



Erasmus

Revisiting Socio-Economic Disadvantages Analysis of Social Exclusion in Papua, Indonesia

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Innamā amrūbū iżā arāda syai`an ay yaqula labu kun fa yakun

His command is only when He intends a thing that He says to it, "Be," and it is

(Yaa Siin 36: 82)

For Aris and Meca,

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List of Acronyms

BPS	<i>Badan Pusat Statistik</i> (National Statistics Office)
BPSDM	<i>Badan Pemberdayaan Sumber Daya Manusia</i> (Human Capital Empowerment Board)
COICOP	Classification of Individual Consumption by Purpose
IFLS	Indonesian Family Life Survey
SUSENAS	<i>Survey Sosial Ekonomi Nasional</i> (Social Economy National Survey)
UN	United Nations
UNSD	United Nation Statistic Division

Abstract

This research is rooted in the increasing in-migration rate, the incidence of poverty, and the issue of the marginalization of indigenous people in Papua. By conducting secondary data analysis of SUSENAS 2018 data, this study aims to compare the socioeconomic situation of the migrants and non-migrants. The findings enable the further identification of marginalization under the social exclusion framework. The initial results show that the natives face socioeconomic disadvantages when compared with the migrants in terms of education, occupation, and income. Meanwhile, the demography dimensions—such as age, sex, marital status, and residential area—become reference variables that facilitate further comparative analysis of the socioeconomic status of migrants and non-migrants.

Furthermore, the analysis of the social exclusion in terms of the income, service, and participation dimensions demonstrates that non-migrants have been socially excluded in these three dimensions. Hence, exclusion has led the natives into marginalization. This marginalization has become structural and has not occurred as a direct result of in-migration events to Papua; however, the migrants' superior education enables them to achieve a better livelihood than the natives, thus exacerbating the marginalization process. Therefore, this study suggests focusing affirmative action on non-migrants by improving their education and skill levels and opening up the labor market to improve the well-being of the Papuan people.

Relevance to Development Studies

This research contributes to studies on poverty and internal migration in developing countries. Moreover, it makes a contribution to the limited literature on social exclusion and intra-provincial migration in Papua from the social studies perspective.

Keywords

Internal Migration, Poverty, Social Exclusion, Papua, Indonesia

Chapter 1

Introduction

1.1 Background

As one of the demographic processes, migration always relates solely to the change in population composition. The impact of migration on development issues has been disparaged, although ‘migration … is the result of imbalances in development, but also influencing development’ (Nyberg-Sorensen, Hear and Engberg-Pedersen, 2002, pp. 3–5). It introduces either benefits or disadvantages into development progress. Thus, some studies find that migration plays an essential role in poverty, inequality, and social structure changes (Goldscheider, 1987, pp. 674–675; De Haan, 1999, pp. 1–3; White, 2016, p. 1).

The migration wave influences the dynamics of poverty. Migration can presumably alleviate poverty (De Haan, 1997, pp. 26–27; Nyberg-Sorensen, Hear and Engberg-Pedersen, 2002, pp. 3–4) because it links with the migration motive that in the economic view is the effect of the inability to gain wealth and resources in the host city (Goldscheider, 1987, pp. 680–682; De Haan, 1999, pp. 26–27). Poverty becomes a push factor for people to move to the destination city. Many studies prove that the migrants who have resources, skills, and education can use these abilities in the destination region to secure a better life (Fuller, 1981; De Haan, 1997; Jivraj, 2011). In some countries, however, migrants also face disadvantages, and they cannot improve their lives because they are marginalized from society (Cobb-Clark and Hildebrand, 2006; Berti *et al.*, 2014; Bárcena-Martín and Pérez-Moreno, 2017). This marginalization is usually due to their lack of skills and education and their inability to integrate with the locals. Thus, the capacity of migration to alleviate poverty depends on the characteristics of the migrants and the opportunities that they encounter in the destination city (De Haan, 1999, p. 27).

Like links between migration and poverty, links between migration and inequality function in two directions. Although inequality in the host city motivates people to migrate, this migration could also increase inequality in the destination city (Deshingkar, 2006, p. 90). The disparities relate to the ‘political, economic, and socio-cultural institutions, which are crucial to how the distribution of wealth, power and opportunity within societies’ (Deshingkar, 2006, p. 93). They also raise the question as to which group of people has better opportunities (De Haan, 1999, p. 27). The grouping of those who have and those who do not have opportunities leads to the segregation of locals and migrants. Moreover, unequal opportunities engender changes in the social structure. They modify

... economic production, consumption patterns, labor markets, household and family networks, political power and authority structures, and other social, economic, and political aspects (Goldscheider, 1987, p. 676).

Therefore, the impact of migration cannot be underestimated in development because it affects the social and economic life of society.

Although migration institutes positive impacts related to livelihood (De Haan, 1999, pp. 30–31), it is essential to analyze who gains the benefits from migration. The regulation of power, wealth, and opportunity is crucial in creating an inclusive environment as well as in decreasing poverty and inequality. Migration policy, however, is mostly overlooked from an economic perspective (Nyberg-Sorensen, Hear and Engberg-Pedersen, 2002, pp. 15–16). The migration regulations ignore the social and political effects that might accompany the economic effects. Therefore, understanding the comparison of the socioeconomics of

migrants and natives in specific circumstances is crucial to the formulation of policy for poverty reduction and development (Goldscheider, 1987, pp. 692–693; Deshingkar, 2006, p. 97).

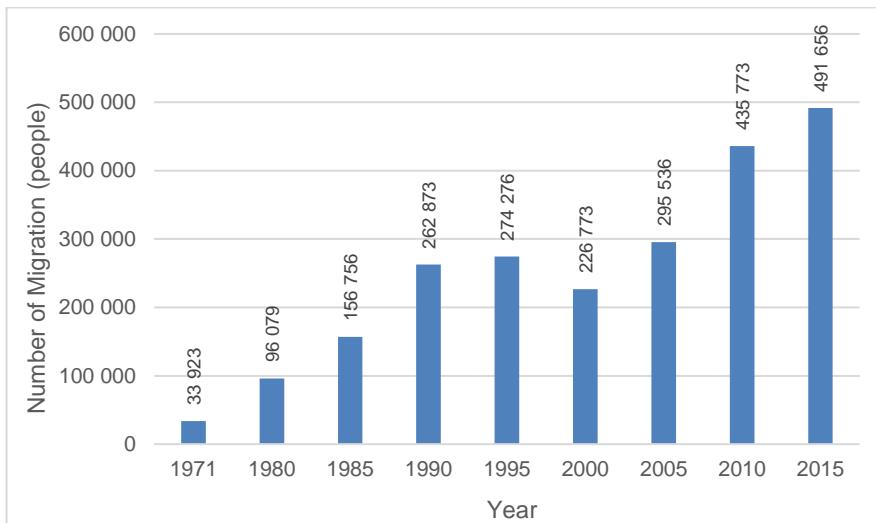
The history of migration in Indonesia is divided into three critical periods, which are before, during, and after colonization. Before the expansion from the Netherlands, Indonesia had not yet formed into a country and was still separated into empires. Migration related to economic motives (Hugo, 2006, pp. 55–57), mainly aimed at finding new territory. It also related to the trade route and to finding new resources that could generate economic benefits. Meanwhile, under the colonization regime, the Netherlands introduced the *kolonisatie*, or colonization program, in 1905 to redistribute the population from the most dense islands (Java island) to other islands (Fearnside, 1997, p. 553). In this period, the motive underlying migration was not only to regulate the population density, but it was also intended to fulfill the labor market needs outside Java island (Setiawan, no date, pp. 1–5). In addition, migration in this period represented an effort by the Dutch empire to expand its territory in Indonesia. Between 1905 and 1941, this program migrated approximately 190,000 people from Java island to other islands (MacAndrews, 1978, p. 461).

After the independence period, the official government of Indonesia in 1950 announced a continuation of the migration program named *transmigrasi*, or the transmigration program (MacAndrews, 1978, p. 462). In this period, transmigration aimed to move people from high-density areas to low-density cities as an effort by the state to intervene in the uneven developmental progress in Indonesia. This program tried to regulate the population distribution to induce the acceleration of the underdeveloped regions in Indonesia (Ministry of Manpower, 2016), where the main destination islands are Sumatera and Borneo.

Furthermore, in 1963, Papua officially joined Indonesia, and the government added Papua as a destination in the transmigration program. Transmigration to Papua had a different motive than transmigration to other destinations. Due to the freedom issue and instability situation, the transmigration program to Papua was initially intended to strengthen national security (Fearnside, 1997, p. 556). Although there was an incomplete record of the first wave of the transmigration program, it migrated active and retired military personnel to Papua (Fearnside, 1997, p. 556). From 1986 to 1989, however, there were approximately 98,500 families in the transmigration program who were distributed to several major cities in Papua (Budiardjo and Liong, 1988, p. 52) to prevent rebellion in Papua. At the same time, Papuans perceived the influx of Javanese migrants to Papua as new colonialism by the Javanese (Gault-Williams, 2019, pp. 33–34): The administration jobs were mostly handed over from the Dutch to the Javanese (migrants) instead of to the locals (Budiardjo and Liong, 1988, pp. vii–viii).

The influx of unorganized (also called spontaneous) migrants who migrated without government assistance, however, was also inevitable. Their motive to migrate to Papua was economic (Budiardjo and Liong, 1988, pp. 46–47), in that the migrants sought jobs, particularly in mining (Gietzelt, 1989, pp. 204–205). Overall, the population census of 1971 indicated that the population of Papua was 923,000 and that 96 percent of the residents were native-born (Elmslie, 2017, p. 2). The data from *Badan Pusat Statistik* (National Statistic Office, BPS), however, show that the in-migration to Papua increased in the period from 1971 to 2015 (Figure 1.1). Papua also became attractive to settlers for job opportunities (BPS, 2018a). The BPS recorded that the in-migration rate to Papua in 2017 was 16 percent (BPS, 2018a). Meanwhile, the transmigration program moved 200 families, or 865 people, during 2016 and 2017 (Kemendesa, no date). As Budiardjo and Liong (1988, p. 46) estimated, the number of migrants has increased significantly and changed the ethnic composition. The latest population census in 2010 recorded that non-natives constitute almost one-third of the population in Papua (BPSDM, 2013, p. 30).

Figure 1.1
Number of In-Migrations to Papua, 1971-2015¹



Source: National Statistics Office (BPS, 2016a, 2016b)

Although intra-province migration in Indonesia is a common event, such migration affects Papua more severely than it affects other provinces. The ultimate reason for this circumstance is the self-determination issue that has not yet been resolved, hence the sustainable conflict. Also,

... ethnic distinctiveness between the Papuans and the Indonesians, as perceived by the Papuans, has been accentuated by the Papuan identification with Blacks, in a global as well as a pan-Melanesian sense (Gietzelt, 1989, p. 210).

The Malay Mongoloid race dominates in other Indonesian regions. Other people who migrate to Sumatera and Kalimantan may be able to integrate easily because they have similar race characteristics. By contrast, the appearance of the migrants in Papua is different to that of the locals. This distinctiveness also causes discrimination and marginalization of Papuans by the natives (Gietzelt, 1989, p. 210).

Nonetheless, the Indonesian government has tried to accommodate the situation in Papua by issuing *otonomi khusus* (*otsus*), or the special autonomy law. This law, which was issued in 2001, regulates the capacity of the regional government to design affirmative action programs to reduce poverty in Papua (Mollet, 2011, p. 233). The implementation of *otsus*, however, has been quite unsuccessful because of the inability to manage the funds involved (Mollet, 2011, p. 241). This law, which aims to promote better lives for indigenous people, has failed to fulfill their needs, and the migration flow has continued to influence the situation in Papua. Although the issues of poverty and inequality have always been prioritized on the government's agenda, relatively little attention has been paid to segregation and the marginalization of indigenous people as a result of in-migration. Migration status could be a determinant variable in formulating effective affirmative action policies; therefore, knowledge derived from the comparison of the socioeconomic status of migrants and natives in Papua could be crucial to tailoring related policies and interventions for poverty reduction and alleviation.

¹ The in-migration is defined of people who have different current residential place with the born-place (BPS, 2019a)

The purpose of this research is to analyze the gap between the socioeconomic situation of migrants in Papua and that of native-born people in Papua. This analysis is an attempt to underline the significance of migration and how it should be considered in reducing poverty and inequality, improving well-being, and creating an inclusive society. In particular, this research assesses the extent to which migrants have marginalized the natives in Papua.

1.2 Research Question

Does in-migration to Papua marginalize the natives?

Sub-questions:

- How does the socio-economic situation of the migrants in Papua differ from that of non-migrants in Papua?
- To what extent the social exclusion in Papua?

1.3 Chapter Outline

This research paper is presented in six chapters. After this introduction chapter, chapters 2 and 3 elaborate on the concepts underlying the research in this paper. The second chapter provides a literature review, which examines previous studies on internal migration from a comparative perspective. It also presents the analytical framework that is employed in this paper. The third chapter specifies the data source and methodology. This chapter covers the description of the SUSENAS survey as the data source of the research and the statistical method used for measuring the socioeconomic indicators and social exclusion. It also describes the justification for and limitations of the research.

The fourth and fifth chapters intend to answer the research question of this paper. The fourth chapter adopts a comparative perspective concerning the socioeconomic situations of the natives and migrants in Papua, while the fifth chapter analyzes whether the natives have been marginalized because of the influx of migrants to Papua. Finally, the sixth chapter provides a conclusion regarding the theories and findings presented in this research paper.

Chapter 2

The Nexus of Migration and Social Exclusion

2.1 Literature Review: The Links of Migration and Socio-Economic Situation

Early studies of native and migrant's socio-economic situations have established the existence of segregation between migrants and natives. This logic has given rise to narratives of the differentiation of the living situations of the migrants and the natives. Balan (1969) argued that understanding the structural condition of a society was crucial when exploring the difference between migrant and native socio-economic situations. He noted that, in Latin America, the occupation distribution of the migrants varied in several urban cities, and the variation depended on the migrants' origin (Balan, 1969). Similarly, Fuller (1981) emphasized the importance of migrants' origin in his study and found that urban migrants tended to have a better life than other migrants compared to the urban natives. However, this approach tends to generalize the characteristics of certain types of society and ignore the characteristics of the migrants themselves.

Characteristics of migrants can lead to an understanding of who migrates and the motivation of migration. Lee-Ying (1978), in Malaysia, conducted a comparison study using the education and occupation dimensions. In her study, the locals tend to be marginalized by the influx of migrants because the migrants come with better education and can be employed in better position compared to the natives (Lee-Ying, 1978). The positive impact of migration for the migrants has been captured in the study by Chowdury *et al.* (2012) that found that the migration to Sylhet City in Bangladesh is related to poverty, and migrants rely on the assumption that migration could improve their lives. The study found that the migrants have a better livelihood and increase their wealth and assets because of the migration (Chowdhury *et al.*, 2012). This outcome happened because the migrants were able to take advantage of opportunities in their new home. These studies are important to gather a foundation for a comparative study within the migrant-natives narrative.

A study on migration effects then developed and focused on economic deprivation that might be faced by the migrants. Butcher and Dinardo (2002) used census data to compare the income differentiation between migratory status and gender in the United States. The study revealed a larger wage differentiation between males and females than between natives and migrants (Butcher and Dinardo, 2002). Meanwhile, in Canada, Nakhaie (2006) and Li (2008) found that people from outside Canada tended to have a lower income. Both studies utilized census data from different periods to analyze the income gap between migrants and natives and showed that the immigrants face disadvantages due to income disparities (Nakhaie, 2006; Li, 2008). A further result showed that the gap was quite high and educational attainment did not affect the situations (Nakhaie, 2006; Li, 2008).

Other discrepancies are shown in terms of wealth and assets in each migratory group status. Similar to the studies mentioned above, the pattern in the developed country shows that immigrants tend to be deprived of wealth and assets (Cobb-Clark and Hildebrand, 2006 in the United States, 2009 in Australia; Sining, 2007 in Germany). Some studies show a difference in subjective well-being (Shamionov, Grigoryeva and Usova, 2013 in Russia; Liu *et al.*, 2017 in China) and subjective quality of life (Bălătescu, 2007 in Europe; Shamionov, Grigoryeva and Usova, 2013 among Russian migrants) between the migrants and natives. In general, migrants have lower well-being and quality of life compared to the natives. Betz and Simpson (2013) in Germany showed that migration events in Germany brought about

positive impacts to the natives. However, different patterns were shown in Cornwall, the United Kingdom, where the natives did not experience any benefit from migration (Williams, 2008) and found that in-migration is one of the structural reasons for the poor condition in Cornwall. Meanwhile, in Costa Rica, in-migration from Nicaragua creates stagnation in the poverty reduction strategy (Gindling, 2009). These studies revealed that the problems between migrants and natives start from the failure of integration and subsequent segregation between the migrants and the natives.

As a part of the socio-economic situation, some scholars have examined the poverty incidence rate and using quantitative methodology, found that in European countries, the poverty incidence is higher in migrants than in natives. De Bustillo and Antón (2011) applied the concept of monetary deprivation to a household survey in order to analyze the difference between the migrants and locals in Spain. They found that the immigrants were in more severe poverty than the locals and that the poverty deprivation was caused by the immigration flow that led to segregation in the labor market (de Bustillo and Antón, 2011). A similar approach applied in 30 European countries (Bárcena-Martín and Pérez-Moreno, 2017) found that poverty among immigrants was generally faced across the entirety of Europe. Meanwhile, Martinez and Ruiz-Huerta (2014) published a comparative study on poverty among migrants and natives using a multidimensional approach in Italy. The study found that the poverty gap between the natives and the migrants was quite high, the gap influenced by the household characteristics, particularly access to the labor market and social protection (Martinez and Ruiz-Huerta, 2014).

