities for a project center in Cuenca with businesses, charitable organizations, and the government. The students of WPI will have the potential to make a difference through future sponsor interaction and project work.

2.8 Student Project Center Handbook

Students are provided with a handbook to help them have a successful and rewarding IQP experience. The handbook has information regarding the customs, health precautions, daily necessities, and security associated with their center location. Students are encouraged to read this handbook before arriving in order to be prepared.

3 Methodology

This report is focused around four main objectives to accomplish the one common goal of a sustainability analysis of Cuenca, Ecuador. These objectives focus on IQP characteristics, culture, sponsors, and projects.

The first objective is *to acquire a better understanding of project center characteristics that students and faculty prefer.* We interviewed the IGSD staff, surveyed students, and addressed the common themes.

The second objective is *to provide future students with insight into the culture and possible struggles that students may experience.* The team assessed the culture of Cuenca, as well as the country of Ecuador, and compared it to the culture of the United States. Through experiences, the team learned about necessities for living and working in Cuenca.

The third objective is *to assess sponsors' availability, suitability, and ability to collaborate with WPI.* We conducted interviews with potential sponsors in order to gain background knowledge about each sponsor and possible project ideas.

The final objective is *to develop a selection process in order to decide future project sites.* We made a rubric to define each sponsor's sustainability, impact on community, willingness to collaborate, and suitability for WPI students.

3.1 Project Center Characteristics

Four major themes were derived from interviews conducted with IGSD staff to gain a better understanding of characteristics of successful project centers around the world. We asked WPI students to fill out a survey about their preferences for an IQP.

3.1.1 Interviews with Interdisciplinary Global Studies Division Staff

Interviews with select IGSD staff were conducted in order to determine the components that create a successful IQP. The team interviewed the Nantucket and London project center director,

Dominic Golding; the Cape Town project center director, Scott Jiusto; Assistant Director of the IGSD, Erin Koontz-Bell; local coordinator of the Cuenca, Ecuador project center, Gary Pollice; and the Dean of the IGSD, Richard Vaz. We drafted the interview questions listed below, in order to determine characteristics that would make Cuenca a successful and sustainable project center.

1. What do you wish you did when you first started out? / If you could start the project site over, what would you do differently?
2. How has your project center had an impact on the people or community there?
3. What are the requirements for students going to the site?
4. Are there things you are trying to improve on? What are the current challenges you still face today?
5. Over the years, how has your project site changed?
6. What suggestions do you have for speaking to sponsors?

3.1.2 Survey of Worcester Polytechnic Institute Students

The team developed a survey for the students of the Class of 2018 in order obtain data about preferred characteristics of an IQP. The survey consisted of these eight questions:

1. What is your year of graduation?
2. Did you apply to an off-campus site?
3. What regions would you be interested in completing your IQP? (Check all that apply)
4. How many hours a day do you think you will work on your project? (Not including weekends)
5. During which terms would you prefer to go off-campus? (Check all that apply)
6. Rank what is most important to you when selecting your first choice IQP site. (1=Most Important, 10=Least Important)

7. What describes your ideal IQP project center location?
8. What describes your ideal project site?

We constructed this survey using SurveyMonkey® which is an online tool that presents the questions in a well-organized manner. The team notified the students about the survey using email and social media.

3.2 The Cuenca Experience

The team assessed the different cultural aspects and necessities for future students who will be working and living Cuenca for their IQP. We developed different approaches to acquire information about Spanish classes, housing, food, and other basic necessities.

1. Gary Pollice and Ana Loja decided on an academic schedule for the team through the Spanish for Foreigner Program at the University of Cuenca.
2. We visited and toured hotels and hostels to evaluate each based on the IGSD housing checklist.
3. We recorded all grocery and dining out options and expenses in excel files.
4. We found shopping locations for crafts, snacks, clothing, and other items while learning the best strategies for obtaining a lower price.
5. We evaluated different modes of transportation by comparing companies, locations, and prices.
6. We researched cost, availability, and service inside and outside of Cuenca when choosing a cellphone provider.
7. The team researched hospitals and their services to compile a list of phone numbers and facilities.
8. Our group created maps that pinpoint important locations around Cuenca.

9. The team created calendars and researched city events by observing websites, talking to students at the University of Cuenca, and looking through booklets and pamphlets.
10. The team researched tourist locations and compared companies, hotels, airlines, and buses in order to determine the cost.
11. We compared the crime rates of Cuenca to other cities in Ecuador and Worcester, Massachusetts.
12. The team recorded all expenses and compared the estimated costs, made by IGSD, to the actual expenses the team had.

The methods of housing and transportation are expanded upon in this section.

3.2.1 Potential Housing

While walking around Cuenca on a daily basis, the team looked for housing that would be suitable for future WPI students. The team visited hotels and hostels, explained our purpose to the receptionist, and inquired about the hotel's amenities. We toured each facility and their rooms in order to analyze the areas the students could live in. The group also visited the websites, if available, of the hotels and read reviews regarding service and stay.

To evaluate each housing option, the IGSD checklist was utilized to ensure consistency and make comparisons. The team considered cost and location as well. We looked for housing in the Historic Center of Cuenca and avoided areas where safety may be of concern.

In order to recommend housing, we looked at which places offered the best accommodations in each category of the IGSD checklist and which were most suitable for future WPI students.

3.2.2 City Transportation

We assessed the price of airfare from John F. Kennedy (JFK) International Airport and Boston Logan Airport to Guayaquil, where our team flew into, using various airlines. Quito and Cuenca were evaluated, using various airlines as well, because they are the other two largest

cities in Ecuador. Transportation costs to and from the airports were also calculated using taxis and vans.

We evaluated taxi costs by comparing the cost of taxis in Cuenca to those in Worcester, Massachusetts. We assessed important street locations throughout the city of Cuenca and recorded taxi costs to these locations from our apartment.

Bus costs were analyzed by comparing the cost of buses in Worcester, Massachusetts to those in Cuenca. We determined which bus lines can be used to travel to locations throughout the city. We investigated Terminal Terrestre bus prices to different regions within Ecuador. The team acquired the Bus Sherpa's book that holds detailed maps about the bus routes in Cuenca and will be kept by our local coordinator for future student's reference (Cuenca Bus System, 2015).

3.3 Assessing Sponsors

In order to properly assess sponsors' availability, suitability, and ability to collaborate with WPI, we interviewed potential sponsors on-site.

3.3.1 Determining the Purpose of Each Sponsor

The team researched background information about each sponsor, before meeting with them. We identified how the missions and goals of each potential sponsor for the project center align with WPI's curriculum. We were in contact with our local coordinator to gain insight on sponsors that were met with prior to the team's arrival.

3.3.2 Meeting with Each Sponsor

We scheduled meetings with potential sponsors through email or our local coordinator. We answered questions that each sponsor had and interviewed them in order to determine their suitability, willingness to work with WPI students, community involvement, and sustainability. At the end of each meeting, the team asked sponsors for other contacts that might be interested in partnering with WPI.

3.3.2.1 Sponsor Interviews

The team organized interview questions in order to determine each sponsor's suitability for an IQP team. The questions are listed below.

1. What projects can you offer to WPI students?
2. What will be WPI students' role in this project?
3. What will be the impact of this project?
4. Where do you see this project in five years?
5. What is the best way to stay in contact with you?

3.4 Project Site Selection Process

Each project site was evaluated using the four rubrics that the team made regarding the sustainability, impact of the project on the surrounding community, interest of the sponsor in working with students, and suitability of the project site as a whole. These rubrics in Tables 4, 5, 6, and 7 determined which project sites were most suitable for WPI students. Each box under the column labeled "Yes" is worth five points, under "Maybe" is worth three points, and under "No" is worth one point. Each rubric adds up to 25 points totaling 100 points for each sponsor and project site.

Table 4: Sustainability of the Project Site

Sustainability of the project site.		
Yes	**Maybe**	**No**
There are available projects that will last for 3 years or more.	There are available projects that will last for approximately 2 years.	There are available projects that will only last a year.
The project site is under strong leadership.	The project site is loosely led.	The project site is poorly led.
The project site has strong community support.	The project site has some community support.	The project site is controversial in the community.
The sponsor understands the need for consistent education for students throughout the years the project site is running.	The sponsor mildly understands the need for consistent education for students throughout the years the project site is running.	The sponsor cannot guarantee consistent education for students throughout the years the project site is running.
The project is new and innovative. There is room to grow.	The project has been worked on before but there is still room to grow.	The project has been worked on previously. There is minimal room to grow.

Source: LaFlamme and San Andres

Table 5: Community Impact of the Project Site

The impact that the projects at the project site will have on the surrounding community.		
Yes	**Maybe**	**No**
The community has a positive image of the sponsor.	The community is indifferent to the sponsor.	The community has a negative outlook on the sponsor.
The sponsor strives for careful planning, thoughtful implementation, continuous evaluation, and corrective measures in order to better the community.	The sponsor uses some planning, implementation, and evaluation in order to better the community.	The sponsor uses little to no planning, implementation, and evaluation in order to better the community.
The sponsor is knowledgeable about the community.	The sponsor does not know too much about the community.	The sponsor knows nothing about the community.
The sponsor has led initiatives that have improved the community in the past.	The sponsor has participated in initiatives that have improved the community in the past.	The sponsor has not participated in initiatives that have improved the community in the past.
The sponsor is enthusiastic about students working close to the community.	The sponsor is indifferent about students working close to the community.	The sponsor is unenthused about students working close to the community.

Source: LaFlamme and San Andres

Table 6: Sponsor Interest at the Project Site

Interest of the sponsor in collaboration with WPI students		
Yes	**Maybe**	**No**
The sponsor seems to be willing to give their undivided attention to the student group working on the project.	The sponsor is somewhat willing to give their attention to the student group working on the project.	The sponsor will give minimal to no attention to the student group working on the project.
The sponsor is willing to answer any and all questions advisors and students might pose.	The sponsor is somewhat willing to answer questions posed by advisors and students.	The sponsor is uninterested in answering questions.
Sponsors can easily communicate how their project site functions to WPI students.	Sponsors can give a general overview about their project site functions to WPI students.	Sponsors struggle to give an overview about their project site functions to WPI students.
The sponsor feels comfortable providing constructive criticism to the students working on their project site.	The sponsor is somewhat wary of giving criticism to students working on their project site.	The sponsor feels uncomfortable giving criticism to the students working on their project site.
The sponsor is able to meet with the students preceding and during the term at least once a week.	The sponsor may be able to meet with the students preceding and during the term at least once a week.	The sponsor cannot guarantee meeting with the students weekly.

Source: LaFlamme and San Andres

Table 7: Suitability of the Project Site

Suitability of the project site as a whole with the WPI curriculum		
Yes	**Maybe**	**No**
The sponsor has a well-conceived goal and objectives for project site. There is a clear overriding strategy to the project at the project site that indicates a well-defined direction.	The sponsor has a stated goal and objectives for the project site. They have an unclear direction for which the project will proceed in.	The sponsor has unclear goals and objectives. They have no direction for which the project will proceed in.
The sponsor fully understands the connection between technology and social systems.	The sponsor somewhat understand the connection between technology and social systems.	The sponsor does not understand the connection between technology and social systems.
The sponsor is actively seeking the necessary materials to assess the impact of technology on society and human welfare.	The sponsor is not prioritizing seeking the necessary materials to assess the impact of technology on society and human welfare.	The sponsor is not seeking the necessary materials to assess the impact of technology on society and human welfare.
The sponsor fully understand the purpose of an IQP.	The sponsor is confused about an IQP.	The sponsor does not understand at all what an IQP is.
The sponsor is willing to provide a project revolving around teamwork.	The sponsor does not guarantee a project revolving around teamwork.	The sponsor will separate groups for different projects.

Source: LaFlamme and San Andres

3.5 Cuenca, Ecuador Student Handbook

In addition to this report, the team created a handbook for the project center by using both the IGSD handbook and Bangkok handbook as references. This handbook will be a quick reference to students regarding only aspects directly related to Cuenca, Ecuador as a project center. Sections of our report will be summarized and inserted into the handbook.

4 Data and Analysis

This chapter presents the data we gathered from several sources and contains our analysis of that data.

4.1 Preferred Interactive Qualifying Project Characteristics

We interviewed the IGSD staff and surveyed students applying to their project centers in order to acquire a better understanding of IQP characteristics that students and faculty prefer. We analyzed this data and organized it into the four categories identified in Section 3.4.1: project center sustainability, impact on community, collaboration between sponsors and WPI, and project suitability.

4.1.1 Project Center Sustainability

Certain actions need to be taken by students and faculty in order to ensure that a project center is sustainable. New project opportunities are to be scouted out each year in order to keep up with the constantly evolving community of a project center (Richard Vaz, 2015). To be successful in finding potential projects, students and faculty need to seek out opportunities to work in developing areas (Scott Jiusto, 2015). Developing communities provide students with a chance to make a technological and societal impact over a long period of time. Cuenca has many developing areas within the city for students to help in. Our local coordinator lives in Cuenca and is able to seek new project opportunities.

Many project centers are needed in order to keep up with the rising demand from students to travel abroad, which creates a problem with competition between students. If the price of the project center stays low, then the project center will most likely thrive over others, assuming all other factors are equal. There is a range of prices amongst all project centers in order to ensure students are not discouraged from their ideal project center and that capacity is not an issue (Erin Koontz-Bell, 2015).

Some project centers struggles to have a steady stream of project sponsors that can be counted on for annual projects (Richard Vaz, 2015) (Gary Pollice, 2015). If the available projects align with a larger goal, the project center has the potential to be more sustainable (Scott Jiusto, 2015). In future years, there is the potential for an environmental sustainability and community development theme to form at the Cuenca, Ecuador project center. This will help promote the sustainability of the project center as a whole.

4.1.2 The Impact of a Project Center on the Community

The desires of the community need to be addressed before being able to make an impact. The people of the community have the opportunity to teach the students about the location and other factors that might contribute to their experience in Cuenca. As students learn from the people and the community, more opportunities for collaboration in the future may arise. The ultimate goal is to find where WPI students can make the most impact on the community.

In order to have a successful project center, the place of most impact needs to be found (Scott Jiusto, 2015). At project sites with smaller communities, such as Nantucket, it is easier to measure impact, whereas with larger locations, such as London, the impact may not be as noticeable (Dominic Golding, 2015). This shows that one way impact can be measured is through the size of the community.

One of the main priorities when making a difference is safeguarding the community's cultural identities. In already established project centers, communities know about the WPI IQP program and admire the work that WPI students do (Dominic Golding, 2015).

WPI students will have the chance to create their own name in the Ecuadorian community emphasizing the need for a positive image to be made.

4.1.3 Collaboration between Sponsors and Students

We learned that a strong relationship between sponsors and WPI students is a critical aspect of the IQP experience. The IGSD staff identified attributes of a good sponsor which include enthusiasm towards receiving help from WPI students, full investment in the project, honesty, ability to collaborate, and readiness to teach and provide resources (Richard Vaz, 2015) (Scott Jiusto, 2015). Students have responsibilities of their own including being respectful, understanding expectations, and being open to learning opportunities.

Each project center struggles to find sponsors with quality projects for students each year. It can be difficult to develop the right kinds of relationships to make the projects successful in the end (Richard Vaz, 2015).

Combining the aspects of a good sponsor and a willing student will allow for a balance between what students need and what the sponsor wants. To alleviate misconceptions of student's part in the project, defining the role of the student before the project starts is key to the project's success (Dominic Golding, 2015). Past experiences with a sponsor will provide students and faculty with the necessary information to make improvements, if needed.

The collaborative efforts between sponsors and WPI students in Cuenca needs to be reciprocated in order for the project site to become a success. Once a beneficial collaboration is created by both sides, then the project site can grow to its full potential.

4.1.4 Suitability of a Project Center for Students

In order to make sure that a project center is suitable, the center needs to have a mix of project opportunities. The project center can have projects with no central integrating theme between them, but if a sponsor is found who can provide multiple projects, the project center may focus on a centralized theme. This gives students a wide variety of project types and the

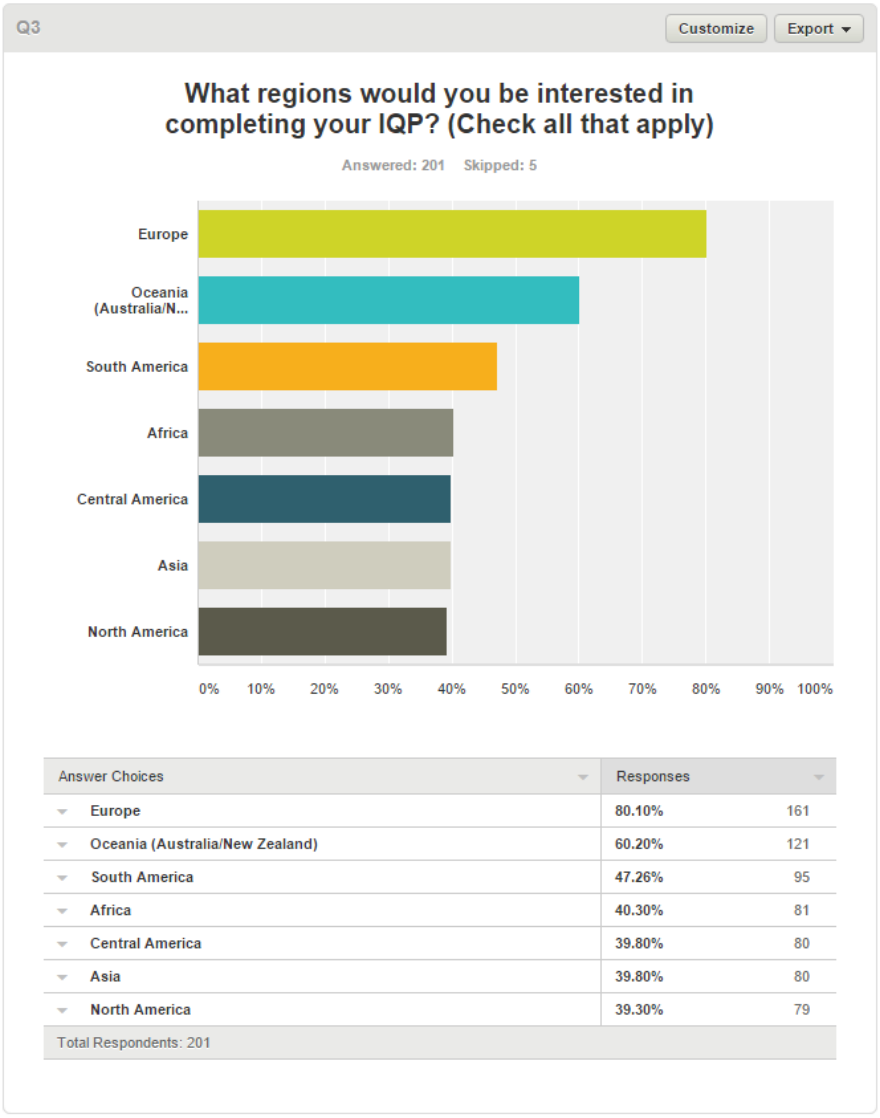
ability to work with other groups in the project center tying the whole program together and allows for more opportunities for students to learn from one another (Dominic Golding, 2015).

Strong faculty leadership can aid in having a suitable project center (Richard Vaz, 2015). The faculty sets the foundation for the project center so that students can succeed by seeking guidance from their faculty advisors.

Students should consider the price, safety, and availability of projects at a project center in order to determine its suitability for them. By attending site information sessions, students will learn about the expected requirements and the logistics of each center. These aspects will help students come to understand the bigger picture of their work, which is making an impact on the community of Cuenca through the relationship between technology and social systems.

4.1.5 Student Interactive Qualifying Project Preferences Based on Survey

The survey was open for one week and 206 students responded with input about their ideal IQP [Appendix B]. We analyzed the data in Figures 5, 6, 7, 8 and Table 8.



Answer Choices	Responses	
Europe	80.10%	161
Oceania (Australia/New Zealand)	60.20%	121
South America	47.26%	95
Africa	40.30%	81
Central America	39.80%	80
Asia	39.80%	80
North America	39.30%	79
Total Respondents: 201		

Figure 5: Desired IQP Locations

(Survey Monkey, 2015)

Europe is the most desired location, but holds the most project centers making it not surprising to see it at the top of the list. Oceania is the second most popular location for students to want to travel. This again, does not come as a surprise because of the popularity of Australia as a project center, the GPP has added a second term for students to complete their IQP. South America, had 95 students interested, meaning about 50% of the students who took the survey are interested in completing their IQP in South America. Africa, Asia, Central America, and North America, who all have a similar number of IQP's available, were all relatively close in interest.

Table 8: Work Hours

Total Hours (hr)	Percent (%)	Number of Students
Less than 5	3.94	8
5	3.45	7
6	9.36	19
7	18.23	37
8	43.84	89
9	9.85	20
10	5.91	12
More than 10	5.42	11
Total		203

Source: Cederberg (Survey Monkey, 2015)

Future IQP information sessions need to address that students will be working at least eight hours a day.

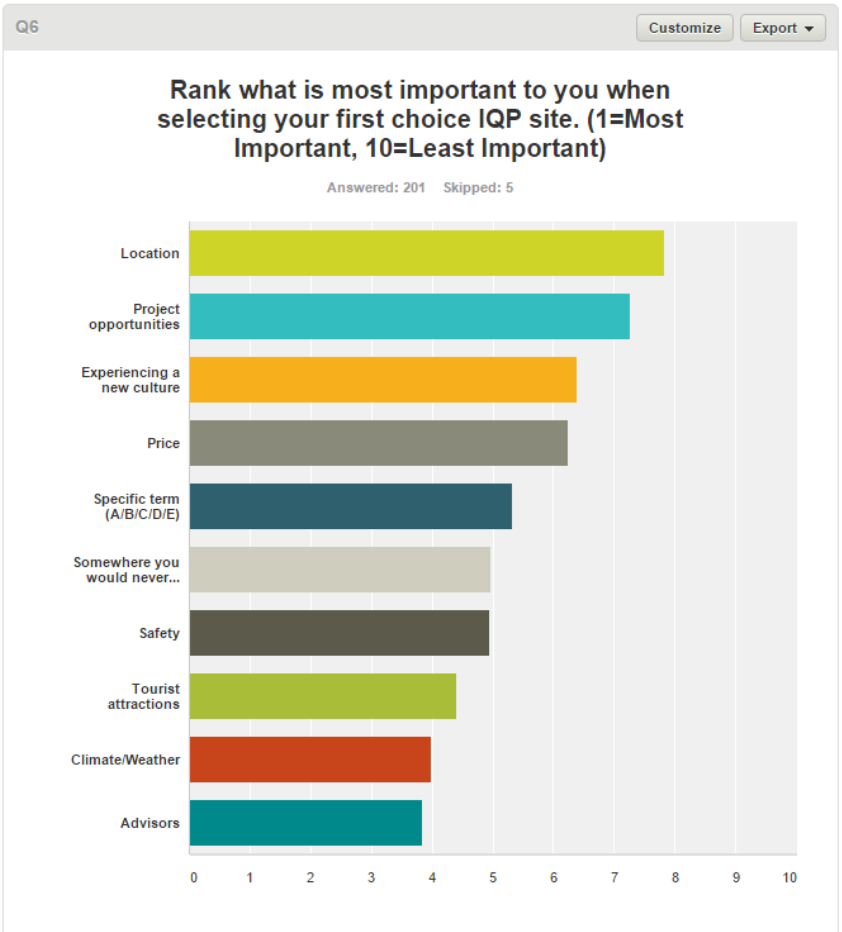


Figure 6: Important Factors of an IQP

(Survey Monkey, 2015)

Students want to immerse themselves in projects that interest them since they will be spending the majority of their time working on the projects. A project center needs to try to keep costs minimal being that the majority of students are working on a budget. The specific term is high in rank because students who play sports or have tight schedules can only select IQP's during a specific time period.

	Need It At My Project Center	Want It At My Project Center	Indifferent	Do Not Want At My Project Center	Do Not Need It At My Project Center	Total
Wide range of recreational activities (Hiking, Traveling)	20.71% 41	63.64% 126	14.14% 28	0.51% 1	1.01% 2	198
Urban area (Area with a large population)	7.11% 14	34.01% 67	49.75% 98	6.60% 13	2.54% 5	197
Country with a rich historic background	13.71% 27	41.62% 82	42.13% 83	1.52% 3	1.02% 2	197
Language familiarity (Speak a language I am fluent in)	19.80% 39	30.96% 61	43.15% 85	4.57% 9	1.52% 3	197
Different cultural mannerisms (hugging/cheek and hand kissing)	6.57% 13	24.24% 48	66.16% 131	2.02% 4	1.01% 2	198
A long distance from campus	20.60% 41	32.16% 64	41.71% 83	2.01% 4	3.52% 7	199
Thriving night life	9.64% 19	42.64% 84	39.59% 78	3.55% 7	4.57% 9	197

Figure 7: Project Center Characteristics

(Survey Monkey, 2015)

Students are interested in traveling outside of the U.S. and they want to stay busy at their location. WPI students are interested to learn new things, and according to Question 6, students want to experience a new culture which you can find in an area with a historical background. A majority of project centers are located in an urban setting which explains the indifference of students to this characteristic.

