

EDUCATION ADVOCACY FOR MIGRANT WORKERS IN HONG KONG

MAMI HAJAROH*, RIANA NURHAYATI, ARIEFA EFIANINGRUM & SHELY CATHRIN

Education Policy Study Program, Faculty of Education and Psychology,
Universitas Negeri Yogyakarta, 55281 Yogyakarta, Indonesia.

*Corresponding author

<https://doi.org/10.37602/IJREHC.2024.5611>

ABSTRACT

The study aims to identify the problems, forms, and patterns of education advocacy for women migrant workers in Hong Kong. This study is a qualitative study employing a case study model. The subjects in this study are founders, volunteers, and members at TCK Learning Centre for Migrant Workers in Hong Kong. Data collection techniques with Focus Group Discussion and document analysis found on the Instagram and Facebook of TCK Learning Centre. Data analyzed using interactive model analysis (Miles et al., 2018) includes data reduction stages, data presentation, and conclusion/verification. The research results show the various problems associated with Indonesian Migrant Workers (IMW) in Hong Kong: lower wages than the standard, inability to manage wages, low language skills, non-contractual work, hazardous work, unable to socialize, the employee's passport is withheld, contracts are arbitrarily terminated, working hours are too long, and lack of knowledge about workers' rights. Forms of advocacy that are conducted are Providing learning space in the Training Centre, Cultivating awareness in IMW about solutions to the problems they face, Voluntaryism and service learning; collaborative resolution of problems, Creating a climate of mutual support and help between IMW, Offering a learning framework for a better future with education, including in practical and vocational skills and knowledge. In addition, it also shows that the TCK Learning Centre is a manifestation of the defense of the right of IMW to receive education.

Keywords: Education Advocates, Hong Kong, Indonesian Migrant Workers (IMW), Learning Centre, TCK

1.0 INTRODUCTION

In the past twenty years, there has been a significant rise in the global population of individuals migrating over international borders. According to (Karina & Purwanti, 2021), the estimated population in 2000 was approximately 150 million, a twofold increase compared to the people in 1965. In the 1960s, women's participation in international migration was marginalized and disregarded due to prevailing perceptions that women were primarily dependent individuals and merely seen as family members of male labor migrants. There has been a notable shift in international migration patterns in recent decades, characterized by a substantial rise in the proportion of women assuming the role of principal migrants. The increasing need for a female workforce in the global labor market services sector can be attributed to this phenomenon. Nevertheless, female migrant workers are deemed more susceptible to exploitation and infringements of their rights, primarily due to the cultural and occupational context in which

they operate. Hence, the rising participation of women in global labor migration has issues for both the source and host nations regarding safeguarding and providing assistance. Issues regarding Migrant workers are always the subject because of the impact on developed countries (Othman & Rahim, 2014; Ibrahim & Razali, 2023)

Hong Kong has emerged as a highly sought-after destination among the Indonesian Migrant Workers (IMW) (Palmer, 2020) and migrant workers from the Philippines (Wee & Sim, 2016) within the Asia-Pacific region. From January to September 2022, Hong Kong emerged as the primary destination for placing Indonesian migrant workers, with 42,152 employees representing 34.31% of the overall arrangement. Taiwan had 30,363 workers, accounting for 24.71% of the workforce, while Malaysia had 17,854 workers, representing 14.53%. From January to September 2022, the category of individuals with a General Secondary School education level, referred to as IMW, constituted the highest number of individuals sent abroad. The data reveals that 29 employees possessed Post-Bachelor Education, 1,464 employees held a Bachelor's degree, 3,248 employees possessed a Diploma, 57,525 employees had completed SMU (Sekolah Menengah Umum), 38,598 employees had completed SMP (Sekolah Menengah Pertama), and 22,006 employees had completed SD (Sekolah Dasar). Indonesia ranks as the second largest country in Southeast Asia regarding migrant labor population. This statement pertains to the statistical information regarding Indonesian migrant laborers in 2022. Following the conclusion of the pandemic in 2022, it was seen that the largest population of Indonesian migrant workers (IMWs) were employed in Hong Kong, with a total of 48,599 individuals. Subsequently, Taiwan accommodated the second largest IMW population, with 36,430 employees, while Malaysia used 24,932 IMWs. The Indonesian government has placed particular emphasis on migrant workers, particularly those employed overseas, over the past decade due to the significant influence these immigrant workers have on Indonesia.

