



# Promotion and Documentation of *Huecas*: The Gastronomy of Cañar, Ecuador

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# **Promotion and Documentation of *Huecas*: The Gastronomy of Cañar, Ecuador**

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# Abstract

English as a foreign language curriculums often lack culturally relevant lesson material. In collaboration with Kañari Original Multicultural Inclusive Program (PRIMOK) in Cañar, Ecuador, this project aimed to both produce stories of local restaurants known as *huecas* for PRIMOK and create visuals to better promote these restaurants to English-speaking tourists. Lesson material produced will allow students to learn English in a manner that will preserve the local culture. Interviews were conducted with teachers, owners, and customers of each *hueca* to gain information that was needed to produce the final visuals and lesson materials. The team recommends that PRIMOK expands on this project and that the local government uses tourism websites to further advertise local gastronomy.

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1.2 Objectives	JH	NP
<b>2.0 Literature Review</b>		
2.1 Introduction	JH	All
2.2 Community-Based Tourism	NP	All
2.3 English Education	JH	All
2.4 Cañari History	PVF	All
2.5 PRIMOK	JH	All
<b>3.0 Methodology</b>		
3.1 Outline	JH	NP
3.2 Methods		
3.2.1 Archival Research	NP	All
3.2.2 Semi-Structured Interviews	NP	All
3.2.3 Ethnography	PVF	All
3.3 Data Collection and Policy	PVF	JH
<b>4.0 Findings</b>		
4.1 PRIMOK: Education and Structure	PVF, NP	All
4.2 PRIMOK: Connection to <i>Huecas</i>	PVF, NP	All
4.3 Tourism in Cañar	JH	PVF
4.4 <i>Huecas</i>	PVF, NP	JH
<b>5.0 Deliverables</b>		
5.1 Map and Collage	NP, JH	All
5.2 PRIMOK Lesson Material	NP	All
5.3 Translated Menu Items	NP	PVF, JH
<b>6.0 Discussion</b>		
6.1 Conclusion	All	All
6.2 Limitations	JH	NP
6.3 Recommendations		
6.3.1 PRIMOK	PVF	All
6.3.2 <i>Huecas</i>	PVF	All
6.3.3 Cañari Government	PVF	JH
<b>Appendix</b>		
Appendix A: Interview Questions for <i>Hueca</i> Owners	All	All
Appendix B: Interview Questions for <i>Hueca</i> Customers	All	All

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Appendix D: Interview Questions for PRIMOK Leaders	All	All
Appendix E: Interview Consent Form (English)	NP	JH
Appendix F: Interview Consent Form (Spanish)	NP	JH
Appendix G: Guide for Google Maps for Owners	PVF	NP
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# 1.0 Introduction

## 1.1 Background

Located just over an hour's drive north of Cuenca, Ecuador, the small city of Cañar is brimming with history, culture, and life. A large contributor to this charm comes from small, hole-in-the-wall restaurants, known as *huecas*. These *huecas* are locally owned and passed down for generations serving traditional foods. The Kañari Original Multicultural Inclusive Program (PRIMOK), a small after-school English program, is looking to preserve the cultural significance of the *huecas* and educate local children using the familiarity of local gastronomy. PRIMOK is the sponsor of this project and offers English classes for 6 to 17-year-olds outside of public-school hours. They are establishing themselves as integral part of the community and serve as an avenue for children to bolster their English proficiency and multicultural education for a low cost.

To assist PRIMOK in supporting their students and the community, this project focused on answering the following research question: how can community-based tourism foster a mutually beneficial relationship between *huecas* and students learning English in Cañar, Ecuador?

## 1.2 Objectives

To address the research question above, two main objectives were created:

1. Document and promote the impact, history, and gastronomy of local *huecas*
2. Bolster PRIMOK students' English skills and knowledge of Cañari culture by connecting students with the *huecas*

The success of this project will leave an impact on the community of Cañar and pave the way for more tourism in the area. It will support PRIMOK in improving English proficiency by providing culturally relevant material for students. To accomplish this, there were several deliverables this study sought to implement and provide PRIMOK and the *huecas*. The first was to create a comprehensive map and photo collage containing information of eleven local *huecas* to better advertise local gastronomy to English-speaking tourists. This included bolstering their online presence through Google Maps. In addition, stories describing unique history of each *hueca* were created and added to instructional resources used at PRIMOK. Lastly, an example menu was provided to PRIMOK as a visual aid for class. Increased English proficiency and additional knowledge of *huecas* can provide these students with the skills to pursue future opportunities in tourism and gastronomy. This project assisted PRIMOK in promoting gastronomic tourism in Cañar while creating additional future opportunities for its students using lesson plans based on the rich gastronomic experiences of the region.

## 2.0 Literature Review

### 2.1 Introduction

To ensure the project's success and to better support the *huecas*, the Cañari community, and the project sponsor PRIMOK, archival research was conducted to gain background knowledge on various subjects. Archival research focused on four main topics: community-based tourism (CBT), English instruction and its challenges, the history and culture of Cañar, and the sponsor of this project, PRIMOK. Research surrounding community-based tourism largely centered around sustainability, economic benefit, the ways in which Ecuador is already implementing CBT, and the impact food can have on tourism. This research on CBT was useful for learning about the benefits that may be produced from this project and pitfalls to avoid. English is a global language for multicultural communication spurring many countries to focus more on teaching English as a foreign language (EFL). There has been extensive research into pedagogical methods for EFL, including the challenges and motivations for teachers which will prove invaluable to create lesson material. Sources outlining the history of Cañar mostly covered the indigenous population and economic data. Research into PRIMOK focused on their unique characteristics and recent successes. The results of archival research were used to provide background information and framework for the methods and deliverables.

### 2.2 Community-Based Tourism

Ecuador already contains many different areas that are major tourist attractions. These include the Galapagos Islands, the Amazon Jungle, a multitude of volcanoes, and Ingapirca (architectural ruins of the Incan Empire in Cañar) which draw many visitors each year. In 2019,

Ecuador drew in over two million tourists. This number has more than tripled since the turn of the century, reaching the highest in the history of the country in 2020 (*Ecuador | Data*, The World Bank Group). Prior to the COVID-19 pandemic, tourism in Ecuador had steadily grown for several decades. However, Ecuador has experienced a substantial decrease in total visitors in recent years as the country balances political instability and a recovering economy. According to recent data from Lopez, the total number of visitors has made a small recovery since a virtual collapse in 2020 (Lopez, 2023). In 2022, a total of just over 1.2 million visitors entered Ecuador, a value still significantly lower than the pre-pandemic number of over two million (Lopez, 2023). From the most recent data gathered by the Ecuadorian government, a significant portion of total visitors, 17%, are from the United States. This large percentage emphasizes the need for members of the tourism industry to be proficient and for information to be available in English. Based on the same data, it is known that most tourists enter through the two major airports in Guayaquil or Quito or by land through borders of surrounding countries such as Colombia and Peru (Ministerio de Turismo, 2014).

The term “community-based tourism” (CBT) was first seen in academia in the 1970s. The World Wildlife Fund defines CBT as tourism “where the local community has substantial control over—and involvement in—its development and management, and a greater proportion of the benefits remain within the community” (Maldonado-Erazo, et.al, 2020). Though it may seem simple, it is a rather complex subject with many intricacies that vary from location to location. In general, community-based tourism can benefit local economies and improve quality of life through the creation of job opportunities while minimizing negative impacts on cultural and environmental resources (Maldonado-Erazo, et.al, 2020). Okazaki (2008) argues that community-based tourism plans cannot be standardized, as each case is dependent on factors that are unique to each situation.

Unfortunately, one negative effect is that CBT may pit communities against each other if multiple locations are competing to attract the same visitors (Akin, et al. 2015). Akin et al. (2015) also writes that it is worth considering that CBT is a very sensitive market, reacting to effects like seasonal changes or general economic trends. If people are struggling financially, they are less likely to travel.

A major factor to increase the success of CBT implementation is incorporating local gastronomy. Food plays a crucial role in tourism as it accounts for one-third of the expenditures of tourists (Mnguni, E., & Giampiccoli, A., 2016). Although food was found to be a secondary motivation for tourists to visit an area, communities cannot sustain tourism without a prominent food industry (Bessiere & Tibere, 2013). Along with the economic factors of tourism, food is also a crucial part of one's culture. When a tourist visits a new area, one of the easiest ways to indulge in the culture is through trying the local food. It allows for these foreigners to engage with the local population and connect with them in a way that does not require direct communication, as there are often language barriers in these situations (Bessiere & Tibere, 2013). Being able to immerse oneself in a new culture and region can be difficult and daunting, but through food, the experience can be made easier and more successful for both tourists and the community.

Ecuador is a nation already committed to sustainable economic and social development using CBT. Some studies say that it is beneficial for local groups involved in CBT, such as indigenous groups or administrations, to work closely with academic research institutions that collect data on tourism to help future tourism development (Maldonado-Erazo, et al., 2020). In Cañar, CBT programs must rely on developing a proper marketing image of the culture, as much of the population has an interest in preserving cultural heritage and history of the city. Despite this, there is a portion of the population largely unaware of nearby cultural heritage sites and

gastronomy, which can be very useful to help draw visitors to the otherwise less trafficked city. Culture marketing, the presentation or selling of local tourist products to satisfy the needs of the market, will have a positive influence on the recognition of cultural heritage sights and ideas (Cristina Chimbaina Pillaga, et al., 2022). However, doing so unsustainably may lead to the destruction of these ideas and concepts. Marketing for CBT plans must focus on presenting the status of the cultural attractions as they exist, without making changes to the attractions themselves.