	The Type of Project I Want	The Type of Project I Would Enjoy	Indifferent	The Type of Project I Would Not Enjoy	The Type of Project I Would Hate	Total
Large emphasis on community involvement (ex. City Transportation, Museums)	27.00% 54	51.00% 102	16.50% 33	5.50% 11	0.00% 0	200
Mainly technology-focused (ex. Software Development)	11.50% 23	30.00% 60	29.00% 58	23.00% 46	6.50% 13	200
Dealing with environmental issues (ex. National Parks, Clean Energy)	33.83% 68	43.28% 87	14.43% 29	6.97% 14	1.49% 3	201
Providing humanitarian needs (ex. Food Bank, Sanitation Development)	31.34% 63	45.77% 92	15.42% 31	6.47% 13	1.00% 2	201
Medical and health (ex. Doctors, Hospitals, Medicine)	23.00% 46	37.50% 75	28.00% 56	9.50% 19	2.00% 4	200

Figure 8: Ideal Project Site

(Survey Monkey, 2015)

With the presence of global warming, deforestation, and lack of fresh water, students are interested in tackling these major world issues. Students want to participate in work that helps benefit the lower classes to help improve their living conditions and health.

4.2 The Cuenca Experience

We evaluated the culture to better understand the culture as well as found suitable housing and sponsors for the future students completing their IQP. The data below shows the team's findings and explains our Cuenca experience.

4.2.1 Spanish Classes

As part of our orientation, we participated in a Spanish immersion class to help improve our language and cultural understanding of Ecuador. We took the "Spanish for Foreigners" course which totaled 20 hours in four days. The team worked in one classroom covering topics such as culture, safety, gender roles, biodiversity of Ecuador, common expressions, and urban and rural

zones. In the booklet provided, the professor had each of us read sections in order to practice speaking Spanish and write short essays in order to improve our grammar and vocabulary. This method of teaching helped each of us get out of our comfort zone and helped us to speak Spanish more confidently.

Most of the themes covered were valuable in adapting to the culture and language. We covered cultural topics in order to learn gestures and phrases helping us in our day-to-day interactions. In order to have a better understanding of Ecuadorians, we studied their customs and traditions. Through the theme of gender roles, we learned that male dominance is prevalent while the role of a woman is more traditional. Another theme covered was about the stereotypes of urban and rural zones and the differences in wealth between them. We reviewed the different sectors throughout Ecuador and located the areas where certain groups of indigenous people live.

There were positive and negative aspects of the curriculum. We thought one topic that lacked coverage was key phrases and gestures. We noticed that too much time was spent on some topics which took away from others; however, some themes, such as history and culture, were useful in developing our understanding of Ecuador. Even though we finished the booklet, there were many topics to cover in a short amount of time.

4.2.2 Housing

The team found 16 possible housing locations for future WPI students to utilize. Each possibility was analyzed based on cost, amenities, location, and the checklist given to us by the IGSD. Each of these housing options are located in the Historic Center of Cuenca and have Wi-Fi. Each option is listed in Table 9 and each checklist was completed [Appendix C].

Table 9: Housing Options

Housing Name	Meeting Areas	Storage	Breakfast Included	House All Students	Doubles, Triples, Quads	Kitchen	Price
Casa de Lidice	Yes	Not enough	Yes	No, only 18	6 doubles, 2 triples	Yes	$500-$700 per student for 2 months
Casa San Rafael	No	Not enough	Yes	No, only 19	7 doubles	No	$27.50 per person a night
Cuenca Suites	Yes	Yes	Unknown	For faculty	N/A	Yes	Not provided
Gran Hotel	Yes	Yes	Yes	Yes	15 doubles, 5 triples, 2 quads	No	$10.34 per person a night
Hostería Santa Fe	Yes	Not enough	No	Yes	Unknown	Yes	$9 per person a night
Hotel Carvallo	No	Yes	Yes	Yes	Unknown	No	$34 per person a night
Hotel Check Inn	Yes	Not enough	Yes	Yes	All doubles	Yes	$7 per person a night
Hotel Conquistador	No	Yes	Yes	Yes	Unknown	No	Not provided
Hotel Patrimonio	No	Yes	Yes	Yes	45 doubles and triples combined	No	$25 per person a night
Hotel Presidente	Yes	Yes	Yes	Yes	Unknown	Yes	$15 per person a night
Hotel Quijote	No	Not enough	No	No, only 12	6 doubles	No	$20 per person a night
La Posada Cuencana	Yes	Not enough	Yes	No, only 12	All doubles	No	Not provided
Posada del Angel Hostal	Yes	Yes	Yes	Yes	Unknown	No	$20 per person a night

Housing Name	Meeting Areas	Storage	Breakfast Included	House All Students	Doubles, Triples, Quads	Kitchen	Price
San Juan Apartamentos	Yes	Yes	No	For faculty	N/A	Yes	Not provided
San Juan Hotel	Yes	Yes	Yes	Yes	4 doubles, 4 triples, 4 quads	No	Not provided
Todos Santos	Yes	N/A	N/A	No, only 6-8	Unknown	Yes	$500-$700 for 2 months

Source: San Andres

4.2.3 Groceries and Dining Out

We recorded our purchases and prices when shopping for groceries and dining out. In Table 10, we list the essential items needed for a household. All items are listed in excel spread sheets [Appendix D].

Table 10: Food Cost Data & Analysis

Category	Food	Quantity	Cost ($)	Location of Purchase
Dairy				
	Butter	250g	2.34	Popular
	Cheese	500g	4.4	Supermaxi
	Milk	940mL	1.14	Supermaxi
	Yogurt	2kg	2.07	Supermaxi
Produce				
	Apples	6	1	Feria Libre
	Avocados	5	1	Feria Libre
	Carrots	15	1.87	Supermaxi
	Garlic	300g	1.48	Supermaxi
	Mora	40	1	Feria Libre
	Onion	1	0.31	Supermaxi
	Peaches	820g	2.72	Supermaxi
	Pepper	2	0.39	Supermaxi
	Starfruit	8	1	Feria Libre
	Strawberries	25	1	Feria Libre
	Sweet Oranges	12	3.30	Supermaxi
Protein				
	Beef	1.5lbs	1.68	Supermaxi
	Chicken	1kg	9.02	Supermaxi
	Eggs	12	2.11	Supermaxi

Category	Food	Quantity	Cost ($)	Location of Purchase
	Shrimp	0.75lbs	4.06	Supermaxi
Snacks				
	Candy	40g	1.54	Supermaxi
	Chips	250g	1.56	Popular
	Cookies	175g	1.42	Supermaxi
	Crackers	312g	2.01	Supermaxi
	Granola Bars	280g	3.21	Supermaxi
	Ice Cream	1 liter	3.07	Supermaxi
	Popcorn	255g	3.42	Supermaxi
Add-ons				
	Gum	4 packs	2.10	Supermaxi
	Olive Oil	1L	10.73	Supermaxi
	Tomato Sauce	500g	2.54	Supermaxi
Carbohydrates				
	Cereal	12.2oz	4.61	Supermaxi
	Pasta	400g	0.81	Popular
	Rice	4lbs	2.38	Popular
Drinks				
	Apple Juice	1L	2.09	Supermaxi
	Cranberry Juice	1L	2.37	Supermaxi
	Fuze Ice Tea	1.25L	1.61	Supermaxi
	Tea	25 Bags	1.08	Popular
	Water Bottle	500mL	0.45	Popular

Source: Cederberg (Supermaxi, Popular, Feria Libre)

In Table 11, we recorded the cost of typical household items such as cleaning supplies and toiletries.

Table 11: Household Item Prices Data & Analysis

Item	Quantity	Cost ($)	Location of Purchase
Brita Pitcher	A Pitcher	13.60	Supermaxi
Dish Soap	23oz.	2.01	Popular
Laundry Detergent	2000mL	6.43	Popular
Paper Towels	1 Roll	3.74	Popular
Recycling Bags	20 Bags	2.00	Popular
Shampoo/Conditioner	400mL	6.06	Popular
Sponges	4 Sponges	0.99	Popular
Tissues	1 box	3.27	Popular
Toilet Cleaners	1 application wand and 3 cleaner tablets	4.54	Popular
Toilet Paper	12 Rolls	3.66	Popular
Trash Bags	20 Bags	3.67	Popular
Vinegar	2000mL	2.29	Popular

Source: Cederberg (Supermaxi, Popular)

The total cost for all of our grocery shopping was $411.47 which includes the 12% tax on all of the items. Each student spent an average of approximately $103. Some items were not recorded, so an estimation of the total grocery cost was approximated at $120 per person. This number can vary among students depending on how much they eat, what product or brand bought, and where they purchase items from.

As the team dined out, we recorded the name of the restaurant we ate at and the average cost per student for a meal. In Tables 12, 13, and 14, we categorized them as either a low, medium, or high priced place to eat.

Table 12: Cost of Dining Out at a Low Priced Restaurant

Low Price Restaurant ($0-$5)	Average Meal Cost ($)	Meal Ordered
Balcón Azuayo	2.50	Hamburger with Fries and a Juice
Colpan	0.50	2 or 3 Pieces of Bread
Cremolata	2.00	Hot Dog
Delicious Chicken	2.00	Hamburger and a Soda
Fragoline	5.00	Tea or Coffee, Juice, 2 Eggs, Bacon or Ham, Bread
Italiano's Pizza	4.00	Calzone with 2 Toppings
La Parrillada	5.00	Soup, Fish, Spinach Quiche, Rice, and Flan for Dessert
Lion King	3.00	Hamburger, Fries, and a Water
Master Pan	0.50	2 or 3 Pieces of Bread
Mega Hot Dog	2.50	Hot Dog, Fries, and Soda
Pio Pio	4.00	Chicken Mixed with Rice and a Juice
Q'Papas	3.00	Chicken, Fries, and Juice
Rossty Brossty	5.00	Chicken, Fries, and Soda
Waffles de Bélgica	4.50	Waffles with Ice Cream and Fruit on Top and Orange Juice

Source: Cederberg

Table 13: Cost of Dining Out at a Medium Priced Restaurant

Medium Priced Restaurant ($5 - $10)	Average Cost of Meal ($)	Meal Ordered
Cositas	5.75	Juice and a Plate with Mote Mixed with Eggs, Beef, Pork Sausage, and Salad.
Chill and Grill	8.50	Specialty Burger with Fries and a Drink
Chipotle*	9.00	Smoothie, Chicken Burrito, and Nachos & Cheese App.
El Festin Buffet	8.00	All You Can Eat Buffet
El Tequila*	7.00	Chicken, Tamale, and Juice
Red Angus*	8.00	Hamburger, Fries, and a Water

Source: Cederberg

Note: Any name marked with an "*" after it indicates that the restaurant has a service charge.

Table 14: Cost of Dining Out at a High Priced Restaurant

High Priced Restaurant ($10+)	Average Cost of Meal	Meal Ordered
Akelarre*	18.00	Shrimp and Bacon Kabob Appetizer, Chicken Cordon Blue, and a Drink
Black Olive*	16.50	Small Caesar Salad Appetizer, Cheese Steak Sandwich, and a Drink
Goza*	12.00	Sandwich, Fries, and a Frozen Lemonade
Jodoco Belgian Brewery*	10.00	Shrimp Pasta and a Drink
Telepizza	16.00	2 Medium Pizzas and a 2 Liter Soda

Source: Cederberg

Note: Any name marked with an "*" after it indicates that the restaurant has a service charge.

Restaurants in Cuenca offer a wide variety of food options that can help meet everyone's dietary needs, budget, and preference of meal. Based on all of these averages, the total cost per student during our stay for dining out was $153.75 per person for one meal at each establishment. This price does not include places that never were recorded and the service charges and taxes. We estimated the team spent close to $250 per person when dining out. This estimate does not include the food charges made when traveling outside of Cuenca. Those costs are presented in Table 15.

Table 15: Food Cost for Excursions

Excursions	Food Cost ($)
Baños de Tungurahua	20.00
Galápagos	Most Included in Tour Cost - 40.00
Ingapirca	3.00
Salinas	Included in Hotel Price

Source: Cederberg

The total food cost on our excursions was $63.00. Most places we stayed at had food included so this mostly includes the extra meals we paid for, snacks, and drinks.

Table 16 displays our total food cost for the eight weeks the team was abroad.

Table 16: Total Cost of Food per Person

Expense	Total Cost Estimate ($)
Dining Out	$250
Excursion	$63
Groceries	$120
Total	$433

Source: Cederberg

4.2.4 Shopping

There are many locations to buy goods such as the San Francisco Market and Casa de la Mujer. In these locations, we were able to find clothing, blankets, socks, gloves, hats, jewelry and more. There are stores that one sell hats, such as Homero Ortega P & Hijos (Shopping in Cuenca, Ecuador, 2015). In the San Francisco Market, we bartered in order to obtain lower prices and were offered discounts when buying in bulk. Some of the items we purchased as souvenirs and necessities are listed in Table 17.

Table 17: Purchased Items and Prices

Item Purchased	Price	Location
Rain Boots	$14	San Francisco
Alpaca Poncho	$15	San Francisco
Alpaca Sweaters	$18	San Francisco
Alpaca Socks	$5	San Francisco
Alpaca Gloves	$4	San Francisco
Decorated Straw	$7	Casa de la Mujer
Straw Hats with Bows	$15	Casa de la Mujer
Scarf	$6	Various Locations
Blanket	$15	San Francisco
Mini Stuffed Alpaca	$3	San Francisco
Large Stuffed Alpaca	$20	San Francisco
Unofficial Soccer	$7	Various Locations
Key chains	$5	Various Locations
Flag	$5	Various Locations

Source: Espinoza

Many of these items can be found around Cuenca, but these purchases were at the main markets.

4.2.5 Transportation

Air, taxi, and bus transportation methods were analyzed by gathering data from online transportation sites and personal experiences. Modes of transportation were compared in order to determine the best options for each.

4.2.5.1 Air

We compared flights from Boston Logan Airport and John F. Kennedy International Airport to Guayaquil, Quito, and Cuenca. The dates for each flight in Tables 18, 19, and 20 are from the middle of January to the beginning of March since this is when students will be traveling to the project center in 2017.

Table 18: Comparison of Boston Logan Airport and JFK Airport to Guayaquil

Boston Logan Airport				John F. Kennedy International Airport			
Airline	**Cost of Ticket**	**Number of Stops**	**Duration of Flight**	**Airline**	**Cost of Ticket**	**Number of Stops**	**Duration of Flight**
LAN Ecuador	$732.74 (roundtrip)	2 stops	13h 40m	TAME	$546.14 (roundtrip)	1 stop	10h 45m
Avianca	$741.89 (roundtrip)	2 stops	14h 15m	Avianca	$570.29 (roundtrip)	2 stops	15h 20m
United & Copa	$758.29 (roundtrip)	2 stops	11h 39m	Copa	$575.79 (roundtrip)	1 stop	8h 14m
Avianca	$783.89 (roundtrip)	2 stops	15h 50m	Copa & TAME	$616.64 (roundtrip)	2 stops	17h 25m
Copa	$857.94 (roundtrip)	1 stop	9h 17m	Avianca	$618.29 (roundtrip)	1 stop	18h 15m
Avianca	$878.39 (roundtrip)	2 stops	15h 15m	Avianca	$648.29 (roundtrip)	1 stop	9h 50m

Source: LaFlamme (using data from www.expedia.com)

Table 19: Comparison of Boston Logan Airport and JFK Airport to Quito

Boston Logan Airport				John F. Kennedy International Airport			
Airline	**Cost of Ticket**	**Number of Stops**	**Duration of Flight**	**Airline**	**Cost of Ticket**	**Number of Stops**	**Duration of Flight**
American Airlines	$524.81 (roundtrip)	1 stop	10h 5m	Copa	$527.71 (roundtrip)	1 stop	8h 22m
American Airlines	$529.31 (roundtrip)	1 stop	16h 43m	TAME	$588.21 (roundtrip)	Nonstop	6h 5m
American Airlines	$562.31 (roundtrip)	2 stops	19h 9m	Aeroméxico	$606.21 (roundtrip)	1 stop	13h 54m
American Airlines & LAN Ecuador	$590.62 (roundtrip)	1 stop	10h 5m	American Airlines	$614.31 (roundtrip)	2 stops	20h 5m
United Airlines	$594.31 (roundtrip)	1 stop	11h 3m	American Airlines	$697.81 (roundtrip)	1 stop	8h 35m
Delta	$697.31 (roundtrip)	1 stop	9h 34m	Delta	$729.81 (roundtrip)	1 stop	17h 4m

Source: LaFlamme (using data from www.expedia.com)

Table 20: Comparison of Boston Logan Airport and JFK Airport to Cuenca

Boston Logan Airport				John F. Kennedy International Airport			
Airline	**Cost of Ticket**	**Number of stops**	**Duration of Flight**	**Airline**	**Cost of Ticket**	**Number of Stops**	**Duration of Flight**
United Airlines & TAME	$605.01 (roundtrip)	2 stops	19h 4m	TAME	$559.41	1 stop	10h 40m
LAN Ecuador	$741.01 (roundtrip)	2 stops	13h 25m	Copa & TAME	$607.91	2 stops	14h 15m
American Airlines & LAN Ecuador	$741.01 (roundtrip)	2 stops	13h 25m	Copa & TAME	$625.55	2 stops	13h 30m
LAN Ecuador	$886.01 (roundtrip)	2 stops	24h 55m	Copa	$674.02	2 stops	14h 15m
American Airlines	$892.01 (roundtrip)	2 stops	24h 55m	Copa	$680.55	2 stops	13h 30m
American Airlines	$921.01 (roundtrip)	2 stops	12h 10m	Copa	$734.02	2 stops	23h 20m

Source: LaFlamme (using data from www.expedia.com)

Based upon these tables, the airlines that most frequently travel to Guayaquil are Avianca and Copa, with Avianca having the cheapest prices. The airline that most frequently travels to Quito is American Airlines, especially from Boston Logan Airport. Finally, the airlines that most frequently travel to Cuenca are Copa, TAME, American Airlines, and LAN Ecuador, with TAME having the cheapest prices.

In order to get to Cuenca, a van trip from Guayaquil costs $100 to $120 and Quito costs $150 to $170 (Scott, 2010). If arriving directly in Cuenca, a taxi ride from the airport will cost anywhere from $1.50 to $3.00, in the Historic Center.

4.2.5.2 Taxi

Since taxis are often used, we decided to compare taxi rates in Cuenca to those of the city of Worcester. The rates are compared in Table 21.

Table 21: Taxi Comparison Costs

City	Minimum Daytime Cost	Minimum Nighttime Cost	Daytime Cost Per Kilometer	Nighttime Cost Per Kilometer
Cuenca	$1.39	$1.67	$0.36/km *(For distances over 7 km)*	$0.46/km *(For distances over 7 km)*
Worcester	$3.00	$3.00	$1.55/km	$1.55/km

Source: LaFlamme (Taxi fares, 2015 and Taxi Fares in Worcester, 2015)

Based upon this table, the taxi rates in Cuenca are inexpensive compared to Worcester due to the high deflation rates that exist in Ecuador. The daytime and nighttime costs per kilometer for Worcester were calculated using the following equation:

Equation 1: Taxi Cost per Kilometer in Worcester, MA

$$y = 0.621x \quad (1)$$

In the equation, y is the cost per kilometer and x is the cost per mile.

We looked at the cost of traveling to important locations from our apartment, which can be seen in Table 22.

Table 22: Taxi Fare and Distances

Street Locations (Main Location of Interest)	Nearby Attractions	Distance from Our Apartment	Total Daytime Cost	Total Nighttime Cost
Alfonso Cordero (Supermaxi)	Parque de la Madre, Supermaxi	2.7 km	$1.52	$1.79
Avenida de las Americas (Feria Libre)	Feria Libre, Restaurants, Local Businesses	1.0 km	$1.39	$1.67
Avenida de las Americas (Aeropuerto)	Airport, Restaurants, Markets	6.0 km	$2.71	$3.31
Avenida del Estadio (Estadio)	Stadium, Restaurants, Parque de la Madre	2.4 km	$1.41	$1.67
Avenida Mirador de Turi (Turi Church)	Turi Church, Restaurants	6.7 km	$2.96	$3.63
Calle Larga (Mercado 10 de Agosto)	Restaurants, Bars, Mercado 10 de Agosto, Museums, Local Businesses	1.4 km	$1.39	$1.67
Luis Cordero (Parque Calderon & La Catedral Vieja)	Parque Calderon, La Catedral Vieja, Restaurants, Bars, Local Businesses	2.1 km	$1.39	$1.67
Miguel Velez y Ave Heroes de Verdeloma (Terminal Terrestre)	Terminal Terrestre, Restaurants	4.4 km	$2.13	$2.57

Source: LaFlamme (using data from Google Maps)

The starting cost for a taxi ride is $0.55 but the minimum cost during the day is $1.39 and $1.67 at night. The equation that can be used to calculate total cost of a taxi ride during the day is:

Equation 2: Total Cost of Taxi Ride during the Day in Cuenca

$$Total\ Cost\ During\ the\ Day = 0.36d + 0.55 \quad (2)$$

In the equation, d is the distance of the taxi ride. Likewise, the equation to calculate the total cost of a taxi ride in Cuenca at night is:

Equation 3: Total Cost of Taxi Ride at Night in Cuenca

$$Total\ Cost\ At\ Night = 0.46d + 0.55 \quad (3)$$

4.2.5.3 Bus

We first looked at the comparison between the cost of Worcester buses and Cuenca buses. Worcester buses were evaluated using the prices set by the Worcester Regional Transit Authority (WRTA) while Cuenca buses were evaluated using those set by Cuenca's Transit System. The cash fare rate for Worcester buses is $1.50 while the local bus rates in Cuenca are $0.25 (WRTA Fare Information, 2012) (Travel Guide to Cuenca, 2001).

We chose important locations throughout the city and the bus lines that go to them. Table 23 will be a useful tool for students when using the bus lines in Cuenca.

Table 23: Bus Lines within Cuenca

Location	Bus Lines
Aeropuerto	Línea 6, 26, 28
Calle Larga	Línea 3, 5, 10, 14, 19
Coliseo	Línea 2, 7, 10, 13, 14, 19, 25, 27, 50
Feria Libre	Línea 2, 7, 10, 13, 14, 15, 17, 18, 19, 25, 27
Gran Colombia	Línea 18, 20, 25, 27, 28, 50
Mercado 10 de Agosto	Línea 3, 5, 8, 10, 12, 13, 14, 17, 18, 19, 20, 25, 27
Mercado 12 de Abril	Línea 3, 5, 13, 20
Mercado 9 de Octubre	Línea 6, 8, 12, 22, 25, 27, 28, 50, Troncal Norte 100
Parque de la Madre	Línea 2, 7, 10, 15, 16, 17, 24, 26
Remigio Crespo	Línea 2, 7, 10, 12, 13, 16, 17, 18, 27, 50
San Francisco	Línea 3, 5, 13, 14, 19, 20
Simón Bolívar	Línea 22, 50, Troncal Norte 100
Terminal Terrestre	Línea 2, 6, 7, 8, 10, 12, 18, 19, 26, 28
Turi	Línea Turi from Benigno Malo Stop
Universidad de Azuay	Línea 16, 22, 25
Universidad de Cuenca	Línea 2, 5, 7, 10, 12, 17, 22

Source: LaFlamme and San Andres (Cuenca Bus Guide, 2015)

We looked at the prices and durations of bus rides from Terminal Terrestre to other locations in Ecuador. Table 24 compares each of these locations.

Table 24: Terminal Terrestre Destination Costs and Bus Ride Duration

Location	Duration of Bus Ride	Cost
Alausí	4 hours	$4.60
Ambato	7 hours	$7.50
Azogues	1 hour	$0.80
Gualaquiza	10 hours	$6.50
Guayaquil	5 to 6 hours	$4.50
Huaquilllas	6 hours	$3.50
Loja	5 to 6 hours	$5.00
Macas	11 hours	$6.80
Machala	4 to 5 hours	$3.00
Quito	10 to 11 hours	$8.00
Riobamba	5 to 6 hours	$6.00
Saraguro	4 hours	$3.50
Sucua	10 hours	$6.50

Source: LaFlamme (Travel Guide to Cuenca, 2001)

Since 2001, most prices have remained the same or have increased by no more than $1.00.

4.2.6 Telecommunications

Comparing Claro and Movistar through cost and by signal coverage, we were able to find which would best suit the students.

Movistar offers a standard B Mobile phone for about $40 a month while Claro offers the same phone for $60 for two months. Both plans include three minutes of talk and 30 messages to start off with. In Table 25, the costs of Claro's and Movistar's standard rates are compared.

Table 25: Cell Phone Comparison Prices

Prices	Claro	Movistar
Mobile Calls To Same Network	$0.20/minute	$0.09/minute
Calls To Other Networks	$0.20/minute	$0.23/minute
Short Message Service (SMS)	$0.07/message	$0.067/message
International Long Distance	$0.493/minute	$0.56/minute

Source: San Andres (Cell Phone Rates, 2014)

Although Claro's call rate to the same network is $0.11 more than Movistar, the international long distance calls and calls to other networks are less expensive. Students will be in contact with their advisors and their sponsors, meaning that Claro is the better choice. The SMS rates are similar, and messaging will be their primary source of contact between all students and some advisors, depending on the advisor's preference.

The coverage for each is compared in Figures 9 and 10.