The development of poverty studies has brought a new perspective with the term “social exclusion”. Under a social exclusion framework, migration study can analyze the disadvantages of the migrants in a broader perspective. Interestingly, Martinez and Ruiz-Huerta (2014) used this framework in a study to complement the result of their work with Europe 2020 indicators and found that the occupation variable has a high impact on minimizing the risk of poverty and creating an inclusive society (Martinez and Ruiz-Huerta, 2014). In Italy, Berti *et al.* (2014) studied the exclusion of the immigrants in terms of financial deprivation from a multidimensional perspective. Using the official household survey, they argued that the immigrants faced substantial disadvantages in poverty (Berti *et al.*, 2014).

A study conducted by Wu (2004) analyzed urban poverty and social exclusion in cities in China using quantitative methodology. He utilized macro-economic data and found that one of the excluded groups in Chinese cities is rural migrants (Wu, 2004). In further investigation, he found that exclusion is caused by the *hukou* problem where the rural migrants are not considered to be official residents; hence, they could not get access to the labor market and services (Wu, 2004). In addition, he found other factors, such as lack of education and skills, that play a crucial role in the exclusion of rural migrants in China (Wu, 2004). Using data from the 2012 China Labor Dynamics Survey, Zhong, Xu and Piquero (2017) applied a social exclusion framework to analyze victimization of the rural migrants. The study examined victimization by asking about the respondents had been victimized by crime, and the result of this research shows that rural migrants have a higher risk of criminal victimization compared to locals (Zhong, Xu and Piquero, 2017).

A different pattern appeared in Tibet, where exclusion and marginalization have grown despite the economic growth. By combining a macro-quantitative perspective and a qualitative field study, Fischer (2008) argued that in-migration to Tibet might have marginalized the local Tibetans in terms of economic development. To understand the exclusion in Tibet, he argued that ‘... exclusion as structural, institutional, and agentive processes operating within inequality and relative deprivation’ (Fischer, 2014, p. 373). He also stated that comparing exclusion is not merely a deprivation, and the comparison needs to be in a similar category to give a broad perspective of exclusion (Fischer, 2014, p. 373). In an earlier study, Fischer

and Zenz found that the under-presentation of Tibetans in public employment recruitment is a failure of affirmative action and enhances the marginalization of Tibetans (Fischer and Zenz, 2018).

In Papua, Indonesia, Upton (2009) conducted a study about the migration effect in Papua under Indonesian sovereignty. He used historical analysis and utilized population census data from 1960 to 2000. He found that the locals had a lower socioeconomic status compared to the migrants (Upton, 2009). In two districts in Papua, he concluded that the natives faced marginalization because of the influx of the migrants.

The findings above highlights the importance of comparative studies of migrants and natives in many perspectives. This research aims to go further in the analysis of the socio-economic situation between migrants and natives. This study not only tries to capture the comparison between the migrants and natives but also to examine the social exclusion in Papua context and to investigate the existence of marginalization due to the influx of the migrants.

2.2 Theoretical Framework: Internal Migration and Social Exclusion

2.2.1 Internal Migration: Definition, Antecedents, and Impacts

The development has had an impact on population change. As a result, migration takes up more of the public attention than fertility or mortality (White, 2016, p. 1). Migration is defined as

... a move from one migration-defining area to another (or a move of some specified minimum distance) that was made during a given migration interval and that involved a change of residence. A migrant is a person who has changed his usual place of residence from one migration-defining area to another (or who moved some specified minimum distance) at least once during the migration interval (United Nations, 1970, p. 2).

Similarly, Bhagat (2008, p. 1) defines migration as a change of place of living across an administrative border; however, population movement is a crucial dimension because it can describe the social and economic dynamics from a demography perspective. This renders migration a complex variable, hence:

Migration is a process that is conditioned by people's expectations, aspirations, and goals for a better life, while at the same time, it can compromise people's living conditions, personal sense of security, and communal ties (Collins and Ley García, 2014, p. 598).

It is, however, crucial to analyze whether the movement has occurred internationally or internally within a country. The distinction between internal and international migration is a crucial factor because it can be used to analyze the political factors that might affect the migration event (King and Skeldon, 2010, pp. 1640–1641). Consequently, the distinction is not only categorical, but it will also affect policy making (King and Skeldon, 2010, p. 1620). In international migration, the politics of migration relate to the intra-country relationship, which is affected by international policy (King and Skeldon, 2010, pp. 1640–1641). Internal migration would be more related to national policy and regulation because the movement is within a border and without the need for an international documentary, such as a passport and visa (Rees and Kupiszewski, 1999, p. 553; King and Skeldon, 2010, p. 1621). Some studies even restrict internal migration to rural-urban migration (Todaro, 1978; Lucas, 1987), thus making it easier to distinguish from international migration. Internal migration, however, is not limited to a change of residential area type (King and Skeldon, 2010, p. 1629); it is more

about the movement from one region to another region within the administrative border of a country (Adepoju, 1998, p. 391; Castles, Haas and Miller, 2014, pp. 1622–1623).

Internal migration plays the primary role of being a mechanism to redistribute people between places (Greenwood, 1997, p. 648). It enables people to access a place with better opportunities because the movement is usually primarily influenced by the economic motive (Adepoju, 1998, p. 388): Migration is an effect of the inability of the state to regulate and distribute opportunities for economic well-being (Todaro, 1978, pp. 8–11; Greenwood, 1997, pp. 32–33; Adepoju, 1998, pp. 388–389; Nyberg-Sorensen, Hear and Engberg-Pedersen, 2002, pp. 11–12; Deshingkar, 2006, p. 88). Hence, people migrate with the hope that they can improve their lives. Nonetheless, the motive underlying migration affects the situation, particularly in the destination city. Internal migration is critical to instigating cultural and political modernization (Kivistö, 2011, pp. 205–209), although this could also occur with a difference in the ethnic and gendered situation (King and Skeldon, 2010, p. 1634; Geiger and Pécoud, 2013, p. 371). Migration from a host city to a destination city with a similar socioeconomic or political situation would only be perceived as a spatial movement.

Furthermore, Todaro (1978, p. 11) discusses the consequences of migration, linking the individual and society together. Although the decision to migrate depends on personal choice, it affects the personal life of the migrant, including that of the migrant's family. For instance, some scholars argue that migrants can improve their financial situation (Todaro, 1978, pp. 11–13; Chowdhury *et al.*, 2012, pp. 128–131). Some studies have found that internal migration can be a means of alleviating poverty (De Haan, 1999, pp. 26–27; Deshingkar, 2006, p. 88). The role of internal migration in poverty alleviation is as follows:

First, internal migration stems from a broader base where smaller sums of money are evenly distributed to specific areas and poor families through internal remittances (rather than international remittances, which reach fewer people). Second, it is likely that internal migration will continue to increase at a faster rate than international migration. Third, internal migration involves poorer people from poorer regions and has a strong role to play in achieving the MDGs. Fourth, it is an important driver of growth in many sectors including agriculture, manufacturing, construction, coastal economies and services (Deshingkar, 2006, p. 88).

Such studies imply that internal migration opens up opportunities for migrants to improve their lives. Therefore, the function of opportunity in internal migration is crucial to raise the positive impact, but if opportunity distribution were unequal, poverty might be alleviated while inequality rose (De Haan, 1999, p. 27). Hence, inequality is context-based in relation to the integration of migrants and locals in the destination city. The inequality that occurs is not necessarily from an economic perspective but can also be from a social point of view. 'When migration alters the exercise of control over resources, migration may contribute to the process of structural differentiation' (Goldscheider, 1987, p. 679). Therefore, structural differentiation affects not only migrants but also non-migrants (Castles, Haas and Miller, 2014, pp. 40–41).

2.2.2 Socio-economic Situation: Social Exclusion Approach

Understanding the dynamics of society from within a social and economic perspective is crucial in development. Although it is merely an explanatory dimension that can be useful in analysis (Mueller and Parcel, 1981, p. 13), it also describes variation at the individual and household levels in society (Mueller and Parcel, 1981, p. 13; Australian Bureau of Statistics, 2011, p. 4). Consequently, it explains access to resources, both socially and economically (Knight and Powers, 1984, p. 3). Thus, this measurement can be useful to analyze the power and privilege of both individuals and households in society. To ensure that this measurement can reflect the social and economic conditions in society, it should be multidimensional

(Alkire, 2011, p. 2). Baker (2014, p. 1) limits the socioeconomic indicators to education, income, and occupation. Socioeconomics is a broad concept, and it can accommodate more than these variables. For instance, the Australian Bureau of Statistics (2011, p. 3) notes that demography can also form a part of socioeconomic status, since demography might affect all the social and economic variables.

Although socioeconomic status could be interpreted as social stratification, it cannot explain the mechanism of the situation itself (Mueller and Parcel, 1981, pp. 14–15). Hence, it would be easier to place the dimensions into a vague framework. The Australian Bureau of Statistics (2011, p. 3) cites social exclusion as one of the frameworks that could be used to interpret socioeconomic status. ‘Social exclusion, therefore, focuses on a person’s activities or actions, whereas socioeconomic status refers to a person’s access to social and economic resources’ (Australian Bureau of Statistics, 2011, p. 3). Although the definition of social exclusion is varied and does not involve a consensus about the definition itself, it generally refers to inability to participate in economic, social, and political rights, which leads people or a group to be involved in the process of marginalization in society (Schierup, Krifors and Slavnic, no date, p. 206; Bhalla and Lapeyre, 1997, pp. 414–415; Haan and Maxwell, 1998, pp. 2–3; De Haan, 2000, pp. 25–26; Marlier and Atkinson, 2010, p. 285). The notion of social exclusion is accompanied by the aim of creating an inclusive society that ‘... overrides the differences of race, gender, class, generation, and geography’ (Marlier and Atkinson, 2010, p. 286), and it ensures that all people and groups have similar opportunities and access to society.

Measuring social exclusion, however, is context-based, and it works differently in every region depending on the history, culture, and social structure (Haan and Maxwell, 1998, pp. 2–3; Silver, 2015, p. 5). In addition, this notion also reflects relativity in that it is ‘relative...to the time and place’ (Burchardt and Le Grand, 2002, p. 31), although it covers similar dimensions, which are economic, social, and political (Bhalla and Lapeyre, 1997, pp. 418–420; Silver, 2015, p. 5). With regard to individuals, ‘an individual is socially excluded if he or she does not participate in key activities of the society in which he or she lives’ (Burchardt and Le Grand, 2002, p. 31). Meanwhile, Babajanian (2012, pp. 2–4) links social policy and social exclusion and creates three dimensions. These three dimensions are excluded from income, services, and participation, but they still cover the economic, social, and political aspects (Babajanian and Hagen-Zanker, 2012, p. 3). Babajanian proposes that income, services, and participation relate to each other and that exclusion from one dimension leads to exclusion from the others (Babajanian and Hagen-Zanker, 2012, p. 3). It is still important to note, however, that an individual’s exclusion from one dimension is enough to state that he or she is being excluded socially (Burchardt and Le Grand, 2002, p. 31).

Furthermore, social exclusion becomes essential because it can be used to conduct an analysis that extends beyond the analysis of poverty alone. It can be used to see the multidimensionality of poverty and to analyze whether it engenders exclusion (Scutella, Wilkins and Horn, 2009, p. 10). For instance, a wealthy individual who could not participate in political activity might have faced deprivation and a poor situation in other dimensions, and this condition might have led him or her to social exclusion. This framework cannot capture agency context in it, such as ‘... whether the excluded individual would like to be included’ (Burchardt and Le Grand, 2002, p. 32), but it is about focusing on the exclusion process, which can facilitate an examination of the factors that engender segregation in society (Kabeer, 2000, p. 84). It is ‘a useful way to think about social policy because it draws attention to the production of disadvantage through the active dynamics of social interaction’ (Kabeer, 2000, p. 84). It enables social policy not only to overlook income disadvantages but also to overlook disadvantages in terms of marginalization, vulnerability, and the causality factors

(De Haan, no date, pp. 29–31; Haan and Maxwell, 1998, p. 5; Scutella, Wilkins and Horn, 2009, p. 10).

2.3 Conceptual Framework

Socioeconomic status is a result of the integration and acculturation of migrants in the host country (White and Johnson, 2016, p. 76). The socioeconomic level of migrants and natives provides a basic description of the people who migrate and the position of migrants and non-migrants in the region (Balan, 1969, pp. 4–5). Assessing socioeconomics from the migration perspective is defined in four dimensions, which are presented in Table 2.1 and relate to migrants' selectivity (Balan, 1969; Lee-Ying, 1978; Fuller, 1981).

The first dimension is demography. This dimension consists of four indicators, which are age, sex, marital status, and residential area (Balan, 1969; Lee-Ying, 1978; Chowdhury *et al.*, 2012). Age and sex are fundamental indicators that could explain the variation within the population (Lee-Ying, 1978, p. 37). In addition, age, sex, and marital status indicate migration motives (Chowdhury *et al.*, 2012). For instance, in family strategy, migration will be initiated by the man, who will be followed by his spouse after he has settled in within the destination city (Lee-Ying, 1978, pp. 37–38). Family plays a role as a bridge between individual and community that could help the process of integration between migrants and non-migrants (Goldscheider, 1987, p. 687). Also, gender aspect on migration study is crucial,

The inclusion of women in the analysis of migration should not be, however, solely as appendages to male migrants; our questions should go beyond why women migrate, whether they differ from male migrants, and whether they accompany men in search of jobs (Goldscheider, 1987, p. 691).

Meanwhile, the residential area is required to give a brief indication of the initial situation of the living area chosen (Balan, 1969, p. 5). It could indicate where migrants usually move and how their chosen residential areas affect their lives and the lives of the natives who resided there before them.

In determining the age category for a migration study, it is reasonable to apply the life-course transition framework. This framework proceeds from the link between the age profile and the migration decision (Bernard, Bell and Charles-Edwards, 2014, p. 214). This framework divides age into four primary stages of life, which are 'education completion, labor force entry, union formation, and first childbearing' (Bernard, Bell and Charles-Edwards, 2014, p. 214). Hence, the age categorization starts with the category of 0-14 years old; people in this age range are considered children. The next category, 15-22 years old, relates to the higher education completion age, although compulsory education in Indonesia only lasts for nine years, consisting of six years of primary school and three years of lower secondary school. The labor force entry phase starts at 23 years old, and the first child-bearing phase is considered to start at 30 years old. The official retirement age in Indonesia is 55 years old, although many elderly people work beyond this age to fulfill their needs.

The second dimension is education (Balan, 1969; Lee-Ying, 1978; Chowdhury *et al.*, 2012). This dimension is essential for analyzing perceptions of access and opportunity (Lee-Ying, 1978, pp. 39–40). It is described in terms of literacy rate and school attainment variables. While the literacy rate merely regards the necessary ability to read and write, Lee-Ying (1978, pp. 39–40) states that people with higher school attainment tend to migrate. This relates to their perception that they will find a better opportunity in the destination city. It also links to the third dimension, which is occupation (Balan, 1969; Lee-Ying, 1978; Chowdhury *et al.*, 2012). This dimension is key to the socioeconomic situation (Lee-Ying, 1978, pp. 40–42), since it relates directly to livelihood. In addition:

The key factor for understanding the socioeconomic position of migrants once they are in the city, and their differential advancement over time, lies in the types and amounts of occupational opportunities open to them as compared to those open to the natives (Balan, 1969, p. 9).

Hence, this dimension could be embodied in the indicators of working status and main industry. These indicators relate to the particular type of job that migrants and natives have the required skills and education to perform (Balan, 1969, p. 9). In addition, these indicators could highlight segregation in terms of opportunity in the labor market.

The final dimension to describe socioeconomic situation for comparative analysis of migrants and natives is income (Balan, 1969; Lee-Ying, 1978). This dimension can be assessed through the indicators of average expenditure and poverty status. Analyzing average expenditure is an approach to uncovering the income variable (De Haan, 1997, pp. 41–42). Average expenditure is dependent on education level and job position. For instance, migrants might have higher average expenditure, which indicates higher income due to their educational attainment; thus, they can occupy higher positions in the labor market (De Haan, 1997, pp. 41–42). Indeed, income also has a link with poverty status, since income is a leverage of welfare status.

Table 2.1
Socio-economic Dimensions and Indicators

Dimension	Indicators	Category
Demography	Age	0-14 years old
		15-22 years old
		23-29 years old
		30-54 years old
		55-69 years old
		70+ years old
	Sex	Male
		Female
	Marital Status	Never Married
		Married
		Divorced
		Widowed
Education	Residential Area	Living in Urban Area
		Living in Rural Area
	Ability to read and write	Able to read and write
		Not able to read and write
	School Attainment	Did not complete compulsory education
		Completed compulsory education (primary school and lower secondary school)
		Completed upper secondary school
Occupation	Working status	Graduated from university
		Working
	Main industry	Unemployed
		Working in formal non-mining sector
		Working in formal mining sector
Income	Expenditure	Working in informal agriculture sector
		Working in informal mining sector
		Working in informal non-agriculture and non-mining sector
		Expenditure below 60 percent of median expenditure

Poverty	Expenditure above 60 percent of median expenditure
	Living below poverty line
	Living above poverty line

Source: composed by author

While socioeconomic dimensions will be useful for the comparison needed, other dimensions need to be compiled to assess social exclusion. In terms of the notion of migration, social exclusion has been seen as a structural constraint (Deshingkar, 2006, p. 88; Castles, Haas and Miller, 2014, pp. 39–40) because it could limit people's migration; however, it is the effect of the migration itself. Specifically, social exclusion is the cost of society responding to migration events (Constant and Zimmermann, 2013, pp. 28–29). This makes social exclusion a crucial framework for analyzing the effects of migration (Schierup, Krifors and Slavnic, no date, pp. 234–235); however, there is no consensus regarding the indicators that could be used to measure social exclusion. The chosen indicators should fulfill five principles: They should be context-based indicators with a clear explanation that is unbiased, reliable, comparable, flexible, and accessible (Marlier and Atkinson, 2010, pp. 288–289). The indicators applied for the social exclusion framework are essential to face the multidimensionality of exclusion (Silver, 2015, p. 5). Although some studies have defined indicators that might be useful to assess social exclusion, it is essential to use indicators that fit the context (Silver, 2015, p. 5).

