

# Harmonised European Time Use Surveys (HETUS) 2018 Guidelines

RE-EDITION

2020 edition





**Harmonised European  
Time Use Surveys (HETUS)  
2018 Guidelines**

**RE-EDITION | 2020 edition**

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## Preface

For 20 years now, several European countries have conducted time use surveys (TUS) based on comparable survey designs. Eurostat issued in 2000 for the first time, methodological guidelines for "Harmonised European Time Use Surveys" (HETUS) to facilitate the data collection process. These HETUS 2000 guidelines were used in 15 European countries in order to have more harmonised data collection, more efficient data processing and more synchronised data dissemination.

Based on experiences of the first 2000 wave, European countries asked Eurostat in 2006 to update the HETUS guidelines. The purpose of the update was to achieve higher compatibility of concepts and a general simplification of the survey. The work – led by a task force (TF) mandated by the Working Group on Time Use Surveys (WG TUS) and supported by national statistical bodies – resulted in the publication of HETUS 2008 guidelines. 18 European countries that carried out a TUS in HETUS wave 2010 could rely on a stable methodological basis for their work.

In 2016, Eurostat and the WG TUS started work on updating the 2008 methodological guidelines with a view to the upcoming HETUS 2020 wave. Eight sub-groups (pilot groups) of WG TUS were mandated to work out recommendations for the 2020 data collection in following areas: population and time covered; new data collection methodologies; child diaries; maintenance of response rates; actualised activity coding lists and coding procedures; new dimensions in time use diaries; guarantee of cross-mode, cross-country and cross-time comparability; growing privacy issues.

Subsequently, Eurostat launched two grants actions to support the preparation of the HETUS 2020 wave as well as the modernisation of the time use surveys in general. On the basis of these grant actions and as further follow-up of the pilot group recommendations, Eurostat prepared in 2018 the draft texts of the HETUS 2018 guidelines. This work was carried out in close cooperation with the WG TUS in form of four written consultation rounds between April and November 2018. In addition, Eurostat wished to ensure compliance of the HETUS guidelines with the proposed Framework regulation for the production of European statistics on persons and households (Integrated European Social Statistics - IESS) mainly as regards the use of standardised social variables and the household/ usual residence concepts, to increase cross-survey and cross-country comparability.

This HETUS wave 3 manual was firstly published on the Eurostat website in April 2019. All kinds of improvements for the text detected since then were added to this re-edited version of the manual published in November 2020. The most important revision to mention explicitly is the actualised list of HETUS microdata to be submitted to Eurostat in Annex V. There, the specification for the EFILE (see page 173 ff.) defines a new format of the time use information (main and secondary activity, etc.) by introducing the variable DCOLUMN. Variable DCOLUMN specifies the rank number of the diary column and will come along with every of the 144 time-slot variables TS\_001 to TS\_144. This technical change in the format of the microdata to be delivered was necessary because of the newly introduced automatic data delivery and validation system EDAMIS coming along with the future transmission of HETUS wave 2020 data from ESS countries to Eurostat.

The 2018 guidelines will furthermore allow for capturing subjective well-being (SWB) of people's everyday lives, or satisfaction with the way they spend their day. This is implemented via additional questions in the diary rather than by adding a SWB column, being found to be too burdensome for respondents. And the 2018 guidelines include a new Information and Communication Technology (ICT) column in the diary as well: "Did you use a computer, smartphone, tablet, or similar device for doing this?" to capture activities done using ICT devices. This approach means that the Activity Coding List (ACL) 2018 is quite similar to ACL 2008: no change at 1-digit or 2-digit level and only a slight increase of codes from 108 to 116 codes at 3-digit level.

However, another aim of the HETUS 2018 guidelines was simplification. For this purpose, the number of questions in the household and individual model questionnaire was reduced, and the form "Weekly Schedule of Working Time" was removed. Moreover, in collaboration with the TF on Innovative Tools and Sources for TUS (and for the Household Budget Survey HBS), Eurostat is running a project on modernising HBS and TUS focusing on new tools and sources of data collection to decrease the burden on respondents and National Statistical Institutes. These new ways of collection will complement the traditional ones in the near future, e.g. web diaries, mobile apps, geo-location or other ways of passive data collection.

Nevertheless, the timeline of this project is longer than for the HETUS 2018 guidelines and its outputs cannot be integrated, even not into these revised version of the guidelines at this stage. However, there will be a need to provide additional guidelines with a view to the data collection via new tools and sources in the years to come. Eurostat plans to produce documents with additional guidance relating to these new ways of data collection when the output of the work of the above-mentioned TF will be available. This might be also the opportunity to reintroduce in the guidelines some elements considered too cumbersome with traditional data collection methods. As an example, the weekly schedule of working time could be reconsidered.

Didier Dupré,

Head of Eurostat Unit F4, Income and living conditions; quality of life.

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# 1

## Harmonisation approach for HETUS

The ESTAT recommendations for common solutions are primarily concerned with design elements that are regarded as crucial to the Time Use Surveys (TUS). For the construction of *Harmonised European Time Use Surveys* (HETUS) this includes in particular a common minimum set of variables and their concepts and definitions that ESTAT proposes to all participating countries in Europe.

Therefore, it is important for a general understanding of the goal of these HETUS 2018 guidelines to stress the expression "*common minimum*": ESTAT proposes to countries participating in the survey a minimum of common instruments and variables that should not be altered except to adapt/ expand them to country-specific routines (incl. technological developments) or demands. This might mean changing the wording of instructions, adding additional questions in the questionnaires, adding columns in the time use diary for additional information, and – in case of technological developments – changes in the data collection mode (e.g. online questionnaires and diaries)<sup>1</sup>.

Moreover, ESTAT recommends the calendar year 2020 (1<sup>st</sup> of January to 31<sup>st</sup> of December) as the reference year of HETUS wave 2020. Countries that are unable to conduct a national TUS in 2020 should plan a survey that comes as close as possible to the year 2020.

For HETUS wave 2020, ESTAT proposes that countries transmit a unified set of variables to ESTAT after the data collection (the list is found in a new Annex V in this document).

Furthermore, ESTAT strongly recommends that countries follow the proposed model questionnaires, diary formats, procedures for data collection and the common activity coding list (ACL 2018) in order to ensure a higher level of data quality and cross-country comparability. The household and individual questionnaires are intended to be used in face-to-face interviews, and the time use diary is a self-administered (leave-behind) diary, with fixed 10-minute intervals to be filled in during randomly designated diary days. The respondents record what they are doing in their own words and the coding undertaken by coding experts afterwards (see remarks on technical developments before and in Footnote 1).

Diary instructions and examples are recommended in these HETUS 2018 guidelines for use in national Time Use Surveys, and a (limited/ minimal) set of common questions is recommended for the household and individual interview questionnaires. For those variables, which are used in more than one social data collection (e.g. HETUS, the Survey on Income and living conditions SILC, the European Labour Force Survey LFS, the European Health Interview Survey EHIS) the HETUS 2018 guidelines recommend using the common definitions and guidelines as agreed by the Directors of

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<sup>1</sup> All input-oriented recommendations in these guidelines mainly focus on traditional HETUS survey instruments like paper questionnaires and paper diaries. It is clear that countries using technically more advanced instruments – electronic/ online surveys and diaries, smart devices, apps, etc. – will partly have to deviate from the ESTAT "leaving-no-one-behind" recommendations in these guidelines. Further recommendations impacting some parts of the current Guidelines 2018 stemming from the use of new tools/ ways of data collection will be provided in a separate document in the future depending on the work of the Task Force on Innovative Tools and Sources for HBS and TUS.

Social Statistics and documented the progress reports on Standardisation of Social Variables in October 2016 and March 2017<sup>2</sup>, which is found in the new Annex VI of the current document. The same applies to the use of standardised definitions of concepts such as "household" and "usual residence", which can be found as well in Annex VI.

While many aspects of survey design and practice are directory, giving National Statistical Institutes the opportunity to use best possible practices for survey organisation and data collection efforts at their national level, some constraints are essential if the survey is to generate data on which similar and comparable statistics can be estimated (e.g. population delimitation, survey period, randomisation of diary days). The HETUS 2018 guidelines again focus on these essential elements and protocols.

It is agreed that the survey samples should be representative of the population in the respective countries. But it is obvious that national samples will not be uniform. Some countries will draw household or dwelling samples, while others will use the individual as sampling unit. All members of the sampled households (or identified households within the dwelling) or the other members of the sampled persons' households may or may not be included in the sample. Sample designs will differ between countries in other respects too.

Because surveying entire households offers an "extra" unit for (very interesting) analysis, ESTAT recommends that participating countries include all members of the sampled households (or all members of the households in the sampled dwelling with usual residence in the country). However, the statistics and tables with the highest priority used for international (European) comparisons are based on individual data and concern individuals.

Time is regarded as a second sampling dimension in HETUS. Not only households/ individuals but also diary days are sampled. It has been agreed within ESTAT Working Group (WG) TUS that the sampled diary days should cover "a year". The suggestion is that "a year" means 12 months, starting any day during the calendar year. It is unrealistic, though, to hope for even coverage and quality for all days and seasons throughout the year. It will probably be particularly difficult to get a good and representative measurement of actual time use at all times of the year (e.g. Christmas, New Year, holiday periods, etc.).

If the aim is to set up satellite accounts, total data will be needed for productive activities carried out by the whole population throughout a whole year. Productive activities during holidays should then be included in the estimates. An analysis might even focus on a specific season.

To meet these various needs, the date of the diary day must be noted in the data. A general requirement here is that populations and samples must be fully specified and documented, and that the necessary information is merged with the time use data from the respondents.

Achieving internationally comparable time use statistics should bring great potential rewards, but there might also be a few sacrifices. There may be some loss of retrospective national comparability. The recommended survey design is somewhat expensive, and in some cases it might be more expensive than a non-harmonised national design would have been. On the other hand, the value of the individual national Time Use Survey increases substantially as results become internationally comparable, not to mention the extra value of all surveys taken together.

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<sup>2</sup> For the complete list of P1/P2-variables, see: <https://circabc.europa.eu/ui/group/7ae14f8a-a604-4657-a32d-404ae53a6f2c/library/3bf3936d-052d-4706-ad04-78b41cd5279c/details> and <https://circabc.europa.eu/sd/a/7039be8c-a45a-493f-bc49-987e0ba8f798/DSS-2017-Mar-4.2%20Standardisation%20of%20social%20variables%20%20progress%20report.pdf>.

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### Recommendations:

- It is recommended that participating countries use the survey instruments – household and individual questionnaires, diaries, ACL 2018 (Annexes I to IV in this document) – as well as the list of survey variables for transmission to Eurostat and the definitions according to ESS standards (Annexes V and VI in this document).
  - The forms of the instruments and variables should not be altered except to adapt/ expand them to country-specific routines or demands (incl. technological developments). This might mean changing the wording of instructions, adding an additional question in one of the questionnaires, adding a column in a diary for additional information, and – in case of technological developments – changes in the data collection mode (e.g. online questionnaires and diaries).
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# 2

## General guidelines for the harmonisation of European TUS

### 2.1 Sample design

#### 2.1.1 Population

The scope of the Harmonised European Time Use Surveys is the resident population of the country living in private households (see concept and definition of private households in section 3.1.3. and in Annex VI of this document).

##### Definition of resident population

The statistical population shall consist of all persons having their usual residence in private households in each country.

"Usual residence" means the place where a person normally spends the daily period of rest, regardless of temporary absences for purposes of recreation, holidays, visits to friends and relatives, business, medical treatment or religious pilgrimage. The following persons alone shall be considered to be usual residents of a specific geographical area:

- (i) those who have lived in their place of usual residence for a continuous period of at least 12 months before the reference time; or
- (ii) those who arrived in their place of usual residence during the 12 months before the reference time with the intention of staying there for at least one year.

Where the circumstances described in point (i) or (ii) cannot be established, "usual residence" can be taken to mean the place of legal or registered residence;

Where a person regularly lives in more than one residence during a given year, the residence where one spends the majority of the year shall be taken as one's place of usual residence, regardless of whether it is located elsewhere within the country or abroad.

In applying the statistical concept of usual residence the particular cases shall be treated as follows:

- (a) Person who works away from the household home during the week and who returns to the household home at weekends, shall consider the household home to be his/her place of usual residence, regardless of whether his/her place of work is elsewhere in the country or abroad.
- (b) Primary and secondary school pupils and students who are away from the household home during the school term shall consider their household home to be their place of usual residence regardless of whether they are pursuing their education elsewhere in the country or abroad.
- (c) Persons who live outside their household home for an extended period of time for the purpose of work, regardless of whether it is elsewhere in the country or abroad, shall consider their household home to be their place of usual residence in cases where they contribute to the household income.
- (d) Tertiary students who are away from household home while at college or university, regardless of

whether elsewhere in the country or abroad, shall consider their household home to be their place of usual residence in case they benefit from the household income.

(e) In the case of a dependent child alternating between two places of residence, where an equal amount of time is spent with both legal guardians/parents, the place of usual residence shall be the place of residence of the legal guardian who receives the child benefits (if applicable), or, the place of residence of the legal guardian who contributes more towards the child-related costs.

If neither of the conditions is fulfilled, the place where the dependent child is located at the reference date (as defined for a specific data collection) shall be considered as the child's usual residence.

Persons living (as usual residents) in hotels, boarding houses or temporary accommodation dwellings are part of the private household population.

Private households exclude persons whose need for shelter and subsistence is being provided by an institution and who at the reference date (as defined for a specific data collection) have spent, or are likely to spend, 12 months or more living there.

Persons doing compulsory or voluntary military service (conscripts) are excluded from the private household population in cases where the duration of their service is longer than 12 months. By derogation, for the purposes of data collection under the labour force domain, all conscripts shall be excluded from the private household population.

All people who are usually resident, whether related or not related to other members of the private household, are to be considered as members of a private multi-person household if they share household income or household expenses with other household members.

In cases where it is not possible to clearly establish the criteria for one or multi-person household, the judgement of the interviewee concerning her/ his-situation in relation to the other household members shall be considered.

In cases where multiple households reside within one address, Member States shall aim to record data for all the households residing under a given address. In any case the Member States shall aim to avoid double recording of the same individual.

All individuals who belong to the same household are resident where the household has a centre of economic interest: this is where the household maintains a dwelling, or succession of dwellings, which members of the household treat, and use, as their principal residence. A member of a resident household continues to be a resident even if that individual makes frequent journeys outside the economic territory, because its centre of economic interest remains in the economy in which the household is resident.

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### Recommendations:

- It is recommended that the Time Use Surveys be restricted to people resident at domestic addresses. This means that persons permanently living in institutions (military bases or barracks, hospitals, prisons etc.) or with no regular abode are not to be included.
  - It is recommended that persons of 10 years and above<sup>3</sup> be included in the Time Use Surveys. If that recommendation cannot be followed, the minimum age limit is 15 years.
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## 2.1.2 Sample

In almost all statistical tables, analyses and comparisons based on earlier Time Use Surveys the individual has been the unit of study. There is little doubt that this will continue to be the case in

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<sup>3</sup> A dedicated consultation of the Task Force TUS in July 2018 showed that the majority of responding countries have a preference for the under age limit for children at 10 years.

future international comparisons. This means that most estimates will concern individuals.

In countries where there are population registers, these will probably be used as frames for drawing probability samples of individuals. To draw a sample of households, the households of the sampled individuals are generally included in the sample.

In countries where there are no population registers, the household (or the dwelling) is generally the primary sampling unit in social surveys. All individuals of a sampled household (and all households of the sampled dwelling) should be included.

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### Recommendations:

- It is recommended that the highest priority be given to individual observations and to minimising individual non-response.
  - It is recommended that all members of the household (all households within a dwelling) be included in the sample. To make it possible to analyse intra-household dependencies, data on the time use of households are needed (i.e. there must be data concerning all household members).
  - It is recommended that participating countries pay particular attention to (data) protection of respondents, including their household members or other persons involved in the survey, particularly in an online and app environment.
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## 2.2 Diary days

### 2.2.1 Number of diary days

It is recommended to use two diary days, i.e. one weekday (Monday-Friday) and one weekend-day (Saturday or Sunday). Using only one diary<sup>4</sup> day will also be acceptable, but in that case it is impossible to get any idea of intra-personal variation. The general rule from this point of view is that "the more diary days the better". Given the problem of non-response increasing with increasing respondent burden, the reasonable choice is two diary days.

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### Recommendations:

- It is recommended to use two diary days, i.e. one weekday (Monday-Friday) and one weekend-day (Saturday or Sunday) randomly sampled over the whole year (365 days).
  - The second diary day is between 1 and 6 days after the first diary day. If the first day was a weekday the second day is either a Saturday or a Sunday, or vice versa.
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### 2.2.2 Selection of diary days, coverage of the year and postponement rules

Time Use Surveys require multidimensional probability samples. Not only households/ individuals are

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<sup>4</sup> The sampling rule would be in this case again "random sampling over the whole year (365 days)".

sampled but also the days/ dates when the time use is to be recorded. The general requirement is that all objects in the population have a known probability ( $> 0$ ). For Time Use Surveys this means that each combination of individuals/ households and all days/ dates within the surveyed time period has a known probability ( $>0$ ) to be allocated to the sample.

It follows that not only the inclusion probability for each individual/ household must be known, but also the probabilities that the assigned days/ dates are allocated to the individuals/ households.