Boyne and Hall (2004) write about the functionality of the internet when using gastronomy to create a regional identity to benefit the tourism industry. Specific rural places, such as Cañar, are often defined by their common agricultural practices and food. Gastronomy can be used as a tool to attract visitors to rural places via online promotion. Seeking both information and images, potential tourists use the internet to research possible travel destinations. The ability to establish a “rural brand”, or a promotable image that defines a particular rural place, is needed to advertise a destination online. Food is something that can be used to create this.

Boyne and Hall (2004) also conclude that the inclusion of hyperlinks to informational websites about tourism initiatives can be very helpful for tourists when added to a central tourism website. Many tourism websites include various language options to appeal to more travelers, which only allows the information to be easily accessed by more people. Rural locations often lack properly developed tourism websites with easily accessible information, particularly regarding food tourism initiatives. This creates a challenge for potential tourists to familiarize themselves with the food of a given rural area, thus limiting the number of visitors to the destination. Overall, the online portrayal of the gastronomy of a rural region like Cañar in an effective manner can boost attractiveness and increase tourism.

## 2.3 English Education

It is important to note English's current state in the global community as being a standard means for interpersonal and business communication regardless of native language: a *lingua franca*. This expansion of English has propelled countries around the world to invest more into teaching English as a foreign language (Sayer, 2018). A common belief among many developing nations, especially in Latin America, is improving the English skills of their youth will generate more economic opportunities (De Angelis, 2023; Sayer, 2018). Based on data from EF Education First's English proficiency index (EF EPI), high English proficiency can generally be correlated to better gross national income and quality of life (McCormick, 2013). In contrast, Sayer (2018) examined EFL classes in Mexico and critiques the "English opens doors" axiom by arguing that because it does not enact systemic change it does not fulfill the promise of more economic opportunities. "English programs cannot be parachuted like aid packages into developing countries, and that in and of themselves they do not support economic mobility" (Sayer 2018). However, the curriculums used in Sayer's study did not actively engage with the community to promote development, providing some guidance for the lesson plans created in this study.

Ecuador has been one of those countries that has been working to implement and improving EFL classes for students. Ecuador has historically had a low EF EPI ranking internationally and within Latin America, currently 18<sup>th</sup> out of 20 countries as seen in Figure 1 (EF English First, 2023).



**Figure 1**

*Infographic Comparing EF EPI Rankings Among Latin American Countries. From EF EPI 2023, by EF English First, 2023.*



EF EPI ratings hold a lot of cultural and political weight, and Ecuador's consistent low rating has caused much internal discussion (De Angelis, 2023). Beginning in 1950, Ecuador offered optional EFL programs. In 2007 it was implemented into the secondary school curriculum as a required class (Barre & Villafuerte-Holguin, 2021). The structure of EFL pedagogy has consistently changed since its implementation in public education while proficiency has not shown significant improvement (Muñoz et al., 2018). Ecuador was estimated to have spent 3.7% of its GDP on education in 2021, a relatively low percentage compared to other Latin American countries (Central Intelligence Agency, 2023). Outside of low funding, the lack of improvement is likely caused by low English proficiency among teachers, refusing to adapt new methods, and the lack of culturally relevant books (Barre & Villafuerte-Holguin, 2021; Muñoz et al., 2018).

Ensuring the teachers are involved in the creation and implementation of the lesson plan created by this study will improve its impact and effectiveness.

To address decades of issues relating to EFL, in 2016 Ecuador announced they would implement a new learning model focusing more on discussion and less rigid teaching (Ministerio de Educación del Ecuador, 2016). However, Barre and Villafuerte-Holguin (2021) found that many teachers do not understand this new model and are not motivated to properly implement it. To gain a slightly different perspective, Heras et al. (2023) interviewed groups of indigenous and mestizo teachers in Ecuador to learn more about their motivations for learning and teaching English. They found that a common thread among indigenous teachers was that they learned and now teach English for intercultural communication, specifically to share their culture and advocate for social justice (Heras et al., 2023). The intention of intercultural communication will serve as a better motivation for students learning English and to utilize material that is specific to their culture.

## 2.4 Cañari History

When looking at how community-based tourism will impact Cañar, it is important to know its history and culture of the people that inhabit it. The population of this region is roughly 52,150, made up largely of people who are primarily Spanish speakers, though there is a significant indigenous population (*Cañar (Province, Ecuador) - Population Statistics, Charts, Map and Location*, n.d.). The practice of traditions and cultures is important to this region's people. This includes the foods they prepare, the traditional clothes they wear, and even the use of Kichwa, a language whose use in Cañar dates back several hundred years.

Ecuador's overall GDP per capita is \$6,391, which displays that Ecuadorians generally struggle economically (*Ecuador | Data*, n.d.). Unfortunately, job opportunities are somewhat lacking in the area, specifically for men. Local females have long been the dominant economic

actors due to males migrating to find new jobs (Jokisch, 2002). Along with agriculture, many women partake in weaving hand made products, such as hats. The unique history of Cañar has allowed for the development of many current and potential tourist attractions, including but not limited to Ingapirca, indigenous villages, and even the local *huecas* (Cañar Ecuador - Ministry of Tourism - Ecuador, n.d.). Further development of the tourism industry may help the local population of Cañar by providing additional jobs and improving living conditions.

The Cañari people have lived in the Andean highlands for hundreds of years, dating back to well before the foundation of the Incan Empire (Pacini-Ketchabaw et al., 2021). Upon the arrival of the Incas, the Cañari language was destroyed and replaced by Kichwa, one of a dozen indigenous languages currently spoken in Ecuador. Much of this history was destroyed, though archeological evidence remains today. One example of this is the Chobshi Ruins, an archeologic site dating back over 10,000 years (Jimenez Cuenca, 2022). Another famous archeological site in this region is Ingapirca. The ruins of the Ingapirca, a former Incan fortress, is a popular tourist destination that sits just outside of Cañar today (Armstrong, 2014).

The area surrounding Cañar has historically been defined by its agriculture and farmlands, with the most significant product being potatoes. In the 1500s, Spanish conquistadors imported cattle into the area, which quickly adapted to the region, thus beginning a major cattle-raising industry. Cattle farming is still prominent in the areas surrounding Cañar today. This eventually led to the creation of a large milk and dairy industry (Pacini-Ketchabaw et al., 2021).

## 2.5 PRIMOK

PRIMOK, or the “Kañari Original Multicultural Inclusive Program” in English, is an organization based in Cañar that serves to teach English to students ranging from six to seventeen years old. PRIMOK offers two separate class programs either Saturday morning or Tuesday and

Thursday afternoons, along with a conversation club every Wednesday. They teach English to over 100 students split between five levels, with the goal to improve English skills and prepare students to expand their economic opportunities as they mature. Class sizes are kept small, between four and seventeen students, which allows for more direct connections with teachers. The classes are taught by foreigners from around the world, often with little to no teaching experience (Bass et al., 2023). PRIMOK was founded in 2021 and has a small footprint with a handful of staff members such as Antonio Araujo Suarez Sr., Antonio Araujo Florez Jr., and Paula Siguencia along with the handful of international English teachers who live in Cañar for limited time periods, usually six weeks. The primary contact for this study was Antonio Araujo F. and will be referenced as Antonio going forward. Antonio, and by extension PRIMOK, was just recently selected as a Young Leaders of the Americas Initiative fellow and will be traveling to United States in the spring of 2024 for a conference and fellowship. For an organization that is less than three full years old, this is a monumental achievement and recognition for their impressive work.

Students from Worcester Polytechnic Institute have worked with PRIMOK before to develop pedagogical material describing local legends, displaying the desire of PRIMOK to use culturally familiar material to teach students English (Bass et al., 2023). According to the handbook provided by PRIMOK, one of the key goals of this program is to “improve the quality of life through intercultural exchange.” Another overarching objective of PRIMOK is to enhance community-based tourism in Cañar. PRIMOK’s desire to foster multicultural education and increase the economic opportunities for children in Cañar aligns well with their openness to work with and support the *huecas* using community-based tourism.

## 3.0 Methodology

### 3.1 Outline

The core of this project was bringing PRIMOK and the local *huecas* together for their mutual benefit. To do this however, a better understanding of individual *huecas* and their impact on Cañar was required. In addition, this study examined PRIMOK's program and teaching methods to ensure any lesson material would fit their needs. To accomplish this, a multi-method qualitative study to document, promote, and educate about the *huecas* of Cañar was created.

### 3.2 Methods

Research conducted for this project used a multi-method approach containing three main qualitative research methods. These include archival research on community-based tourism, English curriculums, Cañari culture, and PRIMOK. In addition, semi-structured interviews of PRIMOK teachers, *hueca* owners, and *hueca* customers were completed. Lastly, personal ethnographic research of the *huecas*, tourism initiatives in Cañar, and classes at PRIMOK was conducted.