In principle, it is right that national debates should evolve in ways which reflect local realities. ... [different] definitions lead to different policies, and that adjudicating between the paradigms may circumscribe policy choices (Haan and Maxwell, 1998, p. 2).

Babajanian (2012, p. 3), in his concept of the dimensions of social exclusion, places social exclusion into three main settings, which are summarized in Table 2.2. First, exclusion from income measures economic deprivation as a crucial key factor in avoiding exclusion (Bhalla and Lapeyre, 1997, p. 419). This is because the income dimension is critical to fulfilling needs to access adequate services (Babajanian and Hagen-Zanker, 2012, p. 4). In a specific context, the economic dimension aims to assess people's access to goods and services (Bhalla and Lapeyre, 1997, p. 418). It sees how people become excluded from society because their income is inadequate to fulfill their needs or 'an income markedly lower than that customary in the society' (Haan and Maxwell, 1998, p. 2), although it is also important to note that exclusion from income concerns more than wealth. It is not merely because of the inability to access economic resources; this is because it can also relate to cultural devaluation (Kabeer, 2006, p. 68). For instance,

... excluded groups often do poorly in land distribution not only because they cannot afford to buy or claim land but also because they are not permitted to do so on caste grounds. (Kabeer, 2006, p. 68)

Hence, it is critical to add that exclusion from economy also covers the situation in which an individual is precluded from 'participation in economically ... valuable activities' (Burchardt and Le Grand, 2002, p. 31). This is because, from a broader perspective, inclusivity related to the economic dimensions means that people can access resources to improve their well-being and livelihood opportunities (Kabeer, 2000, p. 84, 2006, p. 69). Thus, a better assessment of economic exclusion might be achieved by relying on relative poverty and access to the labor market. Relative poverty indicates the inability to access goods and services, while unemployed status indicates the inability to participate in economic activity in the community.

Services exclusion, however, is driven by governance, public policy, and institutions (Babajanian and Hagen-Zanker, 2012, p. 3). Institutional context and social protection play

an important role in this dimension, which indicates people's access to services that should be provided by the state. Babajanian (2012, p. 4) mentions 'limited access to services, including healthcare, education'. This dimension aims to create balance with the social aspect of exclusion so that the situation is not exclusively analyzed from the economic perspective (Atkinson, Marlier and Nolan, 2004, p. 51). In addition, 'indicators need to be developed as a matter of priority ... access to public and private essential services such as health and education' (Marlier and Atkinson, 2010, p. 60).

Meanwhile, the final dimension, participation exclusion, is linked with the various providers that could improve capacity and create participation (Babajanian and Hagen-Zanker, 2012, p. 4). Participation, in this context, is crucial to allow people to be included in society. This dimension is complicated because there are many interpretations of it; however, Berman and Phillips (2000, pp. 334–335) define this form of exclusion as the inability to access the community. Bosniak (2005, p. 452) notes that citizenship as a form of identity in the national context also has the dimensionality of rights, legal status, and political activity. 'To term membership in nonnational communities, organizations, and groupings as 'citizenship' is to legitimize these entities' (Coutin, 2000, p. 587). Hence, legalizing citizenship is one way to avoid exclusion (Coutin, 2000, p. 587). This definition highlights the importance of citizenship documents, since these are mandatory to access government services in Indonesia.

In addition to exploring exclusion from participation, 'social exclusion is cumulative in nature, making it difficult to escape, particularly when constant exposure to risk compromises ... safety' (Gaetz, 2004, p. 430).

Issues of unequal power and resources are translated at a material level into, for instance, urban fortresses for the rich, no-go public zones for the poor, and an extensive apparatus of social control to regulate human interaction and social activity (White and Sutton, no date, p. 84).

Since exclusion from participation includes participation in the neighborhood (Berman and Phillips, 2000, pp. 334–335), creating a safe environment is crucial to create inclusive society (White and Sutton, no date, pp. 83–85).

Table 2.2
Social Exclusion Indicators

Dimension	Indicators
Exclusion from income	Expenditure under 60 percent median expenditure Unemployed
Exclusion from services	Never attended school No health insurance
Exclusion from participation	No residential document Suffered from crime

Source: composed by author

Although Babajanian (2012, pp. 3–4) focuses on the links between these three dimensions of social exclusion, they are not necessarily always connected. For example, people who are excluded from income are not necessarily excluded from participation or services, although people can be excluded from these three dimensions. Hence, instead of analyzing the relation between these three dimensions, it is important to analyze the number of deprivations at a particular threshold to gauge the depth of exclusion (Burchardt and Le Grand, 2002, pp. 34–35).

2.5 About This Research

In the previous section, it becomes evident that the comparative study of migrants and natives in terms of socioeconomic indicators has been extensively explored. Many studies have found that the socioeconomic status of migrants is significantly different from that of natives, and this is caused by the failure of integration of migrants and non-migrants. The difference between migrants and non-migrants in terms of socioeconomic status has thereby engendered social exclusion. Studies related to migration and social exclusion in Papua, however, remain limited. The current research explores how differences in migration events can establish the differences between migrants and natives. It also aims to determine whether the migrants have marginalized the natives in Papua. The information from this type of research is needed to improve subsequent policy responses.

In summary, this chapter has discussed the relevant concepts concerning internal migration and social exclusion. It has also explored the association between internal migration, differences between migrants and non-migrants, and social exclusion. In addition, this chapter has presented earlier studies that have applied the socioeconomic status and social exclusion frameworks within the internal migration concept. It is, however, important to note that similar connections in this study could generate different results because the situation in Papua is different to the situation in other regions mentioned earlier in this chapter. Consideration of this situation can inform the appropriate application of affirmative action to the vulnerable group who face exclusion as a result of the influx of migrants.

Chapter 3

Methodology

3.1 Methodological Approach: Quantitative Approach

This study is guided by internal migration and social exclusion theory. It employs a quantitative research methodology, which is the most appropriate method because it can allow for exploring whether internal migration causes social exclusion in Papua. In general, a quantitative research methodology is suitable in research with aim:

... (a) the identification of factors that influence an outcome, (b) the utility of an intervention, or (c) understanding the best predictors of outcomes ... It is also the best approach to use the test a theory or explanation (Gower and Shanks, 2014, p. 20).

In addition, quantitative methodology is driven by the positivist perspective that social reality is constructed through facts and that it can be explained by theory (Firestone, 1987, p. 16; Bryman, 2012a, pp. 13–15).

Although quantitative methodology is considered a conventional research method (Gower and Shanks, 2014, p. 20), quantitative methods are more systematic than qualitative methods (Bryman, 2012a, pp. 41–42; Gower and Shanks, 2014, p. 21; Albers, 2017, p. 8). This is because quantitative methods should follow certain rules and procedures, meanwhile, qualitative methodology is more flexible (Gower and Shanks, 2014, p. 21). At the same time, the limitation of quantitative methods is that these methods merely generalizes the situation within a population (Bryman, 2012a, p. 41), meanwhile, qualitative methodology examines individuality and it can capture the complexity of individuality in society (Gower and Shanks, 2014, p. 19). Hence, a qualitative methodology would be useful if the aim of this research were to determine the grounded theory behind the research. Nonetheless, this research attempts to apply the social exclusion framework to society in Papua. A quantitative methodology is therefore more suitable than a qualitative method.

3.2 Data Collection: Secondary Data

For the purpose of this study, this research uses secondary data. Although many studies in social research elect to use primary data for its flexibility, using secondary data also has many benefits, which are that ‘extremely large-scale, long-term and official datasets also carry a certain authority ...’ (Gorard, 2002, p. 235), not to mention that, using secondary data can minimize both costs and time (Gorard, 2002, p. 234; Bryman, 2012b, pp. 312–313). In addition, secondary data usually involves quality control and a well-established procedure to ensure the validity of the sampling method, response rate and collected data (Bryman, 2012b, p. 313).

Collecting migration data in Indonesia, however, is challenging. There have been few data collection-focused studies related to migration in Indonesia. The first possibility for a data source is population registration data, which can record individual movements. Registration, however, is a self-obligation, thus, migration data derived from this source might be under-rated. Other potential data sources for this research are population census data, intercensal survey data and the Indonesia Family Life Survey (IFLS) data. All of these potential sources encompass data on migration and socio-economics, however, all of these sources are out of date, since the latest population census was conducted in 2010, the latest intercensal survey was conducted in 2005, and the latest ILFS was conducted in 2014.

This study analyzes a dataset from a cross-sectional annual household survey, namely *Survei Sosial Ekonomi Nasional* (SUSENAS, Social Economy National Survey) which was conducted in 2018. The data were produced by *Badan Pusat Statistik* (BPS, National Statistics Office), which is the only official government survey and census in Indonesia. The sample was distributed evenly among 29 districts/municipalities, with a sample size of 11,040 households. This can be estimated to the district/municipality level (Papua, 2012, pp. 1–2). The sampling procedure that was used for this survey consisted of two stages. The phase of stratified sampling consisted of three stages for the sampling procedure, in which the sample was proportionally stratified by residential area, welfare status, and household school attainment based on the population census of 2010 (Papua, 2012, pp. 4–5). Meanwhile, the data collection was performed through direct interviews, and the data were processed in the district regional statistics office (Papua, 2012, p. 5). In 2018, the response rate for SUSENAS 2018 in the Papua Province was 98 percent, therefore the clean data that were published consisted of 10,826 households (Papua, 2012, p. 5).

3.3 Method of Analysis

It has been already stated that the main objective of this study is to explore the possibility of the marginalization of natives due to migration events. For this purpose, this study will use SPSS 25.0 for the students to perform exploratory data analysis. Generally, exploratory data analysis presents broad possibilities, enabling the researcher to understand the data presented in many ways (Tukey, 1977, p. 3). In addition, this method aims to discover any patterns in the data (Behrens, 1997, p. 132; Gelman, 2004, p. 765; Albers, 2017, pp. 108–109).

Exploratory data analysis, however, can take many forms in, such as, a statistical summary (average, median, variance), a frequency distribution table, or various graphs (Albers, 2017, p. 109). In terms of a comparative study, however, summary on the distribution will be more suitable (Tukey, 1977, p. 102). This is because the comparison should be able to analyze the data in terms of similar measurements and concept (Tukey, 1977, p. 110). Hence, this research applies the use of ratios within each category to make all categories comparable.

The use of exploratory data analysis enables for a data investigation where in the analysis could yield thoughtful insight. It gives a broad and insightful understanding to allow for answering the research questions (Behrens, 1997, pp. 131–132). Instead of testing a hypothesis, which is a popular notion in statistics, this methodology emphasizes an open probe (Tukey, 1977, p. 3). The application of exploratory data analysis, however, is accomplished through the use of tables and graphs (Behrens, 1997, p. 131). Hence, the exploratory data analysis will not analyze the statistical significance, instead, it will scrutinize the broad range of the data itself (Behrens, 1997, p. 131). Consequently, ‘exploratory data analysis can never be the whole story, but nothing else can serve as the foundation stone--as the first step’ (Tukey, 1977, p. 3).

3.4 Operational Concept

The variables used for the analysis and their respective sources of information are as follows:

- Population: This research applies the population concept established BPS. ‘Population includes all residents of the entire geographic territory of Indonesia, who have stayed for six months or longer, and those who intended to stay even though their length of stay was less than six months’ (BPS, no date a). The geographic territory in this research is Papua.

- Household: The concept for household is ‘a person or group of people living in part or whole [of a] physical building or census, [they] usually live together and eat from one kitchen’ (BPS, no date b).
- Internal Migration: For this variable, this research applies the life-time migration concept. ‘If the place of birth or the place of last residence is different from the place of enumeration, a person is defined as a migrant’ (Bhagat, 2008, p. 92). Hence, a person born outside Papua is assessed as a migrant, while people born in Papua are assessed as non-migrant. This specifically refers to question 602 of the SUSENAS questionnaire²: “Where was the province of the respondent’s place of birth?”.
- Residential Area: This variable is classified into urban and rural types. The variable is determined by the identification section in question 105: “Urban/rural classification?”
- Age: ‘The age should be rounded down. In other words, the age refers to the respondent’s latest birthday’ (BPS, no date a). This variable refers to question 407: “What is the respondent’s birth date?”
- Sex: This variable pertains to question 405: “What is the respondent’s sex?”
- Marital status: This status depends on the law (including tradition, religion and the state) (BPS, no date a). This indicator refers to question 404: “What is the respondent’s marital status?”
- Ability to read and write: Generally, the question regarding education is directed at people aged over 5 years old, however, the ability to read and write refers to the ability of people to write and read in Latin and/or Arabic and/or another language. This corresponds to the “yes/no” answers from questions 609 through to 611: “Can you read and write simple sentence from your daily language in Latin/Arabic/other forms?”
- School attainment: This variable depends on the highest academic certificate that the respondents have earned. This question refers to question 615: “What is the highest academic certificate that the respondent owns?”
- Working status: The indicators for occupation are directed to people aged 10 years old and over. Questions 801 through to 803 elicit information on the working status indicator, and working status refers to the activity undertaken a week ago. In addition, people who are only temporarily unemployed are considered to be working.
- Main occupation industry: This indicator intends to explore information on the main industry of the working respondents. This indicator refers pertains to question 804: “What is the main industry of the place where the respondent worked during the past week?”
- Expenditure below 60 percent median expenditure: This indicator corresponds to the summary of the respondent’s expenditure for food and non-food categories³. In addition, this indicator determine whether the expenditure of the individual falls below the 60 percent of median.

²The questionnaire can be found in Appendix 12.

³The questions about consumption (food and non-food) were asked using the COICOP (Classification of Individual Consumption by Purpose), as published by the United Nations Statistics Division (UNSD). In this paper, however, in this paper, the questionnaire attached in the appendix 13 only includes the summary part.

- Poverty status: This indicator refers to the total expenditure of the household. Hence, to decide whether the household is poor, this is compared to the poverty line in each district⁴.

3.5 Limitation

Some limitations of this study should be noted. First, since the study uses the secondary data, the indicators may be limited to the available data. Second, due to the nature of a quantitative study, this study may fail to capture the other variables that are not covered in this study. Third, although the words “*non-migrants*” and “*natives*” are used interchangeably, this concept refers to people who were born and grew up in Papua. In addition, the concept of natives in this research does not link directly with the ethnicity concept, hence, the non-migrants in this research may include indigenous Papuans and people from other ethnicities who were born in Papua.

Despite the above mentioned of limitations, however, this study will contribute to the study of poverty in Papua. In addition, this research also aims to fill the literature gap, wherein there is a lack of research on social exclusion in Papua.

⁴The poverty line by district can be found in Appendix 11.

Chapter 4

The Socio-economic Comparison: Characterizing the Migrants and the Locals

This chapter presents the data and findings on the characteristics of the migrants and the locals based on SUSENAS 2018. This chapter focuses on the examination of who the migrants are and how they are socio-economically different from the locals. To facilitate the comparative analysis, the proportions used in this chapter are the relative percentages within each category

4.1 Demography Dimensions: Who is Who?

In 2018, the population in Papua was projected to reach 3.4 million people (Table 4.1). With respect to migratory status, the population was still dominated by 83 percent natives. Only 17 percent of the population was born outside of Papua Province. Although migrants constitute the minority, they play an essential role in the dynamics of life in Papua.

Table 4.1
Population by Migratory Status, 2018

Migratory Status	Frequency	Percent
Native	2,758,930	83
Migrant	549,202	17
Total	3,308,132	100

Source: (BPS, 2018b); calculated by author

Since people of a young age tend to migrate more than the elderly, the age composition in a region can affect the migration rate (Plane, 1993, p. 376). From a broader perspective, though, age is the underlying variable with which to analyze the timing of migration (Bernard, Bell and Charles-Edwards, 2014, pp. 216–217). For instance, in Papua, migrants dominated the family age category (30-54 years old: 54 percent, Table 4.2). Meanwhile, the labor entry age category contained the second highest proportion of migrants (23-29 years old: 16 percent). Migrants were predominated in the productive age groups, which supports the initial assumption that migrants come to Papua to look for a job (Budiardjo and Liong, 1988, pp. 46–47). Migration in this context helps the migrants to create economic stability in their lives, individually or within the family.

Table 4.2
Proportion of Population by Age and Migratory Status, 2018 (in percent)

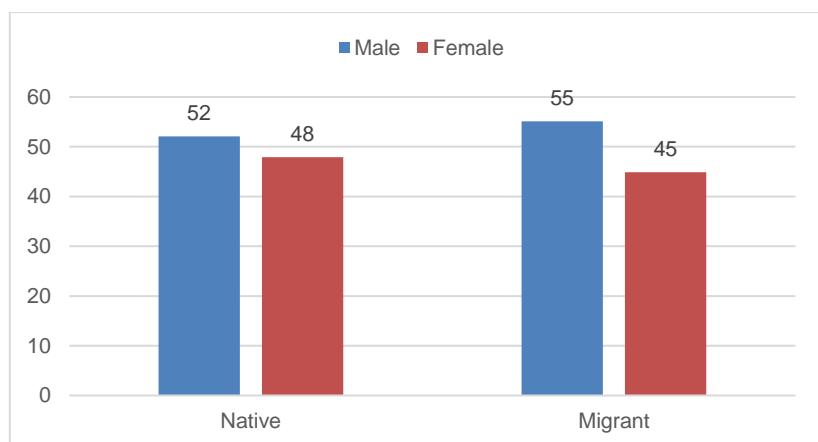
Age Group	Native	Migrant
0-14 years	36	8
15-22 years	14	10
23-29 years	12	16
30-54 years	32	54
55-69 years	5	12
Above 70 years	1	2

Source: (BPS, 2018b); calculated by author

Eight percent of the migrants, however, were children (0-14 years old), who may have migrated with their families. The relatively high proportion of productive age migrants compared to the relatively small proportion of child migrants signifies that the dependence burden of migrants was relatively low. By contrast, within the natives' category, children dominated the population (36 percent). Meanwhile, only 32 percent of the natives belonged to the family age category, 12 percent belonged to the labor entry age group. Such a children adult ratio denotes a relatively high dependency burden within the natives. Consequently, the adult natives needed higher income to enable them to fulfill all their family members' needs.

