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INTRODUCTION

Thank you for engaging in the process of developing an education abroad experience for PCC students! While developing and leading a PCC program abroad is undoubtedly a positive experience for the faculty involved, it also unquestionably requires a significant commitment of time and energy beyond what is typically required to develop and teach a similar course on a PCC campus. At the same time, it provides an opportunity for your students to broaden their perspectives and expand their thinking in a way that very few other academic experiences may do – and of course, provides you with the opportunity to facilitate and engage with that experience as you lead your students abroad!

The goals of this handbook are to provide a basic overview of, and answer the most common questions about, leading an education abroad program at PCC, and to provide resources for PCC faculty interested in designing, proposing, and leading a credit-bearing experience abroad for PCC students.

This handbook is NOT intended to be the endpoint of your preparation to submit a proposal; the Education Abroad Office encourages faculty to engage in informal consultation and discussion with us after reading this handbook and before submitting a formal proposal.

We look forward to meeting and talking with you further!
Faculty-led education abroad programs at PCC are programs in which instruction for a PCC credit-bearing course is held in whole or in part outside the U.S.

**Provider Organizations**
All PCC faculty-led education abroad programs are required to collaborate with an approved PCC Education Abroad Provider Organization. Provider organizations specialize in providing academic, student service, logistical, and crisis management support to U.S. college and university education abroad programs; all of the providers approved by PCC have a specific focus on supporting faculty-led programs (as well as other models). The organizations approved by PCC have been vetted as meeting PCC’s standards for academic quality, risk management, and quality of service.

**Program Structure**
The focus of PCC’s faculty-led program model is on relatively short programs, as these are the most feasible logistically, financially, and academically for the largest number of PCC students. These can include stand-alone single courses (for example, a 4-credit course that takes place entirely abroad, over 3-4 weeks during the summer), as well as “embedded” or “capstone” programs that are integrated with an on-campus course (for example, a 3- or 4-credit course takes place on campus, and includes preparation for a 10 day “capstone” project for that course which takes place abroad immediately after the campus term ends, and contributes to the course outcomes). Term-length programs are also possible, but the challenges of demonstrating sufficient student interest to support the budgetary needs of such a program are higher than for shorter programs.
FIRST STEPS IN DEVELOPING A PROGRAM

1. Determine If This is What You Want To Do!
Developing and leading an education abroad program requires a significant investment of time on the part of the faculty leader. While the Education Abroad Office (EAO) and provider organization have significant responsibility for supporting program development and operation, and are great resources for you, the faculty leader has the primary responsibility for recruiting students for the program, and must anticipate devoting a significant amount of time to working with the EAO and provider to refine the program design and details:

- Faculty who have led programs suggest anticipating spending at least 100 hours on program development and recruitment activities in the 8-12 months prior to program departure, in order to ensure that the program is developed successfully and meets whatever enrollment minimums are required. While the amount of time and energy devoted to this phase is ultimately a personal decision of the faculty proposer, students are much more likely to enroll in a program based on personal connection with the faculty leader, so your investment at this critical phase is usually directly related to whether the program ultimately does or does not run; programs which don’t meet minimum enrollment requirements do not run.

- In-country responsibilities for program leadership differ significantly from teaching responsibilities on campus. While the program provider holds primary responsibility for program logistics, the faculty leader is responsible for coordinating with the provider staff and most importantly, for providing leadership to the students and modeling appropriate cultural behavior and engagement with the program. It is also important to remember that regardless of official roles and responsibilities, the faculty leader is effectively the “face” of PCC on the ground, the responsible party that students know and trust. Thus, students will often approach the faculty leader first with concerns, questions, and problems, even in situations where the provider will ultimately be the source of support or help the student needs. In practice this means that, while the faculty leader can and should always call on the provider for support and help in managing student issues, the faculty leader is also in effect “on call” 24/7 during the program.