#### 3.2.1 Archival Research

Archival research has many benefits for research related to this project. It was possible to perform archival research from any location, therefore making it an integral part of research throughout the whole project. Some benefits include the ability to research unobtrusively for background knowledge and the ability to triangulate sources. According to Berg and Lune (2017), triangulation allows a researcher to compare a variety of sources to “counteract the threats to validity identified in each.” Triangulation is used to limit selection bias. Selection bias arises when

researchers examine a nonrandom set of data that does not provide holistic coverage of the research topic (Lustick, 1996). In this case, it may mean selecting sources that only support CBT or are only for English readers. To minimize this, it was important to consider all sources to identify both the most convincing and common work while noting theoretical commitments and biases. Archival research was beneficial because it provided necessary background information on a variety of subjects. Archival research focused largely on community-based tourism, English as a foreign language curriculums, and local Cañari history and culture. Understanding these topics was imperative to the success of this project in providing an understanding of the current state of research in various fields.

### 3.2.2 Semi-structured Interviews

Semi-structured interviews involve having base questions and a goal for the interview while remaining flexible enough to allow for tangents and follow-up questions. The use of semi-structured interviews allowed for open conversation to occur, making the experience feel more natural to all parties of the interview. Interviews provided information in fields that were not heavily researched beforehand. By interviewing PRIMOK teachers, an important understanding of the current state of English programs in Cañar and at PRIMOK was obtained. Interviews were also conducted with the owners of the *huecas* and their families. Antonio compiled a list of eleven local *huecas* to study and interview the owners. This data provided the basic information surrounding the characteristics of a given *hueca*, such as a founding date or description of foods that were offered. This was used for the final informational map that was created. Interview questions (Appendix A through Appendix D) also sought crucial details such as unique characteristics and the history of the establishment.

### 3.2.3 Ethnography

The final research method that was used in this project was personal ethnographic research of *huecas*, tourism initiatives in Cañar, and classes at PRIMOK. Ethnography involves submersing the researcher in the center of their study location to create an authentic account of the area (Berg et al., 2017). Ethnography is a unique and powerful research method but can lead to observer bias when conducting the study and is only as effective as the describer. This bias is why ethnography was combined with archival research and semi-structured interviews in this study to bring balance and context to the data collected. In relation to this project, ethnographic research largely centered around the people and characteristics of the *huecas* themselves. This study focused on the observations taken on the characteristics of the interior of the restaurant, the owner's interactions with their customers, qualities of the food, and any other unique or particularly special factors. Collecting data through this observational and participatory research method allowed the study to craft intricate descriptions and compelling narratives of the *huecas* to help develop the area as a food tourism destination. This data also helped develop the final project deliverables, both the map and the lesson plan, with as many details as possible.

### 3.3 Data Collection and Privacy

Because onsite data collection relied heavily on interviews, a recording device was used to collect audio from *hueca* owners and customers. This audio data was used to support notes taken during interviews and validate facts afterwards. In addition to audio, a personal camera was used to capture photos of food from each location, the *hueca* owners, and the restaurant interior and any customers. These photos were an essential element to create the final deliverables of the project, as they were used to create in-depth descriptions and include them on all three deliverables. Lastly,



observations were noted of the food, people, and *huecas* using pen and paper. Written observations were important when interviewing and recording general observations as they provided basic information around simple topics like hours and menu items.

The main concerns about the ethics of this project were privacy and consent, specifically relating to semi-structured interviews. Since many Latin America countries, such as Ecuador, have a long history of oppressive governments, requesting written consent is not well accepted in this region. Therefore, people may be hesitant when asked to sign a lengthy paper. Instead, verbal consent was obtained prior to conducting these interviews and taking photos. Consent forms seen listed in Appendix E and Appendix F were read aloud depending on the preferred language of the interviewee. To help keep personal information private, only audio recordings of these interviews were gathered. In addition, only the first names of participants were included in final reports and deliverables.

## 4.0 Findings

### 4.1 PRIMOK: Education and Structure

Through interviewing the teachers and the owner of PRIMOK, additional crucial information was provided on the school's general structure. First, through observations made in class, it was evident how important active learning was as a method for teaching students and keeping them engaged. Teaching methods included the use of interactive games such as Chutes and Ladders, Pictionary, and many others that allowed the students to maintain their focus and excitement to learn. Required content is provided to the volunteer teachers, but how they go about teaching each class is up to the teachers themselves. This allows for classes tailored to specific class dynamics and teaching styles.

In addition to teaching methods, the size of the classes was also important. These classes ranged from having 4 to 17 students, which allowed for a lot of one-on-one time between the teacher and the students. This type of class size and structure is very different than those in public schools in the area, which can reach up to 45 students. In the past, classes were taught by unqualified English teachers according to Antonio. The small class size, along with the freedom for PRIMOK teachers to make their own teaching plan allows for the teachers and students to develop strong connections.

## Figure 2

### *Volunteer Teachers Engages with a Table of Students at PRIMOK*



Through class observations at PRIMOK and interviews with Antonio and the volunteer staff, it was discovered that many of the materials currently used in PRIMOK are not based on Ecuadorian or Cañari culture. Often, the material is based on the United States or British culture. Being able to teach English using culturally familiar material and help preserve the culture of Cañar was a point heavily emphasized by Antonio and other staff at PRIMOK.

In addition to the classes that are offered three times a week, students in level three and above are also able to attend conversation clubs on Wednesdays. During this club, the students are split into small groups, usually consisting of three to four students, where they have a conversation with their teacher for an hour and a half. This conversation is based on a new topic every week. Observed conversation subjects included holidays and food. This time allows for the students to immerse themselves in the conversation and continue to work on both their English speaking and comprehension. Another benefit for students is that the teachers come from all over the world. This allows for a rich intercultural exchange between the students and the teachers.

More information worth noting is how PRIMOK attempts to make learning English accessible in terms of cost. The price of one semester is just \$100, which lasts roughly three months and is equivalent to one level. The price makes far cheaper than other similar programs in Ecuador. Scholarships are offered to students if they score 90% or above in the previous class. PRIMOK also offers financial aid to the families of students who may not be able to afford the full price. These offerings reduce the price of each level to just \$50. There are also no additional costs required for books or any other learning materials.

## 4.2 PRIMOK: Connection to *Huecas*

The interviews completed with the teachers and owner of PRIMOK also gave more insight on the *huecas* in Cañar. One key takeaway was that none of the foreign volunteer teachers had ever heard the term *hueca* or knew where any were in the city. This is partly because meals are provided to teachers by PRIMOK as a form of payment for volunteering. However, several teachers stated that they use Google Maps when they want to look for places to eat and would be more likely to explore restaurants in Cañar and in general if more information was easily accessible online. On the other hand, Antonio handed surveys to PRIMOK students and found that 86% of the students were aware of what a *hueca* is. This difference made it very evident that while the locals are aware of *huecas* and their importance, most outsiders have no knowledge of them and may struggle to find them. This finding made it clear that these *huecas* needed to be better advertised, especially to outsiders of the region.

Interviews with the volunteer teachers also made it clear that the students were very interested in the gastronomy of their own region. In conversation club, it was observed that students often enjoyed talking about their favorite foods, which ranged from foreign foods such as

pizza, to local dishes like *encebollado* or *patacones*. Students also became very excited when the discussion was focused on *huecas* that they know and go to. Being able to use the students' own culture to teach them is important, especially in these regions that do not have access to English material based on their own history.

### 4.3 Tourism in Cañar

One of the primary goals of this project was to foster more community-based tourism in Cañar through gastronomy, specifically drawing more English-speaking tourists. However, across all interviews, a common theme was that few foreign and almost no English-speaking tourists visit the area. Based on the survey administered by Antonio to PRIMOK students, only 43% of students said they encounter foreign tourists frequently. Many of the *hueca* owners mentioned serving tourists from neighboring countries such as Peru or Columbia, but only three have ever had English-speaking customers. These interactions with English-speaking tourists are rare and show that few visit the area. However, one of the primary attractions to the area is Ingapirca with tourists arriving at the Cañar bus terminal and from there taking a bus to the ruins. Tourists rarely leave the terminal, but placing promotional material within the bus terminal presents a way to keep tourists in Cañar to find something to eat.

Through ethnographic observations and material provided by Antonio, the team was able to learn about current tourism initiatives. The ministry of tourism for the province of Cañar provides small pamphlets to local museums with possible excursions, a Facebook page, contact numbers, and a link to their website. However, the pamphlet's link to the website is spelled incorrectly, only the QR code on the back works. Many of the resources provided do not have a direct connection between the tourist and the activities. In addition, the pamphlet contains a page

about some of the traditional dishes of the area but does not provide tourists with any information about where to find these foods as seen in Figure 3.

**Figure 3**

*Images of the Tourism Pamphlet Cover and a Page About Gastronomy*



#### 4.4 *Huecas*

*Huecas* have been described as small yet culturally significant restaurants that often serve traditional local food for low prices. These local *huecas*, which are scattered about the city, serve many dishes that are traditional to Ecuador. Not only are these restaurants important for keeping the traditional foods alive in the region, but they are also an important place where members of the community of Cañar are able to come together and socialize with one another. *Huecas* give a small glimpse into the very storied history of the people of Cañar.

To describe some of the similarities and differences between locations, Table 1 lists categorical observations of each. The majority of *huecas* visited were similar in general structure, holding just a small number of tables and typically offering an extremely limited non-tangible menu containing just a couple of items. Most places the team visited appeared very old-fashioned, as they had been there for decades. *Huecas* are also typically associated with serving inexpensive dishes. Most dishes were priced around three dollars. Another very consistent observation was the apparent familiarity that existed between the owners and customers. Each owner stated that they had many customers who would visit often or that some customers were like family. As stated before, all but three *huecas* have never served English speaking tourists and foreign tourists are infrequent. However, each owner displayed interest in being promoted online to attract more diverse customers.