Nonetheless, the proportion of elderly people in the migrants group is also remarkable. Although migration to Papua began many years ago, the percentage of elderly migrants (aged over 70 years old) remained relatively small (two percent). This suggests that migrants may come and stay for a long time, but they do not expect to live permanently in Papua. Even, the migrants who followed the transmigration program did not settle forever in their sites (Gietzelt, 1989, p. 208). Meanwhile, the proportion of older people (55-70 years old) in the natives' group (6 percent) was low compared to the proportion of older people in the migrants group (12 percent). Even among the natives, the elderly (aged over 70 years old) only constituted one percent of the population in Papua. This may relate to the health situation in Papua, since the average life expectancy in Papua is only 65 years old (BPS, 2019b).

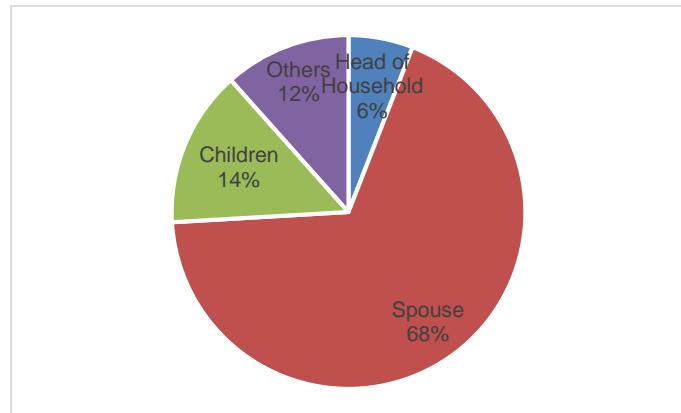
Figure 4.1
Population Composition by Sex and Migratory Status in Papua Province, 2018 (in percent)



Source: (BPS, 2018b); calculated by author

Regarding sex composition, the population in both categories was dominated by men (52 percent in native category, 55 percent in migrant category, Figure 4.1), although the proportion of female migrants should not be neglected. They play a prominent role in the care economy, particularly, since female migrants are subjected to accompanying their husbands (68 percent, Figure 4.2) as the family integration strategy in the household (Nyberg-Sorensen, Hear and Engberg-Pedersen, 2002, p. 8). Related to this situation, women may lack autonomy, since their decision to migrate often depends on their husbands' migration. Six percent of females, however, were the head of their household. This proportion might not be high, but it could contribute to transforming and restructuring the labor force composition in Papua (Nyberg-Sorensen, Hear and Engberg-Pedersen, 2002, p. 8). For instance, job creation in Papua should also consider women and their ability to enter the labor market.

Figure 4.2
Percentage of Female Migrants by Status in Household in Papua Province, 2018 (in percent)



Source: (BPS, 2018b); calculated by author

In relation to marital status (Table 4.3), the remarkable figure is that the migrants were dominated by married people (70 percent). Marital status is one of the important variables to people consider in deciding whether to migrate. This figure also substantiates the aforementioned observation that women and children often migrate to reunite with family. Meanwhile, within the natives category, people who had never married predominated (54 percent).

Table 4.3
Proportion of Population by Marital Status, Sex and Migratory Status, 2018 (in percent)

Age Group	Native		Migrant	
	Male	Female	Male	Female
Never Married	30	24	17	8
Married	21	21	37	33
Divorce	0	0	1	1
Widowed	1	2	1	3

Source: (BPS, 2018b); calculated by author

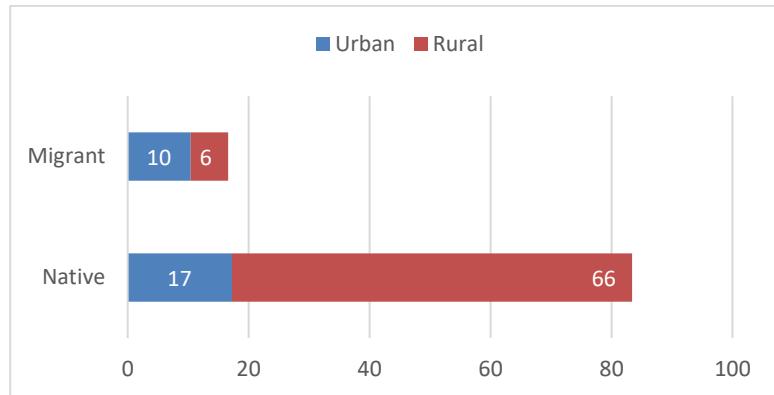
Meanwhile, in terms of residential living area, the percentage of natives living in urban areas remained higher (17 percent) than the percentage of migrants (10 percent), but most of the migrants lived in an urban areas (Figure 4.3). People's residential area can indicate their ability to access to social and economic resources (United Nations, 2018, p. 99). This is because urban areas usually have a better infrastructure and job opportunities than rural areas. Elmslie (2017, p. 6), in his report, mentions that settlers choose to live in urban areas in the hope of securing a better economic opportunity. By living in urban areas, migrants ensure that they can access better jobs for the sake of their livelihoods. At the same time, they can also access better education and healthcare facilities than they could if they were in a rural area.

By contrast, the proportion of natives living in rural areas was relatively high (66 percent, Figure 4.1). The natives tend to live in rural areas because their livelihoods depend on agriculture and forestry (Elmslie, 2017, pp. 1–6). As part of the transmigration program, however, some migrants still settle in rural areas, where the soil is conducive to agriculture (Elmslie, 2017, p. 6). The government provides assistance to migrants within the transmigration program,

Each transmigrant family, as well as receiving a house, land, and the means to cultivate it, has the chance in some cases to sell their labour or produce on agricultural estates being developed in conjunction with the transmigration programme (Gietzelt, 1989, p. 206).

Figure 4.3

Population Composition by Migratory Status and Residential Area in Papua Province, 2018 (in percent)



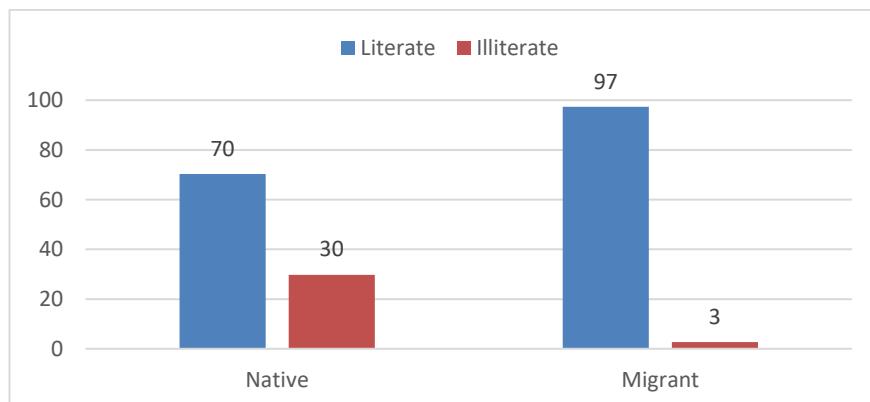
Source: (BPS, 2018b); calculated by author

Transmigration to Papua is portrayed as a success story because it can increase economic growth. For instance, Merauke district, which has been famous as a transmigration destination, has won awards for being the only integrated rice estate in East Indonesia (Republika, 2015). The government claims that the ability of Merauke to be the highest producer of rice is as a result of the transmigration program. At the same time, the highland areas of Papua — such as Yahukimo district and Jayawijaya district, which are dominated by natives— have higher proportion of agriculture households than the Merauke district (BPS Provinsi Papua, 2014, p. 34), however, they have been unable to elevate their economy to the extent that Merauke has.

4.2 Education Dimension: Educated and Privileged

Figure 4.4

Population Composition of People Aged Five Years and Over by Migratory Status and Literacy in Papua Province, 2018 (in percent)



Source: (BPS, 2018b); calculated by author

The education dimension tends to describe people who have higher abilities. For instance, the ability to read and write is the simplest form of education. In the minimum specification to enter a formal job, the ability to read and write is a necessity. Figure 4.4 illustrates that 97 percent of the migrants were able to read and write. By contrast, only 70 percent of the natives were able to read and write. Further investigation, however, revealed that 14 percent of the illiterate people in the natives category were adults (people aged 30-54 years old)⁵.

⁵ Tables are presented in Appendix 1

Meanwhile, eight percent of native children over five years old were also not able to read and write.

Conversely, in relation to the earlier statistics, school attainment among migrants was better than school attainment among the natives. Education selectivity in migration is crucial because migrants expect to have better lives in the destination city. With superior education, migrants have a higher possibility of securing a better job than locals (Lee-Ying, 1978, pp. 40–41) or having a better position for their occupation. Hence, migrants tend to arrive with superior education. The proportion of migrants who had completed upper secondary school was 33 percent (Table 4.4). Thirteen percent of the migrants had even graduated from university. Hence, it is safe to assume that migrants use their educational background as their capital to secure good job (Goldscheider, 1987, p. 685).

Despite the generally high school attainment among migrants, there were still 37 percent of the migrants who had not completed compulsory education. These migrants, in this context, might have believed that their skills that could help them to secure jobs, particularly in informal education (Gietzelt, 1989, p. 208). Since the natives dominated low education attainment, this may create a competitive atmosphere. It seems that the natives lacked access to education. There were 74 percent of the non-migrants who had not completed compulsory education. Lower levels of both literacy skill and school attainment among natives may be attributable to the fact that education is not seen as a priority among native villagers (Mollet, 2007, p. 160). In addition, the lack of teachers in remote areas become another reason why natives have limited access to education (Mollet, 2007, pp. 158–159). Few non-migrants belonged to the higher categories of school attainments. This situation could establish a competitive climate in which natives are pitted against migrants, although the two groups cannot be compared because they have different levels of access to education. The natives are thus at disadvantage, since it would be more difficult for them to apply a formal job than it is for the migrants.

Table 4.4
Population Composition by School Attainment and Migratory Status in Papua Province, 2018 (in percent)

School Attainment	Native	Migrant
Did not complete compulsory education	74	37
Completed compulsory education (primary school and lower secondary school)	10	17
Completed upper secondary school	12	33
Graduated from university	4	13

Source: (BPS, 2018b); calculated by author

4.3 Occupation Dimension: Who Has a Better Livelihood?

In the occupation dimension, the data reveals the composition of the population aged 10 years old and above by their main activity (Table 4.5). The data indicates that the migrants were dominated by workers (64 percent), while only 33 percent of the migrants were engaged in other activities such as attending school, unpaid domestic works, or other unspecified activities. In further investigation, women were predominated in “Others” category of main activity⁶. This supports the earlier observation that many women migrate to Papua to

⁶ Data available in Appendix 2

accompany their husbands. The percentage of working women, however, cannot be disregarded. Almost 21 percent of the migrant workers were women. In terms of the people in the “Looking for Job” category, however, they were distributed evenly among three age categories⁷, which are 15-22 years old, 23-29 years old, and 30-54 years old.

Table 4.5

Composition of Population Aged 10 Years Old and Above by Migratory Status in Papua Province, 2018 (in percent)

Main Activity	Native	Migrant
Working	57	64
Looking for Job	3	3
Others	40	33

Source: (BPS, 2018b); calculated by author

Although the percentage of working people was higher in the natives category group (57 percent), it was still low compared to the percentage of working people in the migrants category. This may relate to the education dimensions, where migrants are at a distinct advantage courtesy of their education. As was the case among the migrants, women predominated in the “Others” category of main activity among the natives, although almost 36 percent of female natives had been able to enter the labor market. The most remarkable note within the natives’ category is the proportion of people aged 0-14 years old who were attempting to enter the labor market (three percent). This phenomenon did not occur among the migrants.

Furthermore, Table 4.6 presents the composition of working people by migration status. While migrants predominated in the formal non-mining sector (49 percent), non-migrants predominated in the informal agriculture sector (79 percent). This presumably relates to the residential living area, where the natives mostly lived in rural areas. Hence, this situation is driven by the labor market for villagers, which usually leads them to the agriculture sector. Another remarkable note is the fact that the mining sector was dominated by migrants, and there only an insignificant number of non-migrants had been able to enter the mining sector. Although mining contributes significantly to economic activity in Papua (BPS Provinsi Papua, 2018, p. 601), it proves unable to absorb local people in the labor market.

In this dimension, the migrants were therefore better situated in terms of both working status and occupation. The superior education level of the migrants resulted in their ability to access better formal job (50 percent) while the natives were limited to jobs in informal sector (84 percent).

Table 4.6

Composition of Working Population by Migratory Status in Papua Province, 2018 (in percent)

Main Occupation	Native	Migrant
Working in formal non-mining sector	16	49
Working in formal mining sector	0	1
Working in informal agriculture sector	79	15
Working in informal mining sector	0	1
Working in informal non-agriculture and non-mining sector	5	33

Source: (BPS, 2018b); calculated by author

⁷ Data available in Appendix 3

4.4 Expenditure Dimension: Who Are the Poor?

Regarding the expenditure dimension, the first indicator is analyzed with respect to the threshold 60 percent of median expenditure. In general, median expenditure in Papua Province in 2018 was Rp. 916.718 per capita per month⁸. This is relatively high compared to the poverty line in Papua in 2018, which was Rp. 518.811 (BPS Provinsi Papua, 2019). The migrants, however, had a higher median expenditure (Rp. 1.811.115) than the natives (Rp. 988.055); hence, the migrants may have a higher possibility to climb out of poverty. Furthermore, Table 4.7 presents the composition of population by expenditure:

Table 4.7
Population Composition by Expenditure and Migratory Status in Papua Province, 2018 (in percent)

Median Expenditure	Native	Migrant
Below 60 percent of median	36	7
Above 60 percent of median	64	93

Source: (BPS, 2018b); calculated by author

In general, the migrants predominated in above 60 percent of median expenditure (93 percent), while only 64 percent of the natives belonged to this category. Thus, there were still 36 percent of the natives who were at a disadvantage in terms of the expenditure indicator. It is important to note that 15 percent of working natives faced this disadvantage⁹. Similarly, in terms of poverty, the proportion of people living below the poverty line was higher within the natives group (Table 4.8). This indicates that working status is not necessarily reflected in income. This situation was also faced by the migrants, but only in relatively small numbers (four percent). In addition, migrants may enjoy a higher income than natives. This situation is driven by the fact that migrants have better jobs. Agriculture may not provide a high income for natives. Another reason for this situation may relate to the aforementioned dependency burden faced by the natives.

Table 4.8
Population Composition by Poverty Status and Migratory Status in Papua Province, 2018 (in percent)

Poverty Status	Native	Migrant
Below poverty line	33	5
Above poverty line	67	95

Source: (BPS, 2018b); calculated by author

4.5 Summary and Conclusion

This chapter mainly aims to answer the sub-question of the research in this paper, which is “How does the socioeconomic situation of migrants in Papua differ from that of non-migrants in Papua?”. This question, however, leads to an understanding of the characteristics of the migrants who come to Papua. It also offers insight into the factual situation of the natives. Demographic comparison is useful for comparing the population based on age, sex, marital status, and residential area. Regarding the age comparison, the migrants were dominated by people who were at a productive age and could enter the labor market in Papua; however, the migration to Papua seems to be temporary, since the proportion of elderly migrants was relatively small. This shows that migrants tend to return to their hometown on

⁸ Data is available in Appendix 4

⁹ Data is available in Appendix 5

reaching retirement age. Meanwhile, the natives display a different pattern in terms of age structure, which leads to the conclusion that the natives have a higher dependency burden than the migrants.

Moreover, with regard to sex and marital status, both the migrants and non-migrants were dominated by men. These indicators emphasize the fact that female migrants predominantly arrive with the intention of accompanying their husbands. Single female migrants, however, also arrive, albeit in small numbers. Single female migrants are likely motivated by the same desire as male migrants, who migrate for a better livelihood. Meanwhile, the residential living area characteristics indicate that migrants tend to live in urban areas. By contrast, non-migrants tend to be villagers. This situation is important to consider in analyzing the labor markets they can enter. Some migrants still settle in rural areas due to the transmigration policy, but their lives in these rural areas might be better than the natives' lives in these rural areas because the government has prepared ready-to-use land for their livelihood.

Related to educational attainment, migrants tend to be better educated than natives. This might be because access to education in their hometown is better than it is in Papua. Consequently, the literacy rate among the Papuans was significantly lower than the literacy rate among the migrants. This situation relates to the ability to access the labor market in Papua. In 2018, the proportion of working people among migrants was higher than the proportion of working people among non-migrants. Within the natives group, there was even an indication of worker children, since a small proportion of children reported looking for a job. The disadvantages of the natives do not end here: The migrants tended to work in formal sectors, while the non-migrants predominantly worked in the informal agriculture sector. This situation relates to the residential living area of the natives. The most remarkable finding in this dimension is the inability of the mining sector, which is the highest contributor to Papua's economy, to absorb local people in the labor market. The inability to secure a better occupation places natives at a disadvantage when it comes to generating income. Hence, the poverty rate among the non-migrants was higher than the poverty rate among the migrants.

The differences between migrants' and natives' socioeconomic situation have created segregation. The gap between migrants and natives with respect to education, career, and income is too great to be ignored. Although migrants are not intentionally stealing opportunities from non-migrants, the advantages that migrants bring from their hometowns (in terms of the education dimension) give them better opportunities to access better lives.

Chapter 5

Are the Natives Excluded from Development?

This chapter discusses the findings pertaining to the exclusion of natives based on SUSENAS 2018. As such, this chapter's focus will be on the examination into what socio-economic factors has led non-migrants to be socially excluded.