- While it may seem to be stating the obvious, leading a program abroad means spending 6-8 hours a day or more in the company of the same group of students for up to several weeks, during what can be a very intense developmental experience. Finding that an enriching and rewarding (if exhausting!) experience can be critical to successful program leadership.

2. Develop Your Program Concept
The academic content and course outcomes should be the primary driver of your program design, as it would be on campus. In addition, however, consider how your course will benefit from and engage with the setting abroad, both from your own input (readings/projects you select, content of your lectures, etc.) and the enrichment the specific location can contribute (guided visits to sites of cultural and historic importance, guest lectures, community-based learning, visits to and discussions with members of local organizations, companies, etc.).

Remember that you are not limited to the resources (local contacts, knowledge of specific cultural opportunities or visits, etc.) that you are personally familiar with; the provider organization that works with your program will have a rich network of local contacts and expertise. If you provide the
conceptual outline of experiences, speakers, and visits you would like to include in your initial program proposal, the provider can help pinpoint and arrange the specifics in collaboration with you and the EAO.

3. Meet With The Education Abroad Staff
Once you have a general concept in mind for what you want to do, you are strongly encouraged to arrange a meeting with the Education Abroad Staff. The staff can go over your concept with you, make logistical or operational suggestions, and help you prepare to submit your formal Initial Proposal.

4. Prepare and Submit the Initial Proposal
The Initial Proposal form is online, and can be accessed from the Education Abroad Office website pcc.edu/studyabroad (click on “Resources for Faculty” on the right-hand navigation menu). The form will ask you to outline the basic course information, program itinerary and concept, etc. Detailed instructions are included in the online platform.

The Initial Proposal must be approved by your Faculty Department Chair, Division Dean, and Dean of Instruction. **You are strongly encouraged to discuss your proposal/concept with your FDC and Division Dean before submitting your Initial Proposal!**

The purpose of the FDC/Division Dean/DOI approval is to ensure that they, and you, have had the opportunity to discuss your program concept and how your leadership of the program will fit into the departmental/division budget and enrollment needs, as well as any enrollment parameters (minimum enrollment etc.) that may be required in order to meet the department and division needs.

5. Feasibility Review of the Initial Proposal and RFP
Your Initial Proposal will be reviewed by the Education Abroad Office staff. The EAO **does not** approve proposals; our function is to review the concept, work with you to refine any logistical or operational considerations that may impact the feasibility of your proposal, and finalize the concept based on those considerations and your assessment of the academic needs of the program.

Once the feasibility review is complete, the EAO will submit an RFP to our approved providers based on the program design (location, time of year, academic focus, etc.). Once a provider has been identified, the provider, EAO, and faculty proposer will work together to expand the Initial Proposal and develop a detailed final program itinerary and budget, which will form the basis for the Final Proposal.

6. Final Proposal and Committee Review
The Final Proposal will be reviewed by the Education Abroad Review Committee. The EARC is a faculty committee charged with reviewing final proposals, once they have been vetted for operational feasibility and compliance with policy by the EAO. The committee will review all final proposals and, in the event that there are more proposals than can be run in a given year (based on budget, resources, or college priorities), the committee will determine which proposals to recommend for college approval. The committee may also have questions regarding program design, cost, or academic content, and may recommend revisions or ask for clarification of program aspects prior to making a final recommendation.
The EARC makes recommendations to college leadership; the Vice President for Academic and Student Affairs ultimately approves all programs.
PROGRAM DEVELOPMENT TIMELINE

The timeline below is an example; for the specific dates in a given year, please visit the Education Abroad Office website (pcc.edu/studyabroad – click on “Faculty Resources”).