Assigning dates independently to individuals/ households according to a probability sampling design simplifies variance estimation. In this case the requirement is that there is no interdependence between the dates allocated to individual/ household  $i$  and  $j$  respectively. A slight drawback here will be a somewhat uneven distribution of diaries over days, months and seasons, but this could be adjusted in the estimation process.

The survey fieldwork should be distributed over 12 consecutive months, as average time use over a year is estimated for very different activities, and there are probably different seasonal patterns for many of the activities on which people spend time.

If for some reason the interviewer, depending on the sampled individual/ household, was not able to contact the household before the first of the randomly assigned diary dates, the diary days are to be postponed according to a given set of rules.

Postponement must be kept to a minimum, but it is allowed in cases where the interview cannot be done before the first of the originally allocated diary days. This should depend on the member(s) of the selected household — not on the way the interviewer organises her/ his work. This means that none of the household members can be reached, or that the household cannot arrange a time for the interview.

The reason for postponement must be recorded, to permit evaluation of the quality of the fieldwork and the data.

#### *Basic postponement rules*

- If postponement is necessary, as a general rule the diary days should be postponed by either 7 days, 14 days or a maximum of 21 days (i.e. to the same day of the week or the same weekend day, one week, two weeks or no more than three weeks later).
- It is highly recommended that all household members fill in the diaries for the same allocated days. Where some of the members of the household are not available on the allocated days, postponement by no more than three weeks of the diary of unavailable members is recommended, but not of the diaries of the other household members available during the original allocated day. The rationale for this recommendation is that individuals are the basis of nearly all tabulations and analyses, while household-data are only marginally used.
- It is also recommended that respondents are informed of the importance of filling in the diary over the course of the day; the quality of the data decreases dramatically as the time span between an event and the corresponding diary entry increases.

Three situations<sup>5</sup> in which postponement may be necessary are described below.

- No contact before the designated days: One reason for postponement is that the interviewer is unable to get in contact with the selected household before the first diary day. This risk must be minimised by careful planning.
- No interviewer visit before the designated days: Another reason for postponement is that the household cannot arrange a suitable time for the interview before the first diary day.
- Absent household members: One household member's absence is not a reason for postponement. If this household member is to return — or can be contacted in order to get a diary — within three weeks from the date of the interviewer's visit, only the diary days of the absent member should be postponed, preferably by one week.

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<sup>5</sup> The mentioned three situations concern the original fieldwork setting for HETUS with interviewers doing face-to-face interviews for the questionnaires and leaving the diaries behind – to be filled in by the respondents on their own at the randomly defined diary days.



### Recommendations:

- It is strongly recommended that diary days/ dates be allocated to households/ individuals by a controlled random procedure.
- It is recommended that the survey days/ dates be representative of, and that they cover a full 12-month period (i.e. 365 consecutive days, preferably including potentially "problematic" days and periods, e.g. cultural and religious festivals).
- Postponement should be kept to a minimum; if it cannot be avoided, the recommendation is to follow the basic rules for postponement as specified in this section.

## 2.3 Survey forms

The household questionnaire, the individual questionnaire and the time use diary are the HETUS survey forms used to collect data on time use for each household member aged 10 years and older living in the same household (see section 2.1.1). As time use within a household is interrelated, it is recommended that each person in the household aged 10 years and older should be asked to fill in the individual questionnaire and diary.

- The **household questionnaire** should be used in a face-to-face interview with a person familiar with the circumstances of the household.
- The **individual questionnaire** is intended to be used in a face-to-face interview, but for members of the household not present on the day of the interview it could be completed either in a telephone interview, or (the less appropriate solution) in a proxy interview.
- The **diary** is a "leave behind booklet" for which the interviewer should give brief instructions. Assuming that not all members are present at the interview, written instructions must be given in the diary. They should not be too long and should be easy to read and understand<sup>6</sup>.
- The dedicated consultation of the Task Force TUS in 2018 showed that the **weekly schedule of working time** – to be filled in by all jobholders in the household – is not used by the large majority of the participating countries (nor by Eurostat) and was removed from the guidelines<sup>7</sup>.

Both, the individual and household questionnaires should be regarded as (minimal) catalogues of questions, to be worked into final questionnaires. The adaptation should be geared to country-specific conventions and procedures as used in Labour Force Survey (LFS) or in other sources, and in line with definitions set out in the directions.

In order to specify exactly which characteristics are included, technical terms are sometimes used. These are not suitable for questionnaires in the field. The order of the questions may be changed if necessary. Finally, additional questions may be introduced.

### Adapting the household questionnaire (see Annex I)

The household questionnaire should be used in a face-to-face interview. Definitions and instructions are given either in the heading of the question, as a sentence of introduction, or set out below under section "2.5. Interviewers". The questionnaire is short and its structure is simple; headings indicate which topic is being dealt with.

<sup>6</sup> For the illiterate and/ or very old individuals who are unable to write down his/ her activities in the diary, another person could fill in the person's diaries as a proxy respondent.

<sup>7</sup> The weekly schedule of working time can be re-introduced into HETUS when – in cooperation with the Eurostat Task Force on Innovative Tools and Sources for HBS and TUS – new technical solutions will be available for the survey (this will be described in a future additional appendix to these guidelines).

### Adapting the individual questionnaire (see Annex II)

The individual questionnaire is somewhat more complex in structure and coverage. The following remarks are essential:

- ..... ● As the individual questionnaire will be used in several forms (i.e. face-to-face interviews, telephone interviews, self-administered paper questionnaire, online/ apps and possibly proxy interviews), this must be taken into account when adapting the questionnaire.
- Definitions and important notes should be integrated, as far as possible, into the questionnaire itself.
- A few questions are open-coded. Coding must be undertaken after the data have been collected. The appropriate coding system is indicated under each question.

### Adaptation of the diaries (see Annex III)

The diary is structured as follows: the cover page with administrative items is followed by two pages of instructions, three pages of examples, the 24-hour-day diary, some questions at the end, and a checklist.

Each respondent receives two diaries, one for a weekday, and the other for a weekend day.

The cover page sets out various necessary administrative items. The format could be adapted to national needs.

The instructions on how to fill in the diary can be adapted slightly to country-specific conventions, but it is recommended that they have the same content (e.g. the wording might be changed, but not the substance or the level of detail).

The examples should be geared to country-specific activities in order to be authentic. The examples should set out all the necessary information how to record main activities, secondary activities and the ICT column, how to use quotation marks or arrows, and how to fill in the "where were you" (location/ mode of transport) and the "with whom" columns.

The structure and content of the diary are fixed. It is recommended that any adapted version remains as close as possible to the version in Annex III of the guidelines.

Small adaptations may be made to the questions at the end of the diary, but without changing the substantive meaning of the questions.

It is recommended that the checklist at the end of the diary be set out as suggested. Its purpose is to improve the quality of the data.

### Recommendation:

- It is recommended to use the definitions and concepts outlined in sections 3.1, 3.2 and 3.3 as well as the model forms in "Annex I: Household questionnaire", "Annex II: Individual questionnaire" and "Annex III: Time use diary" of this document.

## 2.3.1 Household and individual questionnaires

The full content of the questionnaires has been discussed and settled by several consultation rounds with the ESTAT Working Group Time Use Survey in 2018.

### Recommendations:

- It is recommended to apply the concepts and definitions of the household questionnaire in section 3.1 and to use the model form in Annex I of this document.

- It is recommended to apply the concepts and definitions of the individual questionnaire in section 3.2 and to use the model form in Annex II of this document.

### 2.3.2 Time use diaries

The time use diary comprises a page of instructions, an example and a set of sheets to record the activities (see Annex III in this document), follow-up questions, and a checklist at the end of the diary. The HETUS 2018 guidelines contain two sets of instructions, one aimed at adults and the other at children, three examples (for adults, children and elderly respondents) and a common set of recording sheets.

#### Recommendation:

- It is recommended to use an Adult Diary (for persons aged 15+ years) and a Child Diary (for persons aged 10 to 14 years), using the elements in Annex III.

If the diary is to be adapted in any way, it is important to follow these recommendations:

#### Recommendations:

- Time slots: It is recommended that the diary uses fixed 10-minute time slots.
- Secondary activities: It is recommended that a "secondary activities" column is included in the diary.
- Information and communication technology (ICT): It is recommended that a new ICT column is included in the diary. This is where respondents mark, for each activity they were using a computer, smartphone, tablet or similar device.
- With whom column: It is recommended that the diary includes a "with whom" column.
- Location: It is recommended that a "location/ mode of transport" column is included in the diary.
- ESTAT does not propose an additional column for self-assessed "well-being/ satisfaction" in the model diary for HETUS wave 2020. On the other hand, four new questions (questions 4, 5, 6 and 7) are included at the end of diary, which ask about the most pleasant/ unpleasant/ stressful activity during the diary day; as well as about an overall appreciation of the diary day by the respondent.

## 2.4 Activity coding list

The Activity Coding list 2018 (ACL 2018) is based on the former ACL 2008 from the HETUS 2008 guidelines<sup>8</sup>. To keep the comparability across time (with HETUS waves 2000 and 2010) it has been set up on the following principles:

- keep the main structure of the previous classification (1 digit and 2 digits), but:

<sup>8</sup> <http://ec.europa.eu/eurostat/ramon/statmanuals/files/KS-RA-08-014-EN.pdf>

- add some categories (at the 3-digit level), mainly to accommodate new activities;
- remove/ combine some categories (3 digits) that – according to HETUS wave 2010 results – have very rarely (or even never in certain countries) been coded.

Working Group TUS was consulted on the final ACL 2018 in autumn 2018.

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### Recommendations:

- It is recommended to apply the concepts and definitions of the Activity coding list in chapter 4 and to use the detailed Activity coding list in Annex IV.
  - This list should be used for coding main and secondary activities.
- 

## 2.5 Interviewers

The guidelines on the interviewers are based on experiences from earlier Time Use Surveys carried out in various European countries. National experience shows that a growing number of countries no longer conduct (face-to-face) interviews, but use other data collection techniques such as dashboards, electronic devices (CAWI) or telephone interviews (CATI)<sup>9</sup>. Nevertheless, many of the proposed recommendations (e.g. motivating respondents to participate in the survey and to keep diaries)<sup>9</sup> remain relevant for all data collection modes.

### 2.5.1 Recruiting of interviewers

Because of the essential role of interviewers in collecting high-quality data, special attention needs to be given to recruiting, remunerating and training interviewers. The recruitment of experienced interviewers would be valuable in carrying out the demanding fieldwork task, which includes motivating members of the selected households to keep diaries. Using interviewers with experience of household budget surveys may be advantageous.

Elements to be taken into consideration include the interviewer's expertise in household surveys and, in particular, in time use surveys, the complexity of the questionnaire, and the geographical distribution of the sample.

### 2.5.2 Training of interviewers

It is essential to provide an adequate training course for all interviewers participating in the fieldwork. The response rate is heavily dependent on the ability of interviewers to argue the case for the survey in order to convince the members of selected households to participate in it.

As preparation for training, an approach that has proven successful is to ask the interviewers to study the guidelines thoroughly, keep a diary of their own, and make a couple of test interviews, including diary keeping. It is good practice to look through the output of the test interviews prior to the training course and to give feedback on them.

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<sup>9</sup> ESTAT will update the HETUS 2018 Guidelines by adding a special annex on the role of the interviewers as well as on other relevant topics impacted by the use of new ways of data collection in future depending on the outcome of the work of the Task Force on Innovative Tools and Sources for HBS and TUS.

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### Programme for a short interviewer training course (3 – 4 hours):

- The aims of the Time Use Survey. What will time use data be used for?
  - How to argue the case for the survey
  - How to convince sampled households to participate in the survey
  - Explaining the interview process
  - Contacting households, scheduling the interview, rules for postponement
  - Critical variables in the questionnaires
  - Diaries: guiding the respondent in filling in the diary
  - Returning and checking diaries
  - Answers to the homework questions
- 

## 2.5.3 Delivery of materials

As good practice already applied by several NSIs, the following steps have proven to be effective:

The interview division of the NSI provides the interviewers with all relevant documents (i.e. advance letters, brochures, questionnaires, diaries, envelopes (if diaries are to be mailed back), letters of thanks, etc.).

Countries envisaging CAPI interviews (interviewer records answers directly on laptop/ tablet with pre-installed software) need to handover the device to the interviewers as well as instruct them on the proper handling of these devices and programs<sup>10</sup>.

In order to encourage participation, an advance letter is sent to the selected households, including information about the survey, an attractive and informative brochure on time use surveys, and instructions on how to contact the interviewer and the NSI. Giving a pen as a gift to all participating household members could be a cost-effective form of remuneration.

At least one month before the first allocated diary day, the list of sampled households, addresses and designated days are mailed to the interviewers.

## 2.5.4 Interviewer tasks

### *Agreeing a time for the household interview*

In order to carry out the interview before the first designated day, the household should be contacted well beforehand. An advance letter with information on how the household will be contacted for an interview should be sent. To increase the credibility of the survey, the NSI might consider signing/ stamping the advance letter by the Director General. The date and time for the interview could be agreed by telephone or a time proposed in the letter.

The face-to-face interview has to be undertaken prior to the first diary day. Interviews during the first diary day must be avoided as they distort the actual time use of the day. It is recommended to make a special effort to contact people whose diary days coincide with vacations or cultural and religious festivals. It is desirable to find a day when all household members can be interviewed.

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<sup>10</sup> ESTAT plans to adapt this section in view of new tools/ sources for data collection at a later stage in a separate appendix – also depending on the development of work in Task Force on Innovative Tools and Sources for HBS and TUS.

A telephone interview should be carried out only when a face-to-face interview is not possible. If it is impossible to do the interview before the first diary day, both diary days must be postponed.

### *The interview*

During the interviewer visit the household and individual questionnaires will be filled in. The household questionnaire should be answered by an adult household member who knows the circumstances of the household.

The individual questionnaire should be filled in for each household member. It may be filled in during a face-to-face interview (first preference), during a telephone interview for those not present (second preference) or in a proxy interview (the least favourable option).

In connection with the individual interview, the time use diary will be delivered and explained. The aim of this guidance is to motivate the respondent to complete the diary properly. The instructions can be given simultaneously to the whole household, or individually after the interview.

An approach that has proven successful is to fill in an "example diary" with the respondent, using the respondent's activities from the previous day. This provides a natural opportunity to give instructions. A tentative scheme for guidance in keeping the diary is presented below. This could be printed on a card as an aid to the interviewer.

### *Reminding of diary keeping*

If the interview is carried out several days before the first diary day, it is advisable to remind the household of the first diary day. In some cases, a phone call or a text message from the interviewer may be appropriate. An alternative is to leave a special reminder card with the specific diary dates.

### *Collection of diaries*

After the diary days, the household sends the diaries back to the interviewer, or the interviewer collects them. The interviewer carries out the initial checking/ contacts the household if necessary.

Finally the interviewer sends the diaries to the NSI office. An opportunity to send the diaries directly to the statistical office should be offered if desired by the respondent.

### *Checking and completion of the diaries*

The interviewer will carry out the initial check of the diaries. She/ he must keep track of which dates the diaries were actually filled in, and register the Recorded Day "RD" on the cover of the diary. She/ he should check, that:

- the number of the household and each member is correct
- the diary dates are correct
- the diaries are legible
- there are no lengthy time intervals in the diaries without any recorded main activity
- the questions at the end of the diary are answered.

In the case of serious omissions the respondent should be called back. The interviewer's additions should be made using a pencil of a distinct colour. If diaries are not filled in at all the respondents should be called back as well in order to identify the problems experienced by the respondent.

## Guidelines for diary keeping

### Guiding the respondent in keeping the diary:

As interviewer you should follow the instructions outlined below when guiding the respondent on how to keep the diary.

#### Dates of diary keeping

- Explain that time use data will be collected using diaries in which the respondent her-/ himself records all activities for two specific days.
- The dates of diary keeping are marked on the cover page of the diaries. They cannot be changed by the respondent.

#### Guidelines for respondents on filling in the diaries

- It is important to read the instructions and examples before diary keeping, as this will make it easier to fill in the diary.
- Main activity: Write down in as much detail as possible what you did during every 10 minute slot, not just "Was with a friend", "Was outdoors" (especially children) / Write only one main activity on each line / Do not leave any empty lines in the first column / Mark the duration of activities clearly with a ditto sign ("), arrows, etc.
- Do not forget to separate the travel from the activity and also record the location and mode of transport in the appropriate column / Record help given to another household, also when this is at the same time for the respondent's own household.
- Record the secondary activity when something is done simultaneously with the main activity.
- Indicate whether the activity has been done using a computer, smartphone, tablet or similar device (i.e. ICT) or not.
- Record whether the time is spent alone or together *with people you know*. You don't need necessarily be doing the same thing as these other people. If you are along with strangers (i.e. people you don't know), you indicate "alone" as well.
- Do not forget to answer the questions at the end of the diary, in order to provide necessary background information on the type of day.
- Check your diary using the checklist at the end of the diary.
- Please fill in the diary as frequently as possible during the diary day.

#### Reminder

- Encourage the respondent to call you if there are any problems in filling in the diary.
- Discuss with the respondent how to remember the second diary day.

#### Returning the diaries

- Explain to the respondent how to return the completed diaries.
  - If mailed back: leave an envelope with the address written on it, and ask the respondent to return the diaries immediately after the second diary day;
  - If collected: inform the respondent when you would like to pick up the diaries.