Table 5.1 presents the exclusion in the Papua Province in 2018. The exclusion is measured by a comparison of all the people in Papua, although the exclusion analysis will be focused particularly on the natives. In addition, the exclusions were measured using six indicators within three aspects. The table also presented the division of gender in order to analyze the exclusion related to the aspect of gender, in addition to characterizing it with the socio-economic status¹⁰. The specific explanation regarding the exclusion of each dimension and indicator will be analyzed in this section.

Table 5.1
Distribution of Natives' Excluded Individuals by Exclusion Domain in Papua Province, 2018 (in percent)

Social Exclusion Domain	Native	
	Male	Female
Exclusion from Income		
Expenditure under 60 percent median expenditure	15	15
Unemployed	13	22
Exclusion from Services		
Never attend school	13	15
No health insurance	6	6
Exclusion from Participation		
No residential document	23	22
Suffered from crime	1	0

Source: Susenas 2018 (calculated by author)

5.1 Exclusion from Income: Economically Left-Out

Social exclusion in terms of an economic context relates to the inability to access adequate income (Haan and Maxwell, 1998, p. 2). In 2018, the survey found that 30 percent of non-migrants were being excluded in Papua in terms of expenditure (table 5.1). This indicates that the proportion of people in Papua who were unable to relative better income in society and had a threshold of 60 percent from median expenditure. The exclusion among the adults aged 30-54 years old were quite high (10 percent), even though this was a phase where they should have stability in their economic life.

This economic instability within the adult group also relates to the exclusion of the demographic for children (0-14 years old; 12 percent). Such a finding could be indicative of children poverty, when children suffer from economic exclusion because they live with an excluded adult. In addition, this situation links to the fact that three percent of the native

¹⁰ Table is available in Appendix 6

children are looking for a job¹¹. This situation, thus serves a warning for the vulnerability of children and the effect of inter-generational poverty.

However, an essential factor that might also cause the exclusion seen in this indicator is the residential area itself. The proportion of excluded natives in rural area was 29 percent, while in it was only 2 percent in the urban area. The uneven access and opportunity between city and village living could thus have brought about the high impact seen on the exclusion. Even so, workers in the informal agricultural sector, a dominate field when living in villages, was the predominant group to face exclusion as compared the workers in other sectors.

On a broad overview, the exclusion from having decent income within the female natives was similar when compared to the men. This is despite the fact that, 'gender and racial origin interact with immigrant status to produce complex interactive effects on earnings' (Li, 2008, p. 305). It signifies the possibility of female workers having lower income compared to the men. Furthermore, it demonstrates the inevitable fact that women face difficulties in accessing the labor market, since the proportion of women working is significantly lower compared to men¹². The data also shows that the excluded women natives can only could get a job in the informal agricultural sector. This then leads to problems, regardless of whether they are being excluded because of their job, or excluded in general, which affects their job. Despite this, agriculture is a main source of livelihood for people in rural area.

In addition to the findings, 28 percent of natives in Papua were excluded from the labor market (Table 5.1). Similar to the expenditure exclusion, excluded natives predominantly lived in a rural area and they were of productive age (15-64 years old)¹³. As such, the factor that affect the situation might be in the lack of job creation in rural areas. This is a common problem in rural areas, since job opportunities in the rural area are mostly in stemming from agriculture and as such, they cannot absorb the labor supply.

Yet, the lack of job creation in villages does not directly motivate the natives to move into the city. The natives might choose to still live in their village and to not migrate to the city because the jobs available in the city might need certain skills and educational qualifications. Hence, the labor market in the city is dominated by migrants.

It is often stated that 'immigrants take jobs from the natives' and that 'they depress wages' of native population ... In general immigrants complement the skills of indigenous labour that often could result to increased demand for native labour, especially if the sector relies heavily on immigrant labour (Messkoub and Etxezarreta, 2007, p. 135).

Meanwhile, the most remarkable notes in this exclusion type were people with the ability to read and write (29 percent), which was higher than illiterate people (6 percent). This situation is presumably due to the inability of the literate to access jobs they expect, since some people tend to look for '... actual job opportunities [rather than] for potential employment' (Goldscheider, 1987, p. 682).

Moreover, women are exposed to a worse level of exclusion in the labor market (22 percent; Table 5.1). In general, the culture might be a factor that influences the situation. This is as women, are more likely to do domestic work, particularly in rural areas. This is also supported with the data that 16 percent of female in rural area could not enter the labor market. In addition, 13 percent of female who had expenditure that was above 60 percent of median expenditure were still excluded, and 14 percent of women who were not poor faced similar exclusion. Hence, the inability to access wealth does not necessarily mean a circumvention of an exclusion in occupation.

¹¹ Result is presented in Chapter 3

¹² Result is presented in Chapter 3

¹³ Table is available in Appendix 7

5.2 Exclusion from Services: Lack of Accessibility

The first indicator in exclusion from services is related to education. Table 5.1 shows that 28 percent of Papuans have never attended school. While 14 percent of adult natives (aged 30-54 years old) never attended school, high attention also needs to be given to the fact that there were eight percent of natives of schooling age (5-22 years old) that never attended school¹⁴. In details, the proportion consists of 6 percent of children aged 5-14 years old and 2 percent of 15-22 years old. This indicates the inability of native children to get access to education, despite education being an entitlement. Also, it is an investment for their future, and will allow them to get better jobs, as, for instance, people who have a lower educational attainment find it harder to enter the labor market. This consequently leads to people with little to no education having a lower position than people with higher education levels.

Similar to exclusion from income, Papuans who are excluded from accessing education also live in rural areas (26 percent). This situation has resulted from the topography of Papua where many sub districts still lack school facilities. However, some Papuans in the urban area are also not able to get access to education. In the conventional view, this situation might be a result stemming from income disadvantages. Also, education plays an essential role in improving well-being and preventing a poverty trap. Nonetheless, in Papua, the situation is a bit different, because the percentage of people who has income advantages (20 percent) who were excluded were higher than people with income disadvantages (13 percent). Besides, people with non-poor status (21 percent) also have a substantial excluded proportions when compared to the poor (11 percent). The anomaly in this situation might be related with the unavailability of school facility in some regions. Hence, people might not be able to access the education not due to their inability to pay the service but because of the condition. As a result, people that are excluded from education, are mostly unable to read or write (22 percent) and working in informal agriculture sector (23 percent). Meanwhile, with regards to gender, women tend to be excluded, and this situation might be grow due to more culturally-based region.

Furthermore, the exclusion from services also covers the inability to access health care. To assess the situation, the used indicator is a deprivation tied into health insurance. The health insurance in Papua consists of *Jaminan Kesehatan Nasional* (JKN; National Health Insurance), *Jaminan Kesehatan Papua* (JAMKESPA; Papuan Health Insurance), and private health insurance. Meanwhile, JKN works in cross-subsidy, and JAMKESPA is fully-paid by the government. However, people who can access JAMKESPA are from the indigenous Papuan segment only. Hence, with this scheme, Papuan people should have an easy access to the health insurance. However, Table 5.1 proves that the proportion of natives excluded from the possession of health insurance is at 12 percent. In general, the exclusion from the children age group was higher¹⁵, and it might be because of the needs to take care the insurance is ignored. In addition, the availability of public health service in Papua that can be accessed freely by children make the needs to register with health insurance become generally neglected. Meanwhile, people who have never been married also seems to be easily excluded (8 percent). This indicates that the importance of health insurance is considerably higher for families.

In addition, natives who lived in villages also tended to be excluded (8 percent). This situation might be caused by the lack of knowledge in the importance of health insurance and the lack of access to health facilities. Nonetheless, people with wealth advantages (higher income or non-poor) were also seen to have a higher exclusion rate (8 percent in each

¹⁴ Table is available in Appendix 8

¹⁵ Table is available in Appendix 9

category). This situation might be driven due to the health services itself, as people might get better service when they access the facilities without insurance (self-funded). It is thus safe to imply that the advantages group was voluntary excluded in this dimension.

5.3 Exclusion from Participation: The Forgotten

The residential document is an essential indicator to see the participation of the citizen in society. It also enables the citizen to access the services provided by the states. Table 5.1 shows that 45 percent of the natives do not have a residency document. This is despite the fact that the document is essential for one's proof of nationality. In addition, the document is crucial for the application of health insurance or social protection. Thus, this deprivation from participation could result in their exclusion from the state services. It also restricts the ability of the citizen to gain benefits from the state. In this situation, it is also vital for the government to ensure that the residents of the city have the right to get access to social protection.

By characterizing excluded people by their lack of a citizenship document, it is known that the excluded natives were predominantly living in rural area (47 percent)¹⁶. It is thus safe to imply that the exclusion is caused by the lack of knowledge in terms of the usefulness or the advantage of having the document. It is also supported by the facts that the excluded population had not finished compulsory education (37 percent). Also, since they were also dominated in informal agriculture sector worker, they do not have any need for the documents. Hence, the citizen document is not considered to be a priority for them.

Furthermore, analyzing the safety from crime exclusion, the number of natives excluded in this indicator was one percent. This means that in general, the safety indicator in Papua was relatively good. It is important to note that SUSENAS 2018 is a self-reported individual survey. Thus the data on the criminal may be under-reported because people may feel ashamed to admit they were a victim on crimes.

5.4 Level of Exclusion

Table 4.2 presents the composition of excluded population by the level of exclusion. The level of exclusion is applied for an age threshold of 10 years because of the exclusion from the labor market. As such, it is restricted to people aged above 10 years old, in order for the restriction to be able create an unbiased generalization of the situation.

Calculating the number of different dimensions on which individuals are excluded is not meant to imply that exclusion on each dimension is equally serious, nor even that exclusion on two dimensions is twice as bad as exclusion on one dimension. Rather, the multiple dimension score is an indication of the extent to which 'excluded' groups overlap (Burchardt and Le Grand, 2002, pp. 35–36)

In general, excluded people in Papua was predominantly excluded on one indicator (34 percent) and two indicators (39 percent). Meanwhile, there are significantly small number of people who overlapped in the exclusion of whole indicators. This phenomenon refers to an assumption that the exclusion facing the natives and how it differs relates to their individual situation (Burchardt and Le Grand, 2002, p. 36).

Table 5.2
Composition of Excluded Population Aged 10 Years Old and Above by Level of Exclusion in Papua

¹⁶ Table is available in Appendix 10

Province, 2018 (in percent)

Level of Exclusion	Percentage
Excluded on 1 indicator	34
Excluded on 2 indicators	39
Excluded on 3 indicators	23
Excluded on 4 indicators	3
Excluded on 5 indicators	1
Excluded on 6 indicators	0

Source: Susenas 2018 (calculated by author)

5.5 Summary and Conclusion

This chapter sought to answer the main research question, “Does in-migration to Papua marginalize the natives?”. To answer of this question, the investigation begins by exploring the social exclusion on three dimensions: exclusion from income, service, and participation.

On the first dimension of exclusion from income. The paper tried to explore people who unable to access better livelihood. In general, in terms of having an exclusion of relative expenditure, there were 30 percent of non-migrants who were excluded in this indicator. This is generally caused by the fact that the residential living area did not bring an advantage to their situation. The situation was even worse among female natives. The unevenness of opportunity between men and women, both in urban area and rural area grows when looking at the the marginalization of people in villages and for women. This dimension also tries to capture the inability of the labor force to access labor market. As a result, in stark similarity to exclusion from income, women and people who lived in villages faced the worst exclusion.

On the second dimension, the situation differed slightly. The exclusion from education access and health insurance was more likely was caused by the unavailability of the facilities. For instance, with regards to the exclusion from education access, it was mainly caused by the lack of education facilities. Meanwhile, people may be excluded from health insurance possession due to lack of knowledge. It is safe to assume that the lack of facilities and knowledge of the services (in this case, education access and health insurance) is the main reason for the exclusion. This dimension also shows the presumably voluntary exclusion, and how it is caused by the low quality in facilitation.

On the third dimension, which is exclusion from participation, the exclusion of citizenship document was quite high. This situation needs more attention, because this exclusion relates to the ability of people to access services from the state. Meanwhile, the situation in Papua is quite safe, which was shown through the exclusion from the safety indicator being low.

To conclude, the exclusion of natives is caused by structural reason. This is mainly caused by the disadvantages that often fester due to their circumstances, such as the, uneven development between urban and rural areas.

Chapter 6

Conclusion

6.1 Conclusion

Although its role has been disparaged, migration plays a crucial role in the demographic process and could thereby influence development (Nyberg-Sorensen, Hear and Engberg-Pedersen, 2002, pp. 3–5). For instance, in Indonesia, the government applies internal migration policy—namely, transmigration—that aims to create even population density with a view to intervening in Indonesia’s uneven developmental progress. Papua, as a part of Indonesia, participates in the program, serving as a transmigration destination option. The influx of migrants to Papua is also attributable to Javanese migrants, who migrate voluntarily (Gault-Williams, 2019, pp. 33–34), and contribute to the high number of migrants.

The difference between non-migrants and migrants in terms of racial structure, however, has made it even more difficult to achieve integration. The influx of migrants to Papua has engendered several issues, such as economic competition and marginalization. The flows of migration that keep coming assume that the situation in Papua is worse due to the migration flow. Hence, under the social exclusion framework, this research uses SUSENAS 2018 and attempts to answer the question as to whether the in-migration flow to Papua has marginalized the native. The social exclusion framework can capture the causal factors of segregation in society (Kabeer, 2000, p. 84). In addition, examining the multidimensionality of socioeconomic disadvantages within the society will be useful in the policymaking process (De Haan, no date, pp. 29–31; Haan and Maxwell, 1998, p. 5; Scutella, Wilkins and Horn, 2009, p. 10).

Applying exploratory data, the study begins with a comparative study of the migrants and the natives. The results reveal that natives face disadvantages in the education, occupation, and income dimensions. Most of the natives who live in rural areas encounter disadvantages because they lack opportunities and accessibility. Furthermore, since the migrants are generally better educated, they have better literacy and school attainment than the natives. Consequently, the migrants can access better job opportunities, while the non-migrants face difficulties when attempting to enter the labor market. There is even an indication of child workers among the natives group. The most remarkable finding in this dimension is the inability of the natives to access jobs in the mining sector, which is the highest contributor to Papua’s economy. Natives’ inability to secure better occupations places them at a disadvantage when it comes to generating income; hence, the poverty rate among non-migrants is higher than the poverty rate among migrants.

In further investigation, this research attempts to explore the exclusion of the natives in terms of income, services, and participation. The initial findings revealed the inequality within Papua and the many disadvantages faced by the natives. This situation has also led to marginalization of the natives in the income, services, and participation dimensions: The excluded natives predominantly live in villages; living in villages has marginalized their access to income, services, and participation. Meanwhile, in the education dimension, migrants arrive with the advantage of being better educated and derive many benefits from this. Unlike these migrants, natives are at a disadvantage in the job market due to their lack of education.

To sum up, the marginalization of the natives in Papua by all means exists; however, this marginalization has not occurred because of the influx of the migrants. The marginalization is driven by structural factors, such as the lack of skill to fulfill labor market demands or the lack of labor market variation in villages. Although the in-migration to Papua has

inevitably exacerbated the situation, the non-migrants would remain at a disadvantage even without the wave of migrants.

6.2 Policy Recommendation

Although the influx of migrants does not constitute marginalization, the lack of education in the natives' group has made them left behind the migrants. The affirmative action, e.g. investing education and skills for natives, may bring many benefits. It could open new opportunities for the natives to get a better life. In addition, optimization of rural development might minimize the discrepancy of socio-economic of villagers and urban. Furthermore, it is imperative to conduct further study on the social exclusion that are covered others dimensions, e.g. participation in politics. It will help in designing the future policy on creating an inclusive society in Papua.