**Mid-October 2015**: Initial Proposal form available for following year cycle (programs running Spring 2017 – Winter 2018)

**Mid-December 2015**: Initial Proposal due for following year cycle

**Mid-December 2015-Early March 2016**: EAO works with faculty proposer to refine operational and logistical details, send out RFP to providers

**Early March 2016**: Faculty notified of final feasibility review decisions, including identified provider

**Mid-April 2016**: Final Proposal due

**May 2016**: Education Abroad Review Committee meets to review Final Proposals

**June 2016**: Final decisions announced regarding programs approved for Spring 2017 – Winter 2018

**June 2016 – September 2016**: EAO works with faculty leader and provider to finalize operational details, budget, contract, and marketing materials

**September 2016**: Program slate announced to students and recruitment for programs begins

**Spring 2017 – Winter 2018**: Programs run!
Program Length

- Because so many PCC students have significant obligations outside the classroom (work, family, etc.), programs that are relatively short in length – 2-6 weeks – are likely to be accessible to larger groups of students.

- Term-length programs can provide significant additional opportunities for cultural learning and immersion. However, they may be more challenging from a recruitment and access standpoint, as they are likely to be a bigger “stretch” for many PCC students. Depending on the faculty proposer’s contractual status and department needs, it may also be more difficult for the department leadership (FDC and division dean) to approve a proposal for a term-length program (and the faculty proposer’s corresponding absence from campus for an entire term) than for a shorter program, especially one taught in between normal terms or in the summer.

- PCC students are often very strong candidates for national study abroad scholarships such as the Gilman, Fund for Education Abroad, and Foundation for Global Scholars. These scholarships (and others) are particularly geared towards under-represented students, community college students, and students with high financial need; in recent years, PCC students applying for these scholarships have averaged an 80%-90% success rate, and been awarded amounts ranging from $2,500 - $5,000. Minimum program length to be eligible for Gilman funding is 2 weeks (14 days); the minimum for FEA and FGS is 4 weeks (28 days); ensuring that your program is at least this long will make it more accessible to more students.

Time of Year

- Summer is often the most logistically feasible term in which to offer a standalone program, for both faculty and students. On the other hand, summer is correspondingly often the busiest time of year for provider organizations (thus there may be capacity issues for certain locations or program size); costs (for airfare, housing, cultural activities) tend to be higher; and summer tourist volume (particularly in high-profile destinations) may diminish opportunities for cultural learning.

- Programs can be scheduled between terms (between the end of Fall term and the new year; over spring break; just prior to the start of fall term) and these “off season” options can provide significant cost savings as well as greater opportunities for cultural immersion compared to the summer. However, timing constraints typically restrict these programs to a very short (two weeks or less) program length, which may not be suited to some program goals.

Embedded/Capstone vs. Standalone Programs

- Embedded/Capstone programs are those in which the instruction for the course takes place primarily in Portland; the component abroad is an integral part of (and supports the learning outcomes of) the preceding course on campus.
Examples might include:
- A Japanese culture class is taught on campus during the fall. After the end of fall final exams, students participate in a two-week capstone experience in Japan, which forms the basis for their final project in the fall term course.
- A habitats biology course is taught on campus during the spring term. After the end of spring exams, students participate in a two-week project in Costa Rica, engaging in fieldwork that forms an integral part of their course grade for the spring.
- A sustainable landscaping course is taught on campus during the winter term. After the end of winter exams, students participate in a 10-day field trip to New Zealand, visiting sustainable landscape projects and meeting with local professionals, government officials, and NGOs to discuss sustainable landscape policies and practices. The final project for the course integrates work done during the term with outcomes from the field trip as part of the final grade for the course.

Considerations for this model include:
- The on-campus component can provide a significant opportunity for cross-cultural learning and preparation, which can greatly enhance the impact of even a relatively short time abroad.
- A relatively short time abroad, in coordination with an on-campus course, can be very accessible for students who have little or no experience of travel and/or have extensive obligations outside the classroom.
- This model may be particularly appropriate for CTE programs that have a very structured and/or cohort-model design, in which a longer or standalone course abroad may not be feasible due to academic constraints.
- Depending on enrollment and academic factors, it may not be possible or desirable to create a “closed” CRN only for those students who intend to participate in the component abroad; even if the on-campus component of the course is theoretically open only to those students, unexpected personal, family, or financial issues may result in students who fully intend to go abroad needing to withdraw from the overseas component of the course – but who do not wish (or are unable) to drop the course itself. Thus, the instructor/leader for a program following this model will need in all cases to develop an alternative mechanism for students to complete the requirements and meet the outcomes for the course if they are unable to participate in the component abroad.
- The instructor/leader will need to complete the review of student work and assignment of final grades after the completion of the component abroad, i.e. during the first week of the subsequent term.