The primary determinants of Hong Kong's appeal as a work destination encompass the prospects of domestic employment, the minimal educational prerequisites, and the potential for substantial remuneration. The participation of women as Indonesian migrant workers in many nations in the Asia-Pacific region, such as Hong Kong, can be attributed to their bravery in seeking to transform their lives and challenging the fatalistic mindset prevalent within their rural communities (Anggaunitakirantika, 2017). The pursuit of enhancing the quality of life through economic and educational means serves as a driving force for IMW, despite its various limitations, in its determined efforts to address the challenges faced by the nation, particularly those specific to Hong Kong. Hong Kong's immigration regulations prohibit foreign domestic employees from attaining permanent residency status to eventually repatriate to their home country. Despite being officially acknowledged as such, the extended presence of temporary migrant workers in Hong Kong has a profound and enduring impact on the local society. It is due mainly to renewing employment contracts every two years, which often results in these employees living in the region for extended periods, sometimes spanning several decades. Foreign domestic employees assume the role of performing household tasks, whereas the duties of caring for children and older people have historically been delegated to women. Hong Kong women possess the opportunity to engage in employment, making a significant contribution to their household's financial resources (Palmer, 2020). The phenomenon under consideration establishes a mutually beneficial symbiotic association between foreign migrant laborers in Hong Kong who seek financial stability to enhance their economic circumstances and Hong Kong women who require assistance with domestic chores.

The government legislation in Hong Kong mandating the repatriation of Indonesian Migrant Workers (IMWs) and the cultural practice among the Indonesian population of fostering a sense of return after working overseas necessitate that IMWs make necessary preparations to establish a future in their home country after their employment abroad. Embracing the concept of returning has engendered a heightened recognition of the significance of education for women migrant workers (WMWs) in Hong Kong. The workers' strong inclination towards online education and training has been seen (Hajaroh et al., 2022). Many female migrant workers in Hong Kong pursued further education at the Open University. According to data from (KJRI, 2022), there were 27 graduates within this group in 2002. The observed phenomenon exhibits a favorable inclination and signifies the migrant workers' drive and enthusiasm for enhancing their educational credentials. The educational qualification serves not only as a means to demonstrate eligibility for employment in Hong Kong but also as a credential that can be utilized upon returning to one's home country after departure from Hong Kong. Only a select few individuals from the indigenous minority groups in Hong Kong have the privilege of receiving an education comparable to that of the general population. Access to education is a crucial concern for the IMW organization, as (Indrayani Arief, 2021) highlighted. There are a substantial number of unfortunate individuals. Migrant workers endure discrimination and violence due to inadequate comprehension of their legal rights and protections. Consequently, a pressing need exists for advocacy efforts and enhanced literacy skills among this population to ensure their well-being and survival (Barid et al., 2022).

The provision of educational opportunities for Indonesian migrant workers is of utmost importance in addressing the range of injustices they face, including corporate misconduct, human rights abuses, and organized criminal activities (Barid et al., 2022). According to Barid et al. (2022), the Hong Kong government offers complimentary access to education, healthcare, and social security for Indonesian migrant workers. Additionally, it prioritizes safeguarding labor rights for these workers and facilitates their personal development through soft-skill training programs during their employment in Hong Kong. However, it is regrettable that instances of human rights violations and contemporary forms of slavery continue to occur in the present time.

Specifically, Indonesian migrant workers predominantly face these challenges in Malaysia and Hong Kong (Fitria, 2023).

The importance of advocating for Indonesian Labour Force (ILF) women overseas is evident in the research conducted by Raharto and Noveria which highlights the necessity for advocacy in multiple domains (Raharto & Noveria, 2012). These diverse advocacy groups offer essential support in several disciplines. There are two possible approaches to advocating for resolving the issue of Indonesian migrant labor. Uluwiyah discusses the concepts of non-litigation and litigation (Uluwiyah, 2021). Advocacy has emerged as a need in various domains, including education, contributing to the enhanced qualifications of Indonesian migrant women workers. Furthermore, the education advocacy gained by Indonesian migrant women workers not only equips them with skills that improve their employability but also empowers them to negotiate better terms and conditions in the job, hence mitigating the occurrence of unjust treatment from any entity. According to Anggaunitakirnantika by possessing the knowledge obtained through the promotion of such education, employees will be equipped with the ability to safeguard their rights in situations of mistreatment, effectively address workplace challenges, and adequately

prepare themselves for their transition into post-employment as an independent mobile workers (Anggaunitakiranantika, 2017).

1.1 Literature Review

The term "advocacy" encompasses not just the act of defending a cause but also the actions of promoting, creating, and effecting change. Advocacy refers to the act of actively supporting or defending a specific objective (Mahardhani, 2018). Advocacy encompasses a range of activities aimed at helping, recommending, or engaging in discourse on a particular issue to effect change. Advocacy endeavors are done to effectuate transformation, whether accomplished by disseminating knowledge to the general public, garnering more excellent backing, or exerting influence on policies about a particular matter. Advocacy encompasses a range of actions aimed at defending, supporting, and promoting active support through persuasive communication strategies.

According to Eva Iversen in her book "Advocacy for Education: A Step-by-Step Guide," advocacy refers to the systematic effort undertaken by individuals or groups within the realms of economics, politics, and society to influence public policy and decision-making about resource allocation (Iversen, 2014). As defined by (Sharma, n.d.) advocacy encompasses the deliberate efforts undertaken to effect policy, position, or programmatic modifications within diverse institutional contexts. Advocacy is endorsing and promoting an idea or concept to others. It involves a comprehensive approach that entails identifying and acknowledging an issue, endeavoring to offer a resolution, and extending assistance in problem-solving and implementing the proposed answer. Advocation is a dynamic procedure that is grounded in a rights-based approach. Education is considered one of the fundamental rights of all individuals, as stipulated in international human rights legislation.