Appendices

Appendix 1

Proportion of Population of Aged 5 Years Old and Above by Age Group, Literacy Skill and Migratory Status in Papua Province, 2018 (in percent)

Age Group	Native	Migrant
Literate		
0-14	19	5
15-22	14	10
23-29	10	16
30-54	23	54
55-69	3	11
70+	0	1
Illiterate		
0-14	8	1
15-22	2	0
23-29	3	0
30-54	14	0
55-69	2	1
70+	0	0

Source: (BPS, 2018b); calculated by author

Appendix 2

Proportion of Population Aged 10 Years Old and Above by Working Status, Sex and Migratory Status in Papua Province, 2018 (in percent)

Age Group	Native	Migrant
Male		
Working	37	47
Looking for Job	1	2
Others	14	7
Female		
Working	21	17
Looking for Job	1	1
Others	26	27

Source: (BPS, 2018b); calculated by author

Appendix 3

Proportion of Job Seeker Aged 5 Years Old and Above by Age Group, Sex and Migratory Status in Papua Province, 2018 (in percent)

Age Group	Native	Migrant
Male		
0-14	3	-
15-22	24	18
23-29	18	19
30-54	11	22
55-69	0	0
70+	-	-
Female		
0-14	1	-
15-22	20	13
23-29	15	15
30-54	9	11
55-69	0	1
70+	-	-

Source: (BPS, 2018b); calculated by author

Appendix 4

Summary Statistics of Expenditure in Papua Province, 2018 (Rupiah per capita per month)

Statistics	Value
Mean	1 124 696
Median	916 718
Minimum	128 756
Maximum	14 251 488

Source: (BPS, 2018b); calculated by author

Appendix 5

Proportion of Population Aged 10 Years Old and Above by Relative Expenditure, Working Status and Migratory Status in Papua Province, 2018 (in percent)

Age Group	Native	Migrant
Male		
Working	19	4
Looking for Job	1	0
Others	15	2
Female		
Working	38	60
Looking for Job	2	2
Others	26	31

Source: (BPS, 2018b); calculated by author

Appendix 6
Characteristics of the Natives who were Excluded from Expenditure, 2018 (in percent)

Characteristics	Male	Female
Age Group		
0-14	6	6
15-22	2	2
23-29	2	2
30-54	5	5
55-70	1	1
70+	0	0
Marital Status		
Never married	9	8
Married	6	6
Divorced	0	0
Widowed	0	1
Regional Type		
Urban	1	1
Rural	15	14
Literacy Skill		
Literate	11	9
Illiterate	4	5
School Attainment		
Did not complete compulsory education	12	12
Completed compulsory education (primary school and lower secondary school)	2	1
Completed upper secondary school	1	1
Graduated from university	0	0
Working Status		
Working	10	5
Looking for a job	0	0
Others	4	8
Main Occupation		
Working in formal non-mining sector	2	0
Working in formal mining sector	0	0
Working in informal agriculture sector	15	8
Working in informal mining sector	0	0
Working in informal non-agriculture and non-mining sector	1	0
Poverty Status		
Poor	14	13
Non-Poor	1	1

Source: (BPS, 2018b); calculated by author

Appendix 7

Characteristics of the Natives who were Excluded from Labor Market, 2018 (in percent)

Characteristics	Male	Female
Age Group		
0-14	6	5
15-22	4	5
23-29	1	3
30-54	1	7
55-70	1	1
70+	0	0
Marital Status		
Never married	11	10
Married	1	10
Divorced	0	0
Widowed	0	1
Regional Type		
Urban	4	5
Rural	8	16
Literacy Skill		
Literate	12	17
Illiterate	1	5
School Attainment		
Did not complete compulsory education	8	16
Completed compulsory education (primary school and lower secondary school)	2	3
Completed upper secondary school	2	3
Graduated from university	0	1
Expenditure		
Below	4	8
Above	8	13
Poverty Status		
Poor	4	7
Non-Poor	9	14

Source: (BPS, 2018b); calculated by author

Appendix 8

Characteristics of the Natives who were Excluded from Education, 2018 (in percent)

Characteristics	Male	Female
Age Group		
0-14	6	5
15-22	4	5
23-29	1	3
30-54	1	7
55-70	1	1
70+	0	0
Marital Status		
Never married	11	10
Married	1	10
Divorced	0	0
Widowed	0	1
Regional Type		
Urban	4	5
Rural	8	16
Literacy Skill		
Literate	12	17
Illiterate	1	5
Working Status		
Working	10	5
Looking for a job	0	0
Others	4	8
Expenditure		
Below	4	8
Above	8	13
Poverty Status		
Poor	4	7
Non-Poor	9	14

Source: (BPS, 2018b); calculated by author

Appendix 9

Characteristics of the Natives who were Excluded from Health Services, 2018 (in percent)

Characteristics	Male	Female
Age Group		
0-14	3	3
15-22	1	1
23-29	1	1
30-54	2	1
55-70	0	0
70+	0	0
Marital Status		
Never married	4	4
Married	2	2
Divorced	0	0
Widowed	0	0
Regional Type		
Urban	2	2
Rural	4	4
Literacy Skill		
Literate	4	3
Illiterate	1	2
School Attainment		
Did not complete compulsory education	4	4
Completed compulsory education (primary school and lower secondary school)	1	0
Completed upper secondary school	1	0
Graduated from university	0	0
Working Status		
Working	3	2
Looking for a job	0	0
Others	2	3
Main Occupation		
Working in formal non-mining sector	1	0
Working in formal mining sector	0	0
Working in informal agriculture sector	4	3
Working in informal mining sector	0	0
Working in informal non-agriculture and non-mining sector	1	0
Expenditure		
Below	2	3
Above	4	4
Poverty Status		
Poor	2	2
Non-Poor	4	4

Source: (BPS, 2018b); calculated by author

Appendix 10

Characteristics of the Natives who were Excluded from Citizenship Services, 2018 (in percent)

Characteristics	Male	Female
Age Group		
0-14	9	9
15-22	3	3
23-29	3	3
30-54	7	7
55-70	1	1
70+	0	0
Marital Status		
Never married	14	11
Married	9	10
Divorced	0	0
Widowed	1	1
Regional Type		
Urban	2	2
Rural	22	20
Literacy Skill		
Literate	14	11
Illiterate	8	10
School Attainment		
Did not complete compulsory education	18	19
Completed compulsory education (primary school and lower secondary school)	2	1
Completed upper secondary school	2	1
Graduated from university	0	0
Working Status		
Working	16	9
Looking for a job	0	0
Others	5	10
Main Occupation		
Working in formal non-mining sector	2	0
Working in formal mining sector	0	-
Working in informal agriculture sector	25	15
Working in informal mining sector	0	0
Working in informal non-agriculture and non-mining sector	1	0
Expenditure		
Below	10	10
Above	13	12
Poverty Status		
Poor	9	9
Non-Poor	14	13

Source: (BPS, 2018b); calculated by author

Appendix 11
 Poverty Line in Papua Province, 2018 (Rupiah)

District/Municipality	Poverty Line
Merauke	345965
Jayawijaya	409846
Jayapura	549489
Nabire	579470
Kepulauan Yapen	600161
Biak Numfor	528498
Paniai	465658
Puncak Jaya	589022
Mimika	762184
Boven Digoel	452723
Mappi	301237
Asmat	354478
Yahukimo	379628
Pegunungan Bintang	511229
Tolikara	371589
Sarmi	472720
Keerom	597230
Waropen	632478
Supiori	434625
Mamberamo Raya	666886
Nduga	331445
Lanny Jaya	451802
Mamberamo Tengah	375753
Yalimo	320971
Puncak	611369
Dogiyai	477674
Intan Jaya	606138
Deiyai	561857
Kota Jayapura	944479

Source: (BPS Provinsi Papua, 2019)

Appendix 12
Questionnaire of SUSENAS 2018 (Core Module), 2018



VSEN18.K
 Made 1 set for
 District BPS

REPUBLIC OF INDONESIA
2018 SOCIAL ECONOMIC NATIONAL SURVEY
PRINCIPAL INFORMATION OF HOUSEHOLD MEMBERS

CONFIDENTIAL

MARCH

BLOCK I. LOCATION INFORMATION		
101	Province	
102	District/Municipal ^{*)}	
103	Sub-District	
104	Village/Kelurahan ^{*)}	
105	Village/Kelurahan Classification	1. Urban 2. Rural
106	Census Block Number	
107	Sample Code Number	
108	Physical Building Serial Number At WB Map Sketch	
109	Household Sample Serial Number	
110	Head of Household Name	
111	Address (Street/Alley name, RT/RW/Hamlet)	
112	Household Location Coordinates	Latitude : , Longitude :

^{*)} Cross out as necessary

GOOD MORNING/AFTERNOON/EVENING. WE ARE/I AM FROM BPS, WE ARE COLLECTING DATA/INFORMATION ON HOUSEHOLD SOCIAL ECONOMIC CONDITIONS SUCH AS EDUCATION, HEALTH, EMPLOYMENT, HOUSING, AND EXPENDITURES. FOR THAT PURPOSE, WE/I WILL BE INTERVIEWING YOU AND OTHER HOUSEHOLD MEMBERS (ART). ALL DATA THAT YOU HAVE PROVIDED WILL BE KEPT CONFIDENTIAL AND WILL ONLY BE USED FOR DEVELOPMENT PLANNING PURPOSES. MAY I START THE INTERVIEW NOW?

Yes → Start the interview
 Yes, but at another time → **Block XX. Notes**
 No → Complete Block I and II, and Blok XX Notes. Attach Non Respon Report. Complete and report to the supervisor immediately

BLOCK II. ENUMERATION INFORMATION				
Description	Name and Code/NIP	Position	Time	Signature
201. Enumerator <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Provincial BPS Staff 1 District/Municipal BPS 2 Sub-district staff 3 Partner 4	Date <input type="checkbox"/> <input type="checkbox"/> Mo <input type="checkbox"/> <input type="checkbox"/>	
202. Supervisors <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Provincial BPS Staff 1 District/Municipal BPS 2 Sub-district staff 3 Partner 4	Date <input type="checkbox"/> <input type="checkbox"/> Mo <input type="checkbox"/> <input type="checkbox"/>	
203. Household enumeration results		Complete 1 Incomplete 2 No household member/ respondent can respond up to the end of the enumeration period 3 Respondent refused to respond 4 Household moved/census building is no longer there / exist 5		<input type="checkbox"/> Block XX. Notes

BLOCK III. SUMMARY				
301	Number of household numbers		<input type="checkbox"/> <input type="checkbox"/>	
302	Number of household numbers aged 0-4 years		<input type="checkbox"/> <input type="checkbox"/>	
303	Number of household members aged above 5 years		<input type="checkbox"/> <input type="checkbox"/>	
304	Number of household numbers aged above 10 years		<input type="checkbox"/> <input type="checkbox"/>	
305	Number of females aged 10-54 years with have been married status		<input type="checkbox"/> <input type="checkbox"/>	

1

FILLING INSTRUCTIONS																																																																																																																																		
<p>To fill in the questionnaire, please pay attention to the following procedures:</p> <ol style="list-style-type: none"> 1. Master the survey's concept, definition, purpose, and objectives. 2. Write as clearly as possible with black pencil at the available space so that it is easily readable. 3. Use note blocks to record important things that the supervisor and data processor need to know. The blank space on the questionnaire can also be used to record things found during the interview. 4. The enumerator must examine/inspect all of the completed list and correct any errors before submit it to the supervisor. 5. Observe and comply with the marks or flow of questions written on the checklist. 6. Questions or choice of answers printed in capital letters must be read out loud, while questions or choice of answers printed in small letters do not need to be read. 7. Response options code that uses capital letters such as A, B, C, and so on, can be selected for more than one. Response options code that uses numbers such as 1, 2, 3, and so on, can be selected for only one answer. 8. Block I on Location Information must be completed before the start of interview. 9. Complete Block IV first until finished as a guidance to fill in questions in the roster format. Fold the paper according to the dotted line and fold here mark on Block IV page 2 as a guidance to fill in the questions on the even pages. Meanwhile, for filling in guidance on odd pages, the paper on page 2 does not need to be folded (only widened). 10. Questions in roster format (name of household members (ART) per line) such as in Block V up to Block XI should be completed first in one roster and then proceed to the next roster. 11. The thick line mark on the roster question shows the question line for household members, fill in the answers within the thick line mark for all household members, then move on to the next question. 12. The two lines mark on the roster question shows different question themes from each block. 13. An example of how to write information on purchase/receipt of Raskin/Rasta is to use right-indent format: 																																																																																																																																		
<table border="1" style="width: 100%;"> <tr> <td style="width: 30%;">1602. DALAM 4 BULAN TERAKHIR, SEBUTKAN INFORMASI PEMBELIAN/PENERIMAAN RASKIN/RASTRA</td> <td style="width: 70%; text-align: center;">Bulan Februari 2018</td> </tr> <tr> <td>A. BERAPA JUMLAH RASKIN/RASTRA YANG DIBELI (kg)?</td> <td style="text-align: center;">A) <u>5,0</u> Kg</td> </tr> <tr> <td>B. BERAPA RUPIAH TOTAL YANG DIBAYAR?</td> <td style="text-align: center;">B) Rp. <u>24.000</u></td> </tr> </table>			1602. DALAM 4 BULAN TERAKHIR, SEBUTKAN INFORMASI PEMBELIAN/PENERIMAAN RASKIN/RASTRA	Bulan Februari 2018	A. BERAPA JUMLAH RASKIN/RASTRA YANG DIBELI (kg)?	A) <u>5,0</u> Kg	B. BERAPA RUPIAH TOTAL YANG DIBAYAR?	B) Rp. <u>24.000</u>																																																																																																																										
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<p>14. Respondent age tabulation having birthdays on March 2018:</p> <table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">Year born</td> <td style="width: 10%;">2017</td> <td style="width: 10%;">2016</td> <td style="width: 10%;">2015</td> <td style="width: 10%;">2014</td> <td style="width: 10%;">2013</td> <td style="width: 10%;">2012</td> <td style="width: 10%;">2011</td> <td style="width: 10%;">2010</td> <td style="width: 10%;">2009</td> <td style="width: 10%;">2008</td> <td style="width: 10%;">2007</td> <td style="width: 10%;">2006</td> <td style="width: 10%;">2005</td> <td style="width: 10%;">2004</td> <td style="width: 10%;">2003</td> </tr> <tr> <td>Age</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> <td>6</td> <td>7</td> <td>8</td> <td>9</td> <td>10</td> <td>11</td> <td>12</td> <td>13</td> <td>14</td> <td>15</td> </tr> </table> <table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">Year born</td> <td style="width: 10%;">2002</td> <td style="width: 10%;">2001</td> <td style="width: 10%;">2000</td> <td style="width: 10%;">1999</td> <td style="width: 10%;">1998</td> <td style="width: 10%;">1997</td> <td style="width: 10%;">1996</td> <td style="width: 10%;">1995</td> <td style="width: 10%;">1994</td> <td style="width: 10%;">1993</td> <td style="width: 10%;">1992</td> <td style="width: 10%;">1991</td> <td style="width: 10%;">1990</td> <td style="width: 10%;">1989</td> <td style="width: 10%;">1988</td> </tr> <tr> <td>Age</td> <td>16</td> <td>17</td> <td>18</td> <td>19</td> <td>20</td> <td>21</td> <td>22</td> <td>23</td> <td>24</td> <td>25</td> <td>26</td> <td>27</td> <td>28</td> <td>29</td> <td>30</td> </tr> </table> <table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">Year born</td> <td style="width: 10%;">1987</td> <td style="width: 10%;">1986</td> <td style="width: 10%;">1985</td> <td style="width: 10%;">1984</td> <td style="width: 10%;">1983</td> <td style="width: 10%;">1982</td> <td style="width: 10%;">1981</td> <td style="width: 10%;">1980</td> <td style="width: 10%;">1979</td> <td style="width: 10%;">1978</td> <td style="width: 10%;">1977</td> <td style="width: 10%;">1976</td> <td style="width: 10%;">1975</td> <td style="width: 10%;">1974</td> <td style="width: 10%;">1973</td> </tr> <tr> <td>Age</td> <td>31</td> <td>32</td> <td>33</td> <td>34</td> <td>35</td> <td>36</td> <td>37</td> <td>38</td> <td>39</td> <td>40</td> <td>41</td> <td>42</td> <td>43</td> <td>44</td> <td>45</td> </tr> </table> <table border="1" style="width: 100%;"> <tr> <td style="width: 10%;">Year born</td> <td style="width: 10%;">1972</td> <td style="width: 10%;">1971</td> <td style="width: 10%;">1970</td> <td style="width: 10%;">1969</td> <td style="width: 10%;">1968</td> <td style="width: 10%;">1967</td> <td style="width: 10%;">1966</td> <td style="width: 10%;">1965</td> <td style="width: 10%;">1964</td> <td style="width: 10%;">1963</td> <td style="width: 10%;">1962</td> <td style="width: 10%;">1961</td> <td style="width: 10%;">1960</td> <td style="width: 10%;">1959</td> <td style="width: 10%;">1958</td> </tr> <tr> <td>Age</td> <td>46</td> <td>47</td> <td>48</td> <td>49</td> <td>50</td> <td>51</td> <td>52</td> <td>53</td> <td>54</td> <td>55</td> <td>56</td> <td>57</td> <td>58</td> <td>59</td> <td>60</td> </tr> </table>			Year born	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004	2003	Age	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Year born	2002	2001	2000	1999	1998	1997	1996	1995	1994	1993	1992	1991	1990	1989	1988	Age	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	Year born	1987	1986	1985	1984	1983	1982	1981	1980	1979	1978	1977	1976	1975	1974	1973	Age	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	Year born	1972	1971	1970	1969	1968	1967	1966	1965	1964	1963	1962	1961	1960	1959	1958	Age	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60
Year born	2017	2016	2015	2014	2013	2012	2011	2010	2009	2008	2007	2006	2005	2004	2003																																																																																																																			
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Age	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45																																																																																																																			
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Age	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60																																																																																																																			

BLOCK IV. DEMOGRAPHIC INFORMATION									
ART serial No.	NAME OF HOUSEHOLD MEMBER, NAME THOSE WHO USUALLY LIVE AND HAVE THEIR MEALS MANAGED FROM ONE KITCHEN IN THE HOUSEHOLD	WHAT IS THE RELATION SHIP OF (name) WITH THE HEAD OF THE HOUSEHOLD?	WHAT IS THE MARITAL STATUS OF (name)?	Is (name) MALE OR FEMALE?	WHEN WAS (name) BORN?	HOW OLD IS (name)? (404-2) Age must be stated, if 29 years, write "97"	If married (404-2) Does the husband wife (name) usually live in this household?	If had been married (404-2,3, or 4) AT WHAT AGE DID (name) HAD HISHER FIRST MARRIAGE?	HH mem- ber / inform- ant serial No
401	402	403	404	405	406	407	408	409	410
1		1			/ /				
2					/ /				
3					/ /				
4					/ /				
5					/ /				
6					/ /				
7					/ /				
8					/ /				
9					/ /				
10					/ /				

Interview starting time: : :

Ensure that all household members are recorded and no one is missed.
 Check once again and ensure that meals of all household members in column 402 are managed from one kitchen.
 If there is a household member manages his/her meals from another kitchen, take him/her out.