• **Standalone programs** are those in which instruction for the course takes place *primarily or entirely* abroad.

Examples might include:
- A 4-credit course on the history of the Middle East is taught entirely in Jordan, taking advantage of visits to sites of historical interest and museums as well as guest lectures, over the course of 5 weeks in the summer.
- 2 3-credit civil engineering classes, in surveying and environmental quality are taught in Denmark, taking advantage of visits to engineering work sites and guest lectures, over the course of 5 weeks in the summer.
- A 2-credit video production course is taught entirely in Japan, collaborating with Japanese media students at a local college and taking advantage of visits to media production companies, over the course of a 10-day period between winter term and spring term.

Considerations for this model include:

- Courses taught abroad must meet the curriculum standards for both contact hours and out-of-class student engagement hours, for a total of at least 30 hours of in- and out-of-class work for each credit. See the curriculum website (pcc.edu/curriculum) for details; minimum requirements are:
  - **Lecture**: each credit of lecture must include **10 contact hours** of lecture and **an additional 20 hours** of individual student study
  - **Lecture-Lab**: each credit of lecture-lab must include **20 contact hours** of lecture and **an additional 10 hours** of individual student study
  - **Lab**: each credit of lab must include **30 contact hours** of supervised lab time, and assumes that all learning takes place within the structured contact time

*Course Design and Approval*

All courses taught on an education abroad program must be approved through the regular curriculum processes.

For courses being taught abroad that are currently approved as PCC courses, no additional curriculum approval is needed in order to teach the course (or part of the course) abroad; faculty are responsible for ensuring that the course as taught abroad meets the existing CCOG standards, just as it would if taught on campus.

If a faculty proposer wishes to teach a course abroad that has not previously been offered at PCC, the course must be approved via the regular curriculum process.

A new course may be taught on an experimental basis (as a 199 or 299); the curriculum approval process is normally 2-4 months for experimental courses. See the curriculum office website (pcc.edu/curriculum) for the limitations and restrictions on experimental courses.

A new course may also be created as a permanent course; the curriculum approval process is normally 6-10 months. CTE courses must be included in an approved degree or certificate (which requires a degree/certificate revision). See the curriculum office website (pcc.edu/curriculum) for details regarding new course approval.

*Minimum/Maximum Number of Participants*

Programs must meet any minimum course enrollment parameters set by the offering department and deans; be sure to discuss this aspect of your program with your faculty department chair and division dean prior to submitting your Initial Proposal.
In addition, program budget considerations will be an important part of determining minimum enrollments. All programs have fixed as well as per-student costs; if the minimum number of students enrolled is too small, a program may no longer be able to be offered within the program fee advertised to students. Determining these budget parameters will be an important part of the work that the faculty proposer, EAO, and provider engage in as part of developing the final proposal.

Finally, it is important to consider maximum limits on enrollment. There may be parameters set by the provider, based on capacity; the additional demands on faculty time and energy and the importance of group dynamics in the setting abroad are factors that should also be considered when determining a maximum enrollment. Setting maximum enrollment levels should be a collaborative decision of the faculty proposer, provider, and EAO.
ROLES AND RESPONSIBILITIES FOR FACULTY-LED PROGRAMS

I. Faculty proposer/leader

Proposal/Review/Approval Process
- Propose initial program, in consultation with Education Abroad Office staff
- Work with EAO staff and provider organization, once selected, to refine and finalize proposal details for committee review
- Attend committee review meeting and respond to questions/suggestions from committee as part of final review and recommendation process