The government, as the significant entity entrusted with the responsibility, assumes the role of the duty-bearer in safeguarding this fundamental right. In turn, the community provides educational services as a supportive entity. The provision of education is a basic entitlement that should be universally accessible to all individuals without any discrimination or exclusion. The concept of "Education for all" encompasses six goals, as Iversen (2014) outlined. 1: Early childhood care and education are essential in academic discourse. Universal primary education, also known as universal primary schooling, ensures that all children have access to and complete primary education. This objective is considered essential for promoting social and economic development, as The topic of interest pertains to the training and development of both youth and adults in the context of acquiring essential life skills. 4: Enhancing adult literacy to attain a 50 percent enhancement. Objective 5: Attaining the eradication of gender gaps in primary and secondary education by 2005 and accomplishing gender equality in educational settings by 2015. Objective 6: Enhancing all facets of academic excellence.

The realization of the right to education remains incomplete, particularly within marginalized communities. Education advocacy plays a crucial role in effecting and fostering transformation within education, particularly for those facing educational disparities and discrimination or requiring specialized assistance and advocacy to secure their fundamental right to education. Indonesian migrant workers residing in Hong Kong constitute a marginalized demographic primarily comprised of women who received education in their home country before relocating to a developed nation. These individuals require further educational and training opportunities.

To ensure the attainment of the right to education, it is imperative to promote educational opportunities for migratory workers. One of the educational challenges encountered by individuals in Hong Kong is the limited access to educational opportunities for working professionals. Despite the presence of educational institutions that can cater to their needs, the associated costs might be substantial.

On the other hand, individuals migrate to Hong Kong primarily to engage in employment activities. If individuals receive education and training while concurrently employed, they will acquire sufficient abilities to perform as competent Industrial Maintenance Workers (IMWs). The presence of marginalized communities is an enduring aspect of human existence. As mentioned above, the principle also extends to the susceptible segments of Indonesian migrant laborers who require assistance and advocacy in addressing human rights issues, namely their right to education. Numerous prior studies have yielded valuable insights into the plight of Indonesian female migrant workers, particularly in their pursuit of rights and human dignity, encompassing equitable treatment as individuals and access to education commensurate with their abilities. The involvement and support of multiple stakeholders vested in the subject matter are necessary for its advancement. This study aims to uncover the challenges encountered by individuals with invisible mental health conditions and explore the many kinds and patterns of advocacy that have been proposed as alternative remedies for these concerns.

2.0 METHODS

This research is a qualitative case study of the education advocacy of women migrant workers in Hong Kong. The research was conducted on education advocacy organizers for women migrants in Hong Kong by TCK Learning Centre for Migrant Workers in Hong Kong. The subjects in the study are the founders, organizers of institutions, and women migrant workers who have been advocated. Data collection techniques use Focus Group Discussions (FGD) with the research subjects and document analysis on the website, Instagram, and Facebook TCK Learning Centre. Data analyzed using interactive model analysis (Miles et al., 2018) includes data reduction stages, data presentation, and conclusion/verification.

3.0 RESULTS

In Act No. 18 of 2017 on the Protection of Migrant Workers of Indonesia, Article 7 states that protection for IMW covers three things: protection before, during, and after work. In Article 21, protection while working includes the facilitation of the implementation of the rights of Indonesian migrant workers, facility of settlement of employment cases, provision of consular services, accompanying, mediation, advocacy, and procurement of legal assistance in the form of facilitating the services of lawyers by the Central Government and the Representatives of the Republic of Indonesia as well as authorization under local state law (Uluwiyah, 2021). Within the framework of protecting IMW while working in Hong Kong, several organizations advocate defending and fulfilling their human rights. Various parties give attention to Hong Kong IMW because of the multiple problems IMW faces.

3.1 The Problems of Indonesian Migrant Workers In Hong Kong

The large number of Indonesian migrant workers in Hong Kong, which is almost half of the domestic migrant labour, has many problems arising between them. Low education, poverty,

and family and environmental pressures are problems that have been carried away from their homes. When he arrived in Hong Kong, another problem was tracking them. One of the educational volunteers in Hong Kong stated:

The difficulties faced by IMW are very complex; among them, they are trapped in dangerous work, such as cleaning windows from outside without adequate security. They may also be working in the house but locked from the outside, or they may be working out of the deal, in contact working as an employee but also employed at the grandfather's house today and the next day at his other brother's home, may also afterward be asked to clean up the shop. All this happened illegally, not under the rules in force.

It shows that coming to Hong Kong and working with a high salary also does not solve the problem. The new issue is looking at the IMW newcomers, as the IM has suggested, who dream of getting a big salary and getting a wage below the standard. 2015, the standard migrant worker's salary was \$3,000, but he only earned \$1,800 in 2018.