Code 403: Relation with the Head of Household

1 Head of HH 3 Biological/stepchild 5 Son/daughter in-law 7 Parent/in-laws 9 Others (family, person with no familial relations with Head of HH)
 2 Wife/husband 4 Adopted child 6 Grandchild 8 Helper/driver

2

CONCEPTS AND DEFINITIONS	CONCEPTS AND DEFINITIONS
<p>➤ Question 203: Household Enumeration Results</p> <ul style="list-style-type: none"> - Complete, if the enumerator succeeds in finding sampled households and obtains complete information. - Incomplete, if the enumerator succeeds in finding sampled households, but cannot obtain complete information. For example, until the end of enumeration period, information on such households cannot be completely obtained because the respondent is out of town. - No HH member/respondent can provide answers until the end of enumeration period, if the enumerator succeeds in finding the sampled households, but there are no HH member/respondent who can provide information on the household until the end of the enumeration period. - Respondents refused, if respondents decline to be interviewed. - Household moved/census building no longer exists, if the enumerator does not succeed in finding the selected households/census blocks up to the end of the enumeration period. For example: household moved out of the census block, building evicted, and building burnt/collapsed because of earthquakes/floods/others disasters. 	<p>➤ Question 614: What is the Highest Grade/Class Currently/Ever Undertaken?</p> <p>Highest Grade/Class is the last or highest grade/class undertaken by someone at a formal or informal educational level (Package A/B/C) at a state or private school.</p> <p>Graduated from school/education unit is completion of a lesson marked by passing the final exams of such school/education unit, either formal or informal education (Package A/B/C) at a public or private school by receiving a graduation certificate/diploma. Someone who has not yet undertaken lessons at the highest grade/class, but has undertaken and passed the final exam is considered to have graduated from school/education unit.</p>
<p>➤ Question 403: Relationship with the Head of Household</p> <p>Head of Household is a member of the household who is responsible for the household's daily needs. In certain cases, for example several students jointly rents/leases a house, then the head of HH is someone who is appointed among such students as the head of household.</p>	<p>➤ Question 615: What is Diploma/Graduation Certificate Owned?</p> <p>Diploma/Graduation Certificate is a paper/sheet of proof of graduation that is given to someone who has completed all academic requirements at a certain level of education.</p>
<p>➤ Question 408: Does the Husband/Wife Usually Live in this Household?</p> <p>The intended meaning of Husband/wife who usually lives in this household is if within the last 6 months, the husband/wife lives in the house for more than 3 months, albeit not consecutively.</p>	<p>➤ Question 701: Since 1 January – 31 December 2017, Have (you) Ever Been a Crime Victim of Theft, Abuse, Theft with violence, Sexual Harrasment, or Others?</p> <p>Crime Victim is someone who, during the last year, had experienced or been impacted by a crime or attempted crime brought on him/herself of his/her property.</p>
<p>➤ Question 607: Currently attending/Had Attended Preschool Education?</p> <p>Preschool education is the education held prior to elementary school level, whether through formal or informal educational pathways.</p>	<p>➤ Question 801: During the Last Week, What Activities did You (name) Do?</p> <p>Working is an activity in performing work with the intention of obtaining or assisting in obtaining income or profit for at least one hour within the last week. That one hour of working must be performed consecutively and without interruption.</p>
<p>➤ Question 609, 610, and 611: Able to Read and Write Simple Sentences in Everyday Language?</p> <p>The intended meaning of able to read and write is that if someone can read and write simple sentences in latin, arabic, or other alphabets.</p> <p>Simple sentence is a sentence that contains general words used in everyday language and contains at least a subject and a predicate, for example "I read".</p>	<p>School is schooling activity at a formal or informal school (Package A/B/C), whether at elementary, secondary, or higher education. Not including those on holiday/leave.</p> <p>Taking Care of the Household is the activity of taking care of the household without receiving wages/salary. Household members who performs household activities such as cooking, cleaning, etc are grouped as taking care of household.</p> <p>Other than personal activity is activity other than working, going to school, and taking care of household.</p>
<p>➤ Question 612: Attending school (Including attending Package A/B/C Programme)?</p> <p>Attending school: if someone is enrolled and actively attending the learning process, whether at a formal or informal education level, particularly equivalence programmes (Package A/B/C) under the supervision of the Ministry of Education and Culture (MoEC) or other line ministries. Active in attending package A, package B, or package C if within the last 1 month have been actively participating in the learning process of the package.</p>	<p>➤ Question 1001: What Healthcare Security Do You (name) Have?</p> <p>National Health Insurance (JKN) by the Social Security Management Agency (BPJS) for Health: Beneficiaries of Health Insurance Contribution (PBI) includes people who are categorized as poor and vulnerable and their insurance fees are paid by the government.</p> <p>Non PBI Participants consists of:</p> <ul style="list-style-type: none"> a. Wage-earning Workers and his/her family, namely: a) Civil Servant; b) Military Members; c) Police Members; d) Public officials; e) non-civil servant Government employees; f) Private employees; and g) Workers receiving wages, who are not fall under category a-f. b. Non-Wage-earning Workers and his/her family, namely: a) Workers outside employment relationship or self-employed Workers and b) Workers who are not included in point a, who do not receive wages; c) Workers as referred to points a and b, including foreigners working in Indonesia for a minimum of 6 (six) months. c. Not Workers and his/her family consists of: a) Investor; b) Employer; c) Pensioners; d) Veteran; e) Pioneers of independence; and f) Non-Workers who are not included in point a-e who are able to pay the insurance fees.
<p>➤ Question 613: What is the Highest Educational Level Currently/Ever Undertaken?</p> <p>Highest Educational Level currently/ever undertaken: the highest educational level currently undertaken by someone who is still in school or had been undertaken by someone who is no longer in school, whether formal or informal educational level or equivalent (Package A/B/C).</p>	

3

BLOCK VI. MIGRATION, BIRTH CERTIFICATE, AND EDUCATION INFORMATION										
HH member Serial No.	Biological Mother Serial no. See Block IV (Fill in 00 if biological mother does not live in this household)	For HH members of All Ages			For HH members aged 5 years and above			For HH members aged 0-17 years	For HH members aged 0-10 years	
		WHERE WERE (name) BORN? Write Place (Code of place filled in by the supervisor)			WHERE DID (name) LIVE 5 YEARS AGO (MARCH 2013)? Write the name of place (Code of place filled in by the supervisor)			Does (name) HAVE A BIRTH CERTIFICATE FROM THE CIVIL REGISTRY OFFICE? MAY I SEE IT?	Is (name) CURRENTLY ATTENDING / HAVE (name) EVER BEEN TO PRESCHOOL?	If yes/still (607= 1,2 or 3), WHAT TYPE OF PRESCHOOL EDUCATION?
		PROVINCE/COUNTRY		DISTRICT/MUNICIPAL <i>If born in a Municipal, Write "Municipal" Before the name of municipal</i>	PROVINCE/COUNTRY		DISTRICT/MUNICIPAL <i>If in Municipal, Write "Municipal" Before the name of municipal</i>	(Code)	(Code)	(Code)
401	601	602	603	604	605	606	607	608		
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
Code 606: Birth Certificate Ownership			Code 607: Preschool Participation			Code 608: Type of Preschool				
1. Yes, able to show 2. Yes, unable to show 3. Do not have 4. No/have never been enrolled in preschool. 8. Don't know			1. Still enrolled in preschool for this academic year (2017/2018) 2. Had attended preschool this academic year (2017/2018) 3. Had attended preschool prior to this academic year 2017/2018 4. No/have never been enrolled in preschool.			1. Kindergarten 2. Bustanul Athfal/Raudatal Athfal 3. Integrated ECE with under-5 devl/Taman Posyandu, ECE-TAAM, ECE-PAK, ECE-BIA, TKQ, dll 4. Playgroup 5. Child Daycare				

BLOCK VI. MIGRATION, BIRTH CERTIFICATE, AND EDUCATION INFORMATION												
HH member Serial No.	For ARTs aged 5 years and above					For ARTs aged 5-24 years						
	Is (name) ABLE TO READ AND WRITE SIMPLE SENTENCES IN EVERYDAY LANGUAGE USING : LATIN/THE ALPHABET? ARABIC/ HUAYAH CHARACTERS? (E.G.: JAVANESE, KANJI, CHINESE, ETC)			Is (name) ATTENDING SCHOOL? (including package A/B/C programmes) (Code) <i>If Code =1 Go to 616</i>	WHAT IS THE HIGHEST EDUCATIONAL LEVEL THAT (name) IS CURRENTLY ATTENDING/HAS EVER ATTENDED?	WHAT IS THE HIGHEST LEVEL/CLASS THAT (name) IS CURRENTLY ATTENDING/HAS EVER ATTENDED?	WHAT IS THE HIGHEST DIPLOMA/ GRADUATION CERTIFICATE (name) HAVE?	WITHIN THE LAST YEAR, HAS (name) EVER HAD A KARTU INDONESIA PINTAR [(KIP) EDUCATION RECIPIENT CARD]?	WITHIN THE LAST YEAR, HAS (name) EVER OBTAINED THE INDONESIA PINTAR (PIP) [EDUCATION CASH TRANSFER PROGRAMME]?	For HH members still in school or no longer in school (612= 2 or 3)		
	1. Yes 5. No		1.Yes 5.No	(Code)	(Code)	(Code)	(Code)	(Code)	WAS (name) IN SCHOOL DURING THE PREVIOUS ACADEMIC YEAR (2016/2017)? (Code) <i>If code = 1 or 3 Go to the next HH member</i>	WHAT LEVEL OF EDUCATION DID (name) ATTENDED AT THAT TIME? (Code)	WHAT LEVEL/CLASS DID (name) ATTENDED AT THAT TIME? (Code)	
401	609	610	611	612	613	614	615	616	617	618	619	620
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Code 612 and 618: School Participation			Code 613 and 619: Educational Level			Code 614 and 620: Level/Class			Code 615: Diploma/Graduation Certificate			
1. No/never gone to school 2. Still in school 3. No longer in school			01. Package A 06. SMP LB 02. SDLB 07. SMP 03. SD 08. MTs 04. MI 09. Package C 05. Package B 10. SMLB			11. SMA 12. 3, 4, 5, 6, 7, 8 (Graduated) 13. SMK 14. MAK 15. D1/D2 16. D3 17. D4 18. SD 19. S1 20. S2 21. S3			01. Do not have SD Certificate 02. Package A 03. SDLB 04. SD 05. MTs 06. Package B 07. SMP LB 08. SMP 09. MTs 10. Package C 11. SMLB 12. SMA 13. MA 14. SMK 15. MAK 16. D1/D2 17. D3 18. D4 19. S1 20. S2 21. S3			

BLOCK VII. INFORMATION ON CRIME VICTIM, INFORMATION TECHNOLOGY, COMMUNICATIONS, AND SAVING ACCOUNT OWNERSHIP																		
HH member Serial No.	If 701 = 1																	For ARTs aged 5 years and above DOES (name) HAVE A SAVINGS ACCOUNT, WHETHER UNDER YOUR OWN NAME OR A JOINT ACCOUNT AT FINANCIAL INSTITUTIONS (BANKS, COOPERATIVES)? 1. Yes 5. No
	FROM 1 JANUARY - 31 DECEMBER 2017, HAS (name) EVER BEEN A CRIME VICTIM OF THEFT, ABUSE, VIOLENT THEFT, SEXUAL HARASSMENT, OR OTHERS?																	
	THEFT		ABUSE		THEFT WITH VIOLENCE		SEXUAL HARASSMENT		OTHERS		(If 703, 705, 707, 709, or 711=0)		WITHIN THE LAST 3 MONTHS, DID (name) USE A CELLULAR (HP)/ WIRELESS PHONE?		WITHIN THE LAST 3 MONTHS, DID (name) OWN POSSESS A CELLULAR (HP)/ WIRELESS PHONE?		WITHIN THE LAST 3 MONTHS, DID (name) EVER USE THE INTERNET (INCLUDING FACEBOOK, TWITTER, BBM, WHATSAPP)?	
	NUMBER OF INCIDENTS	NUMBER OF INCIDENTS REPORTED TO THE POLICE	NUMBER OF INCIDENTS	NUMBER OF INCIDENTS REPORTED TO THE POLICE	NUMBER OF INCIDENTS	NUMBER OF INCIDENTS REPORTED TO THE POLICE	NUMBER OF INCIDENTS	NUMBER OF INCIDENTS REPORTED TO THE POLICE	NUMBER OF INCIDENTS	NUMBER OF INCIDENTS REPORTED TO THE POLICE	HOW MANY INCIDENTS ARE HANDLED BY THE POLICE?	1. Yes 5. No	1. Yes 5. No	1. Yes 5. No	1. Yes 5. No			
401	701	702	703	704	705	706	707	708	709	710	711	712	713	714	715	716	717	
1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

- **Cellular phone:** electronic telecommunication instrument that has the equivalent basic ability with a land phone, but can be carried everywhere (portable, mobile) and does not need to be connected with the cable telecommunication network. Included as cellular phones are handphones and smartphones, but does not include tablets although it can be used to make a call.
- **Using mobile phone:** the individual (who use the mobile phone) does not need to own or purchase the mobile phone by him/herself.
- **Using the internet:** if someone makes time to use the internet so that he/she can utilize or enjoy the internet facilities. Includes using the internet although does not have the ability to log in and log out of the internet access. Anyone can be considered as using the internet although [they] are only continuing/accessing [the internet after someone else].
- **Owning/possessing a mobile phone:** if the household member owns/possesses a mobile phone with a minimum of 1 active phone number within the last 3 months.

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BLOCK VIII. INFORMATION ON LABOUR FORCE (FOR HOUSEHOLD MEMBERS AGED ABOVE 10 YEARS)																		
HH member Serial No.	If working or temporarily not working (801 = option A is chosen or 803 = 1)																	If 808 = 5 and 809 = 5 (Code) If code 6 or 7 Next HH member If code 8, write down respondent's reason If THERE IS A JOB OFFER, WILL (name) STILL WANT TO ACCEPT? 1. Yes 5. No
	DURING THE LAST WEEK, WHAT ACTIVITIES DID (name) DO? (Choice of answers must be read aloud)		FROM THE ACTIVITIES DONE DURING THE LAST WEEK, WHICH ACTIVITIES WERE ACQUIRING MOST TIME?		If not working (801 option A was not circled)		DURING THE LAST WEEK, WHAT IS THE BUSINESS SECTOR OR MAIN OCCUPATION FIELD OF (name)'s WORK PLACE? <i>Write as completely as possible</i> (Code of business sector or main occupation field is filled in by the supervisor)		DURING THE LAST WEEK, WHAT IS (name)'S STATUS/POSITION IN THE MAIN OCCUPATION?		DURING THE LAST WEEK, HOW MANY HOURS OF WORKING IN THE MAIN OCCUPATION?		DURING THE LAST WEEK, LOOKING FOR A JOB?		DURING THE LAST WEEK, WAS (name) PREPARING FOR A NEW BUSINESS?			
401	801	802	803	804	805	806	807	808	809	810	811							
1	A B C D X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
2	A B C D X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
3	A B C D X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
4	A B C D X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
5	A B C D X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
6	A B C D X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
7	A B C D X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
8	A B C D X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
9	A B C D X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
10	A B C D X	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Code 805: Status/Position Code in Main Occupation
(If 803=1), 805 cannot be coded as 5 or 6

1. Own business
2. Business assisted by temporary/unpaid workers
3. Business assisted by permanent workers/paid workers

4. Worker/employees/staff
5. Freelance worker
6. Family/unpaid worker

1. Desperate: Feeling unable to obtain a job (reason for those who frequently looked for jobs, but has been unsuccessful in getting a job so he/she feels it's impossible to find a job or those who feels that the situation/condition/climate/season has made it impossible to get the desired job)
2. Has been accepted for a job but have not started working yet
3. In school

4. Taking care of the household
5. Already has a job/business
6. Feels satisfied as is
7. Unable to perform work
8. Others (write down on available space)