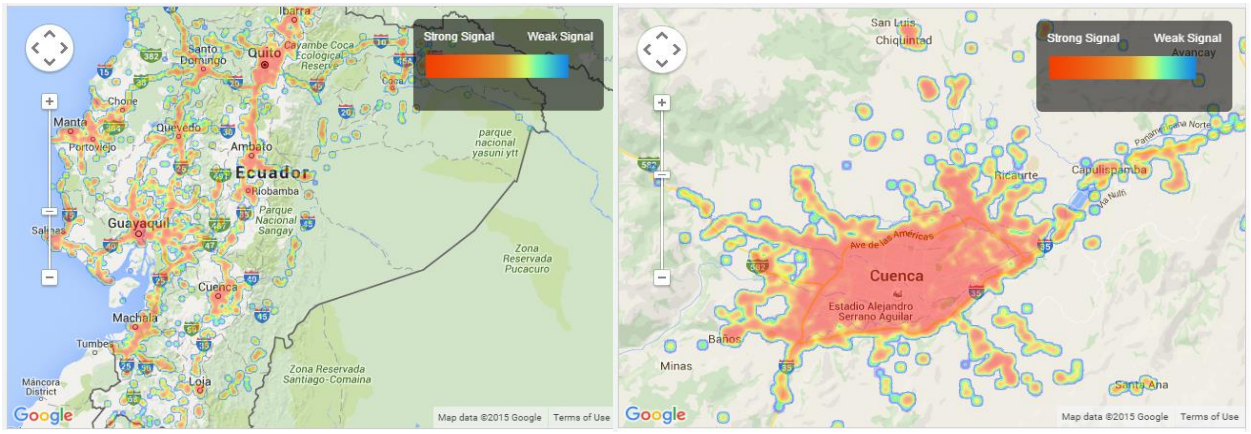


Figure 9: Claro Coverage Ecuador and Cuenca

(Claro mapas, 2015)

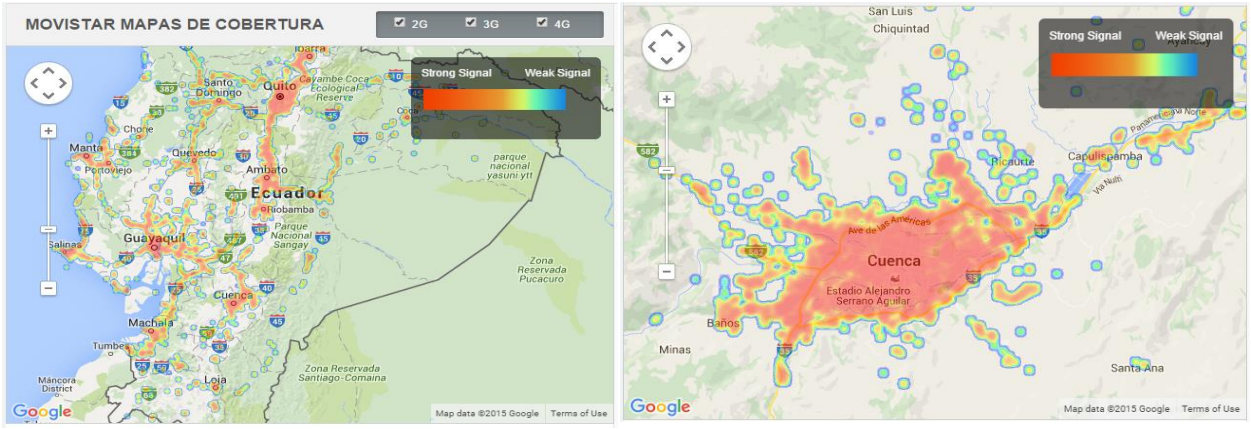


Figure 10: Movistar Coverage Ecuador and Cuenca

(Movistar mapas, 2015)

Claro has more coverage not only in Cuenca but in Ecuador as a whole. Students are required to have coverage outside of Cuenca because many students will be traveling on

weekends and will need access to a cellphone with signal to be able to contact their advisor or any emergency responders.

4.2.7 Medical Facilities

Compared to the other facilities, Clínica Santa Inés has more general services for medical needs students might have. If a student has special medical needs, they can refer to Table 26 for information on their unique circumstance or contact the IGSD or Local Coordinator Gary Pollice for guidance.

Table 26: Hospitals in Cuenca

Hospital Name	Services
Hospital Monte Sinai	X-Ray, Clinical Labs, Pathology, Neurophysiology, Pharmacies, and Heath Programs
Clínica Santa Inés	Emergency Care, Cedicardio, Hemodynamics, X-Ray, Endoscopy, Pharmacy, ICU, Labs, Imaging, Angiography, Operating rooms, Nutrition, and Insurance
Hospital del Rio	Blood bank, Clinical Labs, Pathology, Diagnostic Imaging, Pharmacy, Hemodialysis, Gastroenterology, Pain Management, Room Infusions, and Respiratory Therapy

Source: San Andres (using data from hospital specific websites)

4.2.8 City Maps

In Figures 11, 12, 13, 14 and Tables 27, 28, 29, and 30, the team recorded and researched the important locations of Cuenca by creating four maps that display emergency facilities, restaurants, markets, and museums. In the maps, indicators marked in red are used as points of reference.

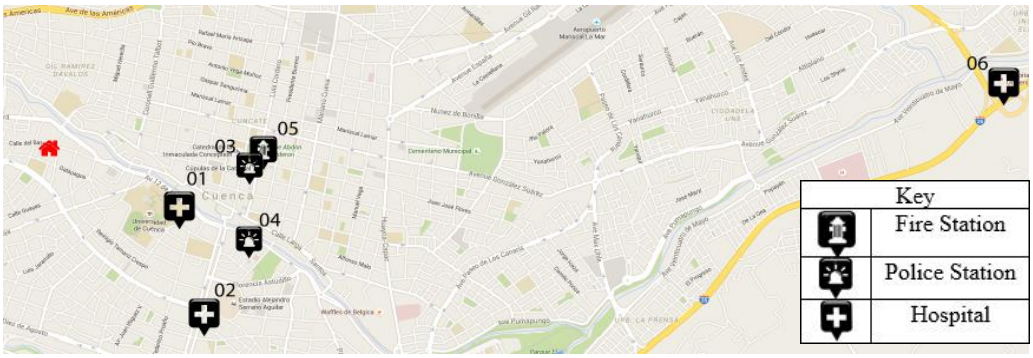


Figure 11: Emergency Facilities Map

Source: Cederberg (Google Maps, 2015)

Table 27: Key for Key Points Map

Map Number	Name of Facility
01	Clínica Santa Inés
02	Hospital Monte Sinai
03	Police Station
04	Transit Police
05	Fire Station
06	Hospital

Source: Cederberg (Google Maps, 2015)

We pinpointed the locations of hospitals, police station, and fire stations that students may need to use in case of an emergency.

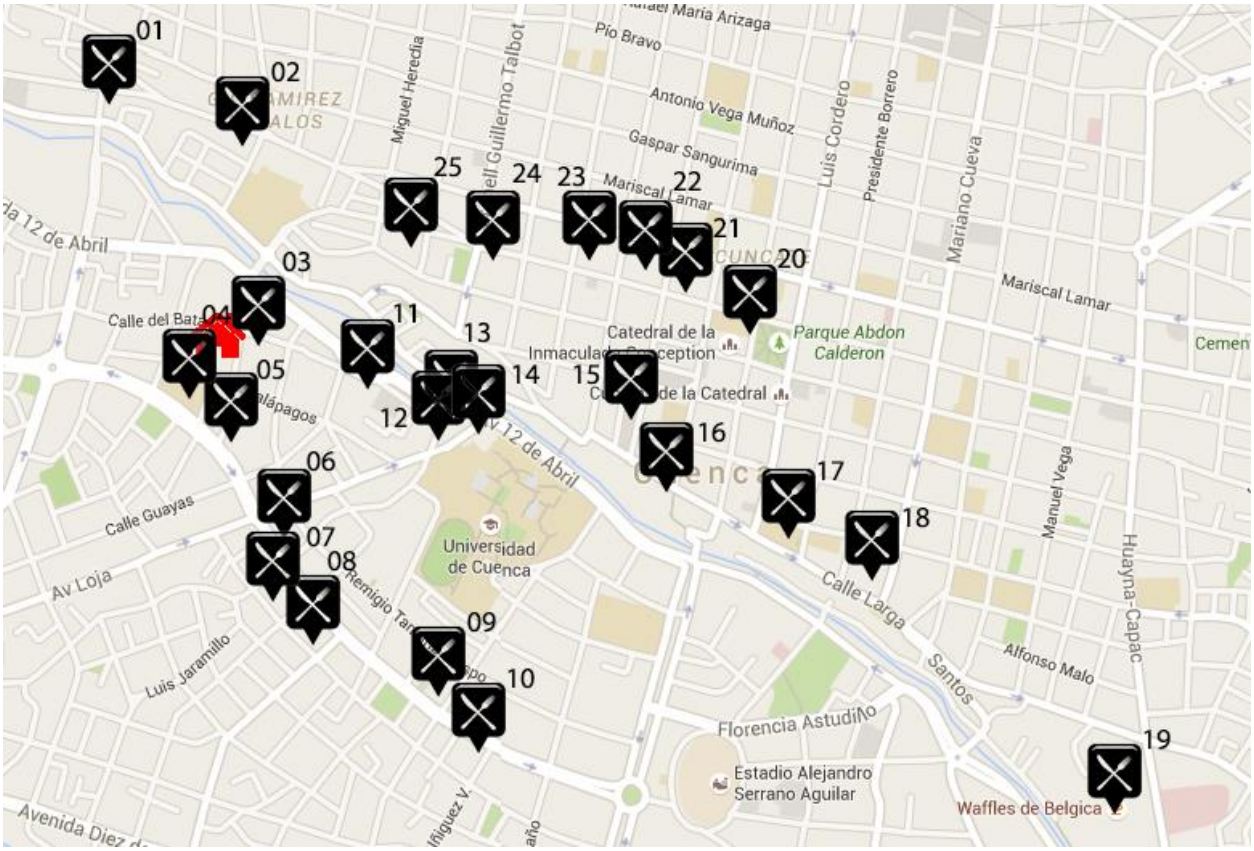


Figure 12: Locations of Restaurants

Source: Cederberg (Google Maps, 2015)

Table 28: Key for Locations of Restaurants

Map Number	Name of Restaurant	Map Number	Name of Restaurant
01	Pio Pio	12	Delicious Chicken
02	El Tequila	17	Balcon Azuayo
03	Master Pan	18	Goza
04	Mega Hot Dogs	19	Waffles de Bélgica
05	Italian's Pizza	20	Tutto Freddo
06	Colpan	21	Akelarre
07	El Festin Buffet	22	Rossty Brossty
08	TelePizza	23	Black Olive
09	Red Angus	24	Fragoline
10	La Parrillada	25	Jodoco Belgian Brewery
11	Lion King Fast Food		

Source: Cederberg (Google Maps, 2015)

With a high amount of restaurants in Cuenca, students will never have a problem finding places to eat that offer the food they are looking for and at a price that appeals to them.

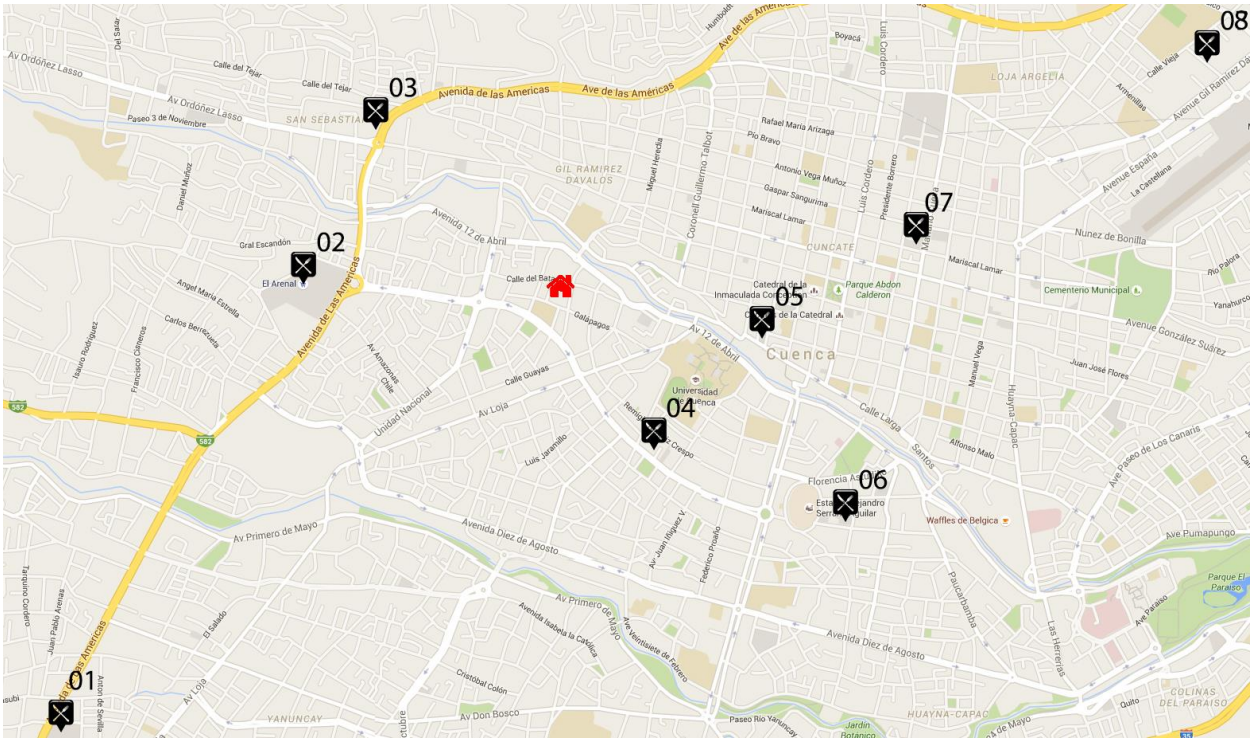


Figure 13: Locations of Markets

Source: Cederberg (Google Maps, 2015)

Table 29: Key for Locations of Markets

Map Number	Name of Market	Map Number	Name of Market
01	Coral Centro	05	Mercado 10 de Agosto
02	Feria Libre en Arenal	06	Supermaxi el Vergel
03	Supermaxi las Americas	07	Mercado 9 de Octubre
04	Comisariato Popular	08	Supermaxi Miraflores

Source: Cederberg (Google Maps, 2015)

There are only a limited number of super markets located in Cuenca. From El Centro the closest Supermaxi is 1.4km away and the closest market is Mercado 9 de Octubre which is 0.55km away. This means students may find themselves purchasing groceries at smaller vendors located closer to where they live or dining out more.

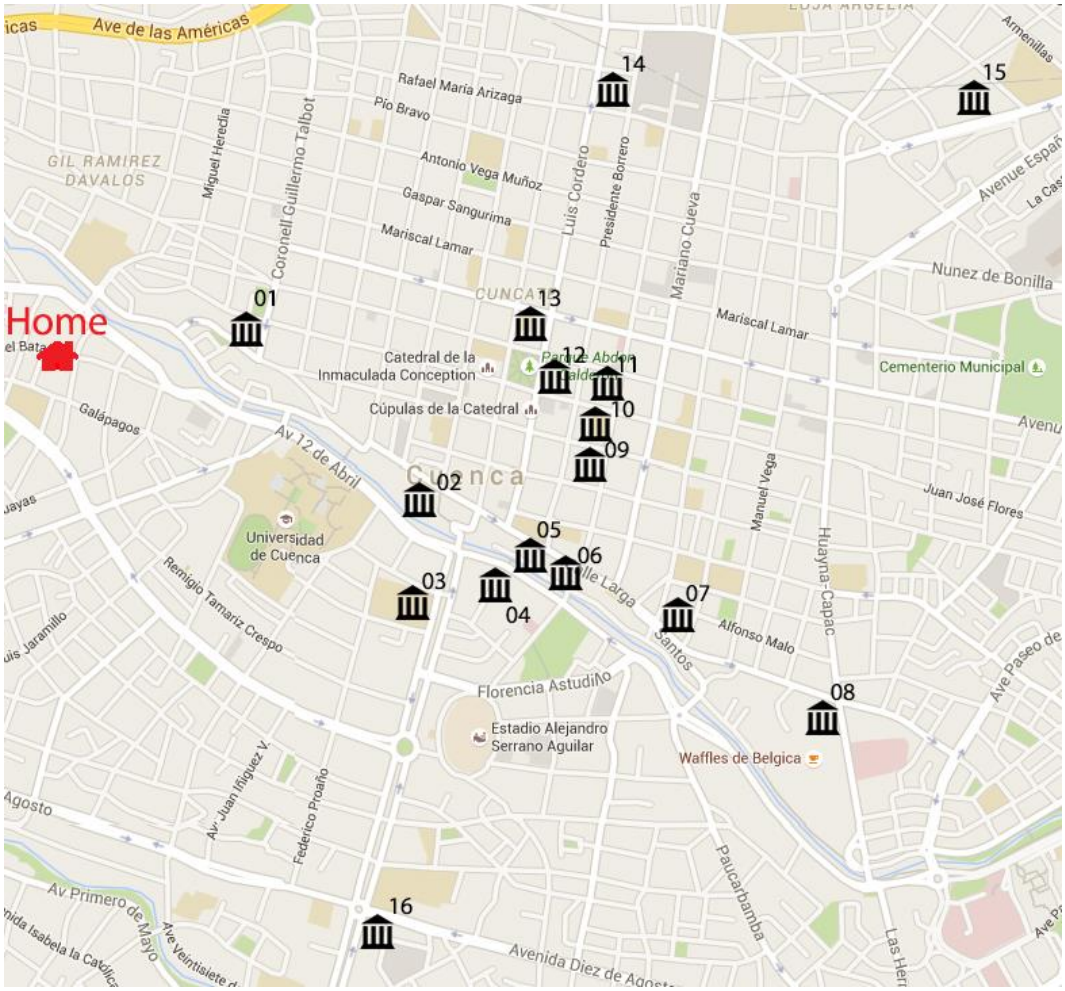


Figure 14: Locations of Museums

Source: Cederberg (Google Maps, 2015)

Table 30: Key for Locations of Museums

Map Number	Name of Museum	Map Number	Name of Museum
01	Arte Moderno	09	Museo del Monasterio de las Conceptas
02	Barranco Museo del Sombrero	10	Identidad Cañari
03	Colegio Benigno Malo	11	Esqueleotología
04	Historia de la Medicina	12	Museo Catedral Vieja
05	Remigio Crespo Toral	13	Museo de la Ciudad
06	Centro Interamericano de	14	Museo Municipal Casa del Sombrero
07	Manuel Agustín Landivar	15	Del Sombrero "Homero Ortega"
08	Pumapungo (Banco Central)	16	Museo de los Metales

Source: Cederberg (Google Maps, 2015)

The historical city of Cuenca offers a wide variety of museums that students can utilize in order to immerse themselves in the history and culture. Museums are a great activity students can do to use up their time away from working.

4.2.9 City Events

From November 1st to the 4th, Cuenca commemorates the military, citizens, culture, and folklore of the community. The street, 12 de Abril, was filled with various artisans who came from around South America for the opportunity to take part in the celebrations. Tents were set up to sell merchandise such as hats, clothes, chocolates, snacks and more. Cuenca was decorated with flags, banners, and lights. For the city's Independence Day, there are celebrations with music, food, and fireworks.

Students who will be here for in C term will come across other festivities such as Santos Inocentes and Carnival. Santos Inocentes is a religious celebration on January 6th where people dress up in colorful costumes filling the streets in a parade. They dress up as the important people in the media, such as the President, making a mockery of them. Carnival is celebrated the week before Lent. This celebration usually includes water fights dousing neighbors, friends, and families. The Ecuadorian government now enforces less partying and minimizes the water fights.

Non-Ecuadorians are made a special target during this time and are often drenched in these water fights.

4.2.10 Excursions

Major tourist attractions that the group visited were Salinas, Ingapirca, the Galápagos Islands, Montañita, and Baños de Tungurahua. We analyzed the prices of the excursions and overall potential attraction each may have to students in Table 31. Many of the locations we went to were recommendations from friends, family, and locals. We researched the logistics of lodging and excursions on the Internet as well as tourist companies and buses in order to determine the cost of transportation. For our Baños de Tungurahua trip, we took a bus which cost each of us $24 round-trip. For our Salinas trip, we hired a private driver; therefore, the cost rose to $100 round- trip per person.

Table 31: Excursion Activities and Prices

Location	Hotel	Price	Excursions	Price	Total Cost per person
Ingapirca	N/A	N/A	Transportation	$15.00	$15.00
Salinas	Barcelo Colon Miramar	$680 for 4 people	Transportation Jet Skis Banana Boat	$200.00 one way for all 4 $15.00 per person for 1 hour $3.00 per person	$288.00
Baños de Tungurahua	Hostel D'Mathias	$9 a night per person	Transportation Canopy & Water Rafting & Bikes Casa del Árbol	$12.00 one way $55.00 $6.00	$91.00
Baños de Cuenca	N/A	N/A	Transportation Spa & 50 min Massage	$1.00 $100 per person	$101.00
Galápagos	Hotel Coral Blanco North Seymour	$161.28 for a double room $320 for a double room	Transportation Tours Park entrance fee Ingala card Surfing	$425.40 $550.00 $100.00 $20.00 $35.00 per person	$1,371.04
Cuenca	N/A	N/A	Transportation Canopy	$17.00 $10.00 per person	$15.67
Montañita	Kiwi Hostel	$39 for 4 people	Transportation	$380.00	$134.00

Source: Espinoza

The chart shows the hotels and excursions, including the prices and activities. Two tourist agencies we used for Galápagos were GecoTours and Platinum Travel.

4.2.11 Safety in Cuenca Compared to Other Cities

According to the Crime Index by Country 2015 Mid Year, Ecuador is ranked 44th in the world while the United States is ranked 45th (Crime Index by Country, 2015). The crime index for each country provides an annual statistic of crime rates and incidences based off of eight different criteria evaluated by the Federal Bureau of Investigation (FBI). These eight criteria include murder, non-negligent manslaughter, forcible rape, robbery, aggravated assault, burglary, larceny, and motor vehicle theft (LaMance, 2014). Ecuador's crime index is 50.35 while the United States' is 49.79. The safety index for Ecuador is 49.65 and 50.21 for the U.S., which is the crime index subtracted from 100 (Crime Index by Country, 2015).

These statistics show that Ecuador and the U.S. have similar crime rates. Students will be coming to Ecuador from the United States and can expect to take similar levels of precaution as they do in the United States. A comparative analysis of the cities of Cuenca, Ecuador and Worcester, Massachusetts, in Table 32, is relevant for students traveling from WPI.

Table 32: Crime Index and Safety Scale between Cuenca and Worcester

Index:	Cuenca	Worcester, MA
Crime Index:	44.95	51.56
Safety Scale:	55.05	48.44

Source: San Andres (Crime Comparison Between Cuenca, 2015)

Figure 15 shows that Cuenca's crime index is less than Worcester's. Cuenca is overall a safer city than Worcester.

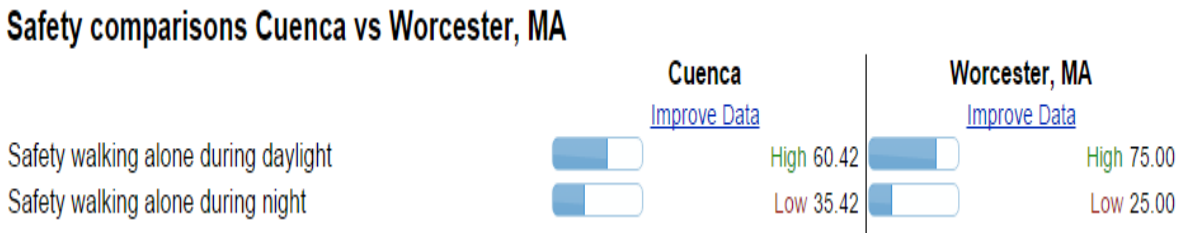


Figure 15: Safety Comparisons- Cuenca vs. Worcester

(Crime Comparison Between Cuenca, 2015)

Figure 16 details the walking safety associated in each city. Worcester appears to be a safer city to walk in during the day while Cuenca is safer at night.

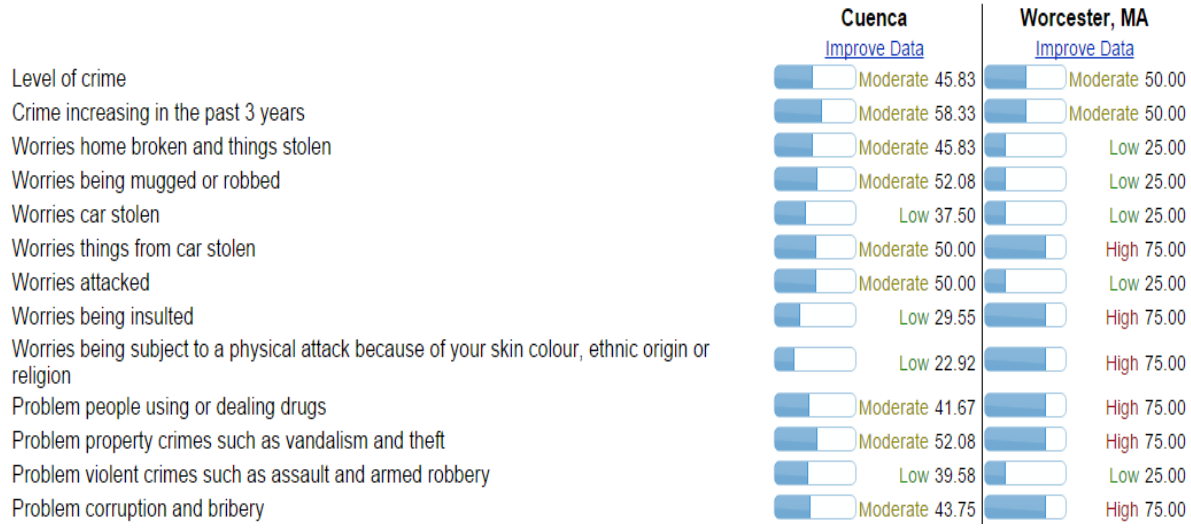


Figure 16: Crime and Attitude Comparison between Cuenca and Worcester

(Crime Comparison Between Cuenca, 2015)

The figure expresses the approximated crime levels and local concerns for crime in Cuenca and Worcester. Overall, Cuenca appears to have low to moderate problems with crime whereas Worcester has both low and high extremes. This data indicates the variability of crime in Worcester.