The following table illustrates the similarities and differences between each location. The table contains observations surrounding online presence, price, the presence of a tangible menu, and signage. Most locations that fit the traditional description of a *hueca* possessed the same general characteristics, with just minor discrepancies.



**Table 1**

*Comparison of data collected between each location visited.*

Location Name	Google Maps Presence	Price	Menu	Signage
Picantería Caluca	None	\$1-\$3	Photos on the wall	No
Esquina de Buen Sabor	Incorrect Name, Incorrect Location	\$0.75 per empanada	None	No
La Casa del Encebollado	None	About \$3	Photos on the wall	Yes
Bendito Café	Present, yet listed as temporarily closed	\$3-\$5	Photos on the wall	Yes
Las Fritadas de la Ñaña Chocha	None	\$3	None	No
Restaurante La Estación	Listed, but no pictures or descriptions	\$3	Yes	Yes
Heladería la Fama	None	\$1-\$2	None	Yes
Killari	Yes, developed	\$5-\$10	Yes	Yes
Picantería Jorgito	None	\$3	None	Yes
La Casa del Cuy	None	\$15 per guinea pig	None	Yes
Pachamanka Rooftop	Yes, developed	\$5-\$10	Yes	Yes

*Note: Killari and Pachamanka Rooftop were defined as restaurants not huecas.*

The first *hueca* visited was Picantería Caluca. This was a breakfast restaurant, with the hours being from 6:00 am to around 12:00 pm; although the closing hours often slightly vary. This *hueca* served three dishes: *guatita*, *mixto*, and *mixto completo*. Each subsequent dish added one additional component and was paired with *horchata* (a tea-like drink) and *ají* (a spicy pepper sauce). *Guatita* was the simplest, consisting of a stew containing tripe (cow stomach) and potatoes, paired with rice and is seen in Figure 4. *Mixto* added what is known as *seco de carne*, a beef stew. *Mixto*

completo contained the ingredients of mixto but added a hard-boiled egg. There were images of each dish posted on the wall of the restaurant, but no physical menu was provided. The space itself was small, with there only being three tables and a small bar. The restaurant was established in Cañar in 1974 after first being opened in the province of El Oro. The owner, Jorge, first began working for his father at nine years old. During the interview with Jorge, customers were interjecting, which displays their familiarity with the owner. At one point, two customers stated the main reason they came to Picantería Caluca was for the ají, which shows how many of the *huecas* had a “signature” item which can be used to draw customers in. As with many of the other establishments, there was neither a sign containing the name of the *hueca*, nor a profile for it on Google Maps, making it hard to identify as an outsider.

#### Figure 4

*A Dish of Guatita from Picantería Caluca*



The second *hueca* visited was Esquina de Buen Sabor. According to Antonio, this location is famous within the community for serving empanadas that are seen in Figure 5, but they prepare other authentic Ecuadorian dishes on specific days of the week. The empanadas and coffee were very inexpensive, costing only \$0.75 and \$0.50, respectively. Hours for this *hueca* varied from

8:30 am to 6:00 pm on weekdays to just 7:30 am to 11 am on Sundays. The interior of this *hueca* was very small, containing just two tables and the station where the empanadas were being cooked. Aleja, the owner of the restaurant, opened her location 30 years ago, and has since passed down much of the responsibility of preparing food and serving customers to her daughter. Although there was no sign indicating the name of the restaurant, it could easily be seen that food was being prepared due to the position of the kitchen. This *hueca* was, however, already advertised with some photos online on Google Maps. Although it was in the incorrect location and had a name slightly different than what was stated by Aleja.

### Figure 5

*A Cheese Empanada and Coffee from Esquina de Buen Sabor*



The third *hueca* visited was La Casa del Encebollado. As can be seen from the restaurant name, the most popular dish served was encebollado, a soup containing tuna, onions, and yucca, with fried plantains and lime to add on top (Figure 6). This is a dish more traditionally seen on the coast, but Carlos, the owner, was once a truck driver and brought his learnings to Cañar. Inside the restaurant four to five tables were positioned along two sides of the building, which was slightly larger and more modern than many of the other *huecas*. Many of the tables were occupied by customers during the interview. This *hueca* was well decorated, as it had won several awards and

competitions organized by the ministry of tourism. La Casa del Encebollado operates every day from 8:00 am to 3:00 pm and has been open since 2005. Carlos stated that he rarely has English speaking customers, although he has had some customers from Mexico and many from other cities of Ecuador. After the interview with the owners, a brief interview was conducted with a customer. This customer stated that they visit that specific *hueca* every weekend at minimum because they live very close. Like the PRIMOK volunteer teachers, the customer also uses Google Maps to find restaurants if in a foreign place. However, it was stated that restaurants in Cañar specifically are often learned about through word of mouth. This *hueca* was not listed on Google Maps but did have prominent signage outside.

### Figure 6

*A Bowl of Encebollado with Roasted Corn from La Casa del Encebollado*



The next *hueca* visited was Bendito Café. The owner, Mariana, established the restaurant ten years ago, and now is helped by her three children. Maria was able to open the café after her husband moved to the United States to get a job to send money back to her family. Bendito Café primarily serves four dishes, along with coffee. These dishes are chiviles, a corn and rice mixture wrapped in a plantain leaf, corviches, fried mashed green plantains stuffed with shredded chicken

and herbs, tostadas, or grilled sandwiches, and bolón de verde, fried balls of mashed green plantains, pork, and cheese. In Figure 7, a selection of food and coffee can be seen. They operate every day except Saturday between 9:00 am and 6:00 pm. This *hueca* had one of the most well-developed interiors, as well as pictures of food both inside and outside the restaurant. Bendito Café was listed on Google Maps, although it was in a slightly different location and was listed as temporarily closed and did not have any photos. During the time of the interview, the restaurant was quite busy, with many people being served. There were also more tables than many of the other locations.

### Figure 7

*Dishes of Bolón de Verde and Corviches from Bendito Café*



The *hueca* that followed was Las Fritadas de la Ñaña Chocha. This small, yet long lasting *hueca* has been passed down for 100 years. Now in its third generation of ownership, Las Fritadas de la Ñaña Chocha is owned by Willy, who recently received the restaurant from his mother, Alicia. They are most known for their fritada con mote (fried pork with boiled corn), which can be seen in Figure 8 and is served on Mondays, Tuesdays, Thursdays, and Fridays. On Wednesdays, they serve sancocho, a pork stew, instead. They are open from 7:00 am to 7:00 pm on weekdays and

are closed on the weekends. To account for all the pork this *hueca* goes through, Willy must purchase two or three whole pigs per week. Inside there is only one table along with a small bar. The food is cooked right in front of the customers while the pig's head is hung from the ceiling next to the cook. It is evident how close the owners are to the customers by the friendly interactions that would come from nearly every new customer who walked through the door. It is important to note that during the initial interview, the owners did not have a name for the *hueca*. It was not until the team returned the following day that a name was provided. *The hueca* was also not listed on Google Maps and did not have a sign.

### Figure 8

*A Plate of Fritada and Mote from Las Fritadas de la Ñaña Chocha*



The next *hueca* visited was La Estación. This *hueca* serves a variety of traditional Ecuadorian dishes, including caldos (soups) and almuerzos (lunch that is comprised of soup, rice, and a protein). In Figure 9, an example soup and side dish can be seen. According to the owner Willian, the best dish is caldo de mocho, which is soup with sheep meat. The restaurant originally opened around 1975, when the mother-in-law of Willian served food to electric workers that were installing electricity throughout the city. In time, the restaurant was passed down to its current owners. The hours of La Estación are 11:00 am to 3:00 pm during the week, with extended hours,



7:00 am to 4:00 pm, on Sunday. This *hueca* was somewhat different from other *huecas*, as there was a complete kitchen and many seats. Additionally, there was already a small online presence, with there being an existing Google Maps profile. Because the interview took place outside of business hours, it was difficult to gain an understanding of the relationship between the owners and customers.

### Figure 9

*A Bowl of Caldo de Patas from La Estación*



After La Estación, the team interviewed the owners of Heladería la Fama. This *hueca*, unlike most others, is more of a stand than a restaurant. This *hueca* is known for their ice creams, which closely resemble popsicles. Their flavors include leche con crema (milk), leche con coco (milk with coconut), mora (blackberry), chocolate, and mixto (blackberry and milk). The selection of flavors can be seen in Figure 10. The most popular flavor they sell is leche con coco. Along with ice cream, the small stand also sells small, inexpensive items such as snacks, sodas, spices. Owners Maria and her husband have owned Heladería la Fama since 1982. Before they owned the current property, the couple would sell their ice cream on a cart in one of the parks in Cañar. In addition to their stand, they also had two employees who would go to local high schools. Now

having their own shop, Heladería la Fama sells up to 250 ice creams on a very busy Sunday. They are still busy as many of their customers continued to come regularly after the move. This *hueca* does have a sign out front that makes it very recognizable from the street. Their hours each week are 8:30 am to 9:00 pm but they sometimes may close earlier depending on the weather. They also did not have any presence on online websites like Google Maps.