Post-Approval, Pre-Departure
- Participate in EAO Faculty-Led Program Leader Orientation
- Collaborate with EAO and provider organization to finalize program details and coordinate program information delivery to and from students
- Recruit students for the program – contact students, work with colleagues to promote programs through classroom visits and emails, conduct information sessions, attend fall education abroad fair, etc.
- Review student applications and make admission decisions, in collaboration with EAO staff and in accordance with EAO process
- Collaborate with EAO to develop and deliver a pre-departure orientation for program participants
- Submit all required paperwork and ensure that program administrative processes as communicated by EAO are completed in a timely manner

During Program
- Provide instruction and academic oversight for duration of the program
- Work collaboratively with EAO and provider to design and deliver in-country orientation
- Work collaboratively with EAO and provider to facilitate cross-cultural development for students
- Work collaboratively with EAO and provider to resolve student conduct issues and program logistical issues that may arise
- Ensure that program administrative processes as communicated by the EAO and provider are completed in a timely manner

Post-Program
- Submit student grades according to schedule
- Submit all receipts for program expenses, as applicable, within 30 days of program end
- Submit faculty leader’s final report and evaluation of the program within 30 days of program end
- Participate in program evaluation process with EAO and provider

II. Faculty proposer’s FDC, Division Dean, and DOI

Proposal/Review/Approval Process
• Review initial proposal and ensure that any tentative parameters for approval (minimum enrollment, etc.) and workload/compensation are communicated to faculty proposer
• Review final proposal and ensure that any final parameters and workload/compensation are communicated to the faculty proposer, review committee, and college leadership

III. Review Committee

Proposal/Review/Approval Process
• Review final proposals and recommend the selection of the final slate of programs in that cycle to the college leadership for final approval.

IV. Education Abroad Office

Proposal/Review/Approval Process
• Provide information and support to faculty interested in submitting a proposal
• Review initial proposal; prepare RFP for provider(s)
• Work with faculty leader/proposer and provider to prepare final proposal and ensure proposal is “committee ready”

Post-Approval, Pre-Departure
• Provide Faculty-Led Program Leader Orientation
• Collaborate with faculty leader and provider to finalize program details and coordinate program information delivery to and from students
• Provide support for faculty recruitment, including development of program flyers and materials, inclusion of program in general outreach materials and activities
• Collaborate with faculty leader to develop and deliver a pre-departure orientation for program participants
• Coordinate with faculty leader and provider to support program logistics, including faculty airfare purchase

During Program
• Provide support to faculty leader and students in collaboration with provider
• Coordinate emergency support and response with faculty leader and provider

Post-Program
• Administer program evaluation to students and compile results for faculty leader, committee, and provider

V. Program Provider

Proposal/Review/Approval Process
• Provide initial program outline and budget based on RFP

Post-Approval, Pre-Departure
• Collaborate with EAO and faculty leader to develop final program itinerary and details (including academic and co-curricular activities, excursions, housing, classroom space,
in-country transportation, and on-site orientation) based on academic program design, budget needs, and logistical considerations

• Support faculty recruitment efforts with information and materials

**During Program**

• Provide logistical, cross-cultural, and academic support for program
• Deliver an in-country orientation covering cultural, logistical, and program issues, in collaboration with faculty leader
• Provide 24/7 emergency and crisis management support in the case of health or safety issues arising for faculty or students
• Work collaboratively with EAO and faculty leader to resolve student conduct issues and program logistical issues that may arise

**Post-Program**

• Provide final program report and budgetary reconciliation to EAO
MARKETING THE PROGRAM

Once the program is approved, you can begin actively marketing and promoting your program.

The Education Abroad Office will create a listing on the EAO website for your program, based on the Final Proposal and the program template. Your provider organization and/or the EAO will also create flyers for your program. The EAO will also promote your program through its comprehensive outreach activities, including the Education Abroad Fair (held each October), information sessions, and advising.

