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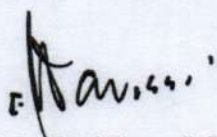
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 e. DOI artiket (jika ada) :
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Semarang, 23 Juni 2021
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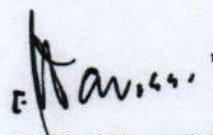
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Semarang, 10 Juni 2021

Reviewer 1



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Semarang, 21 Mei 2021
Reviewer 2



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Strategising local regulations on women's representation in village policymaking as a realisation of sustainable development goals: A study on semarang regency


Purwanti A., Ispriyarso B., Wijaningsih D.

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Since 2015, Indonesia has been part of an international resolution called Sustainable Development Goals (SDGs), in which gender equality is a critical objective for the betterment of human lives. Accordingly, the Indonesian government has started to pay attention to women's political representation, and it has stipulated policies and regulations regarding women's political participation at every policymaking level. Starting from the state context, the issue of women's representation has recently been expanded to village policymaking through the stipulation of the Village Act (Law No. 6/2014). Given the escalating trend of decentralisation and democratisation of villages, local governments have also implemented initiatives regarding women's political participation, which have inspired the present article. This article explores the extent to which local regulation corresponds to the implementation of the Village Act concerning women representatives in the Village Representative Council (VRC). To investigate this, the research is conducted in Semarang Regency, where the local government has promulgated two policies in this regard. The research method used in this article is the sociolegal approach, whereby a statute or regulation is analysed through empirical facts, whether quantitative, qualitative or both. As a conclusion, we find that the mechanism of women's representation as stipulated by the Semarang regency government is more focussed on quality than quantity, thereby stressing the role of women representatives and women constituent groups, not only in the context of policymaking in the VRC but also in village politics at large. © 2018, Association for Social Studies Educa. All rights reserved.

Author keywords

Gender equality; Policymaking; Semarang regency; Sustainable development goals; Women's representation

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Strategising Local Regulations on Women's Representation in Village Policymaking as a Realisation of Sustainable Development Goals: A Study on Semarang Regency

Ani Purwanti¹, Budi Ispriyarso² & Dyah Wijaningsih³

Abstract

Since 2015, Indonesia has been part of an international resolution called Sustainable Development Goals (SDGs), in which gender equality is a critical objective for the betterment of human lives. Accordingly, the Indonesian government has started to pay attention to women's political representation, and it has stipulated policies and regulations regarding women's political participation at every policymaking level. Starting from the state context, the issue of women's representation has recently been expanded to village policymaking through the stipulation of the Village Act (Law No. 6/2014). Given the escalating trend of decentralisation and democratisation of villages, local governments have also implemented initiatives regarding women's political participation, which have inspired the present article. This article explores the extent to which local regulation corresponds to the implementation of the Village Act concerning women representatives in the Village Representative Council (VRC). To investigate this, the research is conducted in Semarang Regency, where the local government has promulgated two policies in this regard. The research method used in this article is the sociolegal approach, whereby a statute or regulation is analysed through empirical facts, whether quantitative, qualitative or both. As a conclusion, we find that the mechanism of women's representation as stipulated by the Semarang regency government is more focussed on quality than quantity, thereby stressing the role of women representatives and women constituent groups, not only in the context of policymaking in the VRC but also in village politics at large.

Key words: *Policymaking, Women's Representation, Sustainable Development Goals, Gender Equality, Semarang Regency*

Introduction

The Sustainable Development Goals (SDGs) are a set of global goals set in 2015 through Resolution 70/1 of the United Nations General Assembly; the signing state parties are obliged to commit to achieving such goals by 2030 at the latest. SDGs encompass five basic principles of development, as follows: people, the planet, prosperity, peace and partnership. These basic principles are interdependent and inseparable for a harmonious progression between human and

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Interpreting for Forced Migrants in Health Care: Interpreters' Training through Patients' Perceptions in Russia

Larisa Lutskovskaya¹, Ekaterina V. Zvereva², Elena P. Kalashnikova³

Abstract

The paper provides preliminary study in the field of provision of interpreting services in various health care settings including medical institutions and border-cross points for people with limited official language proficiency in Russia through the prism of linguacultural mediation. Special emphasis is laid on possible barriers in interpreter-mediated communication in health care domain. The research aims to explore target audiences' perceptions regarding the extent to which the interpreters' instruction curriculum meets professional challenges that interpreters might face while working for migrants and refugees in healthcare settings. The research methodology applies qualitative and quantitative methods as well as cluster and factor analysis. The research also features an empirical experiment involving interviews with foreign patients of a Russian hospital, forced migrants living in Russia under status of temporary asylum, and graduate students doing their master degree program "Interpreter and Translator for Public Services and Institutions" in Russia. The research findings obtained through surveys of target audiences suggest that linguistic and interpreting competences alone are not sufficient enough to ensure effective interpreter assisted communication in health care setting. Besides knowledge of field related terminology, a health care interpreter has to act as lingua cultural mediator, bridging the cultural gaps between the communicants both in medical institutions and border-crossing points. The present article has both theoretical and practical value as its findings can be used in determining the content and structure of master degree courses on interpreting and translation in health care settings.

Keywords: public service interpreting, health care setting, linguistic and cultural mediation, forced migration

Introduction

The processes of mass migration have reached global scale during the last decade and affected the majority of the developed countries. Irrespective of the nature of migration, be it labor, academic or forced migration caused by armed conflicts, the process impacts all levels of host society including health care domain.

Next, migrants' accessibility to health care services is a complicated as well as sensitive issue as it concerns not only to administrative formalities required by legal regulation of health care services provision in the host country, but also language and cultural barriers that foreigners often

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Viewing videos of controversial issues instruction:

What influences transformative reflection?

Jay M. Shuttleworth¹, Timothy J. Patterson², & Ashley Taylor Jaffee³

Abstract

This qualitative study examined how and under what conditions pre-service social studies teachers reported transformations to their controversial issues pedagogy. This study began in 2011 and was situated in a pre-service social studies seminar at a graduate school of education in the United States. Data collection occurred in five different seminars and lasted three years. Afterwards, the authors met intermittently between 2014 and 2016 to establish findings. The study examined pre-service social studies teachers' responses to classes that utilized videotaped instruction of an experienced practitioner's lessons about controversial free speech and terrorism. The following question guided data collection: "How, and under what conditions, do pre-service social studies teachers report transformations to their controversial issues pedagogy when viewing videos of an experienced teacher?" The theoretical framework drew upon enlightened political engagement, and data was derived from the written reflections of pre-service social studies teachers in five different seminars. Findings emphasized that the pre-service social studies teachers were most likely to report pedagogical transformations when reflecting with a peer and when they were free to choose their analytical focus. Also, they were most likely to contextualize these pedagogical transformations within the observed teacher's classroom, a phenomenon we called 'transposing'. Implications of this study identify issues about how to teach for pedagogical transformations in controversial issues instruction.

Key words: controversial issues education, technology and social studies teacher education, social studies curriculum and instruction

Introduction

Many pre-service social studies teachers avoid controversy in their classroom because of its perceived negative consequences (Adler, 2008; Busey & Mooney, 2014; Byford, Lennon, & Russell, 2009; Crouch, 2014; Hess, 2008; Ho, McAvoy, Hess, & Gibbs, 2017; Rothschild, 2003). This reluctance is concerning because a primary objective of teaching controversial issues is for members of society to make informed and well-reasoned decisions on public matters (Gutmann,

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