**Figure 10**

*A Freezer Full of Ice Cream from Heladería la Fama*



The next *hueca* that was interviewed was Picantería Jorgito. This *hueca* is traditional as it is a very small restaurant where the food is cooked right in front of the customer. The owner, Elsa, has been running this restaurant since 1996. Although Picantería Jorgito has been open for 28 years, Elsa has been in the food business since she was nine years old. At this young age, Elsa worked at a fried fish restaurant with her mother. Now at her own *hueca*, Elsa makes carne asada (grilled beef), other grilled meats, and llapingachos (mashed potato balls stuffed with cheese). Figure 11 depicts the llapingachos. Along with her two main dishes, she also serves mote and salads. Customers were asked what the best food served by Elsa is and customers stated the ají was the best in Cañar. This *hueca* is open Monday through Saturday from 7:00 am until 1:00 pm. Before



the team's arrival, this *hueca* also had no internet presence but was open to being added to Google Maps.

**Figure 11**

*Llapingachos Being Cooked at Picantería Jorgito.*



The final *hueca* visited by the team was La Casa del Cuy. This restaurant served *papas con cuy*, which translates to potatoes with roasted guinea pig (Figure 12). About 700 *cuy* are sold each month, with this number increasing significantly during months with holidays or festivals such as Carnaval. They also prepare roasted whole chickens and a few other accompaniments. Like with many other *huecas*, the kitchen here was visible to the customer. The guinea pigs could be seen roasting whole over burning charcoal. Along with a main dining area that had just a few tables, the establishment had a large, covered patio-like space which had several customers. There was a group of customers gathered passing the time together while listening to music, and even volleyball courts. This emphasizes the observation that *huecas* are often more than just restaurants, but places for social gathering, or places that build community. Unlike many businesses worldwide, the COVID-19 pandemic helped La Casa del Cuy, which originally opened around 2001. Maria, the owner, operated a little shack before 2020 but then moved into the current large building the

business exists in. Due to the nature of guinea pig being a highly desired food for both tourists and locals, La Casa del Cuy has customers from all over the Americas and many from other regions of Ecuador. Despite the obviously visible signage appearing on the front of the *hueca*, there was no preexisting online presence in Google Maps, but the owner was accepting of the goals of this project.

**Figure 12**

*A Plate of Guinea Pig, Potatoes, and Mote from La Casa del Cuy*



Many similarities existed between each *hueca*. Aside from basic observations such as limited advertisement, similar ingredients, and visible kitchens, *huecas* were seen to be places with deep history and importance within the community of Cañar. Being more than just a place for a quick and cheap meal, *huecas* are places for social gatherings. By being friendly and willing to get to know their customers, the owners created places where you can meet friends or spend time with your family while eating great food. Apart from these nine previously mentioned *huecas*, the team visited and interviewed two other restaurants. Though these restaurants remained places for socialization, they did not fit the definition of a typical *hueca*. The food was slightly more

expensive and less traditional. The owners did, however, maintain the same level of friendliness and welcoming nature despite the modernity and young age of their restaurants.

One example of this is Killari. The name Killari pays homage to Cañar's indigenous roots with name meaning "light of the moon" in Kichwa. The owner of Killari, Javier, started cooking pizzas after he received a degree in culinary arts from the San Isidro University in Cuenca. On June 29th, 2019, Javier opened his current restaurant serving chicken wings (Figure 13) and ribs. Killari also offers shareable family platters and a full bar that serves complex and colorful drinks which can be seen in Figure 14. This combination of being a more modern restaurant and serving bar food and drinks makes Killari extremely busy, especially during the evening when the interview took place. The hours are 4:00 pm to 11:00 pm each day. Javier will even take the extra step on certain holidays, such as Christmas, and create new menus based on the celebration. During the interview, a birthday party took place and many families shared platters. Being a more modern restaurant, Killari already had a strong online presence on apps such as Google Maps and Facebook and had a clear signage out front to label the restaurant.

### **Figure 13**

*A Plate of Chicken Wings and French Fries from Killari*



**Figure 14**

*Cocktails Prepared by Javier at Killari*



Pachamanka Rooftop was the final restaurant that was visited by the team. Opened in 2021, the owners Washington and Luz Maria serve shareable plates containing a variety of grilled meats, seafood, vegetables, and sauces. Their most popular dish, Pachamanka, can be seen in Figure 15. Pachamanka Rooftop also varies from other locations because a professional chef prepares the food. After living in New York City for seven years, Washington became inspired by Portuguese food he ate there and now Pachamanka Rooftop combines traditional and foreign foods. Pachamanka Rooftop was well advertised online, with active profiles on social media platforms such as TikTok and Facebook. It also was present on Google Maps, even receiving many ratings and reviews. The restaurant's interior was modern, containing a full kitchen, a bar, and a small window that will eventually be used for coffee during the day. They also host events including birthday parties and frequently have live music. The interview took place before the restaurant opened, so no observations could be made about the customers.

**Figure 15**

*An Image of the Most Popular Dish, Pachamanka, at Pachamanka Rooftop*



Despite their differences in price and modernity, Killari and Pachamanka Rooftop still maintained a similar feel to the other nine locations. The sense of community that true *huecas* have built through their history and long-lasting ownership was in part matched by Killari and Pachamanka Rooftop. By holding events and offering large, family-style, shareable platters of food, the owners each created an environment that was suitable for groups of people to spend their time with each other. Though each *hueca* and restaurant had their differences, the main characteristic each location did have in common was how they are a place to share experiences, often more so than the food. Although not every location visited by the team can be truly considered a *hueca*, the people of Cañar are very welcoming and the gastronomy of Cañar remains quite rich, and each location is worth visiting.



## 5.0 Deliverables

### 5.1 Map and Collage

The team created three main deliverables for PRIMOK and the *huecas* to answer the research question stated in the introduction. The first deliverables created were a map and collage with pictures of each restaurant that are intended to be posted at the bus terminal in Cañar (Figure 16). To complete this, *huecas* were added or updated on Google Maps. Pictures of the *huecas*, their food, along relevant information was added. The map contains the names of each restaurant and a photo of the most popular food item at each. The collage contains the same general structure as the map, yet instead the small icons containing images are replaced by larger images of the food.

**Figure 16**

*Image of Both the Hueca Map and Photo Collage*

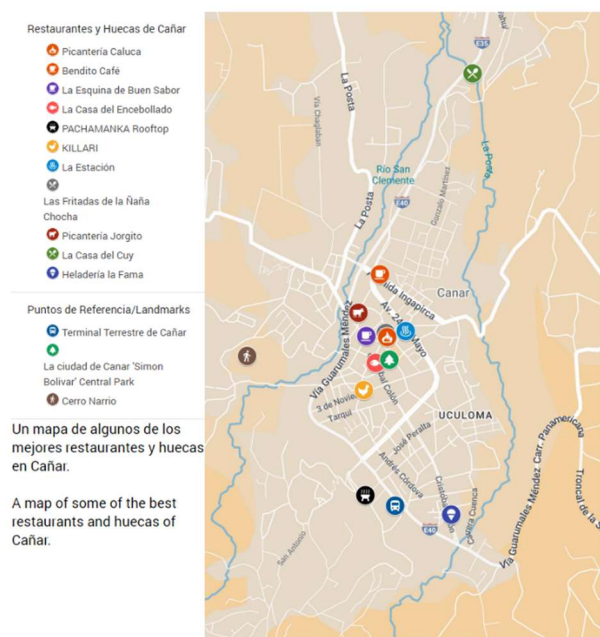


A QR code positioned in the bottom right of each poster directs the user to a more detailed virtual map created on Google My Maps. Using the QR code, the user can view images of the restaurant, the food, and read a small description of the food, pricing, and hours of operation. This description is written in both Spanish and English to be accessible to a larger number of tourists. Other significant landmarks of Cañar are also included for reference. The interactive map can be used to determine directions to each *hueca* location using Google Maps. If the user has the Google Maps application downloaded on their smart phone or other device, the QR code will direct the user to the app.

### Figure 17

*Image of the Online Google My Maps of the Huecas*

#### Mapa de Restaurantes y Huecas de Cañar



To help the owners maintain and update their information on this site, a guide was created to provide necessary information on how to edit these pages. This includes how to change their hours of operation, the menu, images, and more. This guide can be found in Appendix G.

## 5.2 PRIMOK Lesson Material

The other area of focus of this project was to generate culturally relevant lesson material for PRIMOK to implement into their higher-level classes. To accomplish this, the team created brief stories focusing on the unique anecdotes of each restaurant or *hueca*. An example story can be found in Figure 18. Stories were written to include a motivational message for the students. A picture of each owner was included to help create a more personal connection between the students and local community. Three questions were added beneath each story to make the stories applicable for in-class discussion. One question focused on general comprehension, while another focused on creating an open discussion about local food. The third focused on the general message of the story. Additionally, broader final questions were added to facilitate further discussions surrounding comparisons between each location. The full collection of stories can be found in Appendix J.

### Figure 18

#### *Example of a Hueca Story*

##### **Picantería Caluca**

When Jorge was just 9 years old, he began to help his father in their restaurant that was located in El Oro. In 1974, Jorge's father decided to move to Cañar and make a new restaurant. This hueca was one of the first in the area and was originally named La Competencia. Eventually, Jorge decided to change the name of his *hueca* to Picantería Caluca. Every day, Jorge wakes up at 4:30 am to get ready for his day.