"Like my case, I am too young to come here, so I do not know many languages, so I get 1,800 a month, and for two years, I have been on vacation. From there, you cannot know anyone. It is still in 2018. Since I was still a child, I could not speak a language. I am from the village and cannot cook, so whatever I paid was treated like anything; I was okay because I had no experience."

Wage or income problems are not just wages below the standard; those who get total wages are still in trouble. The IMWs are sending most of their earnings to their families, leaving a tiny portion of them for personal use, and it turns out that there are problems. Three informants who were present at the interview stated that they came to Hong Kong for the second time because, in the first period, they were in Hong Kong, always sending money to their family, parents, or siblings. However, it turned out that when they returned to Indonesia, they found no assets as their property.

"I have money for my parents so that nothing will happen. That is why I thought I did not get anything four years ago. After that, for these four years at home, and I am married and wealthy, there is no thought, oh, I have to have a house, separate the same parents, eat the same husband's leave help me want to go to HK."

He thought that as long as he was in Hong Kong and sent to the family, stored in the form of assets, that, when he returned, would become his property as hard work turned out to be null and void. The same is the case with E and M, who, in their first period in Hong Kong, worked 6- 10 years but needed more savings that could be supplies or capital to return to Indonesia. Something similar happened to N, now working for the first time in Hong Kong. When the interview was conducted, he said that all the salaries were sent to his parents to pay his debts; he left only \$700 as a grip. In principle, the employer has satisfied all needs and does not need to save for himself. When it was said, "It is better to leave yourself a bucket for your future, do not send it all to the parents. He answered, "As much as I can take my salary to save myself, my parents' debt is huge." Helping parents is essential, but preparing for their future is also important. However, they still need a way to balance both interests.

Language was also a new problem they encountered when they entered Hong Kong. When IMWs have problems with their employers, they cannot communicate their opinions properly, so the problems arise again. EN stated that when this IMW is in trouble with the employer, it can compromise only for compromise requires communication and understanding in good language. The newly arrived Hong Kong workers cannot have a good language because of their lack of separation and poor education. Hong Kong is one of the countries that allows workers to look for employers individually without agents, can search themselves and interview prospective employers, most of whom do not speak the language. Individual contracts can reduce the issue of authorization of employment agents. Employment agents carrying workers are mostly authoritarian in placement and objectification against IMW (Wijaya et al., 2015). Apart from the language issue, something else needs to be prepared for IMW candidates new to Hong Kong about IMW rights, as stated by B.

"Agents from Indonesia have not supplied properly. Migrant workers must be prepared by providing an understanding of the rights they have as migrant workers in a foreign country. It has also given support to dare to convey something that does not conform to the rules in force, rather to be frightened and pressured to accept whatever happens while in Hong Kong, which is important to work and get a salary."

The supply they receive is emphasized on the duty of work they must fulfill: work well. Whatever happens has to be dealt with. The brand does not claim that in addition to having a responsibility to work well, they also have rights that they have acquired; this is out of the agent's attention. Another issue with the employer is the unilateral termination of the contract arbitrarily. Another informant, S, stated: I used to have that, despite Malem called a friend, which was interminite by his employer. He is asking for help. Where is he going to go tonight? It shows that in addition to the job problems outside the contract, they also face the threat of terminating the contract by the employer at any time without seeing the time to leave the house, even at midnight. Informer E says:

"Last week, I tried to tell my employer to take my passport to open a bank account, "I want to take my passport." He replied: I do not have a reason to give your passports. I carry your passports, and I will allow you to take the passport after you finish the contract, please, after you go to the airport."

It was confirmed by educational volunteers in Hong Kong, who said withholding passports violated the employment contract. Excessively tight regulations are another issue.

"Workers are not allowed to receive phone calls, while there may be families calling by phone, and workers cannot talk. When working cleaning the house, a CCTV monitors all the time. Especially during COVID-19, all IMWs must stay at the employer's home, which is mandatory; they have no choice but to stay outside because it is illegal. It means work and home are the same, so you must sleep at work. Moreover, they cannot get out whatever happens."

The complexity of the problems experienced by IMW appears in various forms. In our research on IMW issues of authoritarian agents in placement and objectification against IMW, superior-inferior employer relations resulted in arbitrary violence against female workers, exploitation, sexual harassment, unilateral termination of contracts by employers, and unpaid and underpaid

labour (Wijaya et al., 2015). Some IMWs only partially achieve socialization with fellow employees. They do not have any friends. They always stay in the employer's house and socialize with their fellow IMWs in Hong Kong.

The various problems experienced by IMW women working in Hong Kong include being mistreated, not fulfilling their rights, or protecting workers who discriminate against and tend to dissuade them (Zayzda, 2018). Based on these issues, some programs should be prepared before they leave. It provides information and socialization on international labour market opportunities and the dynamics of migrant workers who want to work abroad (Muslihudin et al., 2021). Advocacy means acting as a mediator, mediator, and defender who will serve as a liaison between the community and the various parties or institutions involved. (Darmawan et al., 2019). Social advocacy action should be taken to support and represent the rights and interests of IMW in helping to address or alleviate problems faced and to meet their basic needs.