Table 33 indicates the comparison amongst Guayaquil, Quito, Cuenca, Santo Domingo de los Colorados, and Machala, which are the five most populous cities in Ecuador.

Table 33: Ecuador Population and Crime Index

City	Population	Crime Index
Guayaquil	1,952,029	62.29
Quito	1,399,814	57.41
Cuenca	276,964	44.95
Santo Domingo de los Colorados	200,421	Not found
Machala	198,123	71.88

Source: LaFlamme (Numbeo – Crime, 2015)

The crime index for Santo Domingo de los Colorados was unavailable but it is known to be an unsafe city regardless of the time of day (Santo Domingo, 2015). Cuenca appears to be the safest of the five most populous cities in Ecuador.

One major proponent for safety in Cuenca is ECU 911. We visited the ECU 911 building and learned about the departments that exist. We observed how each department operated and gained a full understanding of all of the behind-the-scenes work that occurs. The staff of the building informed of us different ways to protect ourselves within the city and let us test out the street surveying systems to assure us how safe we were.

4.2.12 Expenses in Cuenca

Table 34 shows the comparison of the estimated costs given to us by the IGSD and the actual costs for the team. Billable expenses were charged to our WPI accounts and the non-billable expenses were paid out-of-pocket. These are only estimations and have been rounded up to include anything that may have been left out.

Table 34: Estimated and Actual Budget Sheet for 2015

B term Budget Sheet for Cuenca, Ecuador Project Center	Estimated for 2015	Actual for 2015
Housing and Program Fee	$885.00	$885.00
Spanish Classes	$140.00	$140.00
Las Cajas	$50.00	$50.00
Billable subtotal:	**$1075.00**	**$1075.00**
On-site commuting costs	$50.00	$20.00
Tourist activities and incidentals*	$400.00	$2,000.00
Airfare	$700.00	$600.00
Food*	$600.00	$450.00
IQP related project incidentals	$150.00	$50.00
Non-billable subtotal:	**$1,900.00**	**$3,020.00**
Total:	**$2,975.00**	**$4,095.00**

Source: San Andres

Note: "*" denotes optional prices and depends on student's interest and budget.

The table shows that, the total estimated cost was more than the actual cost spent by the team, without excursions included. These prices will vary for upcoming years. This difference in tourist activities and incidentals is mainly due to our trip to the Galápagos.

4.3 Assessing Sponsors and Evaluating Project Sites

We examined the mission statement of each sponsor in order to evaluate if they coincide with our purpose. Another aspect we investigated was the background and history of each sponsor. We evaluated each sponsor and project site on criteria under four major themes [Appendix E]. These four themes, sustainability, impact on community, collaboration of sponsors, and suitability, were derived from the four objectives stated in Section 3.4.

4.3.1 EMOV

According to EMOV's website, their mission statement is as follows: "Manage, regulate and control the system of sustainable mobility tending to the quality, safety, agility, timeliness, availability, convenience and accessibility for citizens through a technical, comprehensive and integrated management of land transport, transit and mobility not motorized, improving the quality of life, thereby safeguarding health, strengthening the productive generation and social

and economic development of the canton" (Nosotros EMOV, 2015). Dr. Alfredo Aguilar Arizaga, the general manager of EMOV, states their mission statement is to minimize accidents by controlling transit and to reduce injuries by enforcing transit laws. Cuenca's EMOV has five main values: honesty, fighting corruption, providing for the community, responsibility, and professionalism in all departments (Nosotros EMOV, 2015).

Dr. Aguilar, talked with our local coordinator in March of 2015 and has met with him once since then to discuss WPI and our IQP curriculum as well as possible projects. The company started in 2011, but has been making a large impact on the surrounding community and plans to expand their impact because the second largest cause of death in Ecuador involves automobiles.

EMOV is one of seven public companies owned by the government of Cuenca. It is responsible for all transportation matters including the buses, taxis, the new Tranvía light rail, and any other matter that involve public movement. Traffic congestion, pollution, and traffic patterns are all concerns of EMOV and would be possible project areas for students.

There are approximately 110,000 cars within the city which contribute to smog. Air contamination is also caused by the emissions of gas from buses. EMOV wants to help clean the air and create a safer, better city for all.

We discussed with Dr. Aguilar the purpose of an IQP, how many students will be working with EMOV, and the possible projects. The construction of the Tranvía is not under the supervision of EMOV but will be controlled by EMOV once completed.

Dr. Aguilar mentioned working with campaigns against drinking and driving as well as air pollution projects. Students would be able to promote awareness about driving safely, monitor the control systems, and help with testing the air quality to minimize pollution.

4.3.1.1 Assessing and Evaluating EMOV

Table 35 shows EMOV evaluated as a sponsor and a project site based on the four major themes. In each theme there were strengths and weaknesses. The overall score for EMOV was 88/100.

Table 35: EMOV Evaluation

Major Themes	Score	Strengths	Weaknesses
Sustainability	21/25	• Provides leadership • Has community support • Creates new, innovative projects	• Does not have long term projects • Understands the importance of educating future students
Community Impact	25/25	• Has positive community image • Implements well-thought out processes • Knows about the community • Has led past community initiatives • Expresses enthusiasm towards the community	• Not applicable
Sponsor Collaboration with Students	21/25	• Communicates project site functions • Provides constructive criticism • Is willing to answer all questions	• Needs to give more time and attention to students
Suitability	21/25	• Understands the connection between technology and society • Understands the impact of technology on society • Understands the importance of teamwork	• Cannot articulate company goals • Does not know how to connect an IQP with their projects
Total:	88/100		

Source: LaFlamme and San Andres

4.3.2 Hearts of Gold

Hearts of Gold's mission is to "strengthen the capacity of community-based nonprofit agencies working to ensure at-risk children, youths, women, and families achieve healthy, safe, educational, and economically autonomous ways of life in Cuenca, Ecuador" (Colleen Eschenburg, 2015). They help people with physical and mental health through gaining a

progressive, culturally-informed vision from local and global connections. Their values include: self-determination, cultural sensitivity, holistic approaches, integrity, collaboration, and courage.

Hearts of Gold works with existing foundations and community-based nonprofit organizations (CBOs) which focus on helping children, women, and families. Hearts of Gold concentrates its efforts in two primary areas: "building the capacity of the CBOs to deliver and administer social services in an efficient, effective, and fiscally sound manner; and developing self-sustaining business opportunities that will employ CBO clients, enabling them to live more productive lives during and after the time they are receiving services" (Colleen Eschenburg, 2015).

Hearts of Gold has been operating in Cuenca, Ecuador for four years, serving as a foundation trainer. There are currently five different partners for Hearts of Gold within Cuenca. Centro de Estimulación Temprana y Apoyo Psicopedagogico (CETAP)-Lucy works with Hearts of Gold as a sponsorship foundation that provides children with materials for school, special learning programs, and other services. The NOVA learning center is a school that helps special needs children receive direct help based on their disability. Hearts of Gold also works with a local language program in order to help students with their English. A child sponsorship program run by El Arenal, located in the Feria Libre sector, provides Ecuadorian students with a safe place for lunch. MIKHUNA Food Bank is newly-opened and Hearts of Gold is looking to help them get started.

Our local coordinator set up meetings with Johanna Vaca, the Director of Projects for Hearts of Gold, before our arrival. They discussed the possibility of having students work at the MIKHUNA Food Bank, helping with implementation, internal processes, and marketing.

The MIKHUNA Food Bank aims to improve the quality of life for local families. Hearts of Gold intends to plan and monitor the food bank, provide financial help, promote and raise awareness of the program, and train volunteers. Those running MIKHUNA want to provide classes on nutrition, malnutrition, healthy practices, and the preparation of food. Students would analyze a concrete way of determining the eligibility of families for participating in the food bank's services.

4.3.2.1 Assessing and Evaluating Hearts of Gold

Hearts of Gold and their involvement in the MIKHUNA Food Bank was evaluated based on the four major themes in Table 36. There were little to no weaknesses. Their final score was 98/100.

Table 36: Hearts of Gold Evaluation

Major Themes	Score	Strengths	Weaknesses
Sustainability	25/25	• Provides leadership • Has available projects • Has community support • Understands the meaning for consistent education for students • Prioritizes innovation of projects	• Not applicable
Community Impact	25/25	• Has positive community image • Implements thoughtful communal processes • Knows about the community • Starts initiatives • Has enthusiasm towards the community	• Not applicable
Sponsor Collaboration with Students	25/25	• Is willing to give their undivided attention • Is willing to answer students' questions • Provides constructive criticism • Communicates the functions of the project site • Guides students in their roles	• Not applicable
Suitability	23/25	• Understand the importance of teamwork • Understands the purpose of an IQP • Communicates project site goals • Understands the connection between technology and society	• Does not prioritize technology that make an impact
Total:	98/100		

Source: LaFlamme and San Andres

4.3.3 Museo del Monasterio de las Conceptas

The mission statement for Museo del Monasterio de las Conceptas is "to incentivize the presentation of Popular Religious Arts and artistic manifestations of the region to those visiting in order to gain a better understanding of the relationship between religion and art" (Museo Del Monasterio, 2015). The goal of this museum is to use art in order to replicate a visualization of religious beliefs, practices, and lifestyles.

Museo de las Conceptas was originally an 18th century monastery. Records show that the construction of the building began in 1682, but the monastery was not established until 1729. The infirmary was added to the monastery in 1875 and is what houses the museum today. Museo de las Conceptas opened its doors on November 3, 1986.

Museo de las Conceptas holds a collection of artifacts that display the cultural heritage of Cuenca. These artifacts display the religious views and lifestyles of the nuns before the building was converted into a museum. The museum gives visitors an opportunity to gain insights of the religion and the talents of artists that came before the establishment of the museum (Ecuador.com, 2009).

The museum has not been maintained well which has caused minimal business. Staff from Museo del Carmen Alto in Quito are coming to help restore the museum and keep the history alive. If this project is selected, the workers from Quito would be the sponsor of the project site.

We visited the museum to take a tour and meet with Catalina Cisneros Malo, the director of the museum. The tour was unorganized and the rooms did not seem to follow any particular order making it difficult to follow along. During our meeting, we discussed our purpose and potential projects. We mentioned reorganization of the rooms, better marketing, and an addition of a virtual tour using technology. She wanted to reach out to younger generations and is trying

to promote the museum using social media. Catalina mentioned researching information about the artifacts on display in order to have more information presented in each room.

4.3.3.1 Assessing and Evaluating Museo del Monasterio de las Conceptas

Museo del Monasterio de las Conceptas could not be completely evaluated because of the lack of information provided to us. We only scored applicable criteria, in Table 37, giving them a total of 38/50.

Table 37: Museo del Monasterio de las Conceptas Evaluation

Major Themes	Score	Strengths	Weaknesses
Sustainability	6/10	• Not applicable	• Cannot provide long lasting projects • Struggles to gain community support
Community Impact	13/15	• Knows about the community • Has led community initiatives in the past	• Does not have a positive image in the community
Sponsor Collaboration with Students	11/15	• Is willing to answer questions student have	• Struggles to give overview of museum functions • Cannot guide student properly
Suitability	8/10	• Understands the importance of teamwork	• Does not understand how an IQP fits in with their projects
Total:	38/50		

Source: LaFlamme and San Andres

4.3.4 Prefectura del Azuay: San Rafael de Sharug

The organization's mission statement is to "build a territory where there is a full force for a radical democracy, understand the right to an opinion, and the ability to decide the incidence of the community management of government of the territory with equity and good living" (Misión y Visión, 2015). They support the promotion of equality and development for the sustainability of the communities and the environment. The core values the Prefectura follows include respect,

responsibility, ethics, honesty, transparency, open-mindedness, communication, equity, solidarity, and social responsibility (Valores y Principios, 2015).

The provincial council of Azuay started in 1929 when they started planning, monitoring, and evaluating the community. They created projects with intentions to build a better relationship with the community.

The Prefectura del Azuay has been working with the community of San Rafael de Sharug to help with the design, implementation, and marketing of a recreational area that would provide jobs for the youth. There are currently 35 volunteers that work for 10 to 15 days on the project. The majority of community consists of teenagers and children that move away and do not return in pursuit of a better education and life.

We went to the project site to assess its viability for students. The project leaders showed us the projects such as the auditorium, fog nets, cafeterias, experimental gardens, alternative technology, and renewable energy. The project in San Rafael is projected be completed in 2019; however, the project leaders want to spread their vision to other communities if there is a positive impact in San Rafael.

4.3.4.1 Assessing and Evaluating Prefectura del Azuay: San Rafael de Sharug

We evaluated the Prefectura del Azuay as a sponsor based on the project in San Rafael de Sharug in Table 38. We determined only one weakness based on our rubrics. The overall score was a 98/100.

Table 38: Prefectura del Azuay: San Rafael de Sharug Evaluation

Major Themes	Score	Strengths	Weaknesses
Sustainability	25/25	• Provides leadership • Has available projects • Has community support • Understands the meaning for consistent education for students • Prioritizes innovation of projects	• Not applicable
Community Impact	23/25	• Has positive community image • Implements thoughtful communal processes • Knows about the community • Has enthusiasm towards the community	• Has not led community initiatives in the past
Sponsor Collaboration with Students	25/25	• Is willing to give their undivided attention • Is willing to answer students' questions • Provides constructive criticism • Communicates the functions of the project site • Guides students in their roles	• Not applicable
Suitability	25/25	• Understand the importance of teamwork • Understands the purpose of an IQP • Communicates project site goals • Understands the connection between technology and society • Uses technology to make an impact	• Not applicable
Total:	98/100		

Source: LaFlamme and San Andres

4.3.5 Other Potential Project Sponsors

These project in Table 39 are based upon preliminary conversations and meetings that our local coordinator had with potential sponsors. These projects need to be investigated in more detail to be considered in the future.

Table 39: Other Potential Project Sponsors

Project	Sponsor/Suggester	Description
Community development projects in Shaglli	Presidente de Shaglli	This project would involve working in an underdeveloped community about 2 hours outside of Cuenca. The president of the community is the contact and was met at the opening of the MIKHUNA Food Bank.
Elderly Healthcare Technology Initiative	Alvaro Cepeda from the University of Azuay	This project could potentially involve working with Dimagi on creating an application for the elderly that will remind them to take their medication. This would allow them to provide for themselves.
Ecology of the Rivers within Cuenca	Professor Antonio Crespo and Professor Boris Tinoco from the University of Azuay	This project would focus on testing the four different rivers in Cuenca to determine the bacteria and minerals that exist in each source of water. There would be collaboration with the University of Azuay and the University of Cuenca.

Source: LaFlamme and San Andres

5 Conclusions and Recommendations

In this chapter, we present conclusions and recommendations based on our data, analysis, and personal experiences in Cuenca, Ecuador. Through our findings we concluded that Cuenca, Ecuador is a viable candidate for a sustainable for a project center for the IQP program.

Based on interviews and survey results, we found the factors that students look for and faculty prioritize in Cuenca. The project center has suitable housing options, a variety of food locations, modes of transportation, reliable phone services, dependable medical facilities, a safe atmosphere, and an affordable cost. We concluded that there are sponsors available, suitable, and wiling to collaborate with WPI students. Their project sites have the necessary leadership and materials to be sustainable and successful.

We concluded that the overall cost per student will vary depending on excursion expenses. We determined food costs may be different for each student, but the cost of going out to eat and cooking in the apartment are about the same. Our airfare cost is lower than estimated because our team decided to have connecting flights instead of a direct flight in order to save money. These overall costs will differ from student to student and year to year based on personal preferences and prevailing rates.

5.1 Recommendations for the Project Center

We recommend that certain aspects of the project center be implemented or changed in order to make the project center more desirable. Based on our evaluations, we recommended certain sponsors and projects for WPI students to complete their IQP.

5.1.1 Spanish Classes

We recommend that the class be split up into different levels of Spanish so that the students can approach the language at their level of competency. We thought some topics could have been covered in a more efficient manner such as government agencies, sexual harassment,

and the difference in gender roles. Though we had a language immersion course in the beginning of our stay, we believe that it would be beneficial for the students to have the classes spread during their time in Cuenca to reinforce their knowledge of the language and culture. Classes can also be focused more on the projects that students will be working on.

5.1.2 Housing

We believe there are three preferred locations out of the ones we investigated for student to live next year. Hotel Presidente is our top choice because of its low price for all the amenities offered. We believe that the hotel's services will cater to the needs of the students and make them feel comfortable and safe in the environment. Second, the team chose La Posada del Angel Hostal, due to the historic nature of the hotel and the rooms that were available for students. Last, we recommend the Gran Hotel due to its inexpensive price and the rooms.

5.1.3 Food

The best place to buy any household necessities or food is at a Supermaxi; however, the best prices for most local brands can be found in the markets. We recommend students avoid buying meat in the markets because it is not refrigerated and can lead to illness.

Table 40 recommends locations at which students may enjoy dining out. All dining out reviews were recorded [Appendix F].

Table 40: Recommended Restaurants

Restaurant Name	Comments
Akelarre	• Great appetizers, entrees, and drinks • A little fancy • Pricey
Black Olive	• The waiters speak English • Great U.S. style food • Pricey
Jodoco Belgian Brewery	• Great place for lunch with delicious food and drinks • Small menu • Limited Hours • Pricey
Chill & Grill	• Great burgers • Fair prices • Large Portions
Colpan	• Great bakery • Inexpensive
Cositas	• Great place for lunch with good food • Fair prices • Large portions • Good atmosphere
Fragoline	• A breakfast place • U.S. style food that is delicious • Fair prices
Goza	• Mostly known for their coffee but offer a delicious lunch as well • Pricey
La Parrillada	• Great place for lunch • Nice atmosphere • Delicious food and large portions • Comes with appetizer and dessert • Fair Price
Q'Papas	• Great place for a quick tasty lunch or snack • Good juice • Inexpensive
Red Angus	• Great food and juice • Fair price • Large portions

Restaurant Name	Comments
Rossty Brossty	• Great food • Fair price • Large portions
Telepizza	• Expensive unless using a promotion • Great pizza • Many topping options • Long hours and offers delivery
Waffles de Bélgica	• Really good waffles • Option of adding ice cream, fruit, and sauces • Fair price

Source: Cederberg

5.1.4 Sponsors and Project Sites

We recommend that there be one project with EMOV in C term of 2017 that is focused on either the control of the Tranvía line or the testing of air quality to reduce pollution within the city.

We recommend that at least one project be sponsored by Hearts of Gold in the upcoming year. Due to the many connections Hearts of Gold has within the community, students would be able to assist them in monitoring and improving inclusion schools, becoming involved with the new food bank, and determining underprivileged families within Cuenca.

We recommend that a project at Museo del Monasterio de las Conceptas not be selected because of the lack of direction for the museum and the confusion on suitable projects for students. Museo Carmen Alto is refurbishing the museum so they will have help even if students do not end up working at this project site.

We recommend multiple projects with the Prefectura del Azuay that will continue for future years in San Rafael. There are many project opportunities, but the ones that we see being the most applicable to WPI students include market analysis for ceramics and alcohol made in the community, testing of crop suitability for soil, and promotion of tourism to other communities.

6 Glossary

Faculty Advisor – an advisor who acts as a resource for the students and is knowledgeable about the themes that encapsulate the IQP experience. They help resolve problems and provide input and feedback on the group's project status.

Local Coordinator – a person who is located at the project center who keeps in contact with potential sponsors and is aware of new opportunities that may arise in the location.

Project Center – the location where students complete their IQP experience.

Example: Bangkok, Thailand

Project Center Director – a person who conducts interviews, determines which students will attend the project center, and makes the final decisions about the project center.

Project Site – the place where students work on their project with the sponsors or the community at the project center.

Example: San Rafael community

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8 Appendices

Appendix A: IGSD Housing Checklist

NAME OF PERSON COMPLETING FORM: **DATE and TIME of VISIT**
ADDRESS:

For each topic please check off the appropriate box (yes/no) and fill in comments where requested.

TOPIC: Fire safety	yes	no	comments
multiple clearly marked fire exits	☐	☐	
fire extinguishers	☐	☐	
working smoke detectors	☐	☐	
barred windows	☐	☐	if yes, which floors?
exposed electrical wires	☐	☐	Where specifically?

TOPIC: Security			Describe access: key card, key, concierge/front desk staff, etc.
secure entrances (deadbolt locks)	☐	☐	
solid external doors	☐	☐	
locks on all windows	☐	☐	
no broken windows - all function	☐	☐	
screens/storms on all windows	☐	☐	
any sort of security system in place	☐	☐	Describe what that system is:
peephole at front door	☐	☐	

TOPIC: Working appliances (if applicable)				
stovetop	☐	☐	○gas or	○electric? If gas, how supplied?
oven	☐	☐	○gas or	○electric? If gas, how supplied?
microwave	☐	☐		
refrigerator	☐	☐		
laundry facilities	☐	☐	If no - how close by?	
hot water in kitchen	☐	☐		
hot water in bathroom	☐	☐		
landline telephone	☐	☐		
high speed internet	☐	☐		

TOPIC: Neighborhood			Describe locale: residential, urban, business district, etc.
safe surroundings	☐	☐	
well lit outside at night	☐	☐	
accessible to public transportation	☐	☐	
access to shopping - for necessities	☐	☐	
access to restaurants	☐	☐	

TOPIC: Transportation			
easy access to public transportation	☐	☐	Please indicate how long of a walk:
bus line	☐	☐	
metro/subway	☐	☐	
reliable taxi service	☐	☐	
walking distance to sponsor	☐	☐	

TOPIC: Multi-floor building			Please indicate which floors will be used:
working elevator	☐	☐	
multiple stairways	☐	☐	
fire escape	☐	☐	

TOPIC: Co-ed apartments			
locks on bedroom doors	☐	☐	
locks on bathroom doors	☐	☐	
more than one bedroom	☐	☐	Indicate # Hara has a separate room from the other male students
more than one bathroom	☐	☐	Indicate #

TOPIC: Auxiliary Facilities	Please provide the name, address and proximity to housing
emergency medical services	
medical clinic (non-emergency)	
dental clinic	
mental health facilities	
embassy or consulate (if applicable)	
fire house	
police station	

TOPIC: ADA Compliance			
wheelchair accessible	☐	☐	na
ADA accomodated bathroom & shower	☐	☐	

Submit by Email Print Form

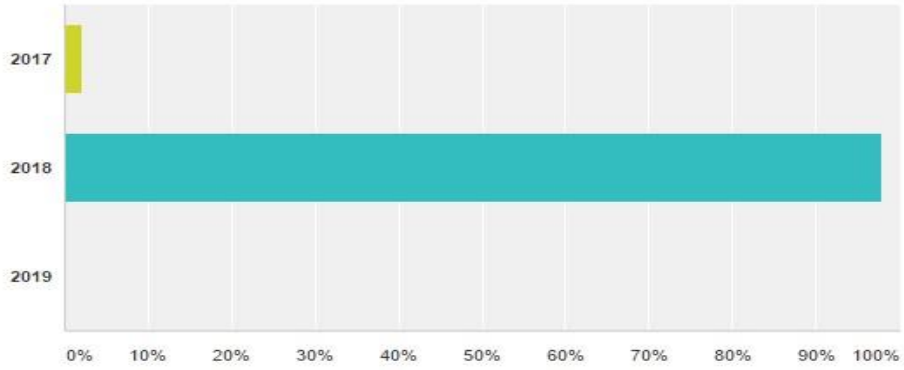
Appendix B: SurveyMonkey Results

PAGE 1: IQP Project Center Survey

Q1 Customize Export

What is your year of graduation?

Answered: 201 Skipped: 5

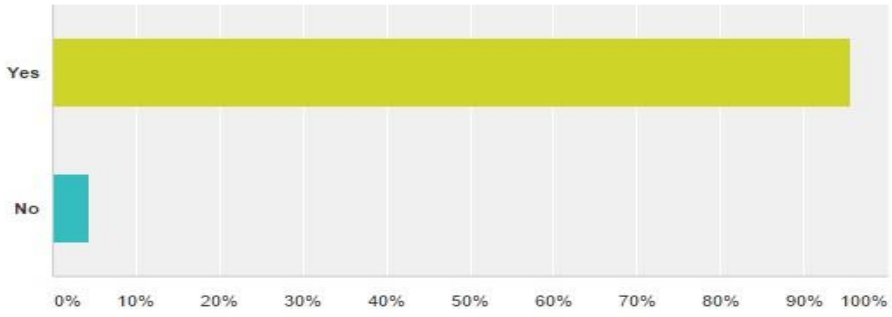


Answer Choices	Responses	
2017	1.99%	4
2018	98.01%	197
2019	0.00%	0
Total		201

Q2 Customize Export

Did you apply to an off-campus site?