Beyond this, marketing is primarily up to you! As part of your Faculty-Led Program Orientation, held after the Final Proposals are approved each cycle, you will develop a comprehensive promotion and marketing plan in collaboration with the Education Abroad staff. Email blasts, visits to related classes taught by your colleagues, blogs, videos, photo galleries, posters, information sessions, and outreach to student groups are just a few ways to promote your program.


**FACULTY COMPENSATION AND EXPENSES**

*Compensation for Instructional Time*
Faculty teaching abroad will be compensated according to the usual contractual and campus guidelines.

For an “embedded” proposal, the course will be taught during a regular term and the “field trip” abroad is simply part of the instructional work the faculty member does for that course; no additional salary will be paid for the instructional time abroad.

For a “standalone” proposal, the faculty member will be compensated according to normal procedures for that instructional time – depending on the proposing instructor’s contract status and the department’s and campus’ needs. Depending on the contract (i.e. part-time vs. full-time) and time of year the program is offered, compensation for teaching the course abroad may be factored as part of the instructor’s normal workload (i.e. teaching the course abroad will replace the teaching of a course on campus), as an overload, or as an additional teaching assignment. This is an important issue for the prospective faculty leader to discuss with his or her faculty department chair and division dean prior to submitting an Initial Proposal.

*Expenses*
Expenses associated with the program travel are included in the program expenses, which are ultimately covered by the fees paid by participating students.

The following expenses are covered for the faculty leader:

- **Round-trip airfare between Portland and the program destination**
  Airfare is covered on a “least cost, reasonable economy fare” basis, in accordance with the PCC Travel policy. Faculty wishing to make additional arrangements (for example, combining personal travel before or after the program with program-required travel, use of a specific airline, departure from/return to a city other than Portland/city closest to program location) will be responsible for paying any difference between the least-cost airfare based on program dates and location, and the airfare associated with their additional arrangements.

- **Housing**
  Faculty housing is arranged by the program provider and is based on the program design, available options, and consultation with the faculty leader. In general, housing is in close proximity to and of similar quality to housing provided for students in the program, although faculty will in all cases have private bedrooms not shared with students. The most common options for faculty housing include efficiency/studio apartments with cooking facilities, or a private bedroom in the home of a host family (which may include meals and/or kitchen access). Other options may include hotels (particularly for very short programs and/or during program-related excursions), or cabin/tent accommodations in the case of field work programs.

- **In-country transportation**
  All transportation on-site related to the program – including transportation to/from the arrival/departure airport and all transportation related to program activities – will be covered
for the faculty leader. Most costs will be covered by the program provider, but some costs may be paid out of pocket by the faculty leader and reimbursed by PCC upon return.

- **Program activities**
  Costs for participation in program-required activities – for example, museum entry fees, cultural activity fees, etc. – will be covered for the faculty leader. Most costs will be covered by the program provider, but some costs may be paid out of pocket by the faculty leader and reimbursed by PCC upon return.

- **Insurance**
  Comprehensive international insurance (including medevac and repatriation coverage) is included for all students and the faculty leader as part of the provider services.

- **Meals**
  Meals are covered during the program dates and required travel to/from the program location. Where possible, meals will be included through the provider arrangements (group meals, as part of homestay, etc.) but where this is not possible, a reasonable allowance for meal costs (based on program location cost of living, access to facilities for meal preparation in faculty housing, etc.) will be calculated during the Final Proposal process and built into the program budget.
FACULTY DEPENDENTS

While bringing dependents on a faculty-led program is not prohibited, it requires careful consideration of the challenges and limitations involved, particularly in the case of relatively short programs.