1. What was the old name of this hueca?
2. Do you like the food from Picantería Caluca?
3. What does this story show about being a leader in your community?



## 5.3 Translated Menu Items

The final deliverable produced in this study was a translated menu of popular food items at each *hueca* or restaurant. The menu contains brief English descriptions of each item, a picture, and the location name. The menu will be printed and hung on the walls of classrooms at PRIMOK to assist with teaching food lessons. All photos of the *huecas*, the food, and the owners were provided to PRIMOK for any future use. The translated menu can be seen below.

**Figure 19**

*Image of Both Pages of Translated Menus*



## 6.0 Discussion

### 6.1 Conclusion

To complete this project, the team needed to complete 11 interviews of various *huecas* and restaurants in Cañar along with interviews from teachers and the owner of PRIMOK. The information from these interviews provided the team with information on topics such as the history of Cañar, the gastronomy of the region, the structure of PRIMOK, and the current state of tourism in the area. In addition, ethnography of the *huecas* and restaurants was completed to have the material needed for the creation of the deliverables. This project was completed with the mutual benefit of both the *huecas* and the students of PRIMOK in mind.

This project found that PRIMOK focused on maintaining small engaging classes and required more culturally relevant materials. Another important finding was discovering that many of PRIMOK's students were familiar with the *huecas* in the area, but none of the foreign teachers were. This lack of knowledge among foreigners was supported by the lack of tourism initiatives provided by the Cañar government found during the study. Lastly, from interviews with each owner, it was found that most *huecas* are small, cheap places that serve just a few traditional dishes. However, many lacked any online presence, menus, or external signage.

For the *huecas* and restaurants, the map will help boost their sales through an increase in online presence and accessibility for English-speaking tourists. For the students, the creation of new material that is based on *huecas* will not only provide PRIMOK with relatable, culturally relevant material to teach higher-level students, but will help create future job opportunities for students. This project will also help market and preserve the culture of Cañar.

## 6.2 Limitations

One major limitation of this project was the specificity of it. This project, while small and in depth, may struggle to be applicable outside of Cañar. The team only studied one small community in Ecuador and only worked with one school. The observations made by the team and deliverables likely will not be relevant anywhere else. PRIMOK is an organization with a specific mission and not every community may have something similar. The *huecas* are a part of the community of Cañar, and what makes them unique is their character and impact on the community. Every city has their equivalent of *huecas* all with different traits. This may affect the impact this research has, or it can serve as a case study into a microcosm of a community and inspire other communities to engage in similar studies and actions.

Given this project's timetable, only 11 locations were visited. There are many more *huecas* within the city of Cañar the team did not have to chance to engage with. Locations were all chosen by the project sponsor, so there may exist locations with characteristics relevant to this project that were passed up on. Locations were selected based on Antonio's personal experience and survey data from the students at PRIMOK, meaning there is some inherent bias in the chosen locations.

One of the primary goals of this project was to increase food related tourism in Cañar, however, one of the findings was that few tourists visit the city currently. A blanket increase in tourism in the area is outside of the scope of this project and would require systematic changes. The project deliverables such as the map and collage sought to target existing tourists to increase knowledge and interest in the gastronomy of the region but likely will not draw in more tourists outright.

Another challenge for this project was the language and cultural barrier. The team members were outsiders to this community, so making sure participants felt comfortable and listening to

them was crucial. During the interview process, the team was assisted by Antonio, who knew many of the community members and helped translate.

## 6.3 Recommendations

### 6.3.1 PRIMOK

One recommendation for PRIMOK is for the students to expand on the project and document more *huecas* in the area. They should continue to add *huecas* on the interactive map and on Google Maps. If more *huecas* are added, tourists will be presented with more options when traveling in Cañar and more *huecas* will be able to grow.

### 6.3.2 *Huecas*

The first thing recommended for the *hueca* owners is to continue to add and update the Google Maps information that was created for each *hueca*. This can include menu changes, updated hours of operation, or other details they believe are necessary. The team provided a guide to help the owners as seen in Appendix G.

In addition, it is recommended that the *huecas* create small menus for the customers. As most of these *huecas* are very small and only sell one to four items, they typically do not have tangible menus. This can make it very difficult for tourists who are not well educated about the food in the region. It would also be beneficial to have English options for these menus for tourists that may struggle reading the Spanish menu.

A last recommendation for these *huecas* is for those who do not have signage to place signage in the front of the property. Many of these locations are very small, hole-in-the-wall kinds

of restaurants and can be hard to identify, especially when there is no sign. Tourists who are walking in the street could easily miss the restaurant and go to somewhere else that is more visible.

With these recommendations in mind, it is still important for these *huecas* to not lose what makes each one special. The changes they make should be made to attract more customers, not cater to them. These restaurants are special because of their history and their significance within the community. If they change what makes them unique, the real meaning of a *hueca* will be lost.

### 6.3.3 Cañar Government

For the local Cañar Government, it is first recommended that they connect their tourism with that of Ingapirca, which was mentioned previously as the largest tourist attraction in the Cañar province. This could be done by creating additional physical copies of the map at the bus terminal. Giving the tourists at Ingapirca more information about the *huecas* of Cañar will make them more willing and likely to pass through the city for food if they know what types of food are available and where to find it.

Along with at Ingapirca, it would be very beneficial to have the map and QR code on the Cañar tourism website. Having the map easily accessible through the internet will allow for people who are traveling to Cañar to plan where they can eat while staying there. A major part of traveling is researching local attractions. The more information that is accessible, the more open travelers will be to going there.

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# Appendix

## Appendix A: Interview Questions for *Hueca* Owners

### Questions:

1. How long has this *hueca* been open?
  - a. ¿Cuándo se abrió esta *hueca*?
2. What does this restaurant mean to you? To the community?
  - a. ¿Qué significa esta *hueca* para usted? ¿Y para la comunidad?
3. What makes this *hueca* special?
  - a. ¿Por qué esta *hueca* es especial?
4. Are there any unique or special stories about your restaurant?
  - a. ¿Hay alguna historia única o especial sobre su restaurante?
5. Can you take us through your menu and describe the food you serve?
  - a. ¿Puedes describir el menú y la comida sirves?
6. What do you believe your best dish is and why?
  - a. ¿Cuál es tu mejor plato y por qué?
7. How many English-speaking tourists do you have as customers?
  - a. ¿Cuántas de tus clientes son turistas que hablan inglés?
8. Would you be interested in being promoted more on the internet?
  - a. ¿Estaría interesado en ser promocionado más en Internet?

## Appendix B: Interview Questions for *Hueca* Customers

### Questions:

1. Why do you choose to come to this *hueca*?
  - a. ¿Por qué vienes a esta *hueca*?
2. How often do you come to this *hueca*?
  - a. ¿Con qué frecuencia vienes a esta *hueca*?
3. What is your favorite menu item? Can you describe it for us?
  - a. ¿Cuál es su comida favorita de esta *hueca*? ¿Puedes describirlo para nosotros?
4. What do *huecas* like this one mean to the local community?
  - a. ¿Qué significan *huecas* como ésta para la gente de la comunidad?
5. Do you live close to this *hueca*?
  - a. ¿Vives cerca de esta *hueca*?
6. Are you open to an increase in tourists at this *hueca* and Cañar in general?
  - a. ¿Estás abierto(a) a un aumento de turistas en esta *hueca* y Cañar en general?
7. How did you first find out about this restaurant?
  - a. ¿Cómo oíste hablar por primera vez de esta *hueca*?
8. How do you discover restaurants you want to go to?
  - a. ¿Como descubres restaurantes que quieres probar?

## Appendix C: Interview Questions for PRIMOK Volunteers

### Questions:

1. What is your role at PRIMOK?
2. How did you hear about this role?
3. How strong are the English skills of students we will be working with?
4. What strategies have you noticed to be effective for teaching English to the students here?
5. What has been your experience learning about and experiencing Cañari culture (as a foreigner)?
6. How often do you encounter English speaking tourists in Cañar?
7. Do you know of any other tourism initiatives in Cañar? Have they been successful?
8. In general, how welcoming is the local community to tourists?
9. How do you envision our project helping these students in the future?
10. How do you discover restaurants you want to go to?

## Appendix D: Interview Questions for PRIMOK Leaders

### Questions:

1. What motivated you to start PRIMOK in this community?
  - a. ¿Qué te motivó a iniciar PRIMOK en esta comunidad?
2. If there are any, how are the current English programs taught in public schools in Cañar?
  - a. Si los hay, ¿cómo se imparten los programas de inglés actuales en las escuelas públicas de Cañar?
3. How does your program differ from a public-school program?
  - a. ¿En qué se diferencia su programa del programa de una escuela pública?
4. How much does PRIMOK cost?
  - a. ¿Cuánto cuesta PRIMOK?
5. Have there been any other tourism initiatives in Cañar? Have they been successful?
  - a. ¿Ha habido otras iniciativas turísticas en Cañar? ¿Han tenido éxito?
6. How often do you encounter English speaking tourists?
  - a. ¿Con qué frecuencia te encuentras turistas quién hablan inglés?
7. Why did you choose the specific *huecas* that you did?
  - a. ¿Por qué elegiste las *huecas* específicas que hiciste?