Answered: 202 Skipped: 4

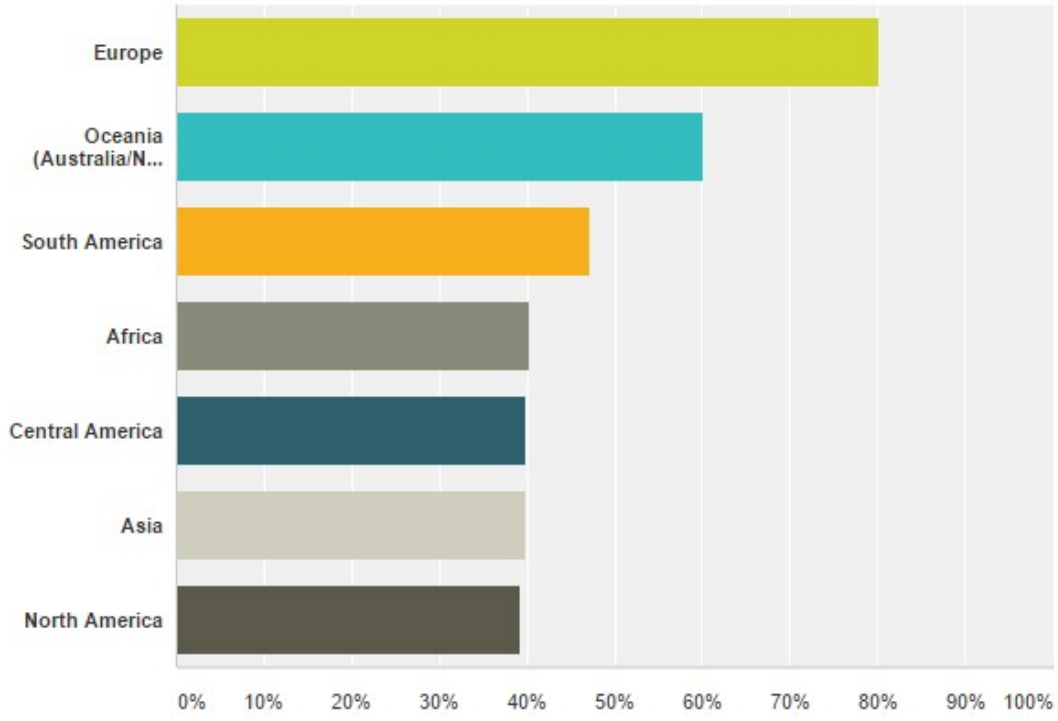


Answer Choices	Responses	
Yes	95.54%	193
No	4.46%	9
Total		202

Q3 Customize Export

What regions would you be interested in completing your IQP? (Check all that apply)

Answered: 201 Skipped: 5

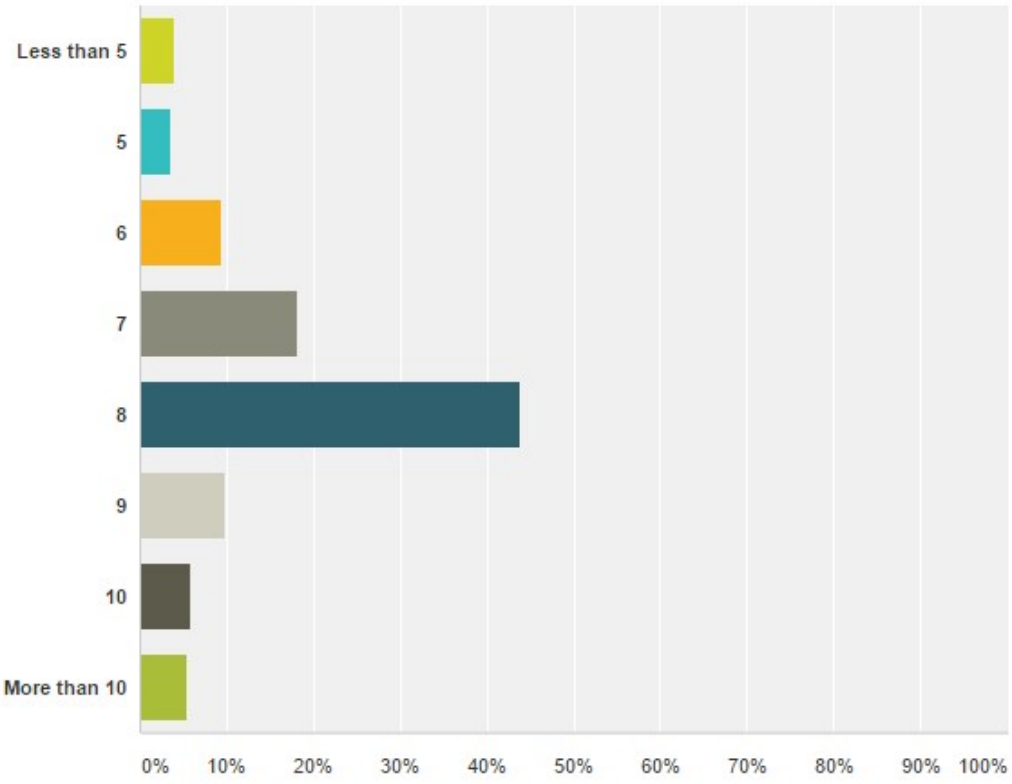


Answer Choices	Responses	
Europe	80.10%	161
Oceania (Australia/New Zealand)	60.20%	121
South America	47.26%	95
Africa	40.30%	81
Central America	39.80%	80
Asia	39.80%	80
North America	39.30%	79
Total Respondents: 201		

Q4 Customize Export

How many hours a day do you think you will work on your project? (Not including weekends)

Answered: 203 Skipped: 3

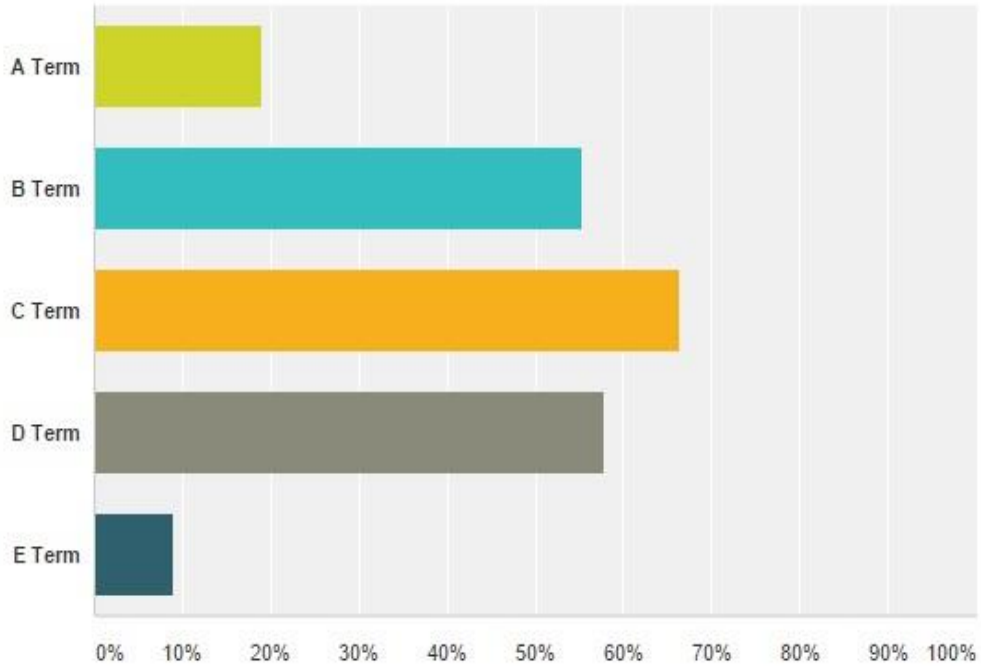


Answer Choices	Responses	
Less than 5	3.94%	8
5	3.45%	7
6	9.36%	19
7	18.23%	37
8	43.84%	89
9	9.85%	20
10	5.91%	12
More than 10	5.42%	11
Total		203

Q5 Customize Export

During which terms would you prefer to go off campus? (Check all that apply)

Answered: 199 Skipped: 7



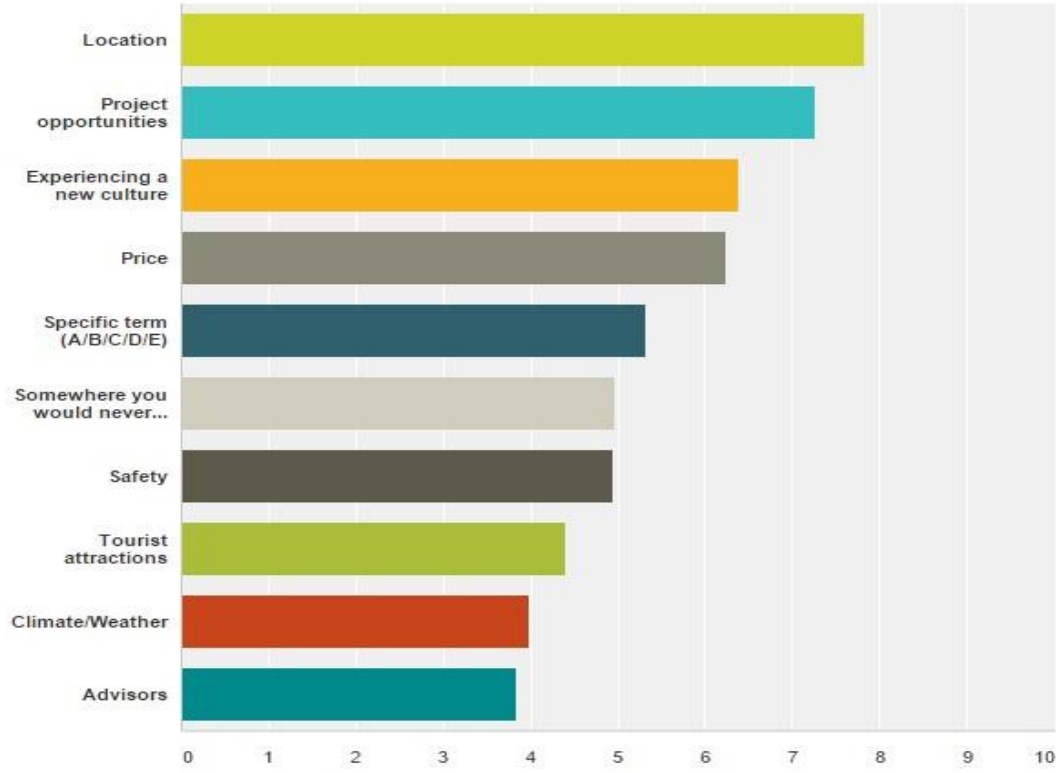
Answer Choices	Responses	
A Term	19.10%	38
B Term	55.28%	110
C Term	66.33%	132
D Term	57.79%	115
E Term	9.05%	18
Total Respondents: 199		

Q6

Customize Export

Rank what is most important to you when selecting your first choice IQP site. (1=Most Important, 10=Least Important)

Answered: 201 Skipped: 5



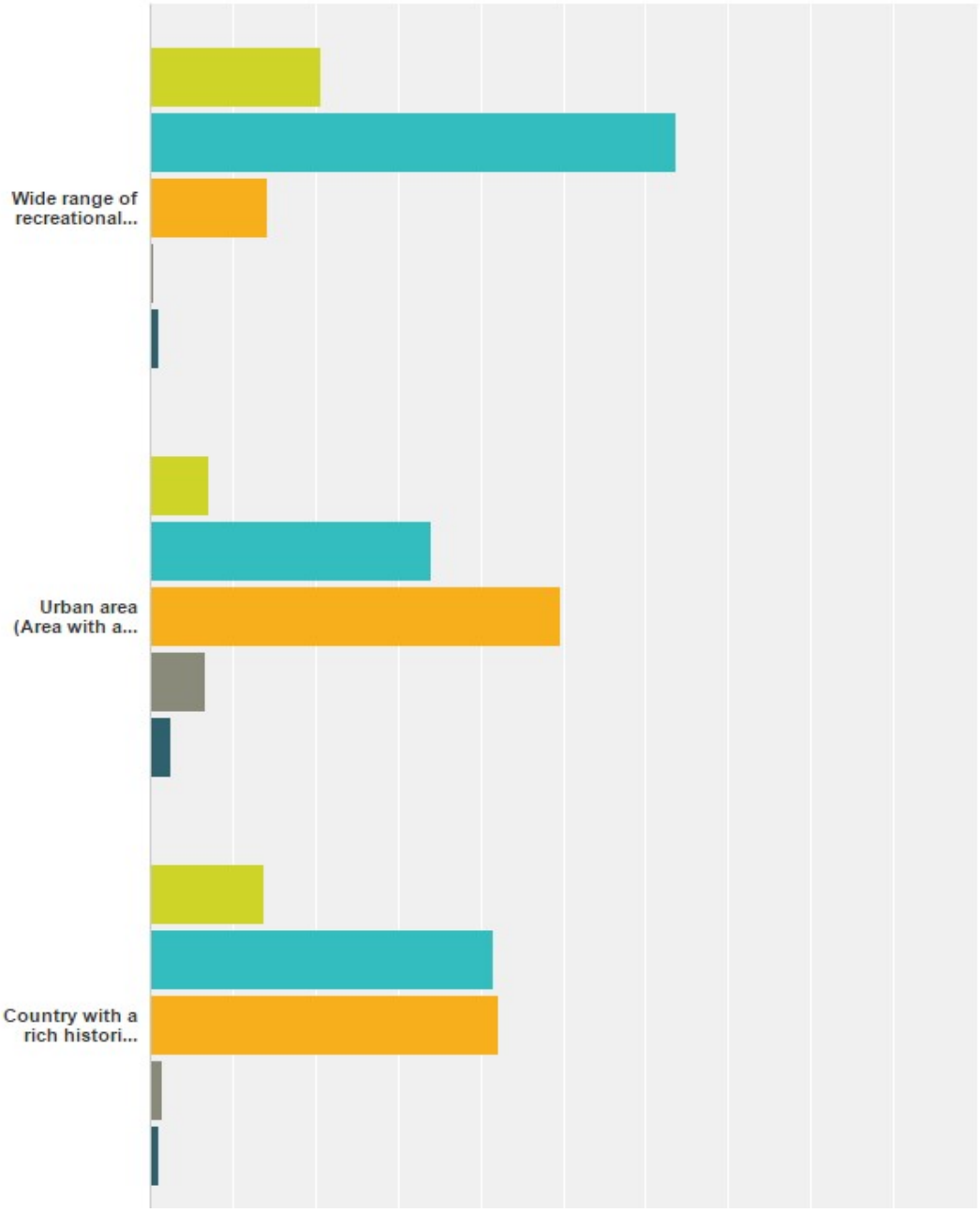
	1	2	3	4	5	6	7	8	9	10	Total	Score
Location	31.98% 63	28.93% 57	9.14% 18	7.61% 15	4.06% 8	4.06% 8	2.54% 5	2.54% 5	3.55% 7	5.58% 11	197	7.82
Project opportunities	18.65% 36	16.58% 32	20.21% 39	13.47% 26	7.25% 14	10.88% 21	3.11% 6	6.74% 13	1.04% 2	2.07% 4	193	7.26
Experiencing a new culture	11.17% 22	12.18% 24	13.71% 27	16.75% 33	10.66% 21	13.20% 26	6.60% 13	6.60% 13	5.58% 11	3.55% 7	197	6.39
Price	14.07% 28	12.06% 24	16.08% 32	9.05% 18	11.56% 23	6.53% 13	9.05% 18	7.54% 15	8.54% 17	5.53% 11	199	6.25
Specific term (A/B/C/D/E)	12.00% 24	9.00% 18	10.00% 20	10.50% 21	7.50% 15	7.00% 14	10.00% 20	7.50% 15	9.50% 19	17.00% 34	200	5.33
Somewhere you would never travel on your own	5.10% 10	10.20% 20	7.65% 15	10.20% 20	10.71% 21	6.12% 12	14.29% 28	12.24% 24	9.69% 19	13.78% 27	196	4.97
Safety	3.09% 6	4.12% 8	9.28% 18	10.82% 21	14.43% 28	14.43% 28	12.37% 24	12.89% 25	10.31% 20	8.25% 16	194	4.94
Tourist attractions	0.51% 1	3.06% 6	6.12% 12	9.69% 19	12.76% 25	15.82% 31	13.78% 27	14.80% 29	11.73% 23	11.73% 23	196	4.40
Climate/Weather	2.02% 4	2.53% 5	4.04% 8	4.04% 8	11.62% 23	11.62% 23	17.68% 35	15.15% 30	19.70% 39	11.62% 23	198	3.98
Advisors	2.56% 5	2.05% 4	5.13% 10	8.21% 16	8.21% 16	10.26% 20	10.26% 20	14.36% 28	18.46% 36	20.51% 40	195	3.85

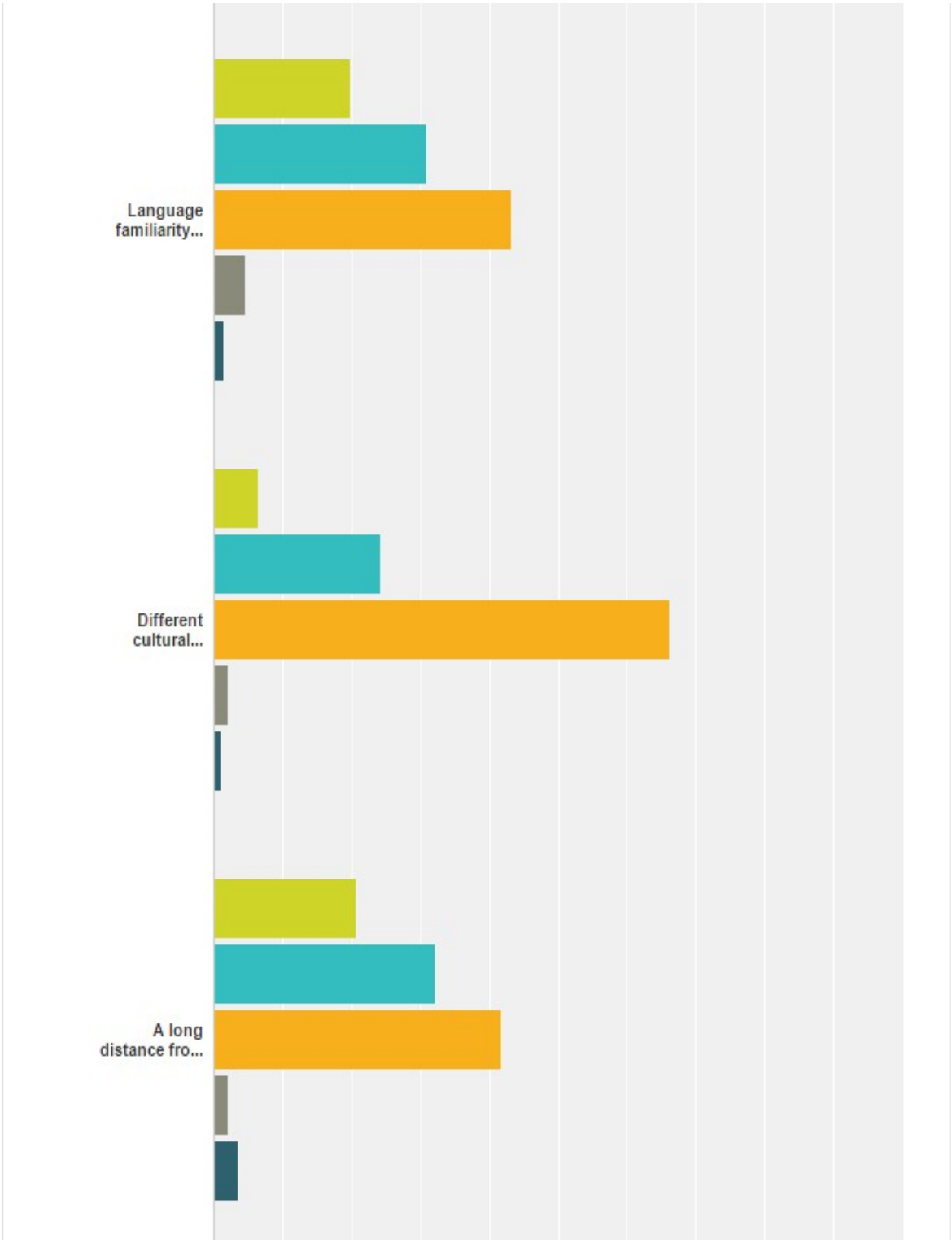
Q7

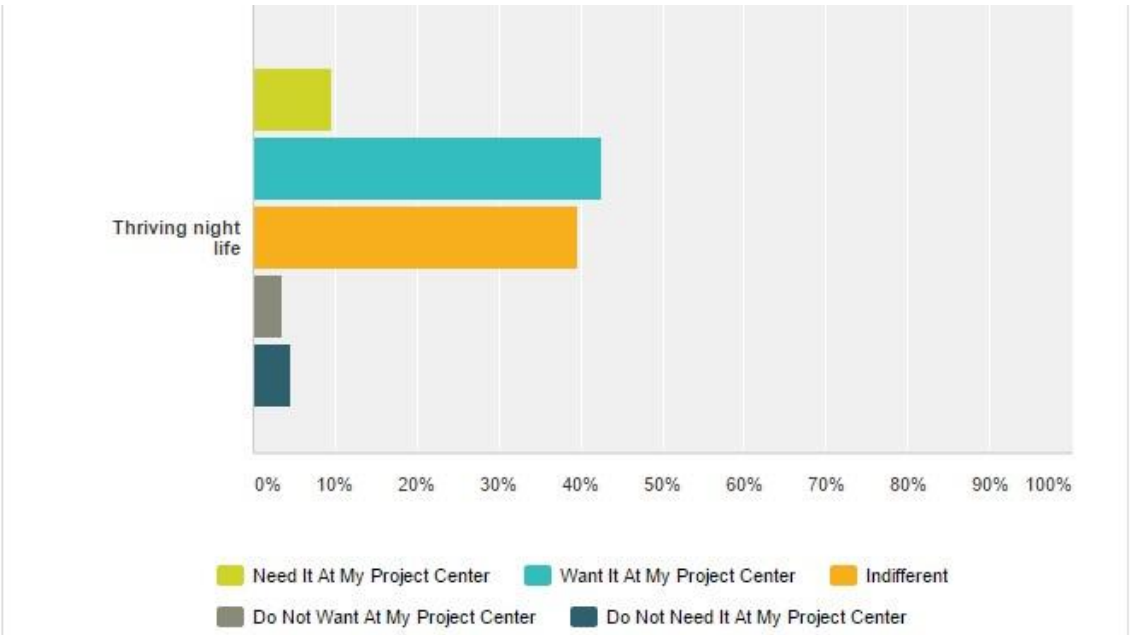
Customize Export

What describes your ideal IQP project center location?

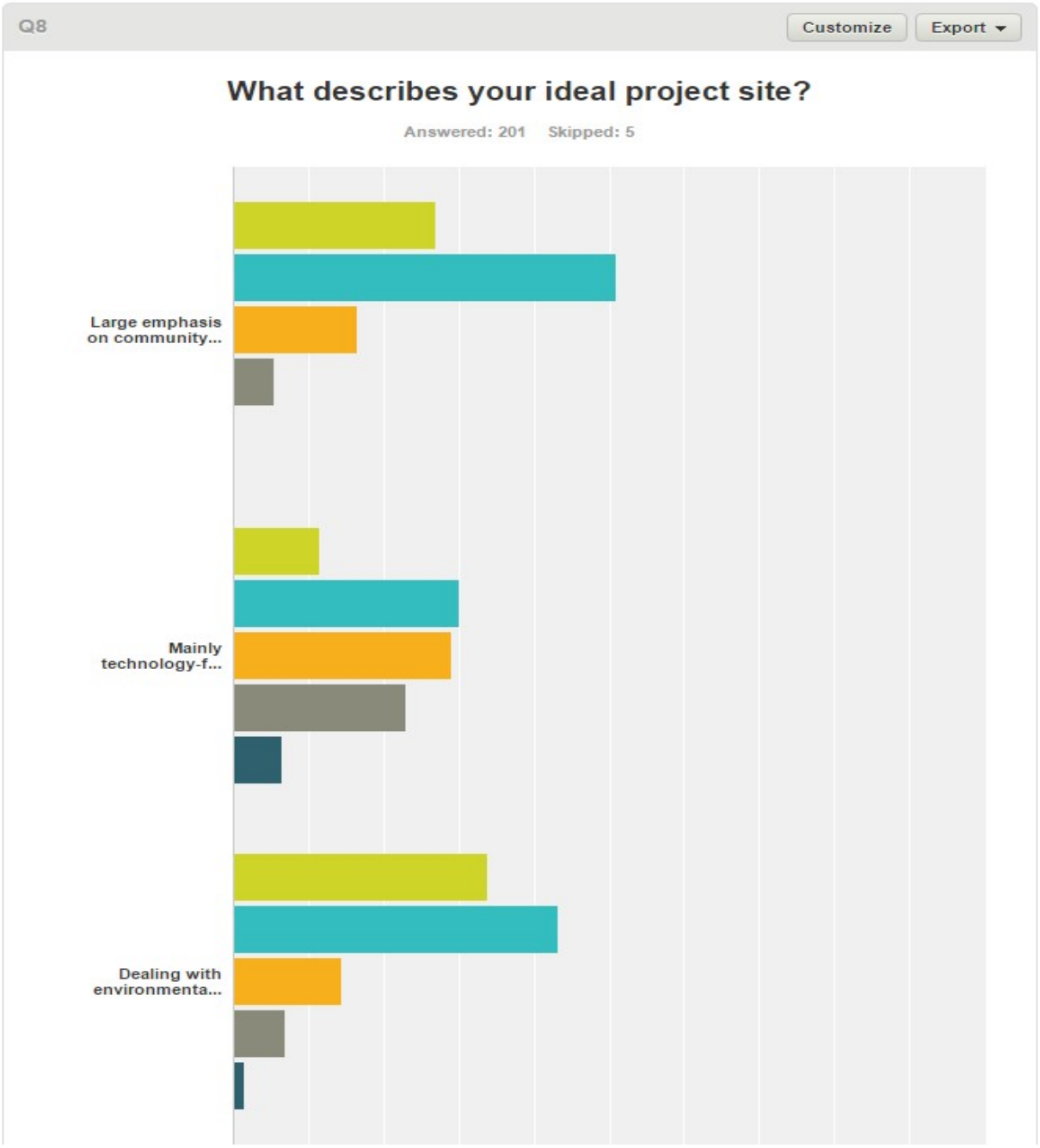
Answered: 199 Skipped: 7

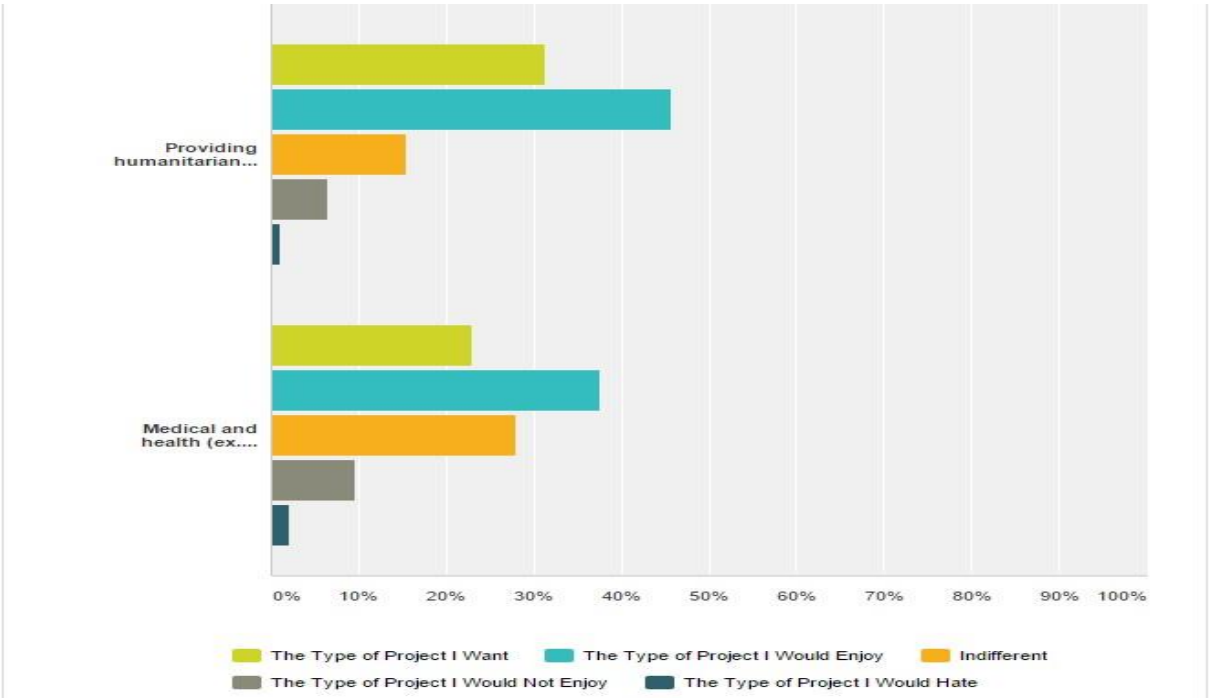



Language familiarity...
Different cultural...
A long distance fro...