## Proposed work schedule for interviewers

Successful fieldwork calls for careful planning of the interviewer's work. The crucial aim is to capture time-use data for the designated days. A well-planned schedule for the fieldwork is essential in order to achieve this goal. A suggested schedule is outlined below, where the necessary fieldwork activities and their proposed timing in relation to the diary days are listed.

The schedule should be seen as an example of how to organise the fieldwork. The purpose is to maximise the likelihood of reaching the households in time. The schedule assumes that the sampled households have telephones at their disposal. If not, the schedule needs to be adjusted and contacts made in alternative ways recommended by the NSI.

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### **Interviewer work schedule:**

#### **14 to 10 days before Diary Day 1**

- 14 to 10 days before the first diary day the interviewer sends an advance letter to the selected household by mail.

#### **13 to 2 days before Diary Day 1**

- During this period an appointment for the interview should be made by telephone. This contact must be made as soon as possible after the household has received the advance letter.
- The interview must be completed no later than the day before the first diary day. Otherwise the diary day must be postponed.
- No interviews should be undertaken during the diary day because of the influence on the time use for the day of the interview.
- In households where a member spends only weekends at home, the interview should be carried out at the weekend or on a day before the weekend, prior to the first diary day. This will guarantee that this household member will also receive a diary in time.

#### **7 to 1 days before Diary Day 1**

- Personal interview. Reminding of diary keeping if needed.

#### **Diary Day 1**

- This is the first of two randomly designated diary days. All household members are requested to fill in diaries.

#### **1 day after Diary Day 1**

- The interviewer should contact the household to ask if they have had any problems in filling in the diaries. This concerns the elderly in particular. She/ he should also remind the household of Diary Day 2.

#### **Diary Day 2**

- The second diary day is between 1 and 6 days after the first diary day. If the first day was a weekday the second is either a Saturday or a Sunday, or vice versa.

#### **One week after Diary Day 2**

- If the diaries are not sent back within a week after the second diary day, the interviewer should remind the household to return the forms. Even incomplete or damaged forms should be sent back.
- If questionnaires and/ or diaries are not filled in at all and sent back to the interviewer, she/ he should contact the respondent/household in order to find out the reason(s) for the empty forms. Depending on the answer (error, refusal, changed situations, etc.) the interviewer decides whether sending back the form(s) is appropriate or not.

#### **After receiving the forms**

- Forms are checked and, if necessary, completed. In order to confirm their receipt, a thankyou letter should be sent to the household.
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## 2.5.5 Supervising the fieldwork<sup>11</sup>

During the first month of fieldwork it is recommended diaries and interviews are checked (e.g. two participating households for each interviewer. In order to avoid repeated errors, it is important to give feedback immediately).

It has proven to be good practice to ensure that diaries are returned by the interviewers without delay to the National Statistical Institutes (NSI). It is also recommended to maintain close contact between interviewers and the Time Use unit. For instance, one person could coordinate all the questions that the interviewers might have and, at the same time, give direct feedback from the field to the central team. This may lead to the need for further guidelines or clarifications to be sent to all interviewers.

To avoid the risk of reduced motivation among interviewers it is useful to meet the interviewers during the fieldwork. Recommended topics for discussion are: the quality of diaries; improving the response rate, especially interviewer tips for convincing people to participate in the survey; and the exchange of experiences with fieldwork.

## 2.6 Data coding

Coding is research. Understanding and interpretation of how activities are expressed in words is assumed. High data quality presupposes a uniform way of coding and interpreting the coding list. In order to ensure identical work habits the coding should be arranged centrally, and not by the interviewers or regional offices.

If central coding is not possible – e.g. for organisational reasons – a most harmonised possible proceeding for training and supervising of the coding and its personnel should be envisaged by the NSI. Also on installing a system where "complicated" coding cases are shared by an email distribution system or a central helpdesk could be envisaged.

### 2.6.1 Proposed scheme for training of coding personnel

A training course for coders needs to be arranged before the actual coding starts. Before the course, the coders should be asked to keep their own diaries and to read the TUS guidelines.

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#### Training of the coders

##### **Background of Time Use Surveys**

- A brief history of TUS — internationally and nationally

##### **Use of TUS**

- What kind of information do we get?
- How was the previous survey reported in the media?
- How will this survey be used?

##### **Data collection and processing**

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<sup>11</sup> This section could be revisited in a separate annex at later stage in line with the outcomes of the work of the TF on Innovative Tools and Sources for HBS and TUS.

- Fieldwork process
- Organisation of coding work (supervising, meetings, etc.)

#### **Questionnaires**

- Using auxiliary information from the questionnaires for coding

#### **Diary**

- Structure of the diary
- Coding of main and secondary activities – the coding list will be discussed in many sessions, category by category
- Coding of the ICT column
- Coding of "Location/ Mode of Transport"
- Coding of "With whom"
- Definition of an episode
- Exercises on the topics discussed – enough time should be left for exercises. Avoid long training sessions. It is better to have several short ones, with time to practise in between.

## **2.6.2 Supervising the coding**

In the beginning, all diaries should be checked, and this should continue until the quality of the coding is acceptable. The time needed varies from coder to coder.

For further training and for motivation, it is recommended that weekly coding meetings are arranged initially at least once a week<sup>12</sup>, later at less frequent intervals. Topics for these meetings could be general information on the survey, modifications to the coding list, additional rules and examples, or problems that have arisen. For specific problems, it is best if the coders can ask the supervisor and receive immediate answers.

Decisions taken by the NSIs in the coding work will influence international comparability. To improve comparability, the coding solutions should follow similar rules, and categories should be interpreted in the same way. Activities clearly deviating from the examples given in the Activity coding list should fit within the logic of the coding list.

### **Recommendations:**

- It is highly recommended to set up a coding index (i.e. a list with the expressions found in the diaries and the activity codes that have been assigned to them). The coding index helps ensure a more harmonised and efficient coding process.
- The coding index is also very useful for international purposes: it provides a basis for comparing how the activity coding systems have been applied.

<sup>12</sup> The installation of a central helpdesk for coders might reduce the frequency of meetings for coders.

## 2.7 List of variables for transmission HETUS wave 2020

In contrast to HETUS Guidelines 2000 and 2010, HETUS Guidelines 2018 contain a recommended list of variables which are to be submitted to Eurostat (see Annex V of this document). This list of variables is aligned with the questions of the survey forms (i.e. household and individual questionnaires and time use diary, see Annexes I to III).

Compared to HETUS wave 2010 the list of variables to be delivered has been reduced for the individual questionnaire by limiting the questions from 42 to 34 questions (13 questions removed; 5 new questions I 2, I 3, I 6, I 7 and I 30 added).

The questions removed from the individual questionnaire were mainly about the "monthly net income" in main and second jobs by employment status groups.

Five new questions were added to the individual questionnaire, mainly to align with the DSS document on standardised variables common to several social data collections<sup>13</sup>:

- I 2 Sex of respondent
- I 3 Date of birth of respondent
- I 6 Country of birth of the father
- I 7 Country of birth of the mother
- I 30 Being limited the past 6 months

## 2.8 Estimators

Estimation procedures, which include calculating and adjusting weights and calculating standard errors, are dependent on sampling design, estimation schemes, analysing programs, and on the practices and policies of the national statistical institutes. Despite differences in estimation, the TUS data preserve comparability provided the procedures are unbiased. The model-assisted approach is recommended. The basic theory is presented by Särndal, Swensson and Wretman in *Model assisted survey sampling*, Springer-Verlag, 1992.

### 2.8.1 Weighting

It is recommended that best current methods be used. Weights are based on the estimator of the total in that the weight is the coefficient of the study variable. In the estimation procedures, the survey variables are multiplied by the weights. It is recommended that sampling design be taken into account by using inclusion probabilities. The inclusion probability estimator ( $\pi$ -estimator)  $\hat{t}_{y\pi}$  of the total  $T_y$  of a variable  $y$   $T_y = \sum y_i$  is:

$$\hat{t}_{y\pi} = \sum_S y_i / \pi_i = \sum_S w_i y_i$$

<sup>13</sup> Please find the DSS list of standardised variables, including definitions and guidelines in Annex VI. Furthermore, specific adaptations for the questions are found in the model household and individual questionnaires by question (Chapters 3.1 and 3.2). Implications for variable transmission are found in Annex V (List of microdata to be transmitted), which will be further elaborated in separate documents on validation rules and data transmission guidelines in future.

where  $\pi$  is the inclusion probability, and the sum goes through all units  $i$ .

Weights are included in the household and individual records. The inclusion probability weight is given to all units in the sample. Over-coverage and non-response should be kept in the sample so that sample and estimation procedures can be evaluated. The non-response adjusted and calibrated weights are given only to respondents. It is recommended that the diary weight be used when all diary days are analysed together.

The complexity of estimating time use statistics requires several weights, which are included in the data files. Four weights are suggested here:

1. The *general weight* is given for the respondents. This is the same for all individuals of a household and is missing in the event of non-response and over-coverage. The weight includes non-response adjustments and calibration with auxiliary information.
2. The *inclusion probability weight* is given for all households and individuals. It is given for the sample, including non-response and excluding over-coverage.
3. The *diary weight* is given for all diaries. It may include non-response adjustment for missing diaries. The diary weight depends on the number of days an individual keeps a diary. These guidelines recommend the use of two diary days (i.e. one weekday and one weekend day, where the basic weight of a weekday is 5/7 and for a weekend day 2/7). If the uniform allocation of days or weeks is not used, the weighting factor, depending on the allocation, should be included in the diary weight. It is recommended that diary weights be used when diary days are analysed together. The diary weight should include seasonal adjustment where response rates and postponing have changed weekly or daily sample sizes. Seasonal adjustment can be done by using calibration techniques or a response homogeneity group model (Särndal et al., 1992).
4. The *additional weight* is reserved for special purposes, and its use and contents should be described in the meta-information. It is recommended that this weight be used in the individual-level post-stratification of a household sample.

If the household has served as a sampling unit, it is recommended that the same weight be used for all individuals in the household. Household-level non-response adjustment should be included in the household weight. If calibration techniques are used they should give equal weight to all household members.

If calibration is not included in the weighting, and post-stratification according to individual dependent auxiliary variables is used instead, the additional weight should be included in the data and that weight should be used in the individual-based analysis. In this case, analysts have to accept the inconsistency of results. The calibration of weights increases the accuracy of estimates, giving consistent estimates according to the variables that are included in the calibration vector.

The demographic variables are generally available from population statistics or censuses, and sex and 5-year age groups should be included in the calibration vector when the marginal distributions of the main classifications correspond to other statistical sources.

The sampling design may vary between countries, ranging from stratified multi-stage cluster sampling to simple random sampling, and is dependent on sampling frames and estimation strategy. Regions are often used as primary sampling units, and households or individuals as ultimate sampling units. Both households and individuals are survey units, and the data are analysed at both household and individual levels.

## 2.8.2 Non-response adjustment

Auxiliary information is generally available from the sampling frame and can be used to analyse the distribution of non-response. If non-respondents are observed to differ from respondents, it is recommended that unit non-response be adjusted.

1. *Unit non-response of households*: It is recommended that non-response adjustment at household level be performed by reference to a response homogeneity group model (Särndal et al., 1992).

Response probabilities should be modelled and predicted by the model. Another possibility would be to make the adjustment by using empirical response probabilities, which are calculated from the data.

2. *Unit non-response of individuals*: In surveys where all individuals in a household are included in the sample, the individual-level non-response can be adjusted by weight calibration. If calibration is not used, non-response weighting within the household should be used. The total sum of the weights of the respondents should be the total number of the population.
3. *Item non-response*: The effect of item non-response can be corrected by imputation. Several methods are available. A simple and quite effective method is to seek among respondents an individual who is as similar as possible to the unit with item non-response (the so-called nearest neighbour), and a missing value is replaced by an observed value from the respondent. The logistic regression model can be used to measure the distance of the units. The imputed values should be flagged so that they can be recognised in the estimation process and, if necessary, left out of the analysis.

## 2.9 Required meta-information

Meta-information on the national Time Use Survey has to be delivered to Eurostat (together with the microdata) and should be published together with the results of the survey on national websites. There should be enough information to make it clear how national surveys relate to one another and to the European guidelines.

### Recommendations:

- It is recommended that the meta-information described below is delivered to Eurostat (together with the microdata).
- The meta-information should be published on the national website together with the results of each national Time Use Survey.
- A template with detailed description of the information requested in sections 2.9.1 to 2.9.19 can be found here: [https://ec.europa.eu/eurostat/cache/metadata/en/tus\\_esms.htm](https://ec.europa.eu/eurostat/cache/metadata/en/tus_esms.htm).

### 2.9.1 National contact

- Contact organisation
- Contact organisation unit

*For each contact person record*

- Name
- Function
- Postal Address
- E-mail address
- Telephone number

## 2.9.2 Metadata update

- Metadata last certified
- Metadata last posted
- Metadata last updated

## 2.9.3 Statistical presentation

- Data description
- Classification system
- Coverage - sector
- Statistical concepts and definitions
- Statistical unit
- Statistical population
- Reference area
- Coverage - Time
- Base period

## 2.9.4 Unit of measurement

## 2.9.5 Reference period

## 2.9.6 Institutional mandate

- Institutional Mandate - legal acts and other agreements
- Institutional Mandate - data sharing

## 2.9.7 Confidentiality

- *Confidentiality - policy*
- *Confidentiality - data treatment*

## 2.9.8 Release policy

- *Release calendar*
- *Release calendar access*
- *Release policy - user access*

## 2.9.9 Frequency of dissemination

### 2.9.10 Accessibility and clarity

- *Dissemination format - News release*
- *Dissemination format - Publications*
- *Dissemination format - online database*
- *Dissemination format - microdata access*
- *Dissemination format - other*
- *Documentation on methodology*
- *Quality management – documentation*

### 2.9.11 Quality management

- Quality assurance
- Quality management - assessment

### 2.9.12 Relevance

- Relevance - User Needs
- Relevance - User Satisfaction
- Completeness

### 2.9.13 Accuracy

- Accuracy – overall
- Sampling error
- Non-sampling error
  - *Coverage error*
  - *Measurement and processing errors*
  - *Non-response errors*

### 2.9.14 Timeliness and punctuality

- Timeliness
- Punctuality

### 2.9.15 Coherence and comparability

- *Comparability – geographical*
- *Comparability - over time*

- *Coherence - cross domain*
- *Coherence - internal*

### **2.9.16 Cost and Burden**

### **2.9.17 Data revision**

- *Data revision – policy*
- *Data revision - practice*

### **2.9.18 Statistical processing**

- Source data
- Frequency of data collection
- Data collection
- Data validation
- Data compilation
- Adjustment

### **2.9.19 Comment / Related metadata / Annexes**



# 3

## The survey forms for HETUS

### 3.1 Household questionnaire

#### 3.1.1 Cover page

The cover page contains three items, to be completed by the interviewer:

- four digits for the number of the household
- the number of the interviewer (3 digits)
- the date of interview (8 digits).

#### 3.1.2 Who should answer the household questionnaire?

A household member who is familiar with the structure, budget and living conditions of the household:

- in a two-generation household select a parent or guardian as respondent
- in a three-generation household select a person from the generation in between
- the person selected as respondent should be at least 18 years of age.

#### 3.1.3 Definition of the household<sup>14</sup>

"Private household" means a person living alone or a group of people who live together<sup>15</sup> providing themselves with the essentials of living, being either:

- *A one-person household*, i.e. a person who usually resides alone in a separate housing unit or who occupies, as a lodger, a separate room or rooms of a housing unit but does not join with any of the other occupants of the housing unit to form part of a multi-person household as defined below, or

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<sup>14</sup> See "Proposal for standardised definition of private household" in Annex VI.

<sup>15</sup> *Note: Household members who permanently live outside the family home (e.g. persons working abroad, tertiary students) but who share income/expenses with family back home can be considered as part of the family private household, in which case specific provisions may be introduced in the sectoral acts.*

- A *multi-person household*<sup>16</sup>, i.e. a group of two or more persons who are usually residing together in the whole or part of a housing unit and who provide themselves with food and other essentials for living; with members of the group sharing household income and/ or expenses by benefitting from expenses and/ or contributing to expenses<sup>17</sup>.

All people who are usually resident, whether related or not related to other members of the private household, are to be considered as members of a private multi-person household if they share household expenses.

However flatmates or housemates<sup>18</sup> who occupy a dwelling on a house-sharing basis shall not be considered as a multi-person household, even in cases where they share certain house-related expenses, which can include rent, house or apartment charges, sanitary and cleaning products for the house, as well as certain food expenses.

If the household expenses<sup>19</sup> include (on top of the house-related expenses) other expenses related to the household members and their costs of living (e.g. expenditure for daily commute and transportation, holidays expenses, leisure and sport activities expenditure, medical costs, etc.) then they should be considered shall be considered a multi-person household.

In cases where it is not possible to clearly establish the criteria for one-person or multi-person household, the opinion of the interviewee concerning her/ his situation in relation to the other household members (one-person vs. multi-person household) shall be considered.

Private households exclude persons whose need for shelter and subsistence are being provided by an institution. An institution is defined as a legal body for the purpose of long-term inhabitation and provision of services to a group of persons, usually with common facilities shared by the occupants (baths, lounges, eating facilities etc.). The majority of institutional households fall under the following categories:

- Hospitals, convalescent homes, establishments for the disabled, psychiatric institutions, aged care and nursing homes
- Assisted living facilities and welfare institutions including those for the homeless, asylum seekers or refugees
- Military bases or barracks
- Student residences (dormitories)
- Correctional and penal institutions, retention facilities
- Religious institutions
- Worker dormitories

Persons doing compulsory or voluntary military service (conscripts) are excluded from the private household population in case the duration of their service is longer than 12 months<sup>20</sup>.