8

BLOCK X. INFORMATION ON HEALTH ISSUE/PROBLEM, OUTPATIENT AND INPATIENT CARE																				
HH mem ber Serial No.	WHAT HEALTH INSURANCE DOES (name) have?	WITHIN THE LAST MONTH, DID (name) HAVE HEALTH PROBLEM (FEVER, COUGH, COLD, DIARRHEA, HEADACHE, CHRONIC DISEASE, ETC)?		WITHIN THE LAST MONTH, DID (name) IMPEDED WORK, SCHOOL, OR DAILY ACTIVITIES?		WHAT IS THE MAIN REASON (name) DID NOT SEEK OUTPATIENT CARE?		WITHIN THE LAST MONTH, WHERE DID (name) go for OUTPATIENT CARE?		WHAT KIND OF HEALTH INSURANCE SCHEME DID (name) USE FOR OUTPATIENT CARE?		WITHIN THE LAST YEAR, WHERE DID (name) receive INPATIENT CARE?		WHAT KIND OF HEALTH INSURANCE SCHEME DID (name) USE FOR INPATIENT CARE?						
		1. Yes	2. Non	3. Yes	4. No	5. Yes	6. No	7. Yes	8. No	9. Government Hospital	10. Private Hospital	11. Doctor/Midwife	12. Clinic/Doctors joint practice		13. Private Hospital	14. Private Hospital	15. Doctor/Midwife	16. Clinic/Doctors joint practice		
Health BPJS Beneficiaries (PBI) A Non PBI..... B Jamkesda C Private Insurance..... D Company/office..... E None X	Health BPJS Beneficiaries (PBI) A Non PBI..... B Jamkesda C Private Insurance..... D Company/office..... E None X	1. Yes 5. No	1009 ↗	1. Yes 5. No	1. Yes 5. No	1. Yes 5. No	1007 ↗	1. Had no medical funds 2. Had no transport funds 3. No transport facilities 4. Lengthy service waiting time 5. Self-medicated 6. No one to go with 7. Did not feel it's necessary 8. Others X	1. Had no medical funds 2. Had no transport funds 3. No transport facilities 4. Lengthy service waiting time 5. Self-medicated 6. No one to go with 7. Did not feel it's necessary 8. Others X	1. Government Hospital 2. Private Hospital B 3. Doctor/Midwife C 4. Clinic/Doctors joint practice D 5. Community Health Center/its auxiliary E 6. UKBM (Poskesdes, Polindes, Posyandu, <i>Balai Pengobatan</i>) F 7. Traditional/alternative medication practice G 8. Others H	1. Government Hospital A 2. Private Hospital B 3. Doctor/Midwife C 4. Clinic/Doctors joint practice D 5. Community Health Center/its auxiliary E 6. Traditional/alternative medication practice F 7. Others G	1. Yes 5. No	1. Yes 5. No	1. Government Hospital A 2. Private Hospital B 3. Doctor/Midwife C 4. Clinic/Doctors joint practice D 5. Community Health Center/its auxiliary E 6. Traditional/alternative medication practice F 7. Others G	1. Yes 5. No	1. Yes 5. No	1. Government Hospital A 2. Private Hospital B 3. Doctor/Midwife C 4. Clinic/Doctors joint practice D 5. Community Health Center/its auxiliary E 6. Traditional/alternative medication practice F 7. Others G	1. Yes 5. No	1. Yes 5. No	1. Government Hospital A 2. Private Hospital B 3. Doctor/Midwife C 4. Clinic/Doctors joint practice D 5. Community Health Center/its auxiliary E 6. Traditional/alternative medication practice F 7. Others G
401	1001	1002	1003	1004	1005	1006	1007	1008	1009	1010	1011	1012								
1 A B C D E X	1 A B C D E X	1 A B C D E X	1 A B C D E X	1 A B C D E X	1 A B C D E X	1 A B C D E X	1 A B C D E X	1 A B C D E X	1 A B C D E X	1 A B C D E X	1 A B C D E X	1 A B C D E X								
2 A B C D E X	2 A B C D E X	2 A B C D E X	2 A B C D E X	2 A B C D E X	2 A B C D E X	2 A B C D E X	2 A B C D E X	2 A B C D E X	2 A B C D E X	2 A B C D E X	2 A B C D E X	2 A B C D E X								
3 A B C D E X	3 A B C D E X	3 A B C D E X	3 A B C D E X	3 A B C D E X	3 A B C D E X	3 A B C D E X	3 A B C D E X	3 A B C D E X	3 A B C D E X	3 A B C D E X	3 A B C D E X	3 A B C D E X								
4 A B C D E X	4 A B C D E X	4 A B C D E X	4 A B C D E X	4 A B C D E X	4 A B C D E X	4 A B C D E X	4 A B C D E X	4 A B C D E X	4 A B C D E X	4 A B C D E X	4 A B C D E X	4 A B C D E X								
5 A B C D E X	5 A B C D E X	5 A B C D E X	5 A B C D E X	5 A B C D E X	5 A B C D E X	5 A B C D E X	5 A B C D E X	5 A B C D E X	5 A B C D E X	5 A B C D E X	5 A B C D E X	5 A B C D E X								
6 A B C D E X	6 A B C D E X	6 A B C D E X	6 A B C D E X	6 A B C D E X	6 A B C D E X	6 A B C D E X	6 A B C D E X	6 A B C D E X	6 A B C D E X	6 A B C D E X	6 A B C D E X	6 A B C D E X								
7 A B C D E X	7 A B C D E X	7 A B C D E X	7 A B C D E X	7 A B C D E X	7 A B C D E X	7 A B C D E X	7 A B C D E X	7 A B C D E X	7 A B C D E X	7 A B C D E X	7 A B C D E X	7 A B C D E X								
8 A B C D E X	8 A B C D E X	8 A B C D E X	8 A B C D E X	8 A B C D E X	8 A B C D E X	8 A B C D E X	8 A B C D E X	8 A B C D E X	8 A B C D E X	8 A B C D E X	8 A B C D E X	8 A B C D E X								
9 A B C D E X	9 A B C D E X	9 A B C D E X	9 A B C D E X	9 A B C D E X	9 A B C D E X	9 A B C D E X	9 A B C D E X	9 A B C D E X	9 A B C D E X	9 A B C D E X	9 A B C D E X	9 A B C D E X								
10 A B C D E X	10 A B C D E X	10 A B C D E X	10 A B C D E X	10 A B C D E X	10 A B C D E X	10 A B C D E X	10 A B C D E X	10 A B C D E X	10 A B C D E X	10 A B C D E X	10 A B C D E X	10 A B C D E X								

• Health insurance owned is the insurance in the form of a card or anything that can be used to finance healthcare if the name stated on the card or others undergoes medical care such as: to the doctor, health center (puskesmas), hospital, etc.

• Impeded work, school, or daily activities: not being able to perform activities as normal (working, going to school, or daily activities) as usual.

• Outpatient care is the effort of household members who are having health problem to check themselves and obtain medication by visiting modern or traditional health service without stay overnight, including having a health worker visit at home.

• Respondents who have had inpatient care is the responden who has undergone inpatient care, not including if during the enumeration, is having inpatient care.

Appendix 13
Questionnaire of SUSENAS 2018 (Core Module), 2018



REPUBLIC OF INDONESIA

VSEN18.KP

Made 1 set for
Municipal/District BPS

NATIONAL SOCIO-ECONOMIC SURVEY 2018

**EXPENDITURE FOR FOOD AND NON-FOOD
CONSUMPTION, AND HOUSEHOLD INCOME/REVENUE**

GOOD MORNING/AFTERNOON/EVENING. WE ARE / I AM FROM BPS AND WE ARE COLLECTING DATA/INFORMATION ON HOUSEHOLD SOCIO-ECONOMIC, SUCH AS HOUSEHOLD EXPENDITURE AND INCOME. FOR THAT PURPOSE, WE/I WILL INTERVIEW YOU AND OTHER HOUSEHOLD MEMBERS. ALL DATA WE RECEIVED WILL BE KEPT CONFIDENTIAL AND WILL ONLY BE USED FOR PLANNING/DEVELOPMENT PURPOSES. MAY I START THE INTERVIEW NOW?

- Yes \Rightarrow Start the interview
- Yes, but at another time \Rightarrow **Block VII. Notes**
- No \Rightarrow Complete Block I, Block II, and Block Notes. Attach Non Response Report

Complete and report to supervisor immediately

CONFIDENTIAL

MARCH

I. LOCATION		
101	Province	<input type="checkbox"/> <input type="checkbox"/>
102	District/City*)	<input type="checkbox"/> <input type="checkbox"/>
103	Sub district	<input type="checkbox"/> <input type="checkbox"/>
104	Village/Kelurahan*)	<input type="checkbox"/> <input type="checkbox"/>
105	Village/Kelurahan Classification	1. Urban 2. Rural <input type="checkbox"/>
106	Census Block Number	
107	Sample Code Number	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
108	Household Sample Serial Number	<input type="checkbox"/> <input type="checkbox"/>
109	Head of Household Name	
110	Address (Street/Alley Name, RT/RW/Village)

*) Cross out as necessary

BLOCK II. ENUMERATION				
Description	Name and Code	Occupation	Time	Signature
201	Enumerator <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Provincial BPS Staff....1 District/Municipal BPS Staff..2 Sub district Staff.....3 Partner4	Date <input type="checkbox"/> <input type="checkbox"/> Month <input type="checkbox"/> <input type="checkbox"/>	
202	Supervisor <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	Provincial BPS Staff....1 District/Municipal BPS Staff..2 Sub district Staff.....3 Partner4	Date <input type="checkbox"/> <input type="checkbox"/> Month <input type="checkbox"/> <input type="checkbox"/>	
203	Household enumeration result	Complete.....1 Incomplete2 No household member/respondent can respond until the end of the enumeration period3 Respondent refused to respond4 Household moved/census building is no longer there5	Blok VII. Notes <input type="checkbox"/>	

BLOCK III. NUMBER OF HOUSEHOLD MEMBERS AND RESPONDENTS		
301	Number of household members	<input type="checkbox"/> <input type="checkbox"/>
302	Respondent serial number	<input type="checkbox"/> <input type="checkbox"/>
303	Respondent name:	

BLOCK IV.2. EXPENDITURE ON NON-FOOD ITEMS IN THE LAST 1 MONTH AND LAST 1 YEAR (IN RUPIAH) (CONTINUED)				
No.	COICOP Code	Description	Last 1 Month	Last 1 Year
(1)	(2)	(3)	(4)	(5)
304		F. PARTIES AND CEREMONIES		□.□□□.□□□
305		Wedding (equipment rental such as wedding equipment, chairs, tent, plates, services such as bridal make up, priest, event organizer, and building rental, etc.)		□□□.□□□.□□□
306		Circumcision and birthdays (circumciser fees, circumcision doctor/paramedics fees, food boxes, ribbon/paper trimmer/balloons, chair rental, building rental, entertainment)		□□□.□□□.□□□
307		Religious ceremony (chair rental, tent rental, etc.)		□□□.□□□.□□□
308	09600002/07	Pilgrimage/Hajj cost (BPIH), religious trips		□□□.□□□.□□□
309		Other religious or customary ceremonies (inviting ustaz (Islamic leaders), priest, offerings, etc.)		□□□.□□□.□□□
310		Funeral expenses (cost of bathing the body, shroud, grave digging service, coffin, cremation fees, etc.)		□□□.□□□.□□□

BLOCK IV.3.1. RECAPITULATION OF EXPENDITURE ON PREPARED FOOD, BEVERAGE, AND CIGARETTES OF ALL HOUSEHOLD MEMBERS (IN RUPIAH)				
HH M No.	Name of household member	Prepared Food and Beverage	Cigarettes and Tobacco	
(1)	(2)	(3)	(4)	
1		□.□□□.□□□	□.□□□.□□□	
2		□.□□□.□□□	□.□□□.□□□	
3		□.□□□.□□□	□.□□□.□□□	
4		□.□□□.□□□	□.□□□.□□□	
5		□.□□□.□□□	□.□□□.□□□	
6		□.□□□.□□□	□.□□□.□□□	
7		□.□□□.□□□	□.□□□.□□□	
8		□.□□□.□□□	□.□□□.□□□	
9		□.□□□.□□□	□.□□□.□□□	
10		□.□□□.□□□	□.□□□.□□□	
	TOTAL	□.□□□.□□□	□.□□□.□□□	

BLOCK IV.3.2. RECAPITULATION OF EXPENDITURE ON FOOD, BEVERAGE, AND CIGARETTES (IN RUPIAH) [Copied from Block IV.1 Column (10) and Block IV.3.1 Column (3) and (4)]		
No.	Expenditure Type	Last 1 Week
(1)	(2)	(3)
1	Cereals (R.1)	<input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/>
2	Tubers (R.8)	<input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/>
3	Fish/shrimp/squid/clams (R.16)	<input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/>
4	Meat (R.52)	<input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/>
5	Egg and Milk (R.62)	<input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/>
6	Vegetables (R.72)	<input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/>
7	Nuts and beans (R.98)	<input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/>
8	Fruits (R.106)	<input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/>
9	Oils and Coconut (R.120)	<input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/>
10	Beverage (R.125)	<input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/>
11	Spices (R.133)	<input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/>
12	Miscellaneous Food (R.146)	<input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/>
13	Prepared Food and Beverage (Block IV.3.1 Total Line Column 3)	<input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/>
14	Cigarettes and Tobacco (Block IV.3.1 Total Line Column 4)	<input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/>
15	SUB TOTAL [R.1 to R.14]	<input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/>
16	AVERAGE MONTHLY FOOD EXPENDITURE [(R.15) x 30/7]	<input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/> . <input type="checkbox"/> <input type="checkbox"/>

BLOCK IV.3.3. RECAPITULATION OF EXPENDITURE ON NON-FOOD (IN RUPIAH) [Copied from Block IV.2 Column (4) and Column (5)]			
No.	Expenditure Type	Last 1 Month	Last 1 Year
(1)	(2)	(3)	(4)
1	Housing and Household Facilities A. Last 1 month (R.189 Column 4)	<input type="text"/> . <input type="text"/> <input type="text"/> . <input type="text"/> <input type="text"/> . <input type="text"/> <input type="text"/>	
	B. Last 1 year (R.189 Column 5)		<input type="text"/> . <input type="text"/> <input type="text"/> . <input type="text"/> <input type="text"/> . <input type="text"/> <input type="text"/>
2	Miscellaneous Goods and Services A. Last 1 month (R.231 Column 4)	<input type="text"/> . <input type="text"/> <input type="text"/> . <input type="text"/> <input type="text"/> . <input type="text"/> <input type="text"/>	
	B. Last 1 year (R.231 Column 5)		<input type="text"/> . <input type="text"/> <input type="text"/> . <input type="text"/> <input type="text"/> . <input type="text"/> <input type="text"/>
3	Clothing, Footwear and Headgear (R.270)		<input type="text"/> . <input type="text"/> <input type="text"/> . <input type="text"/> <input type="text"/> . <input type="text"/> <input type="text"/>
4	Durable Goods (R.279)		<input type="text"/> . <input type="text"/> <input type="text"/> . <input type="text"/> <input type="text"/> . <input type="text"/> <input type="text"/>
5	Taxes, Fees, and Insurance (R.297)		<input type="text"/> . <input type="text"/> <input type="text"/> . <input type="text"/> <input type="text"/> . <input type="text"/> <input type="text"/>
6	Parties and Ceremonies (R.304)		<input type="text"/> . <input type="text"/> <input type="text"/> . <input type="text"/> <input type="text"/> . <input type="text"/> <input type="text"/>
7	EXPENDITURE TOTAL A. Last 1 month (R.1 to R.2 Column 3)	<input type="text"/> . <input type="text"/> <input type="text"/> . <input type="text"/> <input type="text"/> . <input type="text"/> <input type="text"/>	
	B. Last 1 year (R.1 to R.6 Column 4)		<input type="text"/> . <input type="text"/> <input type="text"/> . <input type="text"/> <input type="text"/> . <input type="text"/> <input type="text"/>
8	AVERAGE MONTHLY EXPENDITURE FOR NON-FOOD ITEMS [R.7.a Column (3) + (R.7.b Column (4)/12)]	<input type="text"/> . <input type="text"/> <input type="text"/> . <input type="text"/> <input type="text"/> . <input type="text"/> <input type="text"/>	
9	AVERAGE MONTHLY HOUSEHOLD EXPENDITURE [Block IV.3.2, R.16 Column (3) + Block IV.3.3, R.8 Column (3)]	<input type="text"/> . <input type="text"/> <input type="text"/> . <input type="text"/> <input type="text"/> . <input type="text"/> <input type="text"/>	

BLOCK V. NON-CONSUMPTION INCOME, REVENUE, AND EXPENDITURE						
A. INCOME FROM WAGE/SALARY IN CASH OR IN-KIND/SERVICES RECEIVED IN THE LAST 1 MONTH (IN RUPIAH)						
HH Serial No.	Name	Wage/salary in cash		Wage/salary in-kind /services	Overtime, honorarium, etc.	Total of Column (3) to (6)
(1)	(2)	(3)	(4)	(5)	(6)	(7)
□□						□□□.□□□.□□□
□□						□□□.□□□.□□□
□□						□□□.□□□.□□□
□□						□□□.□□□.□□□
Total						□□□.□□□.□□□

B. HOUSEHOLD BUSINESS INCOME IN THE LAST 1 YEAR (IN RUPIAH)					
HH Serial No.	Name	Industry	Production value	Production cost (Including Wage/Salary)	Income [Column 4 - Column 5]
(1)	(2)	(3)	(4)	(5)	(6)
□□		□			□□□.□□□.□□□
□□		□			□□□.□□□.□□□
□□		□			□□□.□□□.□□□
□□		□			□□□.□□□.□□□
Total					□□□.□□□.□□□

C. PROPERTY INCOME NOT FROM HOUSEHOLD BUSINESS IN THE LAST 1 YEAR (IN RUPIAH)					
(1)	(2)	(3)	(4)	(5)	(6)
1	House rental estimate			□□□.□□□.□□□	
2	Others (interest from savings, land rental, profit sharing, non-household business income, dividends, royalty, sale of used goods, etc.)			□□□.□□□.□□□	
Total				□□□.□□□.□□□	

BLOCK V. TRANSFER OF REVENUE AND EXPENDITURE AND FINANCIAL TRANSACTIONS IN THE LAST 1 YEAR (IN RUPIAH)				
D. TRANSFER REVENUE AND EXPENDITURE AND FINANCIAL TRANSACTIONS IN THE LAST 1 YEAR (IN RUPIAH)				
Revenue	Amount (Rp)	Expenditure	Amount (Rp)	
(1)	(2)	(3)	(4)	
1.a Revenue transfer (remittance and money transfer, official apprenticeship, scholarship, pension, life insurance claims, capital insurance claims, etc.) from the government	□□□.□□□.□□□	1. Expenditure transfer (sending remittance and money, giving food/goods, capital goods insurance fees, etc.)	□□□.□□□.□□□	
1.b Revenue transfer (remittance and money transfer, official apprenticeship, scholarship, pension, life insurance claims, capital insurance claims, etc.) from non-government	□□□.□□□.□□□	2. Expenditure on financial transaction (saving, paying off loan, life insurance/pension/education fees, paying community savings scheme (arsan), lending money, paying accounts payable, redeem pawned goods, house purchase, land purchase, gold bar purchase, etc.)	□□□.□□□.□□□	
2. Revenue from financial transactions (saving withdrawal, loan repayment, claims of life insurance/pension/education, community savings scheme (arsan), borrowing money, repayment of accounts receivables, pawning, etc.)	□□□.□□□.□□□	Total	□□□.□□□.□□□	
Total	□□□.□□□.□□□		□□□.□□□.□□□	

BLOCK VI. RECAPITULATION OF HOUSEHOLD REVENUE AND EXPENDITURE IN THE LAST 1 YEAR (IN RUPIAH)				
Revenue	Amount (Rp)	Expenditure	Amount (Rp)	
(1)	(2)	(3)	(4)	
1. Wage and Salary [Block V.A Total Line Column (7) multiplied by 12]	□□□.□□□.□□□	1. Household consumption expenditure [Block IV.3.3 Detail 9 Column (3) multiplied by 12]	□□□.□□□.□□□	
2. Revenue/surplus from household business [Block V.B Total Line Column (6)]	□□□.□□□.□□□	2. Transfer expenditure [Block V.D Total Line Column (4)]	□□□.□□□.□□□	
3. Property revenue not from household business [Block V.C Total Line Column (3)]	□□□.□□□.□□□	Total	□□□.□□□.□□□	
4. Transfer Revenue [Block V.D Total Line Column (2)]	□□□.□□□.□□□		□□□.□□□.□□□	
Total	□□□.□□□.□□□	Difference between Revenue and Expenditure [Total of Column (2) – Total of Column (4)]	□□□.□□□.□□□	

Source: (BPS, 2018b)

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