## Appendix E: Interview Consent Form (English)

### Informed Consent Agreement for Participation in a Research Study

**Investigators:** Noah Poulin, John Hall, Preston Van Fleet

**Contact Information:** [gr-Canar@wpi.edu](mailto:gr-Canar@wpi.edu)

**Title of Research Study:** Promotion and Documentation of *Huecas*: The Gastronomy of Cañar, Ecuador

**Sponsor:** PRIMOK

You are being asked to participate in a research study. Prior to your agreement to participate, you must be informed of the purpose of the study, procedures involved, and any benefits or risks that may be experienced by you during the interview. This form covers information about our study so that you can make an informed decision.

The purpose of this study is to learn the history of local *huecas* so that we are able to create a tour and map that can be used for future tourism opportunities for students. We will be working closely with PRIMOK, an English school in Cañar, to accomplish this. This requires researching about *huecas* and their impact on the community.

Interviews will be conducted in-person with our team using either Spanish or English. Conversation will be recorded using a tape recorder. Interviews will last between 5 to 30 minutes depending on the time required to cover all questions. Interviews will be semi-structured, with a general path that will be followed, yet each interview will vary.

There is no apparent risk involved given the nature of the interview questions. Due to the lack of risk, there will be no compensation awarded in the event of injury.

There are no benefits to research participants.

Responses will be kept confidential in that no personal information will be shared with outside groups. Identities will be kept confidential at your request. However, those conducting the study,

project sponsors, and the Worcester Polytechnic Institute Institutional Review Board will have access to information. Final reports and presentations will not identify you.

For more information about this research or about the rights of research participants, or in case of research-related injury, contact the email listed above. In addition, the contact information for the WPI IRB Manager is Ruth McKeogh, Tel. 508 831- 6699, Email: [irb@wpi.edu](mailto:irb@wpi.edu) and the Human Protection Administrator is Gabriel Johnson, Tel. 508-831-4989, Email: [gjohnson@wpi.edu](mailto:gjohnson@wpi.edu).

Participation in this study is voluntary. You do not need to answer questions when you do not wish to or provide information you do not wish to. If you wish to stop the interview, you may do so at any time. By providing verbal consent, you agree that you understand the terms of this interview. Do you agree to begin the interview?

## Appendix F: Interview Consent Form (Spanish)

Acuerdo de consentimiento informado para participar en un estudio de investigación

**Investigadores:** Noah Poulin, John Hall, Preston Van Fleet

**Información del Contacto:** [gr-Canar@wpi.edu](mailto:gr-Canar@wpi.edu)

**Título del Estudio de Investigación:** Promoción y Documentación de *Huecas*: La Gastronomía del Cañar, Ecuador

**Patrocinador:** PRIMOK

Se le pide que participe en un estudio de investigación. Antes de aceptar participar, se le debe informar sobre el propósito del estudio, los procedimientos involucrados y cualquier beneficio o riesgo que pueda experimentar durante la entrevista. Este formulario cubre información sobre nuestro estudio para que pueda tomar una decisión informada.

El propósito de este estudio es aprender la historia de las *huecas* locales para que podamos crear un recorrido y un mapa que pueda usarse en futuras oportunidades turísticas para los estudiantes. Trabajaremos estrechamente con PRIMOK, una escuela de inglés en Cañar, para lograrlo. Esto requiere investigar sobre las *huecas* y su impacto en la comunidad.

Las entrevistas se realizarán en persona con nuestro equipo en español o inglés. La conversación se grabará utilizando una grabadora. Las entrevistas durarán entre 5 y 30 minutos, dependiendo del tiempo necesario para cubrir todas las preguntas. Las entrevistas serán semiestructuradas, con un camino general a seguir, aunque cada entrevista variará.

No existe ningún riesgo aparente dada la naturaleza de las preguntas de la entrevista. Debido a la falta de riesgo, no se otorgará ninguna compensación en caso de lesión.

No hay beneficios para los participantes de la investigación.

Las respuestas se mantendrán confidenciales ya que no se compartirá información personal con grupos externos. Las identidades se mantendrán confidenciales a petición suya. Sin embargo, quienes realicen el estudio, los patrocinadores del proyecto y la Junta de Revisión Institucional del Instituto Politécnico de Worcester tendrán acceso a la información. Los informes y presentaciones finales no lo identificarán.

Para obtener más información sobre esta investigación o sobre los derechos de los participantes de la investigación, o en caso de lesión relacionada con la investigación, comuníquese con el correo electrónico indicado anteriormente. Además, la información de contacto del Gerente del IRB de WPI es Ruth McKeogh, Tel. 508 831- 6699, Correo electrónico: [irb@wpi.edu](mailto:irb@wpi.edu) y el Administrador de Protección Humana es Gabriel Johnson, Tel. 508-831-4989, correo electrónico: [gjohnson@wpi.edu](mailto:gjohnson@wpi.edu).

La participación en este estudio es voluntario. No es necesario que responda preguntas cuando no lo desee ni proporcione información que no desee. Si en algún momento desea detener la entrevista podrá hacerlo en cualquier momento. Al brindar su consentimiento verbal, usted acepta que comprende los términos de esta entrevista. ¿Estás de acuerdo en comenzar la entrevista?



## Appendix G: Guide for Google Maps for Owners

### Tomar Posesion tu negocio a través de Google Maps

1. En tu computadora, abre [Google Maps](#) .
2. En la barra de búsqueda, ingrese el nombre de la empresa.
3. Haga clic en el nombre de la empresa y elija el correcto.
4. Haz clic en **Reclamar esta empresa** > **Administrar ahora**.
  - a. Para elegir una empresa diferente, haga clic en **Soy dueño o administro otra empresa** .
5. Seleccione una opción de verificación y siga los pasos que aparecen en pantalla.

### Cómo editar los detalles de las empresas reclamadas

1. Escanea este código QR para ir también Soporte de Google para editar



- a.
2. El sitio web tendrá muchas categorías para editar, como elementos de menú, horarios, sitio web, número de teléfono, correo electrónico, etc.
    - a. Muchos de estos ya se harán para usted, excepto el número de teléfono y el correo electrónico (a menos que nos lo proporcionen)

## Appendix H: Map and Collage of *Huecas* in Cañar

### Restaurantes y Huecas de Cañar

1. Picantería Caluca  
2. La Esquina del Buen Sabor  
3. La Casa del Encebollado  
4. Bendito Café  
5. Las Fritadas de la Ñaña Chocha  
6. La Estación  
7. Heladería la Fama  
8. Killari  
9. Picantería Jorgito  
10. La Casa del Cuy  
11. Pachamanka Rooftop

**Más Información**

Logo of the Polytechnic Institute of Cañar (I.P.T. Cañar) is visible in the top right corner of the map area.



# Restaurantes y Huecas de Cañar



1. Picantería Caluca
2. La Esquina del Buen Sabor
3. La Casa del Encebollado
4. Bendito Café
5. Las Fritadas de la Ñaña Chocha
6. La Estación

7. Heladería la Fama
8. Killari
9. Picantería Jorgito
10. La Casa del Cuy
11. Pachamanka Rooftop

## Más Información

















## Appendix I: Interactive Map of *Huecas*

# Mapa de Restaurantes y Huecas de Cañar

### Restaurantes y Huecas de Cañar

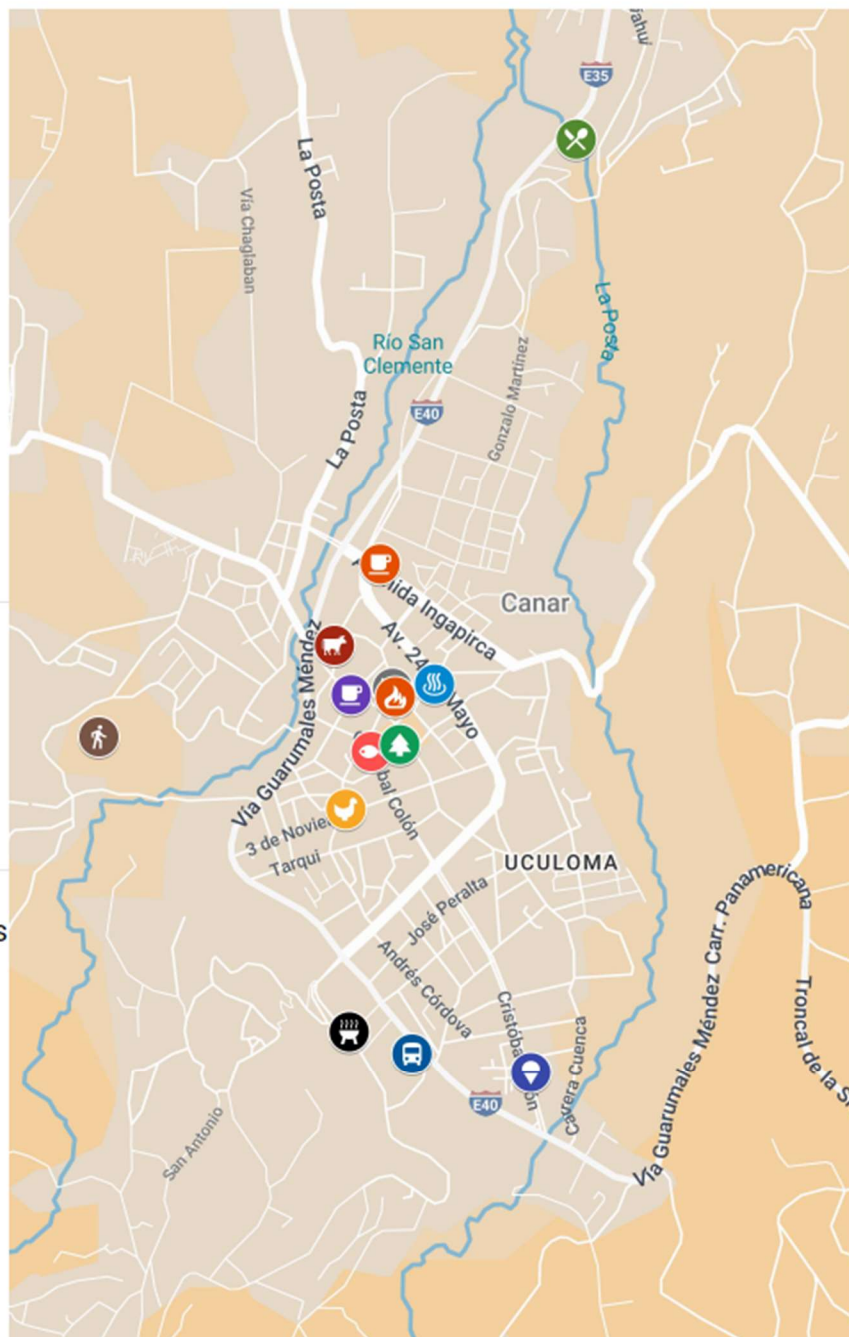
-  Picantería Caluca
-  Bendito Café
-  La Esquina de Buen Sabor
-  La Casa del Encebollado
-  PACHAMANKA Rooftop
-  KILLARI
-  La Estación
-  Las Fritadas de la Ñaña
-  Chocha
-  Picantería Jorgito
-  La Casa del Cuy
-  Heladería la Fama