<sup>16</sup> Note: Dividing one dwelling into multiple households may be challenging from survey organisation viewpoint, in particular in case of address-based sample frames - however it will result in better data and is necessary for surveys that aim at reflecting the social reality. In any case, the basis of the private household definition is housekeeping concept rather, than dwelling concept, and for that reason the aim is to focus on households (even if there are multiple households in one dwelling/one address).

<sup>17</sup> Note: multi-person households are sharing household expenses by benefitting from expenses and/or contributing to expenses – it normally includes sharing of the income, however has a wider meaning e.g. families who live from their savings may not have any income (for certain period of time) but are still a private household with members thereof contributing and benefitting from expenses.

<sup>18</sup> Note: Further clarifications have been included to distinguish between a multi-person household based on sharing the household expenses vs. housemates who would only share the house-related expenses and similar distinction may be made on that basis for e.g. long-term visitors, au-pairs and domestic servants.

<sup>19</sup> Note: The specifications of expenses are to be used as indicative guideline. It is unfeasible to define every potential scenario and for that reason the opinion of interviewee should be used (as the person with best understanding of their specific situation).

<sup>20</sup> Note: Conscripts of service duration under 12 months may be also excluded from the private household population in cases where such exclusion serves the objective of specific data collection (e.g. in case of LFS where a reference week is used, all conscripts could be excluded in order to get consistent data concerning unemployment), in such cases the details regarding conscripts in specific data collections shall be regulated by the sectoral acts.

Persons living (as usual residents) in hotels or boarding houses are not part of the institutional population and should be distinguished as members of one- or multi-person households, on the basis of the arrangements they make for providing themselves with the essentials for living.

### 3.1.4 Questions H 1 – H 10

#### H 1 Starting time

#### *Household composition (H 2)*

#### H 2 Household grid

The variable reports about the composition of private households and the intra-household relationships between household members. The information on the variable should be available in the form of a matrix containing the relationships of each member to each other member of the household.

The household grid is a matrix in which each row and column corresponds to one member of the household, and where the relationship between the members is indicated by the standard categories in the cells where the row and column of the respective members are crossed. The matrix representation of the data allows a variety of information for dissemination and research purposes, including the intra-household relationships, household type, household size, partner relationships between household members (legal or de facto), and (together with the variable 'age') the composition of the household by age.

The matrix is symmetrical (e.g. if member 1 is the son of member 2, then member 2 is father/ mother of member 1) and the diagonal (that relates each member with himself/herself) being neutralised, information for only one half of the matrix (minus the diagonal) needs to be available in order to provide the full information. In practice however, collecting the full set of relations might be easier and avoid errors.

In order to acquire comparable data on the household grid, it is recommended that the private household definition included in Annex VI to this document is used. Any deviation from this definition should be justified and documented.

1. Partner: A 'partner' can be defined according to the legal or de facto partnership/ relationship status.

A 'husband/ wife/ civil partner' is identified according to the legal marital status (i.e. the legal/ de jure conjugal status) of each individual in relation to the marriage laws or customs of the country, including civil partners. Members of same sex couples can be 'husband/ wife/ civil partner' if the marriage laws or customs of the country recognise this.

'Partner/ cohabitee' is identified according to the de facto relationship (i.e. the partnership/ relationship status) of each individual in terms of his or her actual living arrangements within the household).

2. Son/ daughter: 'Natural/adopted son/daughter' or 'stepson/ stepdaughter' refers to a natural (biological), adopted or step member of the family (regardless of age or partnership/ relationship status) who has usual residence in the household of at least one of the parents.

'Adoption' means taking and treating a biological child of other parents as one's own insofar as provided by the laws of the country. By means of a judicial process, whether related or not to the adopter, the adopted child acquires the rights and status of a biological child born to the adopting parents.

'Stepson/ stepdaughter': a step-parent treats the child of his/ her partner as one's own in so far as provided by the laws of the country, without adopting it.

3. 'Son/ daughter-in-law' is a person who is the legal or the de facto partner of one's child.

4. 'Grand-child' means a child of ones' child including natural, adopted and step child.
  5. Parents. The definition of 'parent' is the counterpart of the definitions for 'son/daughter' as provided under point 2.
  6. A 'parent-in-law' is a person who is a parent of one's legal or de facto partner.
  7. 'Grand-parent' means a parent of one's parent including natural, adoptive and stepparent.
  8. 'Brother/ sister' refers to biological, adoptive or stepbrothers/stepsisters.
  9. 'Other relative' refers to other relatives (not included in the list outlined above) such as cousin, aunt/ uncle, niece/ nephew and also covers grand-child-in-law, grand-parent-in-law and brother/sister-in-law.
  10. 'Other non-relative' refers to non-relatives, including employee, employer, lodger/boarder/tenant, landlord/landlady and others. Foster children are also to be included in this category.
- A person is considered to be a member of the household when having his or her usual residence in the household.
- For more details, please see Annex VI, variable (3).

### *Long-term arrangements for childcare (H 3 – H 4)*

The purpose is to cover regular childcare undertaken by someone other than household members, and based on a long-term arrangement (more than one month). Occasional, irregular help should not be included.

The childcare should include facilities such as kindergartens, day care centres and crèches, and childminders or private persons outside the household providing childcare (e.g. grandparents).

Childcare at school which is not obligatory and that can be regarded as an additional arrangement should be included. Full-time schooling is not regarded as childcare.

### *Income (H 5 to H 7)*

#### **H 5 Sources of income**

This question concerns the current situation of all individuals of the household. The sources of income of all persons currently members of the household are to be taken into account (including children aged under 16, if they have a source from outside the household), as well as the income received by the household as a whole.

#### **H 6 Net income** (see "Equivalised net current monthly household income" section (28) of Annex VI)

Net income is the amount of income received by the household after tax and contributions to social insurance and pension schemes. If income varies between months, ask for an average.

The precise definition of the variable "Equivalised net current monthly household income" to be delivered to Eurostat is given in section (28) of Annex VI in this document.

#### **H 7 Net income (quintiles)**

Collecting data on income can be difficult. If the respondent cannot/ will not give an exact amount in reply to question H 6, proceed to question H 7 and ask for the net range of the household's total net income (see the definition of "Net income" in question H 6). The variable differentiates between five possible income categories (quintiles; see also Annex IV, variable (28)).

National Statistical Institutes should adapt the (five) income categories to the income distribution of the country using registers or other available sources.

## Receiving help (H 8)

### H 8 Receiving help

The aim of these questions is to collect data on two types of help (childcare and care for the sick and elderly) given to the household or a member of the household. This may be through an organisation/ institution or informally on a private basis. There is no distinction made between long-term help or short-term arrangements.

Different national approaches are possible. The household can either perform all necessary household activities by itself, or help can be provided by somebody outside the household. Whether there should be a restriction on the kind of help and services considered (i.e. excluding services provided by a private firm or a public institution, or if the question should concern all help and services received from someone outside the household) is something that has to be judged from a national user perspective.

This information is expected to give a clearer picture of the increasing political and social demands on child and elder care.

*Concept:*

- Reference period: previous 4 weeks
- Activities: childcare and care for the sick and elderly Distinction between: paid/ unpaid
- If help is given to a person under 18 years, it should be counted as “childcare” (also if the young person is sick); all help given to a person 18 years and older should be counted as “care for adults (i.e. for sick and elderly persons)
- No distinction between: long-term/ short-term arrangements
- Included: help bought in privately (e.g. neighbours, colleagues, child minder, cleaning help)
- Not included: services purchased through the market or public institutions (e.g. kindergarten, social services etc.), but is up to the individual country to decide whether these kinds of services should be included.

### H 9 Respondent

Enter the number of the household member (according to the household grid) who answered the questionnaire.

### H 10 End time

## 3.2 Individual questionnaire

### 3.2.1 Cover page

The cover page contains four items to be filled in by the interviewer:

- four digits for the number of the household according to the household questionnaire, needed to allocate the diary to a specific household
- two digits for the respondent’s line number according to the household grid in the household questionnaire
- the interviewer number (3 digits), and
- the date of interview (8 digits).

## 3.2.2 Questions I 1 – I 34

### I 1 Starting time

#### *Biographical information (I 2 – I 7)*

#### I 2 Sex

The variable refers to the biological and physiological characteristics that define a person to be either male or female. Data should be categorised into "male" or "female".

In case the biological sex of a person is not known, the information should be replaced by either the administrative sex (administrative data) or the self-declared sex (survey data).

For data transmission to Eurostat the categories "not stated" and "not applicable" are not allowed for the variable "sex". During data collection additional categories deemed necessary at national level might be used, but each data record valid for transmission must contain information on the sex of the person to whom it refers. In the absence of this information, information on the variable should be imputed into the data record by attributing the most plausible value.

The quality reporting related to the variable "sex" should contain information on the number of records where the sex is imputed.

For more details, please see Annex VI, variable (1).

#### I 3 Age in completed years

The age in completed years is the age at the last birthday before the reference date of the data collection/ interview<sup>21</sup> (i.e. the interval of time between the date of birth and the reference date, expressed in completed years). To deduce the variable "age in completed years" information on:

- (1) the year of birth,
- (2) whether the person has already had his/ her birthday that year at the reference date ("passing of birthday"), and
- (3) the reference date of the data collection/ interview must be known.

The categories of "age in completed years" are the year of birth, the passing of birthday and the reference date. The integer number of the age in completed years is then deduced from this information.

Eurostat will deduce the integer 3-digits of age in completed years based on the categories for data transmission described above. When deducing the 3-digits integer the lower limit is included and the upper limit is excluded. For example, a child born on 13 March 2018 will be classified in the category "0 years" at the reference date 12 March 2019 but in the category "1 year" at the reference date 13 March 2019.

The reference date is specific to each social micro-data collection:

- For HBS, AES, EHIS, HETUS and ICT HH, the reference date is the time of the first interview (DD/MM/YYYY).
- For EU-LFS, the reference date is the Sunday at the end of the reference week (DD/MM/YYYY).
- For EU-SILC, the two possible reference dates are: the end of the income reference period (DD/MM/YYYY), and the time of interview (DD/MM/YYYY), respectively.
- In the case of countries using an integrated system of household surveys with fixed reference weeks for all the (integrated) household surveys, the reference date is the end of the reference week (DD/MM/YYYY), for all surveys concerned.

<sup>21</sup> If the filling in of the household questionnaire, the individual questionnaire and the time use diaries do not happen at the same date, the reference date for HETUS should be the day of filling in the individual questionnaire.

The categories "not stated" or "not applicable" are not allowed for the variable "age in completed years". Each data record valid for transmission must therefore contain information on the year of birth, the passing of birthday and the reference date. In the absence of this information, the information should be imputed into the data record by attributing the most plausible value.

The quality reporting related to the variable "age in completed years" should contain information on the number of records for which information on the age in completed years is imputed.

For more details, please see Annex VI, variable (2).

#### I 4 Country of birth

The country of birth of an individual is defined as the country of *usual residence* (in its current boundaries) of the individual's mother at the time of delivery.

Information on the country of birth is used to distinguish between native-born (born in the reporting country) and foreign-born (born in a country other than the reporting country) residents.

The list of countries is defined according to the Eurostat Standard Code list (SCL) GEO which is largely based on the International Organization for Standardization (ISO) 3166 country codes (3166-1 alpha-2). The SCL GEO is available at<sup>22</sup>:

Information on the country of birth should be obtained according to the current national boundaries and not according to the boundaries in place at the time of birth.

More detailed information on the locality could be required if the boundaries of a country have changed. When data are collected by interview, the respondent can be asked additional questions. When data are derived from administrative registers, it is more difficult to ensure that the definition is followed. If detailed information on the mother's place of usual residence exists in the register, the country of birth should be re-coded so that it is coded according to the current national borders.

Particular care is needed in cases where national boundaries have changed and/or where previously existing countries have split to form two or more new countries. As noted in the UNECE 2020 census recommendations<sup>23</sup> (par. 651), a person should not be regarded as foreign-born (i.e. recorded as born in a country other than the reporting country) simply because the national boundaries of the country of birth have changed.

The following important exception to the general rule of considering the current borders might exist: a person whose mother's place of usual residence was, at the time of his/her birth, part of the person's *actual* country of origin (e.g. as indicated by his/her citizenship or current place of usual residence) but is not any more due to changed borders. In this case the country of birth can exceptionally be enumerated at the boundaries at the time of birth.

The country of birth of a person, who was born during the mother's short-term visit to a country other than her country of usual residence, should be the country where the mother had her place of usual residence. Only if information on the place of usual residence of the mother at the time of the birth is not available, the place where the birth took place should be reported.

For more details, please see Annex VI, variable (14).

#### I 5 Country of main citizenship

This question is aimed to capture information on the country of the respondent's main citizenship. "Citizenship" is defined as the particular legal bond between an individual and his/her State, acquired by birth or naturalisation, whether by declaration, choice, marriage or other means according to national legislation.

<sup>22</sup>[http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST\\_NOM\\_DTL&StrNom=CL\\_GEO&StrLanguageCode=EN&IntPckKey=&StrLayoutCode=HIERARCHIC](http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST_NOM_DTL&StrNom=CL_GEO&StrLanguageCode=EN&IntPckKey=&StrLayoutCode=HIERARCHIC).

<sup>23</sup> <http://www.unece.org/stats/census.html>

A person with two or more citizenships shall be allocated to only one country of citizenship, to be determined in the following order of precedence:

- reporting country, or
- if the person does not have the citizenship of the reporting country: other Member State of the European Union (EU), or
- if the person does not have the citizenship of another Member State: other country outside the EU.

In other cases (e.g. dual citizenship where both countries are within the EU but neither is the reporting country) the person may choose which country of citizenship is to be recorded or, if this information is not available (e.g. in cases where the information is obtained from administrative sources), the reporting country may determine which country of citizenship is to be allocated.

Information on the country of main citizenship is used to distinguish between national citizens (individuals having the citizenship of the reporting country), non-national citizens (individuals having the citizenship of a country other than the reporting country) and stateless persons.

The list of countries is defined according to the Eurostat Standard Code list (SCL) GEO which is largely based on the International Organization for Standardization (ISO) 3166 country codes (3166-1 alpha-2). The SCL GEO is available at<sup>24</sup>:

The category "not applicable" is to be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

Information on the country of main citizenship should be obtained in accordance with the current administrative status/legal situation of the individual.

The answer category "country of main citizenship (SCL GEO code)" may also be used for the transmission of information on "recognised non-citizens". A recognized non-citizen is a person who is not a citizen of the reporting country or of any other country, but who has established links to that country which include some but not all rights and obligations of full citizenship. A majority of these persons were citizens of the former Soviet Union living in the Baltic States who are permanently resident in these countries but have not acquired any other citizenship. Recognised non-citizens are not included in the number of European Union (EU) citizens.

More details are found in Annex VI, variable (15).

## I 6 Country of birth of the father

This question is aimed to capture information on the country of birth of the person's father (i.e. the country of *usual residence* in its current borders, if the information is available) of the mother of the person's father at the time of the delivery, or, failing this, the country (in its current borders, if the information is available) in which the birth of the person's father took place. "Father" is a male parent of a "son/ daughter", either natural (biological), adoptive or stepfather.

Information on the country of birth of the father allows analysts to determine whether the person's father is native-born (i.e. born in the reporting country) or foreign-born (i.e. born in a country other than the reporting country).

The list of countries is defined according to the Eurostat Standard Code list (SCL) GEO which is largely based on the International Organization for Standardization (ISO) 3166 country codes (3166-1 alpha-2)<sup>25</sup>.

The category "not applicable" is to be used to count statistical units which are part of the population

<sup>24</sup>[http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST\\_NOM\\_DTL&StrNom=CL\\_GEO&StrLanguageCode=EN&IntPckKey=&StrLayoutCode=HIERARCHIC](http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST_NOM_DTL&StrNom=CL_GEO&StrLanguageCode=EN&IntPckKey=&StrLayoutCode=HIERARCHIC).

<sup>25</sup>[http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST\\_NOM\\_DTL&StrNom=CL\\_GEO&StrLanguageCode=EN&IntPckKey=&StrLayoutCode=HIERARCHIC](http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST_NOM_DTL&StrNom=CL_GEO&StrLanguageCode=EN&IntPckKey=&StrLayoutCode=HIERARCHIC).



of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

Information on the country of birth of the father should be obtained according to the same rules as provided for the variable "country of birth".

In case of a person having not only a natural (biological) father but also an adoptive or stepfather, the country of birth should refer to who actually raised the person and acted as father in an affective or legal sense (e.g. the male guardian).

In case of a person with same-sex parents, both being female, this variable could be used to report the country of birth of one of the mothers.

More details are found in Annex VI, variable (16).

### **I 7 Country of birth of the mother**

The variable reports on the country of birth of the person's mother (i.e. the country of *usual residence* in its current borders, if the information is available) of the mother of the person's mother at the time of the delivery, or, failing this, the country (in its current borders, if the information is available) in which the birth of the person's mother took place. "Mother" is a female parent of a "son/ daughter", either natural (biological), adoptive or stepmother.

Information on the country of birth of the mother allows analysts to determine whether the person's mother is native-born (i.e. born in the reporting country) or foreign-born (i.e. born in a country other than the reporting country).