	Need It At My Project Center	Want It At My Project Center	Indifferent	Do Not Want At My Project Center	Do Not Need It At My Project Center	Total
Wide range of recreational activities (Hiking, Traveling)	20.71% 41	63.64% 126	14.14% 28	0.51% 1	1.01% 2	198
Urban area (Area with a large population)	7.11% 14	34.01% 67	49.75% 98	6.60% 13	2.54% 5	197
Country with a rich historic background	13.71% 27	41.62% 82	42.13% 83	1.52% 3	1.02% 2	197
Language familiarity (Speak a language I am fluent in)	19.80% 39	30.96% 61	43.15% 85	4.57% 9	1.52% 3	197
Different cultural mannerisms (hugging/cheek and hand kissing)	6.57% 13	24.24% 48	66.16% 131	2.02% 4	1.01% 2	198
A long distance from campus	20.60% 41	32.16% 64	41.71% 83	2.01% 4	3.52% 7	199
Thriving night life	9.64% 19	42.64% 84	39.59% 78	3.55% 7	4.57% 9	197


Q8
Customize
Export
What describes your ideal project site?
Answered: 201 Skipped: 5
Large emphasis on community...
Mainly technology-f...
Dealing with environmenta...



	The Type of Project I Want	The Type of Project I Would Enjoy	Indifferent	The Type of Project I Would Not Enjoy	The Type of Project I Would Hate	Total
Large emphasis on community involvement (ex. City Transportation, Museums)	27.00% 54	51.00% 102	16.50% 33	5.50% 11	0.00% 0	200
Mainly technology-focused (ex. Software Development)	11.50% 23	30.00% 60	29.00% 58	23.00% 46	6.50% 13	200
Dealing with environmental issues (ex. National Parks, Clean Energy)	33.83% 68	43.28% 87	14.43% 29	6.97% 14	1.49% 3	201
Providing humanitarian needs (ex. Food Bank, Sanitation Development)	31.34% 63	45.77% 92	15.42% 31	6.47% 13	1.00% 2	201
Medical and health (ex. Doctors, Hospitals, Medicine)	23.00% 46	37.50% 75	28.00% 56	9.50% 19	2.00% 4	200

Appendix C: Completed Housing Evaluations

Casa de Lidice

NAME OF PERSON COMPLETING FORM: Bobby LaFlamme DATE and TIME of VISIT 11/30/15
ADDRESS: General Torres 11-69 entre Sangurima y Lamar

For each topic please check off the appropriate box (yes/no) and fill in comments where requested.

TOPIC: Fire safety	yes	no	comments
multiple clearly marked fire exits	○	◉	none seen
fire extinguishers	◉	○	one per floor
working smoke detectors	○	◉	none seen
barred windows	○	◉	if yes, which floors? none seen
exposed electrical wires	○	◉	Where specifically? none seen

TOPIC: Security			Describe access: key card, key, concierge/front desk staff, etc.
secure entrances (deadbolt locks)	◉	○	locks in front of building
solid external doors	◉	○	yes
locks on all windows	◉	○	some locks
no broken windows - all function	◉	○	all windows intact
screens/storms on all windows	○	◉	none seen
any sort of security system in place	◉	○	Describe what that system is: cameras at front door
peephole at front door	◉	○	

TOPIC: Working appliances (if applicable)				
stovetop	◉	○	○gas or	◉electric? If gas, how supplied?
oven	◉	○	○gas or	◉electric? If gas, how supplied?
microwave	◉	○		
refrigerator	◉	○		
laundry facilities	◉	○	If no - how close by?	in the building
hot water in kitchen	◉	○		
hot water in bathroom	◉	○		
landline telephone	◉	○		
high speed internet	◉	○	free of cost/included in price	

kitchen for all to use

TOPIC: Neighborhood			Describe locale: residential, urban, business district, etc.
safe surroundings	◉	○	safe neighborhood
well lit outside at night	◉	○	streetlights
accessible to public transportation	◉	○	on main street
access to shopping - for necessities	◉	○	lots of shops
access to restaurants	◉	○	lots of restaurants

TOPIC: Transportation			Please indicate how long of a walk:
easy access to public transportation	◉	○	
bus line	◉	○	buses pass by frequently
metro/subway	○	◉	no subway
reliable taxi service	◉	○	taxis go by a lot
walking distance to sponsor	◉	○	depends on sponsor

TOPIC: Multi-floor building			Please indicate which floors will be used:
working elevator	○	◉	none
multiple stairways	○	◉	one per floor
fire escape	○	◉	none seen

TOPIC: Co-ed apartments				
locks on bedroom doors	◉	○		
locks on bathroom doors	◉	○		
more than one bedroom	○	◉	Indicate #	Hara has a separate room from the other male students
more than one bathroom	○	◉	Indicate #	multiple beds in room one bathroom per room

TOPIC: Auxiliary Facilities	Please provide the name, address and proximity to housing
emergency medical services	Clínica Santa Inés
medical clinic (non-emergency)	
dental clinic	Clínica Dental en Cuenca, Avenida de las Americas
mental health facilities	
embassy or consulate (if applicable)	
fire house	Benemérito Cuerpo de Bomberos de Cuenca
police station	UPC Terminal Terrestre, Avenue Gil Ramírez Dávlos

TOPIC: ADA Compliance			
wheelchair accessible	○	◉	na
ADA accomodated bathroom & shower	○	◉	

Notes: can fit 22 students
approximately $500/student

Casa San Rafael

NAME OF PERSON COMPLETING FORM: Bobby LaFlamme DATE and TIME of VISIT 11/30/15
ADDRESS: Bolívar 5-05 y Mariano Cueva

For each topic please check off the appropriate box (yes/no) and fill in comments where requested.

TOPIC: Fire safety	yes	no	comments
multiple clearly marked fire exits	○	◉	none seen
fire extinguishers	◉	◉	one per floor
working smoke detectors	○	◉	none seen
barred windows	○	◉	if yes, which floors? none seen
exposed electrical wires	○	◉	Where specifically? none seen

TOPIC: Security			Describe access: key card, key, concierge/front desk staff, etc.
secure entrances (deadbolt locks)	◉	◉	yes
solid external doors	◉	◉	yes
locks on all windows	◉	◉	on all seen
no broken windows - all function	◉	◉	all windows intact
screens/storms on all windows	○	◉	none seen
any sort of security system in place	◉	◉	Describe what that system is: locks
peephole at front door	◉	◉	yes

TOPIC: Working appliances (if applicable)			
stovetop	○	◉	○gas or ○electric? If gas, how supplied?
oven	○	◉	○gas or ○electric? If gas, how supplied?
microwave	○	◉	no kitchen
refrigerator	○	◉	
laundry facilities	◉	◉	If no - how close by? Laundry services or nearby places
hot water in kitchen	○	◉	no kitchen
hot water in bathroom	◉	◉	
landline telephone	◉	◉	in room
high speed internet	◉	◉	included

TOPIC: Neighborhood			Describe locale: residential, urban, business district, etc.
safe surroundings	◉	◉	safe neighborhood
well lit outside at night	◉	◉	streetlights
accessible to public transportation	◉	◉	lots of transportation
access to shopping - for necessities	◉	◉	lots of shops
access to restaurants	◉	◉	lots of restaurants

TOPIC: Transportation			
easy access to public transportation	◉	◉	Please indicate how long of a walk:
bus line	◉	◉	lots of buses
metro/subway	○	◉	no subway
reliable taxi service	◉	◉	lots of taxis
walking distance to sponsor	◉	◉	depends on sponsor

TOPIC: Multi-floor building			Please indicate which floors will be used:
working elevator	○	◉	none
multiple stairways	○	◉	one staircase
fire escape	○	◉	none seen

TOPIC: Co-ed apartments			
locks on bedroom doors	◉	◉	
locks on bathroom doors	◉	◉	
more than one bedroom	○	◉	Indicate # Hara has a separate room from the other male students multiple beds in room
more than one bathroom	○	◉	Indicate # one bathroom

TOPIC: Auxiliary Facilities	Please provide the name, address and proximity to housing
emergency medical services	Clínica Santa Inés
medical clinic (non-emergency)	
dental clinic	Clínica Dental en Cuenca, Avenida de las Americas
mental health facilities	
embassy or consulate (if applicable)	
fire house	Benemérito Cuerpo de Bomberos de Cuenca
police station	UPC Terminal Terrestre, Avenue Gil Ramírez Dávlos

TOPIC: ADA Compliance			
wheelchair accessible	○	◉	na
ADA accomodated bathroom & shower	○	◉	

Notes: can fit 19 students
$21.50/person/night

Cuenca Suites

NAME OF PERSON COMPLETING FORM: Bobby LaFlamme DATE and TIME of VISIT 11/9/15
ADDRESS: Simon Bolivar

For each topic please check off the appropriate box (yes/no) and fill in comments where requested.

TOPIC: Fire safety	yes	no	comments
multiple clearly marked fire exits	●	○	
fire extinguishers	●	○	
working smoke detectors	●	○	
barred windows	○	●	if yes, which floors?
exposed electrical wires	○	●	Where specifically?

TOPIC: Security			Describe access: key card, key, concierge/front desk staff, etc.
secure entrances (deadbolt locks)	●	○	very secure area
solid external doors	●	○	
locks on all windows	○	●	windows didn't seem to open
no broken windows - all function	●	○	
screens/storms on all windows	○	●	no screens on windows in most places
any sort of security system in place	●	○	Describe what that system is: security system on doors to rooms
peephole at front door	○	●	

TOPIC: Working appliances (if applicable)				
stovetop	●	○	○gas or	●electric? If gas, how supplied?
oven	○	●	○gas or	○electric? If gas, how supplied?
microwave	●	○		
refrigerator	●	○		
laundry facilities	○	●	If no - how close by?	right around the corner
hot water in kitchen	●	○		
hot water in bathroom	●	○		
landline telephone	○	●		probably in the main office
high speed internet	●	○		

TOPIC: Neighborhood			Describe locale: residential, urban, business district, etc.
safe surroundings	●	○	yes
well lit outside at night	●	○	
accessible to public transportation	●	○	lots of taxis and buses
access to shopping - for necessities	●	○	lots of shops
access to restaurants	●	○	lots of restaurants

TOPIC: Transportation			Please indicate how long of a walk:
easy access to public transportation	●	○	
bus line	●	○	a lot of buses
metro/subway	○	●	no subway nearby
reliable taxi service	●	○	many taxis
walking distance to sponsor	●	○	depends on sponsor, but most are within walking distance

TOPIC: Multi-floor building			Please indicate which floors will be used:
working elevator	○	●	no elevator
multiple stairways	○	●	just one stairway
fire escape	○	●	

TOPIC: Co-ed apartments				
locks on bedroom doors	●	○		
locks on bathroom doors	●	○		
more than one bedroom	●	○	Indicate #	Hara has a separate room from the other male students 2 rooms for the ones we are considering
more than one bathroom	○	●	Indicate #	just one per apartment

TOPIC: Auxiliary Facilities	Please provide the name, address and proximity to housing
emergency medical services	Clínica Santa Inés
medical clinic (non-emergency)	
dental clinic	Clínica Dental en Cuenca, Avenida de las Americas
mental health facilities	
embassy or consulate (if applicable)	
fire house	Benemérito Cuerpo de Bomberos de Cuenca
police station	UPC Terminal Terrestre, Avenue Gil Ramírez Dávlos

TOPIC: ADA Compliance				
wheelchair accessible	●	○	na	just the apartments on the first floor
ADA accomodated bathroom & shower	○	●		

Notes: approximately 8 students need to contact for price

Gran Hotel

NAME OF PERSON COMPLETING FORM: Bobby LaFlamme DATE and TIME of VISIT 11/30/15
ADDRESS: General Torres 9-70 entre Gran Colombia y Bolívar

For each topic please check off the appropriate box (yes/no) and fill in comments where requested.

TOPIC: Fire safety	yes	no	comments
multiple clearly marked fire exits	○	◉	none seen
fire extinguishers	◉	◉	one per floor
working smoke detectors	○	◉	none seen
barred windows	○	◉	if yes, which floors? none seen
exposed electrical wires	○	◉	Where specifically? none seen

TOPIC: Security			Describe access: key card, key, concierge/front desk staff, etc.
secure entrances (deadbolt locks)	◉	◉	yes
solid external doors	◉	◉	yes
locks on all windows	◉	◉	on all seen
no broken windows - all function	◉	◉	all windows intact
screens/storms on all windows	○	◉	none seen
any sort of security system in place	◉	◉	Describe what that system is: locks & surveillance
peephole at front door	◉	◉	yes

TOPIC: Working appliances (if applicable)				
stovetop	○	◉	○ gas or	○ electric? If gas, how supplied?
oven	○	◉	○ gas or	○ electric? If gas, how supplied?
microwave	○	◉		
refrigerator	○	◉		
laundry facilities	◉	◉	If no - how close by? laundry services	
hot water in kitchen	○	◉	no kitchen	
hot water in bathroom	◉	◉		
landline telephone	◉	◉	in room	
high speed internet	◉	◉	included	

no kitchen

TOPIC: Neighborhood			Describe locale: residential, urban, business district, etc.
safe surroundings	◉	◉	safe neighborhood
well lit outside at night	◉	◉	streetlights
accessible to public transportation	◉	◉	lots of transportation
access to shopping - for necessities	◉	◉	lots of shops
access to restaurants	◉	◉	lots of restaurants

TOPIC: Transportation			
easy access to public transportation	◉	◉	Please indicate how long of a walk:
bus line	◉	◉	lots of buses
metro/subway	○	◉	no subway
reliable taxi service	◉	◉	lots of taxis
walking distance to sponsor	◉	◉	depends on sponsor

TOPIC: Multi-floor building			Please indicate which floors will be used:
working elevator	○	◉	none
multiple stairways	◉	◉	2 staircases
fire escape	○	◉	none seen

TOPIC: Co-ed apartments			
locks on bedroom doors	◉	◉	
locks on bathroom doors	◉	◉	
more than one bedroom	○	◉	Indicate # Hara has a separate room from the other male students
more than one bathroom	○	◉	Indicate # multiple beds per room one bathroom

TOPIC: Auxiliary Facilities	Please provide the name, address and proximity to housing
emergency medical services	Clínica Santa Inés
medical clinic (non-emergency)	
dental clinic	Clínica Dental en Cuenca, Avenida de las Americas
mental health facilities	
embassy or consulate (if applicable)	
fire house	Benemérito Cuerpo de Bomberos de Cuenca
police station	UPC Terminal Terrestre, Avenue Gil Ramírez Dávilos

TOPIC: ADA Compliance			
wheelchair accessible	○	◉	na
ADA accomodated bathroom & shower	○	◉	

Notes: fits all students
contact for price

Hostería Santa Fe

NAME OF PERSON COMPLETING FORM: Bobby LaFlamme DATE and TIME of VISIT 11/9/15
ADDRESS: Presidente Borrero

For each topic please check off the appropriate box (yes/no) and fill in comments where requested.

TOPIC: Fire safety	yes	no	comments
multiple clearly marked fire exits	○	◉	not seen
fire extinguishers	○	◉	not seen
working smoke detectors	◉	○	
barred windows	◉	○	if yes, which floors? not a lot of windows
exposed electrical wires	○	◉	Where specifically? none seen

TOPIC: Security			Describe access: key card, key, concierge/front desk staff, etc.
secure entrances (deadbolt locks)	◉	○	
solid external doors	◉	○	
locks on all windows	◉	○	
no broken windows - all function	◉	○	
screens/storms on all windows	○	◉	no screens in most places
any sort of security system in place	○	◉	Describe what that system is: no security system
peephole at front door	◉	○	gate serves as peephole

TOPIC: Working appliances (if applicable)			
stovetop	◉	○	○gas or ◉electric? If gas, how supplied?
oven	◉	○	○gas or ◉electric? If gas, how supplied?
microwave	○	◉	
refrigerator	◉	○	
laundry facilities	◉	○	If no - how close by? kitchen is not very accessible or clean
hot water in kitchen	◉	○	
hot water in bathroom	◉	○	$1/kilo
landline telephone	○	◉	
high speed internet	◉	○	

TOPIC: Neighborhood			Describe locale: residential, urban, business district, etc.
safe surroundings	◉	○	safe area in El Centro
well lit outside at night	◉	○	lots of street lights
accessible to public transportation	◉	○	taxis and buses
access to shopping - for necessities	◉	○	lots of shops
access to restaurants	◉	○	lots of restaurants

TOPIC: Transportation			
easy access to public transportation	◉	○	Please indicate how long of a walk:
bus line	◉	○	lots of buses
metro/subway	○	◉	
reliable taxi service	◉	○	lots of taxis
walking distance to sponsor	◉	○	depends on sponsor, but most are within walking distance

TOPIC: Multi-floor building			Please indicate which floors will be used:
working elevator	○	◉	
multiple stairways	◉	○	two stairways
fire escape	○	◉	not seen

TOPIC: Co-ed apartments			
locks on bedroom doors	◉	○	
locks on bathroom doors	◉	○	
more than one bedroom	○	◉	Indicate # Hara has a separate room from the other male students
more than one bathroom	○	◉	Indicate # > Not per room, more than one bed in a room

TOPIC: Auxiliary Facilities	Please provide the name, address and proximity to housing
emergency medical services	Clínica Santa Inés
medical clinic (non-emergency)	
dental clinic	Clínica Dental en Cuenca, Avenida de las Americas
mental health facilities	
embassy or consulate (if applicable)	
fire house	Benemérito Cuerpo de Bomberos de Cuenca
police station	UPC Terminal Terrestre, Avenue Gil Ramírez Dávlos

TOPIC: ADA Compliance			
wheelchair accessible	○	◉	na
ADA accomodated bathroom & shower	○	◉	

Notes: approximately $500/person can house everyone

Hotel Carvallo

NAME OF PERSON COMPLETING FORM: Bobby LaFlamme DATE and TIME of VISIT 11/30/15
ADDRESS: Gran Colombia 7-52 entre Padre Aguirre y Benigno Malo

For each topic please check off the appropriate box (yes/no) and fill in comments where requested.

TOPIC: Fire safety	yes	no	comments
multiple clearly marked fire exits	○	◉	none seen
fire extinguishers	◉	◉	at least one on each floor
working smoke detectors	○	◉	none seen
barred windows	○	◉	if yes, which floors? none seen
exposed electrical wires	○	◉	Where specifically? none seen

TOPIC: Security			Describe access: key card, key, concierge/front desk staff, etc.
secure entrances (deadbolt locks)	◉	◉	yes
solid external doors	◉	◉	yes
locks on all windows	◉	◉	on all seen
no broken windows - all function	◉	◉	all windows intact
screens/storms on all windows	○	◉	none seen
any sort of security system in place	◉	◉	Describe what that system is: locks and surveillance
peephole at front door	◉	◉	yes

TOPIC: Working appliances (if applicable)				
stovetop	○	◉	○ gas or	○ electric? If gas, how supplied?
oven	○	◉	○ gas or	○ electric? If gas, how supplied?
microwave	○	◉		
refrigerator	◉	◉	in room	
laundry facilities	◉	◉	If no - how close by? $1.50/kilo plus tax	
hot water in kitchen	○	◉	no kitchen	
hot water in bathroom	◉	◉	yes	
landline telephone	◉	◉	in room	
high speed internet	◉	◉	included	

no kitchen

TOPIC: Neighborhood			Describe locale: residential, urban, business district, etc.
safe surroundings	◉	◉	safe neighborhood
well lit outside at night	◉	◉	streetlights
accessible to public transportation	◉	◉	lots of taxis & buses
access to shopping - for necessities	◉	◉	lots of shops
access to restaurants	◉	◉	lots of restaurants

TOPIC: Transportation			
easy access to public transportation	◉	◉	Please indicate how long a walk:
bus line	◉	◉	buses pass by frequently
metro/subway	○	◉	no subway
reliable taxi service	◉	◉	lots of taxis
walking distance to sponsor	◉	◉	depends on sponsor

TOPIC: Multi-floor building			Please indicate which floors will be used:
working elevator	○	◉	none
multiple stairways	◉	◉	2 staircases
fire escape	○	◉	none seen

TOPIC: Co-ed apartments			
locks on bedroom doors	◉	◉	
locks on bathroom doors	◉	◉	
more than one bedroom	○	◉	Indicate # Hara has a separate room from the other male students multiple beds in room
more than one bathroom	○	◉	Indicate # one bathroom

TOPIC: Auxiliary Facilities	Please provide the name, address and proximity to housing
emergency medical services	Clínica Santa Inés
medical clinic (non-emergency)	
dental clinic	Clínica Dental en Cuenca, Avenida de las Americas
mental health facilities	
embassy or consulate (if applicable)	
fire house	Benemérito Cuerpo de Bomberos de Cuenca
police station	UPC Terminal Terrestre, Avenue Gil Ramírez Dávles

TOPIC: ADA Compliance			
wheelchair accessible	○	◉	na
ADA accomodated bathroom & shower	○	◉	

Notes: $34/person/night → will be given 60% to 70% discount
can hold everyone

Hotel Check Inn

NAME OF PERSON COMPLETING FORM: Bobby LaFlamme DATE and TIME of VISIT 11/30/15
ADDRESS: General Torres 8-82 y Bolívar

For each topic please check off the appropriate box (yes/no) and fill in comments where requested.