### Puntos de Referencia/Landmarks

-  Terminal Terrestre de Cañar
-  La ciudad de Cañar 'Simon Bolivar' Central Park
-  Cerro Narrio

Un mapa de algunos de los mejores restaurantes y huecas en Cañar.

A map of some of the best restaurants and huecas of Cañar.



## Appendix J: Lesson Material for PRIMOK

### Picantería Caluca

When Jorge was just 9 years old, he began to help his father in their restaurant that was located in El Oro. In 1974, Jorge's father decided to move to Cañar and make a new restaurant. This *hueca* was one of the first in the area and was originally named La Competencia. Eventually, Jorge decided to change the name of his *hueca* to Picantería Caluca. Every day, Jorge wakes up at 4:30 am to get ready for his day.



1. What was the old name of this *hueca*?
2. Do you like the food from Picantería Caluca?
3. What does this story show about being a leader in your community?

### La Esquina de Buen Sabor

La Esquina de Buen Sabor is a small *hueca* which sells delicious empanadas and coffee. It has been a part of the community for the last 30 years. This *hueca* is built right into Doña Aleja's home. Doña Aleja is a very hard-working woman. She gets up at 3:00 am every day to make fresh empanadas. She has always been a kind and important woman in the community.



1. What time does Doña Aleja wake up in the morning?
2. Do you like Doña Aleja's empanadas?
3. What can you learn about working hard from Doña Aleja?

### La Casa del Encebollado

Starting as a truck driver, Carlos was able to see many different parts of Ecuador. This gave him many ideas about food, especially encebollado. After learning about foods from all over Ecuador, Carlos decided to make a restaurant of his own. With the help of another restaurant owner in Cuenca, Carlos was able to open La Casa del Encebollado in Cañar. After opening in 2005, Carlos won many awards for his famous encebollado.



1. What year did he open La Casa del Encebollado?
2. Do you like encebollado?
3. How was Carlos inspired by other cultures?

### Bendito Café

Coming from Suscal, Doña Mariana grew up surrounded by Chiviles, a corn and plantain dish stuffed inside a plantain leaf. With her mother's recipes, in 2014 Doña Mariana was able to open her own restaurant. She was able to open her restaurant with the money that her husband was making while working in the United States. Instead of telling her husband about it, she kept it a secret and when Doña Mariana finally told her husband, he cried because he was so proud.



1. What food is Suscal famous for?
2. Do you prefer corviches or chiviles?
3. How did Doña Mariana make her family proud?



## Las Fritadas de la Ñaña Chocha

This restaurant was founded over 100 years ago by Doña Alicia's mother at the front of her house. A long time ago, she would roast a whole pig over a fire on their patio every day. In 1972, Doña Alicia's sister took over the restaurant. In 2009, Doña Alicia and her son, Willy, became the new owners. Willy and Doña Alicia still serve fritada and mote today.



1. How old is this *hueca*?
2. Do you like to eat fritada?
3. What does this story say about the importance of family?

## Restaurante La Estación

Before it became a restaurant, Willian's mother-in-law served meals to city workers. The workers loved the food so much that she decided to open a restaurant. La Estación was founded in 1976. In 2002, Willian became the owner. La Estación is now famous for its soups and almuerzos. The best dish is caldo de mocho, a soup made from sheep meat and vegetables.



1. What is in La Estación's most popular dish?
2. Have you ever been to this restaurant?
3. How did helping others lead to the creation of La Estación?

## Heladería la Fama

Doña Maria and her husband, who are both 83 years old, have been selling ice cream for 42 years. At first, the couple had a shop near the park where they would sell ice cream on a cart. They also had two employees who would go to local schools to sell ice cream to the students. They moved from the park to their current shop and many of the customers continue to get ice cream even after the move.



1. What places did Maria and her husband sell their ice cream?
2. What is your favorite flavor of ice cream?
3. What impact did Doña Maria have on the community?

## Killari

Killari, which means “light of the moon” in Kichwa, was founded by Javier in 2019. Before he opened the restaurant, Javier was a student at San Isidro, where he learned to cook. During the pandemic, Javier sold pizzas to make money. He started this business in his home kitchen with just \$42 and at first, he didn’t have enough ovens to keep up. Now, Javier serves delicious chicken wings and ribs at his restaurant.



1. What university did Javier study at to become a chef?
2. Do you prefer pizza or chicken wings?
3. How does this story inspire you to chase your dreams?



### Picantería Jorgito

Doña Elsa opened her *hueca* 28 years ago in 1996. Before she started serving carne asada and llapingachos, she worked in her mother's restaurant. In this restaurant, they sold fried fish. Doña Elsa started working there when she was 9 years old. Now, Doña Elsa gets up every day at 3:00 am to prepare the ají, potatoes, and mote. Her customers say her ají is their favorite and she makes the best ají in all of Cañar.



1. How old was Elsa when she started helping her mother?
2. Which *hueca* do you believe has the best ají?
3. What can you learn from Doña Elsa's work?

### La Casa del Cuy

Starting at a smaller location in Cañar, La Casa del Cuy has been an important landmark in the community since 2001. When they first began, they only had a manual rotator. This work was so boring that one time, a worker asleep rotating and burned the guinea pig. When the pandemic hit, Doña Maria decided to move locations to a bigger property and offered take out. Now, they will sell 350 guinea pigs every 15 days. During Carnival and other holidays, they will make almost 500.



1. How many guinea pigs does Maria make during Carnival?
2. Does your family have guinea pig often or only for special events?
3. What does this story show about being strong in difficult times?

## Pachamanka Rooftop

Don Washington opened Pachamanka Rooftop in 2021. Before this, he lived in the United States for 7 years. He was a construction worker while in New Jersey in the United States. He learned about Portuguese food and was inspired to open his own restaurant mixing foreign and local food. At Pachamanka, they serve delicious grilled meat and seafood. Pachamanka sometimes has live music and many people celebrate birthdays here.



1. How long did Don Washington live in the United States?
2. Do you have a favorite food from Pachamanka?
3. How does Don Washington's success motivate you?

## Overall Questions

1. What is your favorite *hueca* from the stories?
2. What are some differences between *huecas*? What are some similarities?
3. Do you know a lot of the owners?
4. What are some messages you took away from these stories?

## Appendix K: PRIMOK Menus

### Menu of Cañar



#### Guatita - *Picantería Coluca*

Stew with rice, potatoes, peanuts, beef, and tripe (cow's stomach)



#### Empanada - *La Esquina del Buen Sabor*

Dough stuffed with cheese or chicken and fried



#### Encebollado - *La Casa del Encebollado*

Fish, onion, and yucca soup. Served with fresh lime



#### Bolón de Verde and Corviche - *Bendito Café*

Fried ball of mashed plantain, pork, and cheese

Chicken and herbs stuffed in plantain and fried



#### Wings and French Fries - *Killari*

Boiled then fried chicken wings with barbeque sauce



**WPI**



## Menu of Cañar



### Guinea Pig -

*La Casa del Cuy*

Roasted guinea pig with boiled potatoes and corn



### Fried Pork with Mote -

*Las Fritadas de la Ñaña Chocha*

Fried pork served with boiled corn



### Llapingachos -

*Picantería Jorgito*

Potato balls stuffed with cheese and then grilled



### Pachamanka -

*Pachamanka Rooftop*

Grilled shrimp, chicken, pork, sausage with boiled vegetables, french fries, and salad



### Caldo de Patas -

*La Estación*

Soup with cow's foot, tripe, yucca, onion, and mote



**WPI**