The list of countries is defined according to the Eurostat Standard Code list (SCL) GEO which is largely based on the International Organization for Standardization (ISO) 3166 country codes (3166-1 alpha-2)<sup>26</sup>.

The category "not applicable" is to be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

Information on the country of birth of the mother should be obtained applying the same rules as provided for the variable "country of birth".

In case of a person having not only a natural (biological) mother but also an adoptive or stepmother, the country of birth should refer to who actually raised the person and acted as mother in an affective or legal sense (e.g. the female guardian).

In case of a person with same-sex parents, both being male, this variable could be used to report the country of birth of one of the fathers.

More details are found in Annex VI, variable (17).

## *Employment (I 8 to I 22)*

### **I 8 - I 9 Gainfully employed**

These questions do not apply to respondents aged less than 15. A filter above question I 8 directs people under 15 years to question I 23.

The purpose of questions I 8 and I 9 is to identify respondents who are by definition gainfully employed.

The reference period in questions I 8 and I 9 is the week in which the weekday diary is filled in,

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<sup>26</sup> [http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST\\_NOM\\_DTL&StrNom=CL\\_GEO&StrLanguageCode=EN&IntPckKey=&StrLayoutCode=HIERARCHIC](http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST_NOM_DTL&StrNom=CL_GEO&StrLanguageCode=EN&IntPckKey=&StrLayoutCode=HIERARCHIC).

beginning on Monday and ending on Sunday<sup>27</sup>.

The following persons are regarded as gainfully employed:

- persons who work/ will work for at least one hour during the reference week in a paid job, in their own business or in a family business, or on a farm belonging to the family;
- persons who are temporarily not at work but who have employment (any formal attachment).

Persons in military or community/ civilian service are not regarded as gainfully employed.

*Question I 8: "Work" means any work for pay or profit during the reference week, even for as little as one hour. Pay includes cash payments or "payment in kind" (payment in goods or services rather than money), whether payment is received in the week the work is done or not.*

Also counted as "working" is anyone who receives wages for on-the-job training (paid apprenticeship or paid traineeship) which involves the production of goods or services.

Self-employed persons with a business, farm or professional practice are also considered to be working if one of the following applies:

- (i) A person works in his/ her own business, professional practice or farm for the purpose of earning a profit, even if the enterprise is failing to make a profit.
- (ii) A person spends time on the operation of a business, professional practice or farm even if no sales are made, no professional services are rendered, or nothing is actually produced (for example, a farmer who engages in farm maintenance activities; an architect who spends time waiting for clients in his/her office; a fisherman who repairs his boat or nets for future operations; a person who attends a convention or seminar).
- (iii) A person considered as self-employed in the process of setting up a business, farm or professional practice; any initiative needed to run the business (e.g. the buying or installing of equipment, renting the office or ordering of supplies in preparation for opening a new business).

Unpaid family workers: persons working in a family business or on a family farm without pay should be living in the same household as the owner of the business or farm or – in a slightly broader interpretation – in a house located on the same plot of land and with common household interests. Such people frequently receive remuneration in the form of fringe benefits and payments in kind. However, this applies only when the businesses are owned or operated by the individuals themselves or by a relative. Unpaid voluntary work done for charity should not be included.

The category includes:

- a son or daughter living inside the household and working in the parents' business or on the parents' farm without pay;
- a wife who assists her husband in his business (e.g. a haulage contractor, without receiving any formal pay).

Persons who work on their own farm should be considered as employed (code 1 = Yes) if he/ she works during the reference week, otherwise code 2 = No in this question and 1 = Yes in question I 9) only where at least part of their production is sold, whatever the total amount of the products. What is considered here is the usual destination of the production, and not whether a sale took place in the reference week.

A person who works in agricultural production during the reference week, but does not sell anything because harvesting will take place in few weeks or months, should be considered as having worked for pay or profit in the reference week (code 1 = Yes). Persons who work on their own small holding and who do not sell their products, and produce only for their own consumption, should not be

<sup>27</sup> The advantage of this reference period is the matching between the reference periods of the individual questionnaire and the diary. It has, however, the drawback of unforeseen changes in the labour status of the interviewee (e.g. a job is found, the person is made redundant ...). Taking this into account countries may prefer using the week previous to the interview as the reference period for the individual questionnaire.

considered as employed (code 2 = No in this question and in question I 9).

Persons who are obliged to do some work to keep receiving unemployment benefits: In some countries, unemployed people (under special circumstances) have to perform some work to keep receiving unemployment allowances. If they do some work during the reference week, they should be coded 1 = Yes in question I 8.

Conscripts doing some work for pay or profit during the reference week should always be coded 2 = No in questions I 8 and I 9.

Persons in paid employment who are on training during the whole reference week should be coded 1 = Yes if one of the three following statements is true:

- the participation of the employee is required by the employer
- the training takes place inside normal working hours
- the training is directly connected to the current job.

*Question I 9: Not working, but has a job or business from which she/ he was absent during the reference week.*

In general, the notion of temporary absence from work refers to situations in which a period of work is interrupted by a period of absence. This implies that persons are generally to be considered as having been temporarily absent from work and therefore employed if they had already worked at their current activity and were expected to return to their work after the period of absence.

Persons without work who had made arrangements to take up paid employment or to engage in some self-employed activity at a date subsequent to the reference period, but who had not yet started work, are not to be considered as temporarily absent from work.

*Employees:*

A job exists if there is a definite and pre-scheduled arrangement between an employer and employee for regular work (that is, every week or every month), whether the work is full-time or part-time.

The number of hours of work done each week or each month may vary considerably, but as long as some work is done on a regular and scheduled basis, a job is considered to exist.

In the case of employees, a person absent from work should be considered as employed if there is a formal attachment to the job, if at least one of the following criteria is fulfilled:

- the continued receipt of wage or salary, AND an assurance of a return to work (or an agreement as to the date of return) following the end of the contingency;
- the elapsed duration of absence from the job which, wherever relevant, may be that duration for which workers can receive compensation benefits without obligation to accept other jobs.

*Seasonal workers:*

During the off-season, seasonal workers are considered as having a formal attachment to their high-season job if:

- they have an assurance to return to work with the same employer at the beginning of the next season, AND
- the employer continues to pay at least 50% of their wage or salary during the off-season.

In this case they have to be coded 1 = Yes during the off-season.

In other cases, they have to be considered as not employed (code 2 = No).

*Maternity and paternity (i.e. parental) leave:*

Maternity leave is first given to the mother (but may include the leave of the father where there is a transfer of entitlements) and corresponds to the compulsory or statutory period of the leave under national legislation to ensure that mothers before and after childbirth have sufficient rest, or for a period to be specified according to national circumstances.

People on maternity or paternity (i.e. parental) leave should always be coded 1 = Yes.

*Unpaid family workers:*

The unpaid family worker can be said to have a job but not be at work if there is a definite commitment by the employer (a related household member) to accept his/her return to work and the total absence does not exceed a period of 3 months.

On this point Eurostat diverges from the International Labour Organization (ILO) recommendations. If the period of absence exceeds 3 months they should be coded 2 = No.

*Self-employed persons:*

If self-employed persons are classified as being absent from work, they are regarded as in employment only if they can be said to have a business, farm or professional practice to which they intend to return. This can be the case if one or more of the following conditions are met:

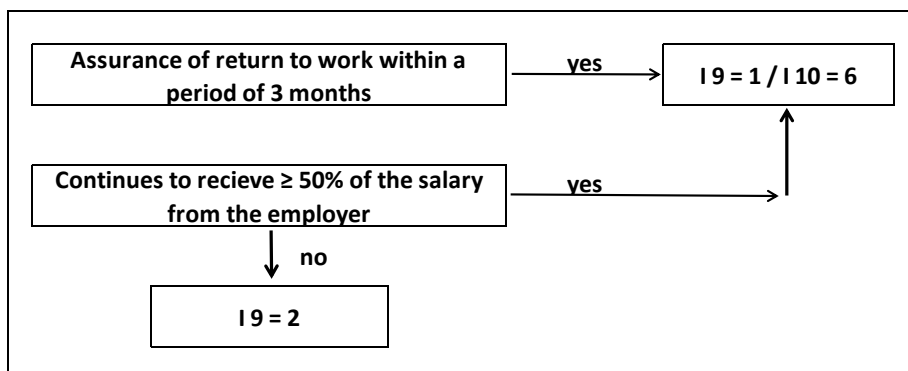
- (i) Machinery or equipment of significant value, in which the person has invested money, is used by him/ her or his/ her employees in conducting his business.
- (ii) An office, store, farm or other place of business is maintained.
- (iii) There has been some advertisement of the business or profession by listing the business online, displaying a sign, distributing cards or leaflets, etc.

If none of these conditions is met, then the person is regarded as not being in employment and should therefore be coded 2 = No.

*People on lay-off:*

A person on lay-off is one whose written or unwritten contract of employment, or activity, has been suspended by the employer for a specified or unspecified period at the end of which the person has a recognised right or recognised expectation to re-enter employment with that employer.

The following flow-chart shows how a lay-off should be coded in this variable:



Persons laid-off are classified as "employed" if they have an assurance of return to work within a period of 3 months or receive  $\geq 50\%$  of their wage or salary from their employer.

They are classified as "unemployed" if they receive less than 50% of their wage or salary from their employer, have no assurance of return to work or have an agreed date beyond a period of 3 months and if they are "available to start work in 2 weeks" and have "actively searched for a job in the last 4 weeks".

Otherwise they are considered as "inactive".

Persons without employment during the reference week but who have found a job to start in the future should always be coded 2 = No in question I 9 (do not have a paid job).

**I 10 Reason for being absent from work**

"Own illness, injury or temporary disability": Sick, injured or temporarily disabled but still under contract or responsible for own business.

"Holiday": Respondents who are on holiday during the reference week are to be regarded as employed.

"Maternity, paternity or parental leave": Parental leave can be taken either by the mother or the father and is the interruption of work in the event of childbirth or to bring up a young child. It should correspond to the period when parents receive "parental leave benefit". This code is used only for persons on statutory parental leave (legal or contractual). Any other leave taken for reasons of childbearing or rearing is coded "Other reason".

"Leave of absence for studies": Leave of absence for studies during the reference week, but actually employed or having an own business.

"Labour dispute": Applies only to persons who were directly involved in a labour dispute. Other persons who did not work because production was strikebound (thus causing a shortage in material supplies, for example) are coded "Other reason".

"Other reason": laid-off, short-time working for technical or economic reasons, difficulties such as plant breakdown or material shortage.

### I 11 Economic activity of the local unit. Main job

This variable is defined according to the Statistical Classification of Economic Activities (Nomenclature statistique des activités économiques dans la Communauté européenne, NACE) Rev. 2. It determines the economic sector or kind of economic activity of the local unit in which the job of a person in employment is located.

The local unit is an enterprise or part thereof (e. g. a workshop, factory, warehouse, office, mine or depot) situated in a geographically identified place. At or from this place economic activity is carried out for which one or more persons work (even if only part-time) for one and the same enterprise (Council Regulation n°696/93).

The variable refers to the main job of a person in employment.

The term job is used in reference to employment. One job is a set of tasks and duties performed for a single economic unit. Persons may have one or several jobs. For employees, each contract can be considered as a separate set of tasks and duties, and consequently as a separate job. Those in self-employment will have as many jobs as the economic units they own or co-own, irrespective of the number of clients served. In cases of multiple job-holding, the main job is that with the longest hours usually worked, as defined in the international statistical standards on working time.

The economic activity of the local unit is classified according to the categories set out by the NACE Rev. 2 up to a 3-digit level<sup>28</sup>. For HETUS a medium level of detail is needed, which means at 2-digit level.

The category "not applicable" covers persons not in employment. The category "not applicable" is also to be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

There are two possible approaches (questions) that can be used to identify the economic activity of the local unit. First, the respondent can be asked for the name and address of the firm where he/she has his/her main job, if this can be linked to a database of all firms in a country such as a Statistical Business Register (SBR). In a second approach, the respondent is asked to describe the economic activity and the kind of products or services supplied by the firm where he/ she works.

Where the local unit has more than one economic activity, the dominant one should be recorded. The ideal measure for determining the dominant activity would be the number of employees for the different activities, rather than more economic concepts like added value or turnover.

If a person works in more than one place (transport, construction, maintenance, surveillance,

<sup>28</sup> <http://ec.europa.eu/eurostat/documents/1978984/6037342/Nace-Rev-2-3-digits-from-2008-onwards.pdf>

itinerant work, etc.) or at home, or in the customer's location (e.g. for surveillance, security, cleaning), the local unit is taken to be the place from where instructions emanate or from where the work is organised.

The economic activity of the local unit for persons with a contract with a temporary employment agency should be coded as the activity of the local unit where they actually work and not in the industry of the agency which employs them.

More details are found in Annex VI, variable (23).

### **I 12 Occupation. Main job.**

Occupation in main job is defined according to the International Standard Classification of Occupations, version 2008 (ISCO-08). It groups or classifies jobs according to the similarities of the tasks and duties undertaken in the job. In the International Labour Organization (ILO) resolution adopting the ISCO-08, "occupation" is defined as a set of jobs whose main tasks and duties are characterised by a high degree of similarity.

The variable refers to the main job of a person in employment.

The term "job" is used in reference to employment. One job is a set of tasks and duties performed for a single economic unit. Persons may have one or several jobs. For employees, each contract can be considered as a separate set of tasks and duties, and consequently as a separate job. Those in self-employment will have as many jobs as the economic units they own or co-own, irrespective of the number of clients served. In cases of multiple job-holding, the main job is that with the longest hours usually worked, as defined in the international statistical standards on working time.

The occupation in main job is classified according to the categories set out by the ISCO-08 classification up to a 4-digit level: <http://ec.europa.eu/eurostat/documents/1978984/6037342/ISCO-08.pdf>. However for the purposes of HETUS, low level of detail is required, i.e. at 2-digit level. For more details, refer to Annex VI (24) of the Guidelines HETUS 2018.

The category "not applicable" covers persons not in employment. The category "not applicable" should also be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

The essential information for determining the occupation is usually the job title of the person in employment and a description of the main tasks undertaken in the course of his/her duties.

If a person carries out two or more tasks for his/ her employer that are so different from each other that they have different ISCO codes, it is recommended to code it on the most extensive task.

Persons who carry out a period of training or apprenticeship based on an employment contract should be classified in the occupation corresponding to their employment contract.

More details are found in Annex VI, variable (24).

### **I 13 Usual weekly working hours. Main job**

*To estimate the number of hours usually worked in all jobs.*

Usual hours worked are the modal value of the actual hours worked per week in the main job over a long reference period, excluding weeks when there is some form of absence from work (e.g. holiday, leave, strikes).

Usually worked hours are the hours the person spends on work activities during the reference period. Work activities should include:

- production activities: activities when directly engaged in the production of goods or services as defined in the European System of Accounts;
- ancillary activities: activities not directly intended for the production of goods or services but which are necessary to make such production possible (such as travel between places of work, personnel management);

- short breaks: interruptions in the production or ancillary activities that are the necessary consequence of the organisation of the work activities or the use of labour, such as short rest periods (incl. coffee breaks);
- education and training essential to either production or ancillary activities.

#### *Implementation rules:*

##### *On-call time*

On-call time is the “period during which the worker has the obligation to be available at the workplace in order to intervene, at the employer’s request, to carry out his activity or duties” (Directive 2003/88/EC<sup>29</sup>).

The workplace is defined as “the place or places where the worker normally carries out his activities or duties and which is determined in accordance with the terms laid down in the relationship or employment contract applicable to the worker”.

The inactive part of on-call time is the “period during which the worker is on call, but not required by his employer to carry out his activity or duties”.

The active part of on-call time should obviously be included in working hours.

The idle part at the workplace (e.g. sleeping hours in a hospital for a doctor) should be included in working hours, as the worker must be in a state of readiness.

Any inactivity outside the normal workplace is not work activity unless the burden or the restrictions placed on the worker are too high (e.g. requirement to wear uniform, or to stay in special accommodation outside the worker’s home).

##### *Training time*

For employees, training time should be included if one of the following three statements applies:

- the employee’s participation is required by the employer
- the training takes place inside normal working hours
- the training is directly connected to the current job

##### *Treatment of travelling time for business trips*

For purely business trips related to the current job, travelling time should be considered as time spent on ancillary activities, and then included in usual hours worked.

##### *Working at home*

Time spent at home on working activities directly related to the current job should be taken into account in usual working hours, if they occur regularly.

##### *Teachers*

Teachers’ employment contracts usually refer to weekly hours spent in the classroom. However, all actual hours worked directly related to teaching should be considered in the estimation of the usual hours. This includes teaching in or out of the classroom, preparing and planning lessons, marking, attending meetings and conferences related to teaching.

Supervision of school trips where attendance is required should be included (sleeping hours during school trips should be excluded).

##### *Farmers*

Hours spent running the farm, preparing products for sale, supervising employees, and hours spent on commercial and administrative tasks linked to the farm should be counted here.

Hours spent in production solely for own consumption/ household, and hours spent on the farm without doing anything connected to the agricultural business should be excluded.

<sup>29</sup> <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex%3A32003L0088>.

*Usual hours should exclude:*

- travel time between home and the place of work
- the main meal breaks (main meal breaks are breaks for lunch or dinner which in general last at least 30 minutes)
- absences from work within the working period for personal reasons (e.g. medical appointments)
- education and training hours which are not essential to production or ancillary activities.

*Implementation rules:*

The “long reference period” mentioned in the definition is, at least, the last four weeks and, at most, the last three months, not counting any absence from work.