TOPIC: Fire safety	yes	no	comments
multiple clearly marked fire exits	○	◉	yes
fire extinguishers	○	◉	a few seen
working smoke detectors	○	◉	none seen
barred windows	○	◉	if yes, which floors? none seen
exposed electrical wires	○	◉	Where specifically? none seen

TOPIC: Security			Describe access: key card, key, concierge/front desk staff, etc.
secure entrances (deadbolt locks)	○	◉	deadbolt out front
solid external doors	○	◉	solid door out front
locks on all windows	○	◉	yes
no broken windows - all function	○	◉	all windows intact
screens/storms on all windows	○	◉	none seen
any sort of security system in place	○	◉	Describe what that system is: none seen
peephole at front door	○	◉	yes

TOPIC: Working appliances (if applicable)				
stovetop	○	◉	○ gas or	○ electric? If gas, how supplied? in kitchen
oven	○	◉	○ gas or	○ electric? If gas, how supplied? none in kitchen
microwave	○	◉	in kitchen	
refrigerator	○	◉	in kitchen	
laundry facilities	○	◉	If no - how close by? laundry services nearby	
hot water in kitchen	○	◉	yes	
hot water in bathroom	○	◉	yes	
landline telephone	○	◉	none seen	
high speed internet	○	◉	included	

TOPIC: Neighborhood			Describe locale: residential, urban, business district, etc.
safe surroundings	○	◉	safe neighborhood
well lit outside at night	○	◉	streetlights
accessible to public transportation	○	◉	transportation available
access to shopping - for necessities	○	◉	lots of shops
access to restaurants	○	◉	lots of restaurants

TOPIC: Transportation			
easy access to public transportation	○	◉	Please indicate how long of a walk:
bus line	○	◉	lots of buses
metro/subway	○	◉	no subway
reliable taxi service	○	◉	lots of taxis
walking distance to sponsor	○	◉	depends on sponsor

TOPIC: Multi-floor building			Please indicate which floors will be used:
working elevator	○	◉	yes
multiple stairways	○	◉	one staircase
fire escape	○	◉	none seen

TOPIC: Co-ed apartments			
locks on bedroom doors	○	◉	
locks on bathroom doors	○	◉	communal bathroom
more than one bedroom	○	◉	Indicate # Hara has a separate room from the other male students
more than one bathroom	○	◉	Indicate # multiple beds per room

TOPIC: Auxiliary Facilities	Please provide the name, address and proximity to housing
emergency medical services	Clínica Santa Inés
medical clinic (non-emergency)	
dental clinic	Clínica Dental en Cuenca, Avenida de Las Americas
mental health facilities	
embassy or consulate (if applicable)	
fire house	Benemérito Cuerpo de Bomberos de Cuenca
police station	UPC Terminal Terrestre, Avenue Gil Ramírez Dávalos

TOPIC: ADA Compliance			
wheelchair accessible	○	◉	na
ADA accomodated bathroom & shower	○	◉	

Notes: $7/person/night
holds all students

Hotel Conquistador

NAME OF PERSON COMPLETING FORM: Bobby LaFlamme DATE and TIME of VISIT 11/30/15
ADDRESS: Gran Colombia 6-65 y Presidente Borrero

For each topic please check off the appropriate box (yes/no) and fill in comments where requested.

TOPIC: Fire safety	yes	no	comments
multiple clearly marked fire exits	◉	○	yes
fire extinguishers	◉	○	at least one per floor
working smoke detectors	◉	○	in rooms
barred windows	○	◉	if yes, which floors? none seen
exposed electrical wires	○	◉	Where specifically? none seen

TOPIC: Security			Describe access: key card, key, concierge/front desk staff, etc.
secure entrances (deadbolt locks)	◉	○	yes
solid external doors	◉	○	yes
locks on all windows	◉	○	on all seen
no broken windows - all function	◉	○	all windows intact
screens/storms on all windows	○	◉	none seen
any sort of security system in place	◉	○	Describe what that system is: locks & surveillance
peephole at front door	○	◉	just glass door

TOPIC: Working appliances (if applicable)				
stovetop	○	◉	○ gas or	○ electric? If gas, how supplied?
oven	○	◉	○ gas or	○ electric? If gas, how supplied?
microwave	○	◉		
refrigerator	◉	○	in room	
laundry facilities	◉	○	If no - how close by? laundry service in hotel	
hot water in kitchen	○	◉	no kitchen	
hot water in bathroom	◉	○	yes	
landline telephone	◉	○	in room	
high speed internet	◉	○	included	

no kitchen

TOPIC: Neighborhood			Describe locale: residential, urban, business district, etc.
safe surroundings	◉	○	safe neighborhood
well lit outside at night	◉	○	streetlights
accessible to public transportation	◉	○	lots of taxis & buses
access to shopping - for necessities	◉	○	lots of shops
access to restaurants	◉	○	lots of restaurants

TOPIC: Transportation			
easy access to public transportation	◉	○	Please indicate how long of a walk:
bus line	◉	○	buses pass by frequently
metro/subway	○	◉	no subway
reliable taxi service	◉	○	lots of taxis
walking distance to sponsor	◉	○	depends on sponsor

TOPIC: Multi-floor building			Please indicate which floors will be used:
working elevator	◉	○	yes
multiple stairways	○	◉	one staircase
fire escape	○	◉	none seen

TOPIC: Co-ed apartments			
locks on bedroom doors	◉	○	
locks on bathroom doors	◉	○	
more than one bedroom	○	◉	Indicate # Hara has a separate room from the other male students
more than one bathroom	○	◉	Indicate # multiple beds in room one bathroom

TOPIC: Auxiliary Facilities	Please provide the name, address and proximity to housing
emergency medical services	Clínica Santa Inés
medical clinic (non-emergency)	
dental clinic	Clínica Dental en Cuenca, Avenida de los Americas
mental health facilities	
embassy or consulate (if applicable)	
fire house	Benemérito Cuerpo de Bomberos de Cuenca
police station	UPC Terminal Terrestre, Avenue Gil Ramírez Dávalos

TOPIC: ADA Compliance			
wheelchair accessible	◉	○	na
ADA accomodated bathroom & shower	○	◉	

Notes: holds everyone
contact for prices

Hotel Patrimonio

NAME OF PERSON COMPLETING FORM: Bobby LaFlamme DATE and TIME of VISIT 11/30/15
ADDRESS: Simón Bolívar 6-22 y Hermano Miguel

For each topic please check off the appropriate box (yes/no) and fill in comments where requested.

TOPIC: Fire safety	yes	no	comments
multiple clearly marked fire exits	○	●	yes
fire extinguishers	○	◎	multiple per floor
working smoke detectors	○	◎	none seen
barred windows	○	◎	if yes, which floors? none seen
exposed electrical wires	○	◎	Where specifically? none seen

TOPIC: Security			Describe access: key card, key, concierge/front desk staff, etc.
secure entrances (deadbolt locks)	○	◎	yes
solid external doors	○	◎	yes
locks on all windows	○	◎	on all seen
no broken windows - all function	○	◎	all windows intact
screens/storms on all windows	○	◎	none seen
any sort of security system in place	○	◎	Describe what that system is: locks & surveillance
peephole at front door	○	◎	yes

TOPIC: Working appliances (if applicable)				
stovetop	○	◎	○gas or	○electric? If gas, how supplied?
oven	○	◎	○gas or	○electric? If gas, how supplied?
microwave	○	◎		
refrigerator	○	◎		
laundry facilities	○	◎	If no - how close by? laundry service	
hot water in kitchen	○	◎	no kitchen	
hot water in bathroom	○	◎		
landline telephone	○	◎	in room	
high speed internet	○	◎	included	

no kitchen

TOPIC: Neighborhood			Describe locale: residential, urban, business district, etc.
safe surroundings	○	◎	safe neighborhood
well lit outside at night	○	◎	streetlights
accessible to public transportation	○	◎	lots of transportation
access to shopping - for necessities	○	◎	lots of shops
access to restaurants	○	◎	lots of restaurants

TOPIC: Transportation			
easy access to public transportation	○	◎	Please indicate how long of a walk:
bus line	○	◎	lots of buses
metro/subway	○	◎	no subway
reliable taxi service	○	◎	lots of taxis
walking distance to sponsor	○	◎	depends on sponsor

TOPIC: Multi-floor building			Please indicate which floors will be used:
working elevator	○	◎	yes
multiple stairways	○	◎	one staircase
fire escape	○	◎	none seen

TOPIC: Co-ed apartments			
locks on bedroom doors	○	◎	
locks on bathroom doors	○	◎	
more than one bedroom	○	◎	Indicate # Hara has a separate room from the other male students
more than one bathroom	○	◎	Indicate # multiple beds per room, one bathroom

TOPIC: Auxiliary Facilities	Please provide the name, address and proximity to housing
emergency medical services	Clínica Santa Inés
medical clinic (non-emergency)	
dental clinic	Clínica Dental en Cuenca, Avenida de las Americas
mental health facilities	
embassy or consulate (if applicable)	
fire house	Benemérito Cuerpo de Bomberos de Cuenca
police station	UPC Terminal Terrestre, Avenue Gil Ramírez Dávlos

TOPIC: ADA Compliance			
wheelchair accessible	○	◎	na
ADA accomodated bathroom & shower	○	◎	

Notes: fits all students
contact for prices by 2nd week in December

Hotel Presidente

NAME OF PERSON COMPLETING FORM: Bobby LaFlamme DATE and TIME of VISIT 11/30/15
ADDRESS: Gran Colombia 6-59 y Presidente Borrero

For each topic please check off the appropriate box (yes/no) and fill in comments where requested.

TOPIC: Fire safety	yes	no	comments
multiple clearly marked fire exits	●	○	there were a lot
fire extinguishers	●	○	at least one on each floor
working smoke detectors	●	○	in the rooms
barred windows	○	●	if yes, which floors? none seen
exposed electrical wires	○	●	Where specifically? none seen

TOPIC: Security			Describe access: key card, key, concierge/front desk staff, etc.
secure entrances (deadbolt locks)	●	○	all bedroom doors had deadbolt locks
solid external doors	●	○	yes
locks on all windows	●	○	on all windows seen
no broken windows - all function	●	○	all windows intact
screens/storms on all windows	○	●	none seen
any sort of security system in place	●	○	Describe what that system is: locks and surveillance
peephole at front door	●	○	yes

TOPIC: Working appliances (if applicable)			
stovetop	●	○	○ gas or ● electric? If gas, how supplied? in kitchen
oven	○	○	○ gas or ○ electric? If gas, how supplied? none in kitchen
microwave	●	○	in kitchen
refrigerator	●	○	in kitchen
laundry facilities	●	○	If no - how close by? hotel acts as liaison
hot water in kitchen	●	○	yes
hot water in bathroom	●	○	yes
landline telephone	●	○	in bedroom
high speed internet	●	○	included

TOPIC: Neighborhood			Describe locale: residential, urban, business district, etc.
safe surroundings	●	○	safe area
well lit outside at night	●	○	streetlights
accessible to public transportation	●	○	lots of taxis & buses
access to shopping - for necessities	●	○	lots of shops
access to restaurants	●	○	lots of restaurants

TOPIC: Transportation			
easy access to public transportation	●	○	Please indicate how long a walk:
bus line	●	○	buses are readily available
metro/subway	○	●	no subway
reliable taxi service	●	○	lots of taxis
walking distance to sponsor	●	○	depends on sponsor

TOPIC: Multi-floor building			Please indicate which floors will be used:
working elevator	●	○	can fit 4 people / 2 elevators
multiple stairways	○	●	one staircase
fire escape	○	●	none seen

TOPIC: Co-ed apartments			
locks on bedroom doors	●	○	
locks on bathroom doors	●	○	
more than one bedroom	●	○	Indicate # Hara has a separate room from the other male students
more than one bathroom	●	○	Indicate # two bedrooms w/ 3 beds (maybe 4) two bathrooms

TOPIC: Auxiliary Facilities	Please provide the name, address and proximity to housing
emergency medical services	Clínica Santa Inés
medical clinic (non-emergency)	
dental clinic	Clínica Dental en Cuenca, Avenida de las Americas
mental health facilities	
embassy or consulate (if applicable)	
fire house	Benemérito Cuerpo de Bomberos de Cuenca
police station	VPC Terminal Terrestre, Avenue Gil Ramírez Dávios

TOPIC: ADA Compliance			
wheelchair accessible	●	○	na
ADA accomodated bathroom & shower	●	○	

Notes: $20/person/night w/ breakfast
$15/person/night w/o breakfast
can hold all students

Hotel El Quijote

NAME OF PERSON COMPLETING FORM: Bobby LaFlamme DATE and TIME of VISIT 11/30/15
ADDRESS: Hermano Miguel 9-58 y Gran Colombia

For each topic please check off the appropriate box (yes/no) and fill in comments where requested.

TOPIC: Fire safety	yes	no	comments
multiple clearly marked fire exits	○	◉	none seen
fire extinguishers	◉	◉	one per floor
working smoke detectors	○	◉	none seen
barred windows	○	◉	if yes, which floors? none seen
exposed electrical wires	○	◉	Where specifically?

TOPIC: Security			Describe access: key card, key, concierge/front desk staff, etc.
secure entrances (deadbolt locks)	◉	◉	yes
solid external doors	◉	◉	yes
locks on all windows	◉	◉	on all seen
no broken windows - all function	◉	◉	all windows intact
screens/storms on all windows	○	◉	none seen
any sort of security system in place	◉	◉	Describe what that system is: locks & surveillance
peephole at front door	◉	◉	yes

TOPIC: Working appliances (if applicable)				
stovetop	○	◉	○ gas or	○ electric? If gas, how supplied?
oven	○	◉	○ gas or	○ electric? If gas, how supplied?
microwave	○	◉		
refrigerator	○	◉		
laundry facilities	◉	◉	If no - how close by? laundry services	
hot water in kitchen	○	◉	no kitchen	
hot water in bathroom	◉	◉		
landline telephone	◉	◉	in room	
high speed internet	◉	◉	included	

no kitchen

TOPIC: Neighborhood			Describe locale: residential, urban, business district, etc.
safe surroundings	◉	◉	safe area
well lit outside at night	◉	◉	streetlights
accessible to public transportation	◉	◉	lots of transportation
access to shopping - for necessities	◉	◉	lots of shops
access to restaurants	◉	◉	lots of restaurants

TOPIC: Transportation			Please indicate how long of a walk:
easy access to public transportation	◉	◉	
bus line	◉	◉	lots of buses
metro/subway	○	◉	no subway
reliable taxi service	◉	◉	lots of taxis
walking distance to sponsor	◉	◉	depends on sponsor

TOPIC: Multi-floor building			Please indicate which floors will be used:
working elevator	○	◉	none
multiple stairways	◉	◉	2 staircases
fire escape	○	◉	none seen

TOPIC: Co-ed apartments				
locks on bedroom doors	◉	◉		
locks on bathroom doors	◉	◉		
more than one bedroom	○	◉	Indicate #	Hara has a separate room from the other male students
more than one bathroom	○	◉	Indicate #	multiple beds per room one bathroom

TOPIC: Auxiliary Facilities	Please provide the name, address and proximity to housing
emergency medical services	Clínica Santa Inés
medical clinic (non-emergency)	
dental clinic	Clínica Dental en Cuenca, Avenida de las Americas
mental health facilities	
embassy or consulate (if applicable)	
fire house	Benemérito Cuerpo de Bomberos de Cuenca
police station	UPC Terminal Terrestre, Avenue Gil Ramírez Dávlos

TOPIC: ADA Compliance			
wheelchair accessible	○	◉	na
ADA accomodated bathroom & shower	○	◉	

Notes: fits 12 students
$ 55/night/room → double

Posada del Angel Hostal

NAME OF PERSON COMPLETING FORM: Bobby LaFlamme DATE and TIME of VISIT 11/30/15
ADDRESS: Bolívar 14-11 y Estévez de Toral, Centro Histórico

For each topic please check off the appropriate box (yes/no) and fill in comments where requested.

TOPIC: Fire safety	yes	no	comments
multiple clearly marked fire exits	○	◉	none seen
fire extinguishers	◉	○	saw one on the second floor
working smoke detectors	○	◉	none seen
barred windows	○	◉	if yes, which floors? none seen
exposed electrical wires	○	◉	Where specifically? none seen

TOPIC: Security			Describe access: key card, key, concierge/front desk staff, etc.
secure entrances (deadbolt locks)	◉	○	locks in front of building
solid external doors	◉	○	had a door out front that locks
locks on all windows	◉	○	saw locks on all windows
no broken windows - all function	◉	○	all windows intact
screens/storms on all windows	○	◉	none seen
any sort of security system in place	◉	○	Describe what that system is: safes and locks
peephole at front door	◉	○	glass door in front to look in

TOPIC: Working appliances (if applicable)			
stovetop	○	◉	○gas or ○electric? If gas, how supplied? not in room
oven	○	◉	○gas or ○electric? If gas, how supplied? not in room
microwave	○	◉	not in room
refrigerator	○	◉	not in room
laundry facilities	◉	○	If no - how close by? they wash it for you or show you
hot water in kitchen	○	◉	no kitchen in room a place close by ($1.25/kilo)
hot water in bathroom	◉	○	
landline telephone	◉	○	
high speed internet	◉	○	

TOPIC: Neighborhood			Describe locale: residential, urban, business district, etc.
safe surroundings	◉	○	safe neighborhood
well lit outside at night	◉	○	lots of streetlights
accessible to public transportation	◉	○	lots of taxis and buses
access to shopping - for necessities	◉	○	shops all around
access to restaurants	◉	○	few restaurants around – more toward el Centro

TOPIC: Transportation			
easy access to public transportation	◉	○	Please indicate how long a walk:
bus line	◉	○	buses pass by the area
metro/subway	○	◉	no subway
reliable taxi service	◉	○	taxis are available
walking distance to sponsor	◉	○	depends on sponsor

TOPIC: Multi-floor building			Please indicate which floors will be used:
working elevator	○	◉	none
multiple stairways	○	◉	one per floor
fire escape	○	◉	none seen

TOPIC: Co-ed apartments			
locks on bedroom doors	◉	○	
locks on bathroom doors	◉	○	
more than one bedroom	○	◉	Indicate # Hara has a separate room from the other male students
more than one bathroom	○	◉	Indicate # multiple beds in room though just one bathroom per room

TOPIC: Auxiliary Facilities	Please provide the name, address and proximity to housing
emergency medical services	Clínica Santa Inés
medical clinic (non-emergency)	Clínica Dental en Cuenca, Avenida de los Americas
dental clinic	
mental health facilities	
embassy or consulate (if applicable)	
fire house	Benemérito Cuerpo de Bomberos de Cuenca
police station	UPC Terminal Terrestre, Avenue Gil Ramírez Dávlos

TOPIC: ADA Compliance			
wheelchair accessible	○	◉	na
ADA accomodated bathroom & shower	○	◉	

Notes: near Cuenca Suites
$20/person/night → will get discount
can hold all students

La Posada Cuencana

NAME OF PERSON COMPLETING FORM: Bobby LaFlamme DATE and TIME of VISIT 11/30/15
ADDRESS: Targui 9-46 entre Simón Bolívar y Gran Colombia

For each topic please check off the appropriate box (yes/no) and fill in comments where requested.

TOPIC: Fire safety	yes	no	comments
multiple clearly marked fire exits	○	◉	none seen
fire extinguishers	○	◉	none seen
working smoke detectors	○	◉	none seen
barred windows	○	◉	if yes, which floors? none seen
exposed electrical wires	○	◉	Where specifically? none seen

TOPIC: Security			Describe access: key card, key, concierge/front desk staff, etc.
secure entrances (deadbolt locks)	○	◉	just locks seen
solid external doors	◉	◉	had a door out front that locks
locks on all windows	◉	◉	saw locks on all windows
no broken windows - all function	◉	◉	all windows intact
screens/storms on all windows	○	◉	none seen
any sort of security system in place	◉	◉	Describe what that system is: bell in front/someone lets you in
peephole at front door	◉	◉	glass door in front to look in

TOPIC: Working appliances (if applicable)			
stovetop	○	◉	○gas or ○electric? If gas, how supplied? not in room
oven	○	◉	○gas or ○electric? If gas, how supplied? not in room
microwave	○	◉	not in room
refrigerator	◉	◉	mini fridge
laundry facilities	◉	◉	If no - how close by? they wash it for you or show you a
hot water in kitchen	○	◉	no kitchen in room place close by
hot water in bathroom	◉	◉	
landline telephone	◉	◉	
high speed internet	◉	◉	

TOPIC: Neighborhood			Describe locale: residential, urban, business district, etc.
safe surroundings	◉	◉	safe neighborhood
well lit outside at night	◉	◉	streetlights seen
accessible to public transportation	◉	◉	lots of transportation
access to shopping - for necessities	◉	◉	many shops
access to restaurants	◉	◉	quite a few restaurants

TOPIC: Transportation			
easy access to public transportation	◉	◉	Please indicate how long of a walk:
bus line	◉	◉	buses pass by frequently
metro/subway	○	◉	no subway
reliable taxi service	◉	◉	taxis are available
walking distance to sponsor	◉	◉	depends on sponsor

TOPIC: Multi-floor building			Please indicate which floors will be used:
working elevator	○	◉	none
multiple stairways	○	◉	one staircase
fire escape	○	◉	none seen

TOPIC: Co-ed apartments			
locks on bedroom doors	◉	◉	
locks on bathroom doors	◉	◉	
more than one bedroom	○	◉	Indicate # Hara has a separate room from the other male students
more than one bathroom	○	◉	Indicate # multiple beds in room though one bathroom per room

TOPIC: Auxiliary Facilities	Please provide the name, address and proximity to housing
emergency medical services	Clínica Santa Inés
medical clinic (non-emergency)	
dental clinic	Clínica Dental en Cuenca, Avenida de las Americas
mental health facilities	
embassy or consulate (if applicable)	
fire house	Benemérito Cuerpo de Bomberos de Cuenca
police station	UPC Terminal Terrestre, Avenue Gil Ramírez Dávlos

TOPIC: ADA Compliance			
wheelchair accessible	○	◉	na
ADA accomodated bathroom & shower	○	◉	

Notes: can hold all students
need to contact for price

San Juan Apartamentos

NAME OF PERSON COMPLETING FORM: Bobby LaFlamme DATE and TIME of VISIT 11/30/15
ADDRESS: La Esquina de Calle Mariscal Lamar y General Torres

For each topic please check off the appropriate box (yes/no) and fill in comments where requested.

TOPIC: Fire safety	yes	no	comments
multiple clearly marked fire exits	○	◉	none seen
fire extinguishers	○	◉	none seen
working smoke detectors	○	◉	none seen
barred windows	○	◉	if yes, which floors? none seen
exposed electrical wires	○	◉	Where specifically? none seen

TOPIC: Security			Describe access: key card, key, concierge/front desk staff, etc.
secure entrances (deadbolt locks)	◉	◉	on front door, also large gate out front
solid external doors	◉	◉	solid front door
locks on all windows	◉	◉	seen on all windows
no broken windows - all function	◉	◉	all windows intact
screens/storms on all windows	○	◉	none seen
any sort of security system in place	◉	◉	Describe what that system is: security system at front door
peephole at front door	◉	◉	

TOPIC: Working appliances (if applicable)				
stovetop	◉	◉	○gas or	◉electric? If gas, how supplied?
oven	◉	◉	○gas or	◉electric? If gas, how supplied?
microwave	◉	◉		
refrigerator	◉	◉		
laundry facilities	◉	◉	If no - how close by?	laundry can be done in apartment
hot water in kitchen	◉	◉		
hot water in bathroom	◉	◉		
landline telephone	◉	◉	> included in price	
high speed internet	◉	◉		

all in kitchen

TOPIC: Neighborhood			Describe locale: residential, urban, business district, etc.
safe surroundings	◉	◉	safe neighborhood
well lit outside at night	◉	◉	streetlights
accessible to public transportation	◉	◉	on main street
access to shopping - for necessities	◉	◉	shops nearby
access to restaurants	◉	◉	lots of restaurants

TOPIC: Transportation			
easy access to public transportation	◉	◉	Please indicate how long of a walk:
bus line	◉	◉	buses go by frequently
metro/subway	○	◉	no subway
reliable taxi service	◉	◉	lots of taxis
walking distance to sponsor	◉	◉	depends on sponsor

TOPIC: Multi-floor building			Please indicate which floors will be used:
working elevator	○	◉	none
multiple stairways	○	◉	one staircase
fire escape	○	◉	none seen

TOPIC: Co-ed apartments			
locks on bedroom doors	◉	◉	
locks on bathroom doors	◉	◉	
more than one bedroom	◉	◉	Indicate # Hara has a separate room from the other male students
more than one bathroom	◉	◉	Indicate # three bedrooms, two bathrooms

TOPIC: Auxiliary Facilities	Please provide the name, address and proximity to housing
emergency medical services	Clínica Santa Inés
medical clinic (non-emergency)	
dental clinic	Clínica Dental en Cuenca, Avenida de las Americas
mental health facilities	
embassy or consulate (if applicable)	
fire house	Benemérito Cuerpo de Bomberos de Cuenca
police station	UPC Terminal Terrestre, Avenue Gil Ramírez Dávalos

TOPIC: ADA Compliance			
wheelchair accessible	○	◉	na
ADA accomodated bathroom & shower	○	◉	

Notes: can fit 6 students
contact for prices

San Juan Hotel

NAME OF PERSON COMPLETING FORM: Bobby LaFlamme DATE and TIME of VISIT 11/30/15
ADDRESS: General Torres 9-59 entre Gran Colombia y Bolivar

For each topic please check off the appropriate box (yes/no) and fill in comments where requested.