General considerations regarding dependents
• All program-related expenses for the faculty leader are ultimately paid for from student fees. Therefore, any costs directly attributable to a faculty leader’s dependents (such as airfare), as well as costs that are an indirect result of dependents (for example, a difference in housing cost between the accommodation that would be provided for an individual faculty leader, and accommodation requested to accommodate a faculty leader and his/her dependent(s)), must be paid for by the faculty leader.
• The intensive nature of program leadership and the 24/7 “on call” nature of the faculty leader role must be the first priority of any program faculty leader.

Additional considerations regarding minor dependents
• Depending on the location and provider, some providers may not be able to accommodate minor dependents.
• Childcare for minor dependents is the sole responsibility of the faculty leader; while provider organization may be able to provide some basic information about available childcare options, the provider cannot arrange or provide care for minor dependents.
• PCC policy does not allow for enrollment of minors in education abroad programs; minor dependents of faculty leaders may not enroll in program courses and may not be able to participate in co-curricular/extra-curricular activities.
PCC Faculty-Led Education Abroad Program Possible Locations

The locations below include cities & countries where PCC’s current approved provider organizations have a permanent operational base. Please note that:

- Additional locations – for example, additional cities within a country listed, or a country/region adjacent to one listed – may be possible, depending on factors such as length or focus of program, distance from permanent operation, etc.
- A particular location may not be able to host a particular proposed program depending on factors such as time of year, length of program, academic focus of program, etc.
- PCC does not operate programs in countries that have a current Department of State Travel Warning or a CDC Level 3 Warning

Argentina
Buenos Aires
Mendoza
Rosario

Australia
Brisbane
Cairns
Canberra
La Trobe
Melbourne
Perth
Sydney
Wollongong

Belgium
Brussels

Bolivia
Cochabamba

Brazil
Fortaleza
Rio de Janeiro
Salvador de Bahia
Sao Paulo

Cameroon
Yaounde

Chile
Arica
Santiago
Valparaiso
Vina Del Mar

China
Beijing
Nanjing
Shanghai
Yunnan

Costa Rica
Heredia
Monteverde
San Joaquin de Flores
San Jose

Croatia
Dubrovnik

Czech Republic
Prague

Cuba
Havana

Denmark
Copenhagen

Dominican Republic
Santo Domingo

Ecuador
Quito

Egypt
Alexandria
Cairo

England
Brighton
Bristol
Cambridge
Canterbury
Lancaster
Leeds
London
Norwich
Nottingham
Oxford
York

France
Angers
Caen
Cannes
Grenoble
Montpelier
Paris
Rennes
Toulouse

Germany
Berlin

Ghana
Accra/Legon

Greece
Athens

Honduras
San Pedro Sula

Hungary
Budapest

Iceland
Westfjords

India
Hyderabad
Jaipur
Manipur
New Delhi
Pune
Varanasi

Indonesia
Bali

Israel
Haifa
Jerusalem

Italy
Ferrara
Florence
Rome
Siena
Sorrento
Taormina
Tuscania
Venice

Nicaragua
Managua

Netherlands
Amsterdam
Groningen

New Zealand
Auckland
Canterbury
Dunedin
Wellington

Norway
Oslo

Panama
Panama City

Peru
Cuzco
Lima

Poland
Krakow
Warsaw

Portugal
Lisbon

Qatar
Doha

Russia
Moscow
St. Petersburg

Rwanda
Kigali

Scotland
Edinburgh
Glasgow
St. Andrews
Stirling

Senegal
Dakar

Serbia
Belgrade

South Africa
Cape Town
Durban
Johannesburg
Stellenbosch

South Korea
Seoul

Spain
Alicante
Barcelona
Bilbao
Cadiz
Granada
Madrid
Oviedo
Palma de Mallorca
Salamanca
Segovia
Seville

Sweden
Uppsala

Switzerland
Geneva

Taiwan
Taipei

Tanzania
Arusha
Iringa
Zanzibar

Thailand
Khon Kaen

Tunisia
Tunis

Turkey
Istanbul

Uganda
Gulu
Kampala

United Arab Emirates
Sharjah

Vietnam
Ho Chi Minh City

Wales
Cardiff