When a long reference period cannot be identified (because the working hours vary from week to week, or the person has just started a new job), a proxy can be accepted:

- the contractual hours of work in the reference week, for those who have an employment contract, plus regular overtime if the worker is expected to work overtime;
- an average of the actual hours worked in the last four weeks, plus the hours of absence of work in the last four weeks (e.g. when a person works 40 hours every second week and zero hours the next week, the usual hours should be calculated as 20 hours).

People absent for a long period: For people in employment who last worked before the long reference period of at least four weeks, the usual hours worked should relate to the situation immediately before the start of the extended absence from work. Thus, the usual hours of work of a woman on maternity leave refer to the usual hours she would have reported had she been asked in the week before starting the maternity leave.

For people who have seasonal working time arrangements, the usual hours worked should refer to the current season.

*Good practice*

For employees covered by an employment contract, contractual hours of work plus any overtime the employee is expected to work regularly according to his or her contract should be included.

#### **I 14 Status in employment in main job**

The variable is based on the International Classification of Status in Employment (ICSE-93)<sup>30</sup>. The ICSE classifies jobs with respect to the type of (explicit or implicit) labour contract. Basic criteria underlying the classification and defining its groups are the type of economic risk including the strength of the attachment between the person and the job, and the type of authority over the establishments and other workers the incumbent has.

The variable refers to the main job of a person in employment.

The term job is used in reference to employment. One job is a set of tasks and duties performed for a single economic unit. Persons may have one or several jobs. For employees, each contract can be considered as a separate set of tasks and duties, and consequently as a separate job. Those in self-employment will have as many jobs as the economic units they own or co-own, irrespective of the number of clients served. In cases of multiple job-holding, the main job is that with the longest hours usually worked, as defined in the international statistical standards on working time.

According to the basic criteria of economic risk and authority underlying ICSE and focussing on forms of employment relevant in the European context the following statuses are defined:

- *Self-employed persons with employees* are defined as persons who work in their own

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<sup>30</sup> The International Standard Classification on Status in Employment is currently being revised at ILO level. The variable will be revised once the revised classification is endorsed.



business, professional practice or farm for the purpose of earning a profit derived from the goods or services produced, and who employ at least one other person.

- *Self-employed persons without employees* are defined as persons who work in their own business, professional practice or farm for the purpose of earning a profit derived from the goods or services produced, and who do not employ any other person.
- *Employees* are defined as persons who work for a public or private employer based on a written or oral contract and who receive a payment in cash or in kind. This payment in cash or in kind is not directly dependent upon the revenue of the unit for which they work. Members of the armed forces are also included. Employees normally work under direct supervision of, or according to guidelines set by the employing organisation or enterprise.
- *Family workers (unpaid)* are persons who help another member of the family to run a farm or other business, provided they are not considered as employees. Thus, they may not receive any kind of payment for their work in the family business because then they would be considered as employees.

The category "not applicable" covers persons not in employment. The category "not applicable" is also to be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

There might be cases when the assignment to a status category is not always straightforward. Below are some examples to facilitate the assignment for particular cases.

#### *Self-employed person*

- A person who looks after one or more children who are not his/her own on a private basis and receives a payment for this service should be considered as self-employed, except when he/she works for a single employer and receives employment rights from that employer; in that case he/she should be considered as an employee.
- A freelancer should in general be classified as self-employed. However, in situations where a freelancer works for a single employer and receives employment rights from that employer (e.g. holiday pay) he/she should be classified as an employee.
- A person who gives private lessons should be considered as self-employed if he/she is directly paid by his/her students.
- Members of producers' co-operatives should be considered as self-employed. These members take part on an equal footing with other members in determining the organisation of production, work, sales and/or investments of the establishment.

#### *Self-employed person without employees*

- People who only engage members of his/her own family or trainees without payment should be classified in this category. This includes farmers just using the assistance of members of family.
- If a co-operative has employees (e.g. an accountant) the members of the co-operative should be considered as "self-employed person without employees" because the co-operative, as an institution (and not any of its members) is the employer.

#### *Employee*

- A family member (e.g. son or daughter), who is working on the family's farm and receives a regular monetary wage, is classified as an employee.
- A person looking after children of others in his/her own home is classified as an employee if he/she is paid to do this by the local authority (or any other public administration) and if he/she does not take any decision affecting the enterprise (e.g. schedules or number of children) but should be classified as self-employed if he/she does it privately.
- In cases where a co-operative has hired workers and these workers have an employment contract that gives them a basic remuneration (which is not directly dependent upon the revenue of the co-operative), these workers are identified as employees of the co-operative.

- Apprentices or trainees receiving remuneration should be considered as employees.
- Priests (of any kind of religion) are considered employees.
- On-call or casual workers are classified as employee or self-employed depending on the specific characteristic of their employment relationship. A prerequisite for being considered as a self-employed offering his/her work or services, respectively, is an own business or professional practice.

#### *Family worker (unpaid)*

- Relatives working in a family business or on a family farm without pay. This includes, for example, a son or daughter working in the parents' business or on the parents' farm without pay, or a wife who assists her husband, or vice versa, in his/her business without receiving any pay.
- Helping family members do not have to live in the same household or on the same site. Also included are relatives living elsewhere but coming to help with the business (e.g. during the harvesting season) without pay in money or kind if the reference period lies within that season.
- If a relative receives any remuneration (including benefits in kind) the status in employment should be coded as "employee".

More details are found in Annex VI, variable (22).

### **I 15 Permanency of main job**

This variable distinguishes whether the contract of the main job has a limited duration (i.e. the job will terminate after a predefined period), or is a permanent contract without a fixed end. The variable refers to the main job.

The term "job" is used with reference to employment. One job is a set of tasks and duties performed for a single economic unit. Persons may have one or several jobs. For employees, each contract can be considered as a separate set of tasks and duties, and consequently as a separate job. Those in self-employment will have as many jobs as the economic units they own or co-own, irrespective of the number of clients served. In cases of multiple job-holding, the main job is that with the longest hours usually worked, as defined in the international statistical standards on working time.

A job with a fixed-term contract will terminate either after a period of time determined in advance (by a known date), or after a period not known in advance, but nevertheless defined by objective criteria, such as the completion of an assignment or the period of absence of an employee temporarily replaced.

A job with a contract that has no such predefined end is counted as permanent.

The category "not applicable" covers persons not in employment and persons in employment who are not employees. The category "not applicable" should also be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

Seasonal workers are counted as having a fixed-term contract, as well as persons having a contract for a probationary period.

For temporary employment agency workers the categorisation depends on the type of contract with the employment agency. They are counted as having a permanent job only if there is a work contract of unlimited duration with the employment agency.

If the respondent has several jobs, the main job is the one where the respondent usually works the most hours.

More details are found in Annex VI, variable (10).

**I 16 Full- or part-time main job**

This variable refers to the main job of a person in employment. This main job can be a full-time job or a part-time job. The distinction should be based on the respondent's own perception referring to the usual hours worked in the main job.

The term job is used in reference to employment. One job is a set of tasks and duties performed for a single economic unit. Persons may have one or several jobs. For employees, each contract can be considered as a separate set of tasks and duties, and consequently as a separate job. Those in self-employment will have as many jobs as the economic units they own or co-own, irrespective of the number of clients served. In cases of multiple job-holding, the main job is that with the longest hours usually worked, as defined in the international statistical standards on working time.

Following the definition of the 81<sup>st</sup> International Labour Conference a person who works in a part-time job normally works fewer hours than a comparable full-time worker. The distinction refers to the hours a person works usually in the main job regarding a long reference period. It is self-defined meaning that it is up to the respondent to decide if his/ her main job in the context of his/ her profession or enterprise is part- or full-time.

The category "not applicable" covers persons not in employment. The category "not applicable" is also to be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

More details are found in Annex VI, variable (9).

**I 17 - I 18 Paid contracted holiday**

*Questions I 17 – I 18 only concern only respondents who are employees.*

Respondents are asked to give their contracted number of paid annual leave (i.e. holidays) per year. The normal one or two days off a week (either on weekend days or weekdays) are not regarded as contracted paid annual leave.

**I 19 Additional work**

The respondent has more than one job or business during the reference week. See definition of main and second job in question I 8.

**I 20 Usual weekly working hours. Second jobs**

*To estimate the number of hours usually worked in all jobs.*

Hours usually worked in ALL SECOND jobs should be coded here. See question I 13 for the definition of hours usually worked.

**I 21 – I 22 Characteristics of non-employed persons**

*Questions I 21 – I 22 only concern respondents who are not employed (without work).*

According to the standard LFS framework, persons without work are classified as unemployed persons, and inactive persons. The main criterion for this classification is if the person is "looking for work" and for that reason these questions are included in the questionnaire.

To be classified as unemployed, the person should:

- be without work (and without a job or business from which she/ he is temporarily absent)
- be seeking work
- have taken active steps to find work during the past 4 weeks and
- be available to start work within the next 2 weeks.

Persons who are waiting for the work to start (new work) and are not seeking a job should also be classified as unemployed.

Inactive persons are defined as the residual group.

### **I 21 Search for employment**

The reference period for this variable is the last four weeks.

Person is seeking employment. Also considered as seeking employment is any person who seeks an opportunity for professional training within an enterprise (e.g. as an apprentice or trainee).

Person has already found a job, which will start within a period of at most 3 months. This applies to all persons without a job during the reference week and who have already found a job which will start within the next three months. When the job starts in more than three months code 3 (= No) should be used. The period of three months follows the reference week.

### **I 22 Availability to start work within the next two weeks**

"Immediately available" means that if a job were found at the time of the interview, the person would be able to start work within two weeks.

Testing for availability in the two weeks after the interview is considered more appropriate than testing during the reference week: some persons may be unavailable for work during the reference week because of factors that might not have been obstacles had it been known that a job would become available.

### *Self-declared labour status (I 23)*

#### **I 23 Main activity status (self-declared)**

The variable refers to a person's own perception of his/her current main activity status. The different statuses refer to socially relevant categories including labour market participation, but also consider several categories of social status for persons where employment is not the main activity. It does not apply criteria of a specific concept e.g. of labour market participation as defined by the International Labour Organisation (ILO)<sup>31</sup>.

More than one activity status can apply to a person but relevant for this variable is only the most important one for the respondent. The main status refers to the current situation (i.e. situation at the time of the data collection/ interview).

The main activity status should be self-assessed by the respondent and the chosen category should appropriately describe how a person mainly perceives him/ herself. The relevant categories from which to choose are predefined in a list (see categories for the variable). The categories are logically not mutually exclusive and do not have a hierarchical order.

The category "not applicable" should be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

The variable results are very sensitive to the mode of implementation, especially question wording and category wording or order.

The information should not be derived and it should be collected by using a single question.

All categories representing an activity status must be presented to the respondent and there should be no change in the order or number of categories; in order to obtain comparable results it must be consistent across all surveys. After data collection, categories can be grouped for other purposes

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<sup>31</sup> See [http://ec.europa.eu/eurostat/statistics-explained/index.php/EU\\_labour\\_force\\_survey\\_-\\_methodology](http://ec.europa.eu/eurostat/statistics-explained/index.php/EU_labour_force_survey_-_methodology)

(e.g. dissemination or analysis). The category "compulsory or voluntary military or civilian service" may not apply in all countries and in this case it can be dropped. The category "other" should only be offered to the respondent if he/ she cannot choose one of the proposed categories. In PAPI it is unavoidable to offer this category.

Self-perception means the variable captures how people perceive themselves, not how they meet certain objective criteria. Where more than one status applies to the person, the respondent should select the category that best describes his/ her situation. No criteria for that are specified but it could be determined by the status/ activity where the most time is spent.

In cases where respondents cannot spontaneously choose one category, especially when several categories apply to them, the interviewer can provide some clarification. A PAPI questionnaire can include explanations (preferably in an annex). Proposals that specify which category should be chosen should not be given, but explanations for an appropriate category can be offered. In principle, there is no wrong assignment because it depends only on the self-perception of the respondent:

- Respondents can consider themselves being *employed* irrespective of their official labour market status, working time or kind of income from employment. They can also be looking for another job in parallel. Also other categories can apply to them as long as they consider employment to be their main activity. Conversely, persons who choose another main activity status can also be in employment. For instance, many people who regard themselves as full-time students or mainly fulfilling domestic tasks can have a job. In these cases they can assign themselves to the corresponding category. Respondents helping in the family business, even if it is unpaid, can consider themselves as employed.
- Respondents can see themselves as being *unemployed* irrespective of an official status or a registration with the public employment agency. Unemployed persons can also have minor jobs while seeking for a main job.
- Respondents who are in various forms of vocational education or training that (partly) takes place at the work site can consider themselves as being in employment. This also applies to apprentices, paid trainees or interns, who consider themselves as being in employment, while persons having an unpaid work-based training may assign themselves to the category *student/ pupil*.
- Respondents who mainly perceive themselves as a *housewife or househusband* can choose the category "fulfilling domestic tasks" even if they also have a job, receive a pension or are retired. The category "fulfilling domestic tasks" includes all activities needed to run a private household including, the raising of children.
- Respondents can consider themselves *retired* if they receive a pension or if they have finally stopped working or given up their business because of their age or age related health conditions. However, they could work (e.g. in a minor job). Persons in early retirement that is not connected to health issues can also choose this category.
- Persons who have not reached retirement age but are unable to work due to health reasons or disabilities for a longer or undetermined time can choose the category *unable to work due to long-standing health problems*. This is independent of the benefits they receive. Persons who are in early retirement due to health reasons can choose this category if they do not prefer to consider themselves as retired.
- Persons who cannot choose one of the presented activity status categories can select the category "other". They may be volunteers or mainly inactive persons, have a job or fulfil domestic tasks. Young children who are not in formal education can be counted in this group.
- Respondents on maternity/ paternity or parental leave can consider themselves either as employed or as fulfilling domestic tasks.

The variable refers to the current status (i.e. no reference period should be mentioned).

The categorisation is solely self-defined and may not be changed due to plausibility checks or for any other reason (corrections/ imputations) except by confirming it again with the respondent.

More details are found in Annex VI, variable (8).

## *Education and training (I 24 to I 26)*

### **I 24 Participation on formal education and training (student or apprentice)**

This variable measures a person's participation in formal education and training (i.e. whether the person has been enrolled as a student or apprentice in a program of formal education during the reference period). In HETUS, the participation in formal education and training refers to the current situation.

Formal education is defined according to the International Standard Classification of Education 2011 (ISCED 2011) as "education that is institutionalised, intentional and planned through public organizations and recognised private bodies and – in their totality – constitute the formal education system of a country.

Formal education programs are thus recognised as such by the relevant national education authorities or equivalent authorities (e.g. any other institution in cooperation with the national or sub-national education authorities). Formal education consists mostly of initial education. Vocational education, special needs education and some parts of adult education are often recognised as being part of the formal education system." (ISCED 2011 glossary)

The ISCED definition of (formal) education includes (formal) training (ISCED 2011<sup>32</sup>).

The response categories are "yes" or "no".

The category "not applicable" should be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

For the implementation of the variable in a data source, careful consideration should be given to the specification of the reference period because it impacts on the output data and their interpretation. Data on this variable coming from different data sources are only comparable if all data sources apply the same reference period.

Only formal education programs that represent at least the equivalent of one semester (or one-half of a school/ academic year) of full-time study should be covered.

Formal education and training includes modules (short programs/ courses) which may be part of a longer regular education program and which give to their graduates the corresponding academic credit, independent of whether the person continues to complete the full program.

In countries with a modular education system and in cases when it is difficult to assess whether a module is "formal" or not, a question on the purpose of the module can be added: if intended to be used in a formal program in the immediate future, it can be considered as formal itself.

Students who were on school/ academic holiday during the reference period and will continue their studies after this holiday break (or plan to continue) should be counted in the standard category "yes". (This issue mainly applies when the current situation is measured.)

Apprentices who are in a period of "on-the-job training" or alternate "on-the-job" and "in-school learning" within the framework of an alternate (e.g. dual) program should be counted in the standard category "yes", since they are enrolled in a qualifying program.

All questions about implementation of ISCED in surveys may be addressed to the national ISCED coordinator who was nominated in each country to ensure coherence of the application of ISCED 2011 in different sources.

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<sup>32</sup> See <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>.

### I 25 Level of the current recent formal education or training activity

This variable measures the level of the formal education or training activity in which a person participated during the reference period, i.e. currently.

The level of the current formal education or training activity is defined according to the International Standard Classification of Education 2011 (ISCED 2011<sup>33</sup>).

The category "not applicable" covers people who did not participate in formal education or training during the reference period. The category "not applicable" should also be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

The variable is only collected for participants engaging in at least one formal education or training activity during the reference period.

The level of the current formal education or training activity refers to the program in which the student or apprentice is enrolled (i.e. coding according to ISCED-P for education programs).

If the person participated in several formal education programs during the reference period, the level should refer to the most recent program.

If the person is or was enrolled in several formal education programs at the same time, the information on the level should refer to the program with the highest level.

For students who were on school/ academic holiday during the reference period and will continue their studies after their holiday break (or plan to continue), the level should refer to the level of education attended before their holiday break.

Coding of the variable should be based on the ISCED integrated mapping which is elaborated in each country. An ISCED integrated mapping is a table including information on national educational programs and qualifications, their main characteristics and coding in ISCED.

All questions about implementation of ISCED in surveys may be addressed to the national ISCED coordinator who was nominated in each country to ensure coherence of the application of ISCED 2011 in different sources.