Many of the problems experienced by IMW have attracted the attention of various parties, both the Hong Kong government agencies and Hong Kong's civil society agencies (CSAs), to advocate for and support migrant workers. Therefore, in line with the advantages of such migrant workers, protecting migrant workers and their rights must be a primary concern in international migration, both for the recipient and the country of origin (Raharto & Noveria, 2012).

3.2 Why Is TCK Learning Centre An Option?

TCK Learning Centre for Migrant Workers is one of the self-subsistent community institutions that provides education for Indonesian migrant workers in Hong Kong. The institution is an educational charity that has received recognition and approval as such from the government of Hong Kong. TCK Learning Center was established as a way of advocate for migrant workers to obtain their educational rights while working in Hong Kong. Education is a fundamental right to be fulfilled, and creating opportunities for education is essential.

"It is interested in doing something. Everybody was interested in why we were defending them at the time. Education is an important right, learning is important, and proving yourself is also important. Some of them want to study, want to learn, and some want to have a chance. Let us see how many of them graduate from high school, how many graduate high school, and in this Hong Kong, they must have a chance to study, to go to school."

TCK Learning Centre for Migrant Workers was established in 2011 and officially registered as a "society" in Hong Kong with a certificate of registration issued on 7 February 2012. On May 20, 2012, TCKLC obtained certification from the Inland Revenue Department of the Government of Hong Kong as a charity established to advance and promote education and learning in Hong Kong, with a focus on Indonesian domestic workers TCK Learning Centre collaborates with schools, organizations individuals, institutions, and other organizations of civil society who have an interest in education and care about migrant workers both in Hong Kong and outside Hong Kong (<https://tcklc.org/about-tcklc/>).

TCK Learning Centre for Migrant Workers is currently active, with activities focused on improving the capacity and skills of migrant labourers through courses and workshops. The

scheduled classes are English and Mandarin, sewing, computers, financial accounting, drawing art, and makeup. Besides, the workshop trains incidental skills to topics IMW needs, such as health, culture, crafts, musical arts, photography, film editing, Etc. (<https://tcklc.org/>). The access provided by the TCK has attracted much attention from the IMW. Facebook (FB) accounts with more than 4,000 followers, whose majority IMW indicates the existence of this agency is required by them.

The education carried out by TCK Learning Centre includes education about employment rights, personal relationships and values. There are many problems facing IMW and TCK Learning Centre partners with other institutions with regard to issues outside its area of activity. For example, if an IMW gets interminite suddenly and needs a living space, TCK will provide information on which agency to go to and TCK organizes workshops, partnering with other institutions, on topics such as health, law or business. Documents on Instagram and Facebook TCK show much activity about this. Several interviews show the role of TCK as a solution for IMWs seeking education.

"The story I was looking for a place to study on the web, Facebook, and appeared TCK, I was searching for myself, come here in the year 2015. I entered Hong Kong in 2009. I used to work far away until now; I am still active at the TCK learning centre as a volunteer."

"Introduce my name, En, I have been to Hong Kong twice. First, in 2001-2013, marriage leaves to have a child. Come back here again in 2018. Eee knows TCK from my friend because she wants a sewing course. TCK is where I survive, and then two years finish the contract on the second contract I entered here."

"My name is Mu, and I have been learning to sew the same basic computer for over three years. In HK, it was 2011-2015. Here again in 2019, after a year of continuous work, I just met the TCK, and it has been three years here. Thank God now I have passed sewing here."

"I am just here in TCK. It is like medication; it is comfortable, you know, I have been like differently than I am. I gathered the same people outside. Yeah, well, because it was more comfortable than his house. The habit of bullying, the habit of gaping friends, and the habit of not being welcomed is unacceptable."

A day off every week is a right of the Hong Kong IMW, and requiring a full-time employee to work for one week is an offense to the employer. This holiday is a golden time for IMW who have the attention to learn to enhance their capacity and prepare themselves for the future after IMW. TCK Learning Centre provides space as part of the effort to give education rights to IMW. TCK is a solution for the IMW for various reasons. The results of the FGD with members found various reasons - cheap funding can be said to be free because the money that comes out is not valued as much compared to the educational facilities given. The institution provides an indoor course space in the building. Many courses are conducted outdoors, such as in the field, under bridges, in empty roadside spaces, etc.

The workers also feel comfortable in the TCK neighbourhood with friendly people. From the teacher's point of view, English teachers are conducted by native speakers, although they are

often interchangeable. Teachers are cautious in correcting every assignment while incentivizing them to stay up. From the scientific aspects given to IMW, the knowledge is needed, not the stupid and professional. Various workshops organized in English help workers in learning English. One of the IMW stated:

"TCK is the best for me. I spent my holidays just studying at TCK from morning to evening. We have like a family here; the important thing is, do not get too much of it, hug each other, and let us make it more successful. Let us not get to the TCK again; that is the point. So the maid is going to have to go home to work. Support each other. The motivation does not come, and it has to be better."

