

Volume 21 (1)/ Fall Issue 2019 • ISSN 1523-1615 • http://www.tc.edu/cice

2019 Fall Issue

Articles

- 3 Under the Equity Discourse: Divergent School Practices for Rural Migrant Children in Chinese Urban Schools Donghui Zhang and Yun Luo
- 20 Proactive, Reactive, Sustainable? Analyzing South Africa's Policy and Strategic Framework on HIV and AIDS for Higher Education Elizabeth R. Bruce
- 35 Justifications and Impacts of Low-Fee Private Schools in Kenya and Uganda: Understanding Policy Evolutionary Mechanisms through Public Discourse of Bridge International Academies *Jeremy Monk*
- 54 Expectations, Distrust and Corruption in Education: Findings on Prevention through Education Improvement *Mihaylo Milovanovitch*
- 69 Evaluating Students' Perceptions on the Effectiveness of Online Intercultural Learning Experience via a SPOC *Lisa Law, Muhammad Hafiz, Theresa Kwong, and Eva Wong*

Essay

93 Pre-Service Teachers in Finland: Comparative Education through Short-Term Faculty-Led Study Abroad Joshua Meyer, Ann Dutton Ewbank, and Ann Ellsworth

CURRENT ISSUES IN COMPARATIVE EDUCATION

Volume 21, Issue 1 (Fall Issue 2019)

Editors-in-Chief: Kevin A. Henderson and Paula Mantilla Blanco Managing Senior Editor: Abbas Abbasov Editorial Administrator: Erika Kessler Senior Editors: Mariel Halpern, Yvonne Thevenot, Jasmine Williams Editors: Lauren Gonzalez, Sarah Carey Digital Engagement Manager: Obi Eneh

Faculty Advisor: Gita Steiner-Khamsi **International Advisory Board** *Michael Apple, Mark Bray, Michael Cross, Suzanne Grant Lewis, Noel McGinn, Gary Natriello, Frances Vavrus*

Copyright

Unless otherwise noted, copyrights for the texts which comprise all issues of Current Issues in Comparative Education (CICE) are held by the journal. The compilation as a whole is Copyright © by Current Issues in Comparative Education, all rights reserved. Items published by CICE may be freely shared among individuals, but they may not be republished in any medium without express written consent from the author(s) and advance notification of the CICE editorial board.

CICE holds exclusive rights in respect to electronic publication and dissemination. The journal may not be posted or in any way mirrored on the Internet except at the official publication site at Teachers College, Columbia University. CICE reserves the right to amend or change this copyright policy. For the most current version of this copyright policy, please contact cice@tc.columbia.edu. Questions about the journal's copyright policy should be directed to the Editorial Board.

Disclaimer

The opinions and ideas expressed in the CICE are solely those held by the authors and are not necessarily shared by the editors of the Journal. Teachers College, Columbia University (CU) as a publisher makes no warranty of any kind, either expressed or implied, for information on its CICE Web site or in any issue of CICE, which are provided on an "as is" basis. Teachers College, CU does not assume and hereby disclaim any liability to any party for any loss or damage resulting from the use of information on its CICE Web site or in any issue of CICE.