More details are found in Annex VI, variable (13).

### I 26 Educational attainment level

The educational attainment level of an individual is the highest ISCED (International Standard Classification of Education) level successfully completed, the successful completion of an education program being validated by a recognised qualification (i.e. a qualification officially recognised by the relevant national education authorities or recognised as equivalent to another qualification of formal education).

In countries where education programs, in particular those belonging to ISCED levels 1 and 2, do not lead to a qualification, the criterion of "full attendance of the program" and "normally gaining access to a higher level of education" may have to be used instead. When determining the highest level, both general and vocational education should be taken into consideration.

The concept of a "successful completion of an education program" typically corresponds to the situation in which a pupil or student attends courses or classes and obtains the final credential associated with a formal education program. In this respect, educational attainment level corresponds to the highest level successfully completed in the ISCED hierarchy.

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<sup>33</sup> See <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx> – ISCED-P for education programs.

The educational attainment level is defined according to the International Standard Classification of Education 2011 (ISCED 2011<sup>34</sup>).

The category "not applicable" should be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

Joint Eurostat-OECD guidelines on the measurement of educational attainment in household surveys are available<sup>35</sup>.

Coding of the variable should be based on the ISCED integrated mapping which is elaborated in each country. An ISCED integrated mapping is a table including information on national educational programs and qualifications, their main characteristics and coding in ISCED. One column of this table provides coding of the educational attainment level to be used in the EU Labour Force Survey (at a high level of detail).

When determining the highest educational level, both general and vocational education should be taken into consideration. If a person has successfully completed more than one program at the same ISCED level, the most recent qualification should be reported (see ISCED 2011, § 87).

Persons who have attended but not successfully completed a formal education program should be coded according to the highest level of the formal program that they have (previously) successfully completed.

Qualifications from "old" educational programs (no longer existing) should be classified on the basis of their characteristics at the time of completion.

For ISCED levels 3, 4 and 5 the standard category "orientation unknown" should only be used if information on the orientation of the program is not available.

The standard category "ISCED 3 Upper secondary education, without possible distinction of access to tertiary education" should only be used when a distinction between different ISCED level 3 programs (giving or not giving access to tertiary education) is not possible.

A person having successfully completed an ISCED 2011 level 3 program of "partial level completion" (codes 342 and 352 of ISCED-P) is classified in the standard category "ISCED 3 Upper secondary education – partial level completion, without direct access to tertiary education" and her/his educational attainment level is considered as ISCED level 3. For further clarification see the Annex for EU countries of the joint Eurostat-OECD guidelines on the measurement of educational attainment.

All questions about implementation of ISCED in surveys may be addressed to the national ISCED coordinator who was nominated in each country to ensure coherence of the variable "educational attainment level" in different sources.

More details are found in Annex VI, variable (11).

## *State of health (I 27 to I 30)*

### **I 27 Self-perceived general health**

The concept of self-perceived health is, by its very nature, subjective. The notion is restricted to an assessment coming from the individual and as far as possible not from anyone else, whether an interviewer, healthcare professional or relative.

Self-perceived health might be influenced by impressions or opinions from others, but is the result after these impressions have been processed by the individual relative to his/her own beliefs and attitudes.

<sup>34</sup> See <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx> – ISCED-A for levels of educational attainment).

<sup>35</sup> See <https://circabc.europa.eu/w/browse/c2dc65ad-5163-4935-b0c2-e5ea1f44929b>.



The reference is to health in general rather than the present state of health, as the question is not intended to measure temporary health problems. It is expected to include the different dimensions of health (i.e. physical and emotional functioning, mental health, covering psychological well-being and mental disorders and biomedical signs and symptoms). It omits any reference to age as respondents are not specifically asked to compare their health with others of the same age or with their own previous or future health state.

Five answer categories are proposed. Two of them ("very good" and "good") are at the upper end of the scale and other two ("bad" and "very bad") are at the lower, while the intermediate category "fair" represents a neutral position (i.e. neither good nor bad).

The category "not applicable" should be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

The model question for the variable should not be filtered by any preceding question.

The intermediate category "fair" should be translated into an appropriately neutral term as far as possible keeping in mind cultural interpretations in the various languages.

This variable is part of the Minimum European Health Module (MEHM), which was designed for a population aged 15 years old and over. The MEHM consists of two more variables on health status: long-standing health problem and limitation in activities because of health problems (also known as Global Activity Limitation Indicator - GALI). If the MEHM is implemented, all the questions should be asked in the recommended order (i.e. self-perceived general health, long-standing health problem, and limitation in activities because of health problems) and with no inclusion of any other health status related questions before or between the MEHM questions as it could have an impact on the results. The MEHM could be introduced to respondents using a short introduction: "I would now like to talk to you about your health".

In an interview mode, all possible answer categories should systematically be read to respondents.

More details are found in Annex VI, variable (25).

### I 28 Longstanding health problem

The concept of long-standing illnesses and long-standing health problems is subjective. The notion is restricted to an assessment coming from the individual and as far as possible not from anyone else, whether an interviewer, healthcare professional or relative.

Health problems cover different physical, emotional, behavioural and mental dimensions of health. They may also include, for example, pain, ill-health caused by accidents and injuries, congenital conditions and so on.

The main characteristics of a long-standing/ chronic condition are that it is permanent and may be expected to require a long period of supervision, observation or care. Longstanding illnesses or health problems should have lasted (or recurred) or are expected to last (recur) for 6 months or more; therefore temporary problems are not included.

Two answer categories are proposed: "yes" referring to the occurrence of one or more long-standing/chronic health problems and "no" referring to the absence of any long-standing/chronic health problem as perceived by the respondent.

The category "not applicable" is to be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

The model question for the variable should not be filtered by any preceding question.

This variable is part of the Minimum European Health Module (MEHM), which was designed for a population aged 15 years old and over. The MEHM consists of two more variables on health status: self-perceived general health and limitation in activities because of health problems (also known as Global Activity Limitation Indicator - GALI). If the MEHM is implemented, all the questions should be asked in the recommended order (i.e. self-perceived general health, long-standing health problem, and limitation in activities because of health problems) and with no inclusion of any other health

status related questions before or between the MEHM questions as it could have an impact on the results. The MEHM could be introduced to respondents using a short introduction: "I would now like to talk to you about your health".

Regarding the implementation of the reference question (see section 'reference question'), it is important to keep in mind that the recommended wording allows for possible adaptations. For instance:

- "chronic" or "long-standing" should be chosen according to what is "best understood" in a country/language.
- the intention is to ask if people "have" (i.e. been diagnosed with or consider themselves to have) a chronic condition, not if they "suffer" from it. However, the verb "suffer" can be used in countries/ languages where it is considered more suitable for the question formulation and still retains the same meaning as the verb "have" in English.
- "health problem" seems not to be understood in some countries/languages and therefore "illness or condition" is the alternative.

The terms "disability, handicap, impairment" should not be included in the question as synonyms for "illness or health problem".

Rather than adding further details to the question wording, interviewees should be instructed to be as inclusive as possible when considering the prevalence of a long-standing health problem. This means that the following could be considered as long-standing health problems (i.e. the corresponding answer category would be "yes"):

- problems that are seasonal or intermittent, even when they "flare up" for less than six months at a time (e.g. allergies);
- chronic problems not considered by the respondent as very serious (severity is not included in this variable);
- problems that have not been diagnosed by a doctor (to exclude these could result in respondents with better access to medical services to declare more problems);
- a long-standing disease that is kept under control with medication or does not "worry" or overly "concern" the respondent (e.g. people with high blood pressure);
- pain as well as ill-health caused by accidents and injuries, congenital conditions, birth defects, and so on.

Specifying the concepts presented above or providing concrete examples of diseases or chronic conditions in the question should be avoided.

More details are found in Annex VI, variable (26).

### I 29 Limitation in activities because of health problems

This variable reports on restrictions people experience when participating in "activities people normally do" because of long-standing (6 months or more) health problems, and the severity of those health problems.

It measures the respondent's self-assessment of whether he/she is limited (in "activities people usually do") by any on-going physical, mental or emotional health problem, including disease or impairment, and old age. Consequences of injuries/ accidents, congenital conditions, and so on are also included. Only the limitations directly caused by or related to one or more health problems should be considered. Limitations due to financial, cultural or other none health-related causes should not be included.

An activity is defined as: "the performance of a task or action by an individual" and thus activity limitations are defined as "the difficulties the individual experiences in performing an activity". People with long-standing limitations due to health problems have passed through a process of adaptation which may have resulted in a reduction of their activities. In order to identify existing limitations a reference is necessary and therefore the activity limitations are assessed against a generally accepted population standard, relative to cultural and social expectations by referring only to

"activities people usually do". Usual activities cover all spectra of activities: work or school, home and leisure activities.

The purpose of the variable is to measure the presence of long-standing limitations, as the consequences of such long-standing limitations (e.g. care, dependency) are more serious. Temporary or short-term limitations are excluded.

The period "at least the past 6 months" is related to the duration of the activity limitation and NOT to the duration of the health problem. The limitations must have begun at least six months earlier and still exist at the time of the interview. This means that a positive answer ("severely limited" or "limited but not severely") should be recorded only if the person is currently limited and has been limited in activities for at least the past 6 months.

New limitations which have not yet lasted 6 months but are expected to continue for more than 6 months should not be taken into consideration, even if usual medical knowledge would suggest that the health problem behind a new limitation is very likely to continue for a long time or for the rest of the life of the respondent (such as for diabetes type 1). The justification for this is that in terms of activity limitation it may be possible to counteract at some point negative consequences for activity limitations by using special devices or personal assistance. The activity limitations of the same health problem may also depend on the individual person and circumstances, and only past experience can provide a reliable answer.

The response categories include three levels to better differentiate the severity of activity limitations: severely limited (severe limitations), limited but not severely (moderate limitations), not limited at all (no limitations).

"Severely limited" means that performing or accomplishing an activity cannot be done or only done with extreme difficulty, and that this situation has been ongoing for at least the past 6 months. Persons in this category usually cannot perform the activity alone and need help from other people.

"Limited but not severely" means that performing or accomplishing a usual activity can be done but only with some difficulties and that this situation has been ongoing for at least the past 6 months. Persons in this category usually do not need help from others. When help is provided it is usually less often than daily.

Persons with recurring or fluctuating health conditions should refer to the most common (most frequent) situation impacting their usual activities. People with conditions where several activity domains are affected but differ in their extent (less impact in some domains but more impact in some others) should make an overall (i.e. "on balance") evaluation of their situation and prioritise more common activities.

"Not limited at all" means that performing or accomplishing usual activities can be done without any difficulties, or that any possible activity limitation has NOT been going on for at least the past 6 months (i.e. it is not a long-standing limitation).

The category "not applicable" is to be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

The questions corresponding to the variable should not be filtered by any preceding question.

This variable is part of the Minimum European Health Module (MEHM), which was designed for a population aged 15 years old and over. The MEHM consists of two more variables on health status: self-perceived general health and long-standing health problem. If the MEHM is implemented, all the questions should be asked in the recommended order (i.e. self-perceived general health, long-standing health problem, and limitation in activities because of health problems) and with no inclusion of any other health status related questions before or between the MEHM questions as it could have impact on results. The MEHM, or a part of it, could be introduced to respondents using a short introduction: "I would now like to talk to you about your health".

The question should clearly show that the reference is to the activities people usually do and not to respondent's "own activities". Neither a list with examples of activities (for example work or school, home or leisure activities) nor a reference to the age group of the subject is included in the question. As such it gives no restrictions by culture, age, gender or the subjects own ambition. Specification of health concepts (e.g. physical and mental health) should be avoided.

In an interview mode, all possible answer categories should systematically be read to respondents.

Information on "limitation in activities because of health problems" is collected through two questions (see section "reference question"). However, the data should always be transmitted to Eurostat as a single variable. The final variable for data transmission is constructed as follows:

- TRANSMITTED\_VARIABLE\_CATEGORY = "severely limited" if QUESTION\_1 = "severely limited" and QUESTION\_2 = "Yes"
- TRANSMITTED\_VARIABLE\_CATEGORY = "limited but not severely" if QUESTION\_1 = "limited but not severely" and QUESTION\_2 = "Yes"
- TRANSMITTED\_VARIABLE\_CATEGORY = "not limited at all" if QUESTION\_1 = "not limited at all" or QUESTION\_2 = "No"
- TRANSMITTED\_VARIABLE\_CATEGORY = "not stated" if QUESTION\_1 is missing or [(QUESTION\_1 = "severely limited" or "limited but not severely") and (QUESTION\_2 is missing)]

More details are found in Annex VI, variable (27).

### *Time use (I 31)*

#### **I 31 How often do you feel rushed?**

This question does not apply to respondents aged less than 15 years. A filter on top of question I 31 moves that population on to question I 33.

### *Own children under 18 not living in the dwelling (I 32)*

#### **I 32 Do you have any children under 18 who do not live with you and with whom you have contact?**

To be answered by people aged 18 or more.

### *Other information (I 33 – I 34)*

#### **I 33 Type of interview**

#### **I 34 End time**

## 3.3 Time use diary

### 3.3.1 Cover page

On the cover page of each diary the following items must be filled in.

- (1) Please fill in this diary for ... (date)

This is to inform the respondent on which day he/ she should complete the diary (e.g. Monday, 21 June). This may be the original designated day or, if a postponement was necessary, the postponed day.

- (2) Diary to be filled in by ... (name)

Name or other identity of the person who should keep that diary.

The next five items of the cover page (designated day, real actual date, household number, person number and diary number) should be completed by the interviewer:

- (3) Designated day: dd mm yyyy.

Date of the original designated day or, if it was postponed, date of the postponed day. If this is the same as the "Real Date", the respondent will have filled in for the correct day.

- (4) RD: dd mm yyyy.

RD is the abbreviation for "Real Date" of the actual reporting day. It gives the actual date of the day the respondent is reporting on. If there was no postponement it must be the same as the original designated day.

- (5) Household: 4 digits.

The number of the household according to the household questionnaire, required to allocate the diary to a specific household

- (6) Person: 2 digits.

The respondent's line number according to the household grid in the household questionnaire

- (7) Diary No: 1 digit.

"1" for the first day, "2" for the second day. Each respondent receives two diaries to complete: one on a weekday and one on a weekend day. These are the designated days explained in the guidelines, section 2.2.

### 3.3.2 Introducing the diary to the respondent

Ideally, all respondents should receive the same information about, and introduction to, the diary. If interviewers give substantially different introductions, interviewer-dependent measurement errors and bias may affect the data. Therefore, it is important for all interviewers to introduce the diary in same (i.e. consistent) way.

The instructions below should be given to any members of the household present at the initial face-to-face interview. The representative of the household who has been interviewed should be asked to pass on instructions to any absent household members.

#### 1. The diary contains

- (1) a page of instructions
- (2) several pages of examples
- (3) eight diary pages, covering 3 hours each day
- (4) a few questions at the end, and

- (5) a checklist at the end.

For more details see Annex III: Time use diary.

It is recommended to produce an Adult Diary, for people aged 15 or more, and a Child Diary for household members younger than 15 years. The only differences between the two are the instruction page and the examples. The diary pages, the questions at the end and the checklist are the same.

#### 2. *Instructions and examples*

The respondent should read the instructions and the examples carefully to avoid/ reduce errors and omissions.

#### 3. *The diary pages have*

- (1) a column where main activities should be recorded;
- (2) a column to record secondary or parallel activities, should two or more activities be carried out at the same time;
- (3) a column to record if ICT devices had been used while doing the main or the secondary/ parallel activity;
- (4) a column to record the location or the mode of transport;
- (5) a column in which the presence of other persons should be recorded.

#### 4. *When to fill in the diary*

The diary should be filled in now and then during the course of the diary day, rather than at the end of the day.

#### 5. *Checklist*

When the diaries have been filled in they should be checked against the checklist. Questions at the back should be answered.

#### 6. *Two diary days*

The designated (actual) dates are written on the cover of the diaries.

#### 7. *Who*

Any household members aged 10 years and above should complete the diaries on the same two designated days.

# 4

## Activity Coding List ACL 2018 for HETUS

### 4.1 Introduction

The activity coding list (ACL) – used the first time for HETUS wave 2000 – was based on earlier experience with the Multinational Comparative Time-Budget Research Project (Szalai 1972), and on country modifications in Europe, Canada and Australia. The original version of the coding list was prepared by Iiris Niemi at Statistics Finland in 1993 as a consultant to Eurostat<sup>36</sup>.

Comments from international organisations (ILO, OECD, UNESCO, UN INSTRAW and UN Statistical Office) and from time use researchers around the world have also been taken into account. The pilot activity coding system and coding index were revised on the basis of the Time Use pilot survey results and included in the HETUS 2000 guidelines<sup>37</sup>.

On the basis of experience with HETUS wave 2000 an updated activity coding list has been developed, known as ACL 2008. Compared to ACL 2000, ACL 2008 has been somewhat simplified by removing the least used 3-digit codes, reducing the list from 144 to 108 codes.

Based on analysis of HETUS wave 2010 results and feedback from 4 rounds of consultation with the member States, an updated activity coding list called ACL 2018 has been developed. The underlying principles are as follows:

- maintain the main structure of the previous classification;
- add some categories (at the 3-digit level), mainly to account for new activities;
- remove/ combine some categories (at the 3-digit level) that were not reported in HETUS wave 2010.

The proposed changes for ACL 2018 resulted into an activity coding list of 116 3-digit codes that will be complemented by an ICT column asking if ICT devices have been used while undertaking the main or secondary/ parallel activity.