By taking advantage of one day off a week, some IMWs use institutions and organizations as a means of learning and social interaction with other migrant workers. Awareness of the importance of education and socialization of priests of migrant workers is growing in Hong Kong. Even the Organization of Indonesian Migrant Workers (IMW) in Hong Kong is growing compared to other countries (Nusantoro & Baskoro, 2015). They need space to express their right to study education in Hong Kong. TCK Learning Centre responds to IMW's needs by providing learning opportunities and education for IMW.

4.0 DISCUSSIONS

Eva Iversen states that advocacy must be well-planned as a strategic process (Iversen, 2014). It is essential to clarify the purpose of the advocacy effort: the objectives to be achieved and the steps to be taken in the accompaniment. All activities must have a clear purpose and be a means of achieving a goal, which is why planning in advocacy is so important. Nevertheless, it should also be recognized that advocacy is a creative and flexible process because advocacy is about influencing others and, therefore, is a dynamic process. Education advocacy aims to form an understanding and awareness of a problem faced by IMW and to take real action to solve problems through education. Advocacy is not in the sense of providing legal defense but providing support in the form of various activities; not doing much advocacy, but can sometimes support some different activities required by Migrant Workers.

The problems faced by Indonesian migrant workers in Hong Kong are complex. The workers who come to Hong Kong because they have issues in their own homes, from economic, family, educational, and other issues, and then, as long as they are in Hong Kong, they are faced with new problems that are no less complicated. Concerning this (S & Ranny Emilia, 2020) stated that the enormous number of migrant workers creates various issues relating to recipient countries and labour providers. Many problems of persecution, fraud, rape, and work accidents come to the public. Many cases need to be balanced with the number of Indonesian diplomatic staff abroad, which is so small that it often creates new hardworking problems less observed by the country's own.

The TCK Learning Centre was established for the purposes stated on its website <https://tcklc.org/id/about-tcklc/> to advance migrant workers through education, both language education and vocational education in skills such as crafts, musical arts, photographers, journalism, design writing, creativity, health, home care, financial management, and accounting. It also wants to advance culture through cross-cultural dialogue to improve understanding of Indonesian cultures and socialize with other cultures in Hong Kong and

China. Character education through practice revives moral values to build and maintain their mental health, which is full of problems. This goal is manifested in various regularly scheduled courses each month, including English and Mandarin, sewing, computers, website coding, accounting, and occasional scheduling of Arabic. The TCK Learning Centre is managed by migrant workers for migrants and is led by its founder to this day. The volunteer system by migrant workers who do not get a boost on their work shows that they feel possessed by this agency. The website also indicates the management of several IMW volunteers. Only what is written on the website is an older person who has returned to Indonesia for a long time. Volunteer data still needs to be updated by the reality of volunteering today. The method of working and learning together between its members and volunteers of migrant workers and parties willing to share experience and knowledge makes TCK awake and active today.

TCK Learning Centre for Migrant Workers provides a space for learning together, sharing knowledge, expanding knowledge, developing, empowering, and improving self-quality through education. TCK's educational work helps the IMW community obtain services that fit their needs. Education is offered in various areas, including health, law, culture, etc, in particular to IMW with relatively limited and marginalized access to education. The context, approach and part of the work of TCK Learning Centre can be summarised as follows:

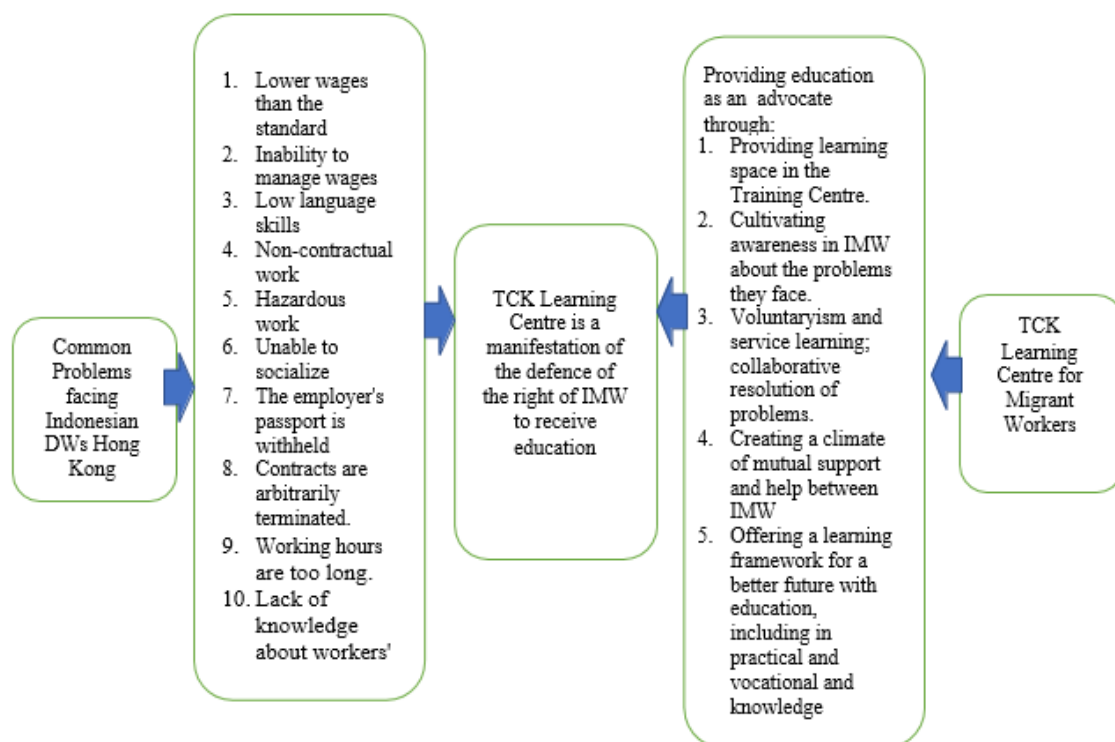


Figure 1. Model of Education Advocacy at TCK Learning Centre for Migrant Workers

Advocacy efforts to empower female migrant workers can be carried out by strengthening social capital. Social capital is a sociological approach increasingly used to address social problems. Social capital is the idea that society's problems cannot be solved individually. Nevertheless, it requires good cooperation from interested community members (Syahra, 2003). Social capital is created by mutual trust, connected social networks within a community,

and agreed social norms. Social capital is crucial to survive difficult times for female migrant workers. Challenges and problems can be solved as collective work through linking, bridging, and bonding in a collaborative community. Bonding or bonding is internal in strengthening the bond between close and homogeneous groups, whereas linking or linking is external and inclusive (Gannon & Roberts, 2020). Social solid ties and full access to information will support efforts to empower women migrant workers (Nurbaiti, 2021).

The education conducted by TCK aligns with research findings (Martyn, 2018) on issues that occur in IMW and the need to find alternative solutions. It is crucial to claim symbolic culture so that IMW culture is seen as a legitimate and respected part of the Hong Kong community. Provide cultural space in public spaces to educate the local community about the IMW cultural background and the need for cross-cultural tolerance to defend IMW's culture. First, defense by holding meetings with various authorities such as the Government of Hong Kong's Department of Culture and Entertainment, the Department of Labour, officials of the Immigration Department, and individual legislators to design various campaigns to educate local communities about IMW cultures. Second, to defend IMW related to the issue of minimum wage IMW earning lower wages and to get treatment and equal rights with other migrants. Third, They provide space for self- development to meet their job requirements through English education, Cantonese language, basic computer skills, Etc. Besides, it is also a space for fulfilling interests and talents and finding potential and problems faced in personal or group interests. So they can make transformative changes. Fourthly, IMW advocates for individuals who have problems with employers regarding violence, wages, and overtime. All these problems need to be solved. The provision of education by TCK Learning Centre for Migrant Workers is part of the solution for Hong Kong IMW.

5.0 CONCLUSION

International labour migration is an inseparable phenomenon of globalization. Poverty, population growth, high unemployment rates in developing countries, more accessible communication, and access to transport are some of the critical factors affecting the movement. A group of people choose to live abroad and take advantage of employment opportunities that are not available in their country of origin, like what IMW has done in the country of Hong Kong. The benefits of IMW migration are not only for the migrants themselves but also for Hong Kong as a recipient country of labour. Providing advocacy of education or other fields as the fulfillment of their fundamental rights as citizens of the nation becomes an obligation of the various parties, the government of the country of origin and the country to which it is addressed, and non- governmental institutions with concerns. The work of TCK Learning Centre is one of the solutions to ensuring that the right to education of migrant workers is met. This research needs to be further developed in other institutions with a commitment and integrity to fulfill human rights, especially in marginalized and marginalized situations.

6.0 ACKNOWLEDGEMENTS

The authors express our appreciation to Yogyakarta State University, Indonesia, and the participants of this study.

