

EDUCATION ADVOCACY FOR MIGRANT WORKERS IN HONG KONG

by Mami Hajaroh, Ariefa Efianingrum, Riana Nurhayati, Shely Cathrin

ABSTRACT

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 studying 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: getting wages lower than standard, being unable to manage income, having low language skills, being involved in uncontracted work and hazardous work, having an inability to socialize, employee passport withheld, being arbitrarily terminated contracts, undergoing too strict working hours, and having lack of knowledge about workers' rights. Forms of advocacy that are conducted include providing learning space in the Training Centre, cultivating critical awareness in IMW about the problems they face, bonding in problem-solving by doing voluntarism in the management of institutions, creating a climate of mutual support and help among IMW; building the learning spirit for a better future with education. In addition, it also shows that the TCK Learning Centre is a manifestation of the defense of the right of IMW to get education through non-formal education.

Kata Kunci: *Education Advocates, Indonesian Migrant Workers (IMW), Hong Kong, TCK Learning Centre*