TOPIC: Fire safety	yes	no	comments
multiple clearly marked fire exits	◉	○	quite a few
fire extinguishers	◉	○	multiple per floor
working smoke detectors	◉	○	yes
barred windows	○	◉	if yes, which floors? none seen
exposed electrical wires	○	◉	Where specifically? none seen

TOPIC: Security			Describe access: key card, key, concierge/front desk staff, etc.
secure entrances (deadbolt locks)	◉	○	yes
solid external doors	◉	○	yes
locks on all windows	○	◉	not on all
no broken windows - all function	◉	○	all windows intact
screens/storms on all windows	○	◉	none seen
any sort of security system in place	◉	○	Describe what that system is: locks & surveillance
peephole at front door	○	◉	none

TOPIC: Working appliances (if applicable)					
stovetop	○	◉	○ gas or	○ electric? If gas, how supplied?	no kitchen
oven	○	◉	○ gas or	○ electric? If gas, how supplied?	
microwave	○	◉			
refrigerator	◉	○	in room		
laundry facilities	◉	○	If no - how close by? laundry services		
hot water in kitchen	○	◉	no kitchen		
hot water in bathroom	◉	○			
landline telephone	◉	○	in room		
high speed internet	◉	○	included		

TOPIC: Neighborhood			Describe locale: residential, urban, business district, etc.
safe surroundings	◉	○	safe area
well lit outside at night	◉	○	streetlights
accessible to public transportation	◉	○	lots of transportation
access to shopping - for necessities	◉	○	lots of shops
access to restaurants	◉	○	lots of restaurants

TOPIC: Transportation			Please indicate how long of a walk:
easy access to public transportation	◉	○	
bus line	◉	○	lots of buses
metro/subway	○	◉	no subway
reliable taxi service	◉	○	lots of taxis
walking distance to sponsor	◉	○	depends on sponsor

TOPIC: Multi-floor building			Please indicate which floors will be used:
working elevator	○	◉	none
multiple stairways	◉	○	2 staircases
fire escape	○	◉	none seen

TOPIC: Co-ed apartments				
locks on bedroom doors	◉	○		
locks on bathroom doors	◉	○		
more than one bedroom	○	◉	Indicate #	Hara has a separate room from the other male students
more than one bathroom	○	◉	Indicate #	multiple beds per room one bathroom

TOPIC: Auxiliary Facilities	Please provide the name, address and proximity to housing
emergency medical services	Clínica Santa Inés
medical clinic (non-emergency)	
dental clinic	Clínica Dental en Cuenca, Avenida de las Americas
mental health facilities	
embassy or consulate (if applicable)	
fire house	Benemérito Cuerpo de Bomberos de Cuenca
police station	UPC Terminal Terrestre, Avenue Gil Ramírez Dávlos

TOPIC: ADA Compliance			
wheelchair accessible	○	◉	na
ADA accomodated bathroom & shower	○	◉	

Notes: holds all students
contact for prices

Todos Santos

NAME OF PERSON COMPLETING FORM: Bobby LaFlamme DATE and TIME of VISIT 11/9/15
ADDRESS: Hermano Miguel

For each topic please check off the appropriate box (yes/no) and fill in comments where requested.

TOPIC: Fire safety	yes	no	comments
multiple clearly marked fire exits	○	◉	still under construction
fire extinguishers	○	◉	still under construction
working smoke detectors	○	◉	still under construction
barred windows	○	◉	If yes, which floors? still under construction
exposed electrical wires	◉	◉	Where specifically? there are a few due to construction

TOPIC: Security			Describe access: key card, key, concierge/front desk staff, etc.
secure entrances (deadbolt locks)	◉	◉	enclosed area
solid external doors	○	◉	doors aren't completed yet
locks on all windows	◉	◉	locks on all windows that have been installed
no broken windows - all function	◉	◉	no broken windows
screens/storms on all windows	○	◉	no screens on windows in most places
any sort of security system in place	○	◉	Describe what that system is:
peephole at front door	○	◉	

TOPIC: Working appliances (if applicable)			
stovetop	◉	◉	○gas or ◉electric? If gas, how supplied?
oven	○	◉	○gas or ○electric? If gas, how supplied?
microwave	○	◉	not yet
refrigerator	◉	◉	
laundry facilities	◉	◉	If no - how close by? included
hot water in kitchen	○	◉	not yet
hot water in bathroom	○	◉	not yet
landline telephone	○	◉	not yet
high speed internet	○	◉	not yet

TOPIC: Neighborhood			Describe locale: residential, urban, business district, etc.
safe surroundings	◉	◉	yes, depending on time of day
well lit outside at night	◉	◉	many streetlights
accessible to public transportation	◉	◉	on a main road
access to shopping - for necessities	◉	◉	many shops nearby
access to restaurants	◉	◉	many restaurants nearby

TOPIC: Transportation			
easy access to public transportation	◉	◉	Please indicate how long a walk:
bus line	◉	◉	near the center of the city which has buses
metro/subway	○	◉	no subway nearby
reliable taxi service	◉	◉	many taxis
walking distance to sponsor	◉	◉	depends on sponsor, but most are within walking distance

TOPIC: Multi-floor building			Please indicate which floors will be used:
working elevator	○	◉	
multiple stairways	○	◉	one stairway
fire escape	○	◉	still under construction

TOPIC: Co-ed apartments			
locks on bedroom doors	○	◉	Not yet
locks on bathroom doors	○	◉	Not yet
more than one bedroom	◉	◉	Indicate # Hara has a separate room from the other male students
more than one bathroom	◉	◉	Indicate # total of 6 one on each floor (3)

TOPIC: Auxiliary Facilities	Please provide the name, address and proximity to housing
emergency medical services	Clínica Santa Inés
medical clinic (non-emergency)	
dental clinic	Clínica Dental en Cuenca, Avenida de las Americas
mental health facilities	
embassy or consulate (if applicable)	
fire house	Benemérito Cuerpo de Bomberos de Cuenca
police station	UPC Terminal Terrestre, Avenue Gil Ramírez Dávlos

TOPIC: ADA Compliance			
wheelchair accessible	○	◉	na
ADA accomodated bathroom & shower	○	◉	

Notes: holds 6-8 students
approximately $600/person

Appendix D: Grocery Excel Sheets

	A	B	C	D	E	F	G	H
1		Marissa	Bianca	Kyle	Bobby			
2	tissues		3.27	3.27				
3	shampoo/conditioner	6.06						
4	trash bags	3.67			3.67			
5	doritos	1.56		1.56	1.56			
6	beer			1.96				
7	wine	4.12						
8	tea		1.08					
9	recycling		2.00		2.00			
10	toilet paper			3.66				
11	paper towels		3.74		3.74			
12	toilet cleaners		4.54	4.54				
13	pasta	0.81			2.43			
14	soap	2.01						
15	vinegar			2.29				
16	water bottles		0.45		0.45			
17	sponges				0.99			
18	rice	2.38						
19	hangers	2.06	2.06					
20	plunger				1.30			
21	tax	3.55	3.55	3.55	3.55			
22	total	26.22	20.69	20.83	19.69		total	87.43
23		18.10	17.10	17.31	17.68			70.19
24								

	A	B	C	D	E	F	G	H	I
1	Personal	Marissa	Bianca	Kyle	Bobby				All
2	popcorn	3.42		3.42				brita	13.6
3	tea	1.26			1.46			parmesean	5.34
4	mushrooms		1.325		1.325			shrimp	4.06
5	onion		0.31		0.31			juice	3.7
6	yogurt	2.07		2.91	2.07			olive oil	10.73
7	milk			1.14				garlic	1.48
8	peaches	2.72			2.72			can opener	4.51
9	barilla		1.505		1.505			tomato sauce	2.54
10	syrup		1.26	1.26	1.26			carrots	1.87
11	alcohol	3.595	3.595	6.2				tax	6.66
12			0.58						
13									
14	total	13.065	8.575	14.93	10.65				54.49
15		26.6875	22.1975	28.5525	24.2725				
16								total	101.71
17									

	A	B	C	D	E	F	G	H	I
1	Personal	Marissa	Bianca	Kyle	Bobby				All
2	yogurt	2.13		3.81	3.81			fuze	1.61
3	peaches	3.16			3.16			detergent	6.43
4	cereal			6.46				cran juice	2.37
5	doritos			2.54	1.65			apple juice	2.09
6	peppers		0.13	0.13	0.13			pasta	1.62
7	cheese chips	2.23						chips	4.11
8	chia seeds		5.2					crackers	2.01
9								queso	8.3
10								butter	2.34
11								cheese	4.4
12									
13								tax	4.83
14	total	7.52	5.33	12.94	8.75				40.11
15		17.5475	15.3575	22.9675	18.7775				
16								total	74.65

Personal	Marissa	Bianca	Kyle	Bobby				All
chips	4.22	1.7	4.42	2.48			doritos	2.48
cookies		2.19		1.42			tortilla	2.1
candy		1.54		1.76			pasta	1.61
popcorn	4.57		5.84				lettuce	0.54
ice cream				3.07			cheese	14.49
juice				3.38			crackers	1.89
cereal			4.64	4.61			chicken	9.02
dip			2.46				beef	1.68
alcohol	5.85	5.09	5.63				eggs	2.11
conditioner	4.36						juice	3.7
gum			2.1				onion	0.46
milk			1.14				sauce	3.36
yogurt			2.56	3.7				
peaches				5.44				
granola			3.21					
oranges			1.615	1.615				
fuze		1.19		1.19			tax	11.22
pepper		0.1	0.1	0.1				54.66
							total	147.95
total	19	11.81	33.715	28.765				
	32.665	25.475	47.38	42.43				

Appendix E: Completed Project Site Evaluation Rubrics

The red X's represent the category that was selected for each criterion.

EMOV

Sustainability of the project site.		
Yes	**Maybe**	**No**
There are available projects that will last for 3 years or more.	There are available projects that will last for approximately 2 years.	There are available projects that will only last a year.
The project site is under strong leadership.	The project site is loosely led.	The project site is poorly led.
The project site has strong community support.	The project site has some community support.	The project site is controversial in the community.
The sponsor understands the need for consistent education for students throughout the years the project site is running.	The sponsor mildly understands the need for consistent education for students throughout the years the project site is running.	The sponsor cannot guarantee consistent education for students throughout the years the project site is running.
The project is new and innovative. There is room to grow.	The project has been worked on before but there is still room to grow.	The project has been worked on previously. There is minimal room to grow.

The impact that the projects at the project site will have on the surrounding community.		
Yes	**Maybe**	**No**
The community has a positive image of the sponsor.	The community is indifferent to the sponsor.	The community has a negative outlook on the sponsor.
The sponsor strives for careful planning, thoughtful implementation, continuous evaluation, and corrective measures in order to better the community.	The sponsor uses some planning, implementation, and evaluation in order to better the community.	The sponsor uses little to no planning, implementation, and evaluation in order to better the community.
The sponsor is knowledgeable about the community.	The sponsor does not know too much about the community.	The sponsor knows nothing about the community.
The sponsor has led initiatives that have improved the community in the past.	The sponsor has participated in initiatives that have improved the community in the past.	The sponsor has not participated in initiatives that have improved the community in the past.
The sponsor is enthusiastic about students working close to the community.	The sponsor is indifferent about students working close to the community.	The sponsor is unenthused about students working close to the community.

EMOV

Interest of the sponsor in collaboration with WPI students		
Yes	Maybe	No
The sponsor seems to be willing to give their undivided attention to the student group working on the project.	The sponsor is somewhat willing to give their attention to the student group working on the project.	The sponsor will give minimal to no attention to the student group working on the project.
The sponsor is willing to answer any and all questions advisors and students might pose.	The sponsor is somewhat willing to answer questions posed by advisors and students.	The sponsor is uninterested in answering questions.
Sponsors can easily communicate how their project site functions to WPI students.	Sponsors can give a general overview about their project site functions to WPI students.	Sponsors struggle to give an overview about their project site functions to WPI students.
The sponsor feels comfortable providing constructive criticism to the students working on their project site.	The sponsor is somewhat wary of giving criticism to students working on their project site.	The sponsor feels uncomfortable giving criticism to the students working on their project site.
The sponsor is able to meet with the students preceding and during the term at least ~~twice~~ once a week.	The sponsor may be able to meet with the students preceding and during the term at least once a week.	The sponsor cannot guarantee meeting with the students weekly.

Suitability of the project site as a whole with the WPI curriculum		
Yes	Maybe	No
The sponsor has a well-conceived goal and objectives for project site. There is a clear overriding strategy to the project at the project site that indicates a well-defined direction.	The sponsor has a stated goal and objectives for the project site. They have an unclear direction for which the project will proceed in.	The sponsor has unclear goals and objectives. They have no direction for which the project will proceed in.
The sponsor fully understands the connection between technology and social systems.	The sponsor somewhat understand the connection between technology and social systems.	The sponsor does not understand the connection between technology and social systems.
The sponsor is actively seeking the necessary materials to assess the impact of technology on society and human welfare.	The sponsor is not prioritizing seeking the necessary materials to assess the impact of technology on society and human welfare.	The sponsor is not seeking the necessary materials to assess the impact of technology on society and human welfare.
The sponsor fully understand the purpose of an IQP.	The sponsor is confused about an IQP.	The sponsor does not understand at all what an IQP is.
The sponsor is willing to provide a project revolving around teamwork.	The sponsor does not guarantee a project revolving around teamwork.	The sponsor will separate groups for different projects.

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Sustainability of the project site.		
Yes	**Maybe**	**No**
There are available projects that will last for 3 years or more.	There are available projects that will last for approximately 2 years.	There are available projects that will only last a year.
The project site is under strong leadership.	The project site is loosely led.	The project site is poorly led.
The project site has strong community support.	The project site has some community support.	The project site is controversial in the community.
The sponsor understands the need for consistent education for students throughout the years the project site is running.	The sponsor mildly understands the need for consistent education for students throughout the years the project site is running.	The sponsor cannot guarantee consistent education for students throughout the years the project site is running.
The project is new and innovative. There is room to grow.	The project has been worked on before but there is still room to grow.	The project has been worked on previously. There is minimal room to grow.

The impact that the projects at the project site will have on the surrounding community.		
Yes	**Maybe**	**No**
The community has a positive image of the sponsor.	The community is indifferent to the sponsor.	The community has a negative outlook on the sponsor.
The sponsor strives for careful planning, thoughtful implementation, continuous evaluation, and corrective measures in order to better the community.	The sponsor uses some planning, implementation, and evaluation in order to better the community.	The sponsor uses little to no planning, implementation, and evaluation in order to better the community.
The sponsor is knowledgeable about the community.	The sponsor does not know too much about the community.	The sponsor knows nothing about the community.
The sponsor has led initiatives that have improved the community in the past.	The sponsor has participated in initiatives that have improved the community in the past.	The sponsor has not participated in initiatives that have improved the community in the past.
The sponsor is enthusiastic about students working close to the community.	The sponsor is indifferent about students working close to the community.	The sponsor is unenthused about students working close to the community.

Extremely!

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Interest of the sponsor in collaboration with WPI students		
Yes	Maybe	No
The sponsor seems to be willing to give their undivided attention to the student group working on the project.	The sponsor is somewhat willing to give their attention to the student group working on the project.	The sponsor will give minimal to no attention to the student group working on the project.
The sponsor is willing to answer any and all questions advisors and students might pose.	The sponsor is somewhat willing to answer questions posed by advisors and students.	The sponsor is uninterested in answering questions.
Sponsors can easily communicate how their project site functions to WPI students.	Sponsors can give a general overview about their project site functions to WPI students.	Sponsors struggle to give an overview about their project site functions to WPI students.
The sponsor feels comfortable providing constructive criticism to the students working on their project site.	The sponsor is somewhat wary of giving criticism to students working on their project site.	The sponsor feels uncomfortable giving criticism to the students working on their project site.
The sponsor is able to meet with the students preceding and during the term at least twice a week.	The sponsor may be able to meet with the students preceding and during the term at least once a week.	The sponsor cannot guarantee meeting with the students weekly.

Suitability of the project site as a whole with the WPI curriculum		
Yes	Maybe	No
The sponsor has a well-conceived goal and objectives for project site. There is a clear overriding strategy to the project at the project site that indicates a well-defined direction.	The sponsor has a stated goal and objectives for the project site. They have an unclear direction for which the project will proceed in.	The sponsor has unclear goals and objectives. They have no direction for which the project will proceed in.
The sponsor fully understands the connection between technology and social systems.	The sponsor somewhat understand the connection between technology and social systems.	The sponsor does not understand the connection between technology and social systems.
The sponsor is actively seeking the necessary materials to assess the impact of technology on society and human welfare.	The sponsor is not prioritizing seeking the necessary materials to assess the impact of technology on society and human welfare.	The sponsor is not seeking the necessary materials to assess the impact of technology on society and human welfare.
The sponsor fully understand the purpose of an IQP.	The sponsor is confused about an IQP.	The sponsor does not understand at all what an IQP is.
The sponsor is willing to provide a project revolving around teamwork.	The sponsor does not guarantee a project revolving around teamwork.	The sponsor will separate groups for different projects.

Museo del Monasterio de las Conceptas

Sustainability of the project site.		
Yes	**Maybe**	**No**
There are available projects that will last for 3 years or more.	There are available projects that will last for approximately 2 years.	There are available projects that will only last a year.
The project site is under strong leadership.	The project site is loosely led.	The project site is poorly led.
The project site has strong community support.	The project site has some community support.	The project site is controversial in the community.
The sponsor understands the need for consistent education for students throughout the years the project site is running.	The sponsor mildly understands the need for consistent education for students throughout the years the project site is running.	The sponsor cannot guarantee consistent education for students throughout the years the project site is running.
The project is new and innovative. There is room to grow.	The project has been worked on before but there is still room to grow.	The project has been worked on previously. There is minimal room to grow.

The impact that the projects at the project site will have on the surrounding community.		
Yes	**Maybe**	**No**
The community has a positive image of the sponsor.	The community is indifferent to the sponsor.	The community has a negative outlook on the sponsor.
The sponsor strives for careful planning, thoughtful implementation, continuous evaluation, and corrective measures in order to better the community.	The sponsor uses some planning, implementation, and evaluation in order to better the community.	The sponsor uses little to no planning, implementation, and evaluation in order to better the community.
The sponsor is knowledgeable about the community.	The sponsor does not know too much about the community.	The sponsor knows nothing about the community.
The sponsor has led initiatives that have improved the community in the past.	The sponsor has participated in initiatives that have improved the community in the past.	The sponsor has not participated in initiatives that have improved the community in the past.
The sponsor is enthusiastic about students working close to the community.	The sponsor is indifferent about students working close to the community.	The sponsor is unenthused about students working close to the community.

Museo del Monasterio de las Conceptas

Interest of the sponsor in collaboration with WPI students		
Yes	Maybe	No
The sponsor seems to be willing to give their undivided attention to the student group working on the project.	The sponsor is somewhat willing to give their attention to the student group working on the project.	The sponsor will give minimal to no attention to the student group working on the project.
The sponsor is willing to answer any and all questions advisors and students might pose.	The sponsor is somewhat willing to answer questions posed by advisors and students.	The sponsor is uninterested in answering questions.
Sponsors can easily communicate how their project site functions to WPI students.	Sponsors can give a general overview about their project site functions to WPI students.	Sponsors struggle to give an overview about their project site functions to WPI students.
The sponsor feels comfortable providing constructive criticism to the students working on their project site.	The sponsor is somewhat wary of giving criticism to students working on their project site.	The sponsor feels uncomfortable giving criticism to the students working on their project site.
The sponsor is able to meet with the students preceding and during the term at least ~~twice~~ once a week.	The sponsor may be able to meet with the students preceding and during the term at least once a week.	The sponsor cannot guarantee meeting with the students weekly.

Suitability of the project site as a whole with the WPI curriculum		
Yes	Maybe	No
The sponsor has a well-conceived goal and objectives for project site. There is a clear overriding strategy to the project at the project site that indicates a well-defined direction.	The sponsor has a stated goal and objectives for the project site. They have an unclear direction for which the project will proceed in.	The sponsor has unclear goals and objectives. They have no direction for which the project will proceed in.
The sponsor fully understands the connection between technology and social systems.	The sponsor somewhat understand the connection between technology and social systems.	The sponsor does not understand the connection between technology and social systems.
The sponsor is actively seeking the necessary materials to assess the impact of technology on society and human welfare.	The sponsor is not prioritizing seeking the necessary materials to assess the impact of technology on society and human welfare.	The sponsor is not seeking the necessary materials to assess the impact of technology on society and human welfare.
The sponsor fully understand the purpose of an IQP.	The sponsor is confused about an IQP.	The sponsor does not understand at all what an IQP is.
The sponsor is willing to provide a project revolving around teamwork.	The sponsor does not guarantee a project revolving around teamwork.	The sponsor will separate groups for different projects.

Prefectura del Azuay: San Rafael

Sustainability of the project site.		
Yes	**Maybe**	**No**
There are available projects that will last for 3 years or more.	There are available projects that will last for approximately 2 years.	There are available projects that will only last a year.
The project site is under strong leadership.	The project site is loosely led.	The project site is poorly led.
The project site has strong community support.	The project site has some community support.	The project site is controversial in the community.
The sponsor understands the need for consistent education for students throughout the years the project site is running.	The sponsor mildly understands the need for consistent education for students throughout the years the project site is running.	The sponsor cannot guarantee consistent education for students throughout the years the project site is running.
The project is new and innovative. There is room to grow.	The project has been worked on before but there is still room to grow.	The project has been worked on previously. There is minimal room to grow.

Definitely!

The impact that the projects at the project site will have on the surrounding community.		
Yes	**Maybe**	**No**
The community has a positive image of the sponsor.	The community is indifferent to the sponsor.	The community has a negative outlook on the sponsor.
The sponsor strives for careful planning, thoughtful implementation, continuous evaluation, and corrective measures in order to better the community.	The sponsor uses some planning, implementation, and evaluation in order to better the community.	The sponsor uses little to no planning, implementation, and evaluation in order to better the community.
The sponsor is knowledgeable about the community.	The sponsor does not know too much about the community.	The sponsor knows nothing about the community.
The sponsor has led initiatives that have improved the community in the past.	The sponsor has participated in initiatives that have improved the community in the past.	The sponsor has not participated in initiatives that have improved the community in the past.
The sponsor is enthusiastic about students working close to the community.	The sponsor is indifferent about students working close to the community.	The sponsor is unenthused about students working close to the community.

Very!

Prefectura del Azuay: San Rafael

Interest of the sponsor in collaboration with WPI students		
Yes	Maybe	No
The sponsor seems to be willing to give their undivided attention to the student group working on the project.	The sponsor is somewhat willing to give their attention to the student group working on the project.	The sponsor will give minimal to no attention to the student group working on the project.
The sponsor is willing to answer any and all questions advisors and students might pose.	The sponsor is somewhat willing to answer questions posed by advisors and students.	The sponsor is uninterested in answering questions.
Sponsors can easily communicate how their project site functions to WPI students.	Sponsors can give a general overview about their project site functions to WPI students.	Sponsors struggle to give an overview about their project site functions to WPI students.
The sponsor feels comfortable providing constructive criticism to the students working on their project site.	The sponsor is somewhat wary of giving criticism to students working on their project site.	The sponsor feels uncomfortable giving criticism to the students working on their project site.
The sponsor is able to meet with the students preceding and during the term at least twice a week.	The sponsor may be able to meet with the students preceding and during the term at least once a week.	The sponsor cannot guarantee meeting with the students weekly.

Suitability of the project site as a whole with the WPI curriculum		
Yes	Maybe	No
The sponsor has a well-conceived goal and objectives for project site. There is a clear overriding strategy to the project at the project site that indicates a well-defined direction.	The sponsor has a stated goal and objectives for the project site. They have an unclear direction for which the project will proceed in.	The sponsor has unclear goals and objectives. They have no direction for which the project will proceed in.
The sponsor fully understands the connection between technology and social systems.	The sponsor somewhat understand the connection between technology and social systems.	The sponsor does not understand the connection between technology and social systems.
The sponsor is actively seeking the necessary materials to assess the impact of technology on society and human welfare.	The sponsor is not prioritizing seeking the necessary materials to assess the impact of technology on society and human welfare.	The sponsor is not seeking the necessary materials to assess the impact of technology on society and human welfare.
The sponsor fully understand the purpose of an IQP.	The sponsor is confused about an IQP.	The sponsor does not understand at all what an IQP is.
The sponsor is willing to provide a project revolving around teamwork.	The sponsor does not guarantee a project revolving around teamwork.	The sponsor will separate groups for different projects.

Appendix F: Restaurant Recommendations

Good	Comments
Akelarre	• Great appetizers, entrees, and drinks • A little fancy • Pricey
Black Olive	• The waiters speak English • Great U.S. style food • Pricey
Jodoco Belgian Brewery	• Great place for lunch with delicious food and drinks • Small menu • Limited Hours • Pricey
Chill & Grill	• Great burgers • Fair prices • Large Portions
Colpan	• Great bakery • Inexpensive
Cositas	• Great place for lunch with good food • Fair prices • Large portions • Good atmosphere
Fragoline	• A breakfast place • U.S. style food that is delicious • Fair prices
Goza	• Mostly known for their coffee but offer a delicious lunch as well • Pricey
La Parrillada	• Great place for lunch • Nice atmosphere • Delicious food and large portions • Comes with appetizer and dessert • Fair Price
Q'Papas	• Great place for a quick tasty lunch or snack • Good juice • Inexpensive
Red Angus	• Great food and juice • Fair price • Large portions

Good	Comments
Rossty Brossty	• Great food • Fair price • Large portions
Telepizza	• Expensive unless using a promotion • Great pizza • Many topping options • Long hours and offers delivery
Waffles de Bélgica	• Really good waffles • Option of adding ice cream, fruit, and sauces • Fair price

Okay	Team Recommendation
Balcón Azuayo	• Inexpensive lunch • Small portions
Chipotle	• The food was alright • The service was slow and rude • The place was pricey • More of a bar then a restaurant
Cream-o-lata	• Inexpensive • Small menu • Better for ice cream than food
El Festin Buffet	• All you can eat buffet • Inexpensive • Food was not was not very good
Italians Pizza	• Inexpensive • Pizza isn't very good but the calzones are.
Master Pan	• Bakery with a wide selection of bread • Bread can sometime be stale • Good when fresh • Inexpensive
Mega Hot Dog	• Good Prices • Food was pretty good
Pio Pio	• Large Portions • Inexpensive • Food was pretty

Bad	Team Recommendation
Delicious Chicken	• Cheap • Food was appetizing • Small portions

Bad	Team Recommendation
El Tequila	• Overpriced • Food was unappetizing
Lion King	• There are 26 different styles of hamburgers, but they are not very tasty. • The meat did not seem fresh • some members felt sick after