REFERENCES

- Anggaunitakiranantika. (2017). Interaksi Buruh Migran Perempuan Sebagai Kekuatan Modal Sosial. *Jurnal Sosiologi Pendidikan Humanis*, 2(1), 33–40. <https://doi.org/10.17977/um021v2i12017p033>
- Barid, V. B., Kridasakti, S. W., & Wahyuni, P. M. (2022). Legal Literacy Strengthening for Indonesian Migrant Workers: Self-Help Ability to Survive the Life. *Fiat Justisia: Jurnal Ilmu Hukum*, 16(3), 209–226. <https://doi.org/10.25041/fiatjustisia.v16no3.2673>
- Darmawan, W., Hidayat, E. N., & Raharjo, S. T. (2019). Advokasi Sosial Terhadap Anak Korban Kekerasan Seksu. *Prosiding Penelitian Dan Pengabdian Kepada Masyarakat*, 6(1), 96. <https://doi.org/10.24198/jppm.v6i1.22822>
- Fitria, N. (2023). The Urgency of Human Security in Protecting the Rights of Migrant Workers: Case Study Indonesian Migrant Workers In Malaysia And Hong Kong. *International Journal of Engineering Business and Social Science*, 1(03), 98–104. <https://doi.org/10.58451/ijebss.v1i03.28>
- Gannon, B., & Roberts, J. (2020). Social capital: Exploring the theory and empirical divide. *Empirical Economics*, 58(3), 899–919. <https://doi.org/10.1007/s00181-018-1556-y>
- Hajaroh, M., Sholikhah, E., Anwar, M. S., & Maryani. (2022). Literasi kebijakan pendidikan untuk cerdas memilih peluang belajar bagi PMI Hong Kong.
- Ibrahim, M. S., & Razali, R. M. (2023). SOCIAL SCIENCES & HUMANITIES Perceptions of the Rights and Welfare of Foreign Workers in Peninsular Malaysia. 31(2), 765–786.
- Indrayani Arief, I. (2021). Migrant Care's Role in Advocating the Educational Needs of Migrant Workers' Children. *AL-ISHLAH: Jurnal Pendidikan*, 13(3), 2409–2416. <https://doi.org/10.35445/alishlah.v13i3.1440>
- Iversen, E. (2014). *Advocacy for Education: A step by step guide*. Uddannelsesnetværket.
- Karina, K., & Purwanti, M. (2021). Kebijakan Nasional Indonesia terhadap Migrasi Internasional. *Journal of Law and Border Protection*, 3(1), 115–123.
- KJRI. (2022). 27 Pekerja Migran Indonesia di Hong Kong Jadi Sarjana. *KJRI Hong Kong*.
- Mahardhani, A. J. (2018). *Advokasi Kebijakan Publik*. Calina Media.
- Martyn, H. L. (2018). Narratives as Catalysts for Transformation and Social Action Planning within the Hong Kong Indonesian Migrant Community. *Asian Social Science*, 14(6), 106. <https://doi.org/10.5539/ass.v14n6p106>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2018). *Qualitative data analysis: A methods sourcebook*. Sage publications.

- Muslihudin, M., Wulan, T. R., Sugiarto, T., Wardhianna, S., & Wijayanti, S. (2021). Migrant Workers Empowerment through Productive Migrant Village Programs in Banyumas, Indonesia. *Society*, 9(1), 319–330. <https://doi.org/10.33019/society.v9i1.261>
- Nurbaiti, B. (2021). Pemberdayaan pekerja perempuan migran sebagai isu geostrategik nasional dengan memanfaatkan modal sosial. *Pemberdayaan Pekerja Perempuan ...*, April, 1–12.
- Nusantoro, J., & Baskoro, E. (2015). Entrepreneurship development model for migrant workers (case studi of migrant workers in Hong Kong). *Jurnal Akuisisi*, 11(2), 1–10.
- Othman, S. A., & Rahim, R. A. (2014). SOCIAL SCIENCES & HUMANITIES Migrant Workers in Malaysia: Protection of Employers. *Social Sciences and Humanities*, 22, 271–282.
- Palmer, W. (2020). International Migration and Stereotype Formation: Indonesian Migrants in Hong Kong. *Journal of International Migration and Integration*, 21(3), 731–744. <https://doi.org/10.1007/s12134-019-00680-1>
- Raharto, A., & Noveria, M. (2012). Advocacy Groups for Indonesian Women Migrant Workers Protection. *Jurnal Kependudukan Indonesia*, 7(1), 1–18.
- S, A. A., & Ranny Emilia. (2020). Buruh Migran Indonesia Dalam Diplomasi Multi-jalur. *Andalas Journal of International Studies*, 21(1), 1–9.
- Sharma, R. R. (n.d.). An Introduction to Advocacy: Training Guide. In *Journal of Nutrition Education and Behavior*.
- Syahra, R. (2003). Modal sosial: Konsep dan aplikasi. *Jurnal Masyarakat Dan Budaya*, 5(1), 1–22.
- Uluwiyah, F. (2021). The Voice of Indonesian Migrant Workers Abroad: How is the Legal Assistance for Them? *The Indonesian Journal of International Clinical Legal Education*, 3(3), 257–266. <https://doi.org/10.15294/ijicle.v3i3.48262>
- Wee, V., & Sim, A. (2016). Hong Kong as a destination for migrant domestic workers (Issue April).
- Wijaya, H. R., Sukesi, K., & Rosalinda, H. (2015). A Development Model Toward Social-Protection Policies for the Indonesian Women Migrant Contract Workers as Domestic Workers in Hong Kong. *International Journal of Scientific and Research Publications*, 5(5), 522–532.
- Zayzda, N. A. (2018). Pendidikan migrasi aman: Membangun kekuatan melalui pengetahuan. *Jurnal Pengabdian Dan Pemberdayaan Masyarakat*, 2(2).