A table of correspondence between the previous activity coding lists (ACL 2000 / ACL 2008) and the actual list ACL 2018 will be made available in Annex VII of this document.

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<sup>36</sup> For a theoretical basis see Harvey, A. and Niemi, I. (1994) An International Standard Activity Classification (ISAC): towards a framework, relevant issues. In: Fifteenth Meeting of the International Association for Time Use Research, Amsterdam June 1993. Eds. N. Kalfs and A. Harvey.

<sup>37</sup> <https://ec.europa.eu/eurostat/documents/3859598/5884753/KS-CC-04-007-EN.PDF/03057369-0bfe-47d5-b584-be0868d65f29?version=1.0>.

## 4.2 General remarks

To make surveys more consistent and more comparable, both internationally at the cross-sectional level and nationally at the longitudinal level, it is recommended that diaries are coded centrally in the national survey agencies<sup>38</sup>.

The major part of the coding work concerns assigning codes to main and secondary activities, and to location/ transport mode. Another task is to determine the start and the end of episodes<sup>39</sup>.

The following variables are included in the harmonised European Time use diary:

- Primary (main) activity;
- Secondary (simultaneous or parallel) activity;
- ICT devices used or not for the main or secondary activity;
- Location where time is spent, including transport mode;
- With whom time is spent (or if time is spent alone; if you are along with people you don't know you indicate "alone" as well).

It is highly recommended that national coding indices with descriptions of activities as recorded by the respondents are maintained and updated, for the various activity categories.

The activity coding list 2018 (ACL 2018) presented in Annex IV of this document is recommended as a minimum common denominator for coding the harmonised European Time Use surveys. Countries that require more specific categories can extend the coding list according to their needs. In this case, each national code must fit in one – and only one – ACL code (i.e. no national code is equivalent to two or more ACL codes), and all ACL codes are to be covered by the national list.

## 4.3 Main activities

Respondents should record their activities in their own words in the diaries. The main activities are described in the activity column on the left hand side of the diary. There should be only one main activity on each line.

In the coding process the respondents' written descriptions of their activities are translated into numeric codes, as set out in Annex IV.

### 4.3.1 The coding system

The activity coding system is hierarchical, with three levels, as illustrated below.

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<sup>38</sup> See also section 2.6: "If central coding is not possible – e.g. for organisational reasons – a most harmonised possible proceeding for training and supervising of the coding and its personnel should be envisaged by the NSI. Also on installing of a helpdesk or a system where "complicated" coding cases are shared by an email distribution system could be thought of."

<sup>39</sup> This is dependent on the format of the data file, which is the outcome of the coding and data entry process. See sections on Data file format and Delimiting episodes.



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## Example:

### 3 HOUSEHOLD AND FAMILY CARE

#### 30 UNSPECIFIED HOUSEHOLD AND FAMILY CARE

300 Unspecified household and family care

#### 31 FOOD MANAGEMENT

311 Food preparation and baking

312 Dish washing

313 Storing, arranging, preserving food stocks

#### 32 HOUSEHOLD UPKEEP

321 Cleaning dwelling

322 Cleaning garden

323 Heating dwelling and water

324 Arranging household goods and materials

325 Recycling and disposing of waste

329 Other or unspecified household upkeep

#### 33 CARE FOR TEXTILES

...

*MORE SECOND AND THIRD LEVEL CATEGORIES*

...

#### 39 HELP TO AN ADULT HOUSEHOLDS MEMBER

...

*MORE THIRD LEVEL CATEGORIES*

...

### 4 VOLUNTARY WORK AND MEETINGS

...

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At the highest level, the 1-digit code 3 represents "HOUSEHOLD AND FAMILY CARE". This is one of 10 first-level activity categories in the coding system. As a general rule the first digit in a code defines the first-level activity category.

Within each first-level activity category there can be 1 to 9 second-level activity categories, defined by the first two digits. In the example above, code 31 represents the second-level activity category "FOOD MANAGEMENT". In total there are just above 30 second-level, or 2-digit activity categories, in the activity coding system.

Within each second-level activity category there can be 1 to 10 third-level activity categories. The first third-level activity category under "31 Food management" in the example above is "311 Food preparation and baking".

The principal task in the coding process is to assign 3-digit codes to the main activities (provided there is information enough in the diaries for doing this). When an activity is assigned a 3-digit code it is automatically classified also to 1 and 2-digit level. If an activity has been coded to the 3-digit code "311 Food preparation and baking", it has also been allocated to a 2-digit and a 1-digit code, namely

"31 FOOD MANAGEMENT" and "3 HOUSEHOLD AND FAMILY CARE" respectively. This makes the system hierarchical.

### 4.3.2 Characteristics of the coding system

#### 3-digit Other or unspecified codes (xy9)

As in the ACL 2000 and ACL 2008, the 3-digit code ending with 9 should be used where there is no other proper 3-digit code (or 4-digit country-specific code) except for the "Other category.

#### Country-specific 3 or 4-digit codes

If there is a need to introduce country-specific codes countries can either:

- a. use an unused 3-digit category, or
- b. introduce a 4-digit country-specific code.

The national coding list should have a clear equivalence with the recommended HETUS Activity Coding List (ACL), in the sense that each national code should fit in one – and only one – ACL code, and all ACL three digit codes are covered by the national version. It is recommended that all new national codes are documented.

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#### Example:

a. In Finland Sauna bathing is a frequent and important activity. Therefore, it is of national interest to be able to separate this activity and not just include it in "031 Washing and dressing". One way of achieving this is to create a new 3-digit country-specific code. 033 is an unused code, so it can be used for Sauna bathing. As a result the coding system would be:

031 Washing and dressing

032 Personal care

033 Sauna bath

When international comparisons are made, the code 033 must be transformed into 031.

b. In the case of Sauna bathing, Finland could have chosen to introduce a 4-digit country specific code. The first free 4-digit code under 031 is 0311. As a result the Finnish activity coding system would be:

031 Washing and dressing

0311 Sauna bath

---

#### Insufficient information for coding to 2 digits

A similar approach has been taken in cases where there is insufficient information in the diary for coding to 2 digits, but just sufficient for 1 digit, although in this case a specific x00 code has been used: "300 Unspecified household and family care".

Summarised rules for coding main activities

- Rule 1: Code to 3 digits according to the activity coding list.
- Rule 2: If an activity is well described in the diary, but there is no proper 3-digit alternative in the coding list, then code xy9 "Other" category.
- Rule 3: If there is a national interest in coding at a more detailed level than the proposed activity coding system permits, then insert a new 3 or 4-digit code as demonstrated above.

Occasionally there will be insufficient information in the diary for selecting a satisfactory 3-digit code according to rule 1 or 2.

- Rule 4: If there is insufficient information for coding at the 3-digit level, then code to 2 digits using the 3-digit code xy9<sup>40</sup>.
- Rule 5.1: If there is insufficient information for coding at the 2-digit level in group "3 Household and family care", then code to 1 digit using a 3-digit code x00 ending in two zeros.
- Rule 5.2: If there is insufficient information for coding at the 2-digit level in other groups, use the appropriate code (039; 129; 439, 619; 900 or 998).
- Rule 6: If there is insufficient information for coding even at the 1-digit level, select 999; see section below under "Codes for special situations/ activities".
- Rule 7: If the activity is a journey defined by purpose according to the definitions in the section below under "Definition and coding of journeys" select a suitable code from the coding list (see Annex IV).

### Definition and coding of journeys

Most of the journeys can be described as a "circle" with a common starting and ending point, and a turning point. In these cases the coding of a journey starts by identifying this "circle". The number of circles found in one diary depends on how the respondent travels around during the diary day.

When there is no clear turning point, all parts of the journey will be defined by the next stop, unless the next stop is home, in which case the journey will have the purpose of the last place before going home.

The following pages give six examples showing:

1. A straightforward journey to work and back home;
2. A journey to and from work interrupted by an errand;
3. A journey to and from work interrupted by two errands;
4. An errand during lunch break at work;
5. Leaving home to do different errands at different places before returning home;
6. Leaving home to do a number of things at another place before returning home.

---

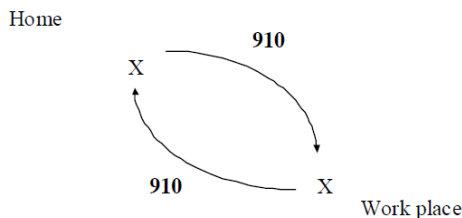
<sup>40</sup> If there are high unspecified frequencies at 3-digit level it could be possible to create an xy0 code. However this option will hinder international comparability. Thus, countries are encouraged do not make use of this possibility and try to keep the unspecified as low as possible.

## Example 1:

### A straightforward journey to work and back home.

Most people in paid work start from home in the morning and return home in the evening.

Chart 1



Home is the natural starting and ending point of the journey, and the journey is interrupted by a day's work. The first part of the journey is defined by its purpose, which in this case is to go to work. If the journey back home in the evening was defined in the same way it should be a journey home. But instead it is defined by the turning point and the reason for being there, which gives another journey, along with the morning's, in connection with work.

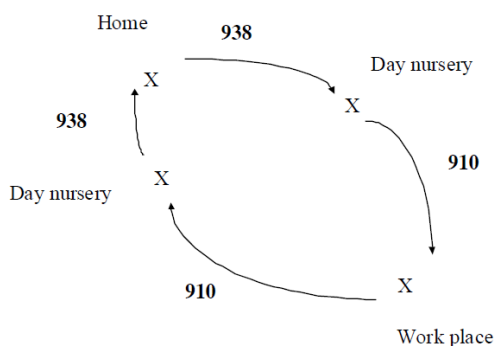
The workplace is regarded as turning-point of the whole "circle" from home and back. This means that the first part of a journey is defined by the purpose of it, and that the second part, after the turning-point, is defined by where you go from and why you were there.

## Example 2:

### A journey to and from work interrupted by an errand.

Suppose now that an errand is run on the way to work and from work, e.g. a child is left at the day nursery in the morning and picked up in the afternoon.

Chart 2



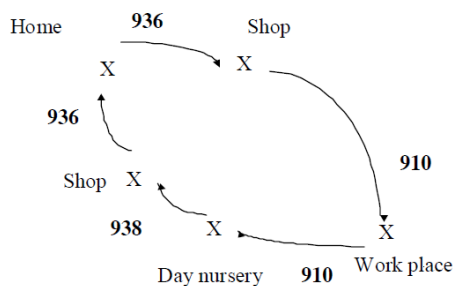
The first part of the journey is now connected with childcare (= the reason to go to the day nursery), and the second part is connected with work. The first part of the way back home is also connected with work and the second with childcare. This principle applies regardless of if the stop at the day nursery will lengthen the journey.

Note: If an errand is done after work, at or close to the workplace, the immediate journey back home is coded "910 Travel from work".

### Example 3:

A journey to and from work interrupted by two errands.

Chart 3



The first part of the journey is now connected with shopping (= the reason to go to the shop), and the second part is connected with work. The first part of the way back home is connected with work, the second part with childcare and the third with shopping.

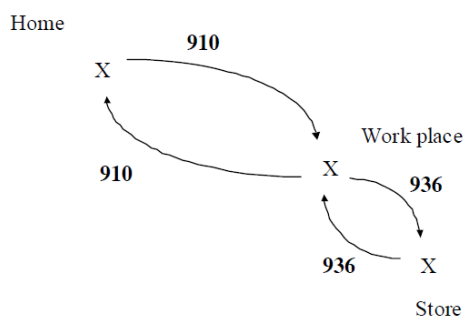
Note: If an errand is done after work, at or close to the workplace, the immediate journey back home is coded "910 Travel from work".

### Example 4:

An errand during lunch break at work.

In the next example our travelling person runs an errand during the lunch break.

Chart 4



The journeys to and from work are unaffected. The trip to the store is a circle of its own. The workplace is the starting and ending point and the shop the turning point.

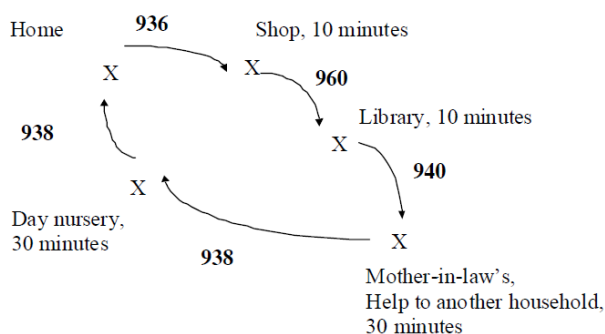
## Example 5:

### Leaving home to do various errands at different places before returning home.

There may be a problem deciding what is the turning-point of the journey, e.g. when many different errands are carried out. The respondent might have given details in the diary. However if there is not a clear turning-point, each errand will be defined by the purpose of the next stop.

From home Mr X goes to the shop and stays there for 10 minutes. Then he goes to the library and stays there for another 10 minutes. Then he goes to his mother-in-law's to help her with some cooking. This takes 30 minutes. Then he goes to the day nursery to pick up his child, which takes a further 30 minutes. As there is not a clear turning-point, all the journeys, except the journey back home, should be coded according to the purpose of the next stop.

Chart 5

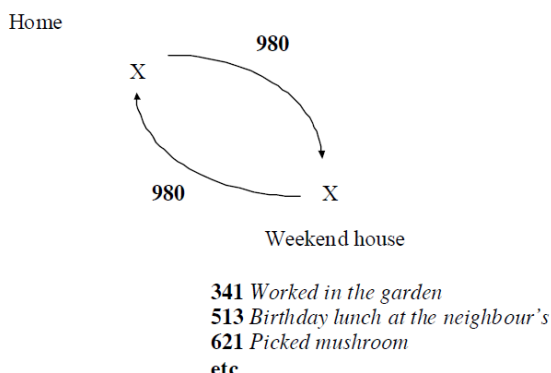


## Example 6:

### Leaving home to go to another locality to do a number of things before returning home.

It is not unusual that the purpose of a trip is change of locality in order to do several things. This means that the person starts from home and returns home, and that the time in between is spent at another locality e.g. at the weekend house or at relatives doing several different activities.

Chart 6



This journey is to spend a day or more at the weekend home, with various activities such as working in the garden, having a birthday lunch at the neighbour's, picking mushrooms, etc. This is a multi-purpose journey (i.e. traveling) related to a change of locality.

### Coding of multiple main activities

It is not possible to code more than one main activity per time slot (i.e. 10 minute interval). If there is more than one activity recorded in a given 10-minute interval, then one must be selected as the main activity and the other coded as the secondary activity.

- Rule 1: If the activities are simultaneous, and one of the activities is likely to be the consequence of the other, then the second is coded as the secondary activity and the first as the main activity.

### Examples:

"Had supper" and "Talked with the family": It seems reasonable to assume that they were talking because they had supper, not that they had supper because they were talking. "Had supper" should be coded as the main activity.

"Went to work by bus" and "Read the newspaper": "Went to work by bus" is coded as the main activity.

- Rule 2: If the activities are sequential, and neither of the activities is likely to be the consequence of the other, then the first is coded as the main activity and the other as the secondary activity.
- Rule 3: If one activity is clearly longer than the other, then the longer activity should be coded as the main activity. However, the duration of the activity cannot be the only consideration. For example, if food preparation is the shorter and listening to the radio the longer activity, "food preparation" is still the activity that involves more concentration/ is considered as more important for the respondent and should be coded as the main activity.

### Codes for special situations/activities

- If the main activity is "Filled in the diary", then code 995.
- If the main activity is travel but no purpose is specified, then code 900 ("Other or unspecified travel purpose").
- If there is a legible main activity recorded, but it is completely unspecified and hence impossible to code even to 1 digit, then code 999.

## 4.4 Secondary activities

For the coding of secondary activities, the main activity coding system should be used. Please note the two special codes in the Activity coding list:

- 121 Lunch break (related to employment) and
- 512 Visiting or receiving visitors.

These two codes are used in the "What else were you doing" column to measure what people do during lunch breaks and during visits, and to measure the duration of lunch breaks and visits. If the diary does not specify what the respondent did during the lunch break or during a visit, then these codes should also be used in the main activity column.

## 4.5 Other episode dimensions

### 4.5.1 ICT use for main or secondary activity

In the third column of the diary the respondents should record whether either the main or the secondary activity had been done by using a computer, smartphone, tablet, or similar device (see codes in Annex IV).

### 4.5.2 Location and transport mode

In the diary there is a fourth column for the respondent to record the location of the activity and the transport mode. See codes in Annex IV.

### 4.5.3 With whom time is spent

In this fifth column of the diary, there should be at least one sub-column marked for each row. If not, it counts as a non-response (refusal or the respondent forgot to mark the correct box). An example of the latter is if a respondent has recorded that she/ he played with her/ his pre-school child but did not record the presence of the child for the whole episode — perhaps it was recorded only for the first row of the episode.

In this type of situation, code as if the tick in the "With whom" box in the first row covers the entire episode. This means that corrections can be made when it is unambiguously clear that the "With whom" boxes should have been ticked exactly the same way for the whole episode. If there is any doubt, omit this dimension for the episode in question.

## 4.6 Further remarks and comments

### 4.6.1 Other comments on the numerical coding

It is most important that the coding system with its various levels of coding, 1, 2, or 3 digits (depending on the level of detail reported in the diary) be used exactly as described. The codes in the first activity group, PERSONAL CARE, begin with a "0". This first 0 is part of the code and cannot be dropped on the grounds that it has "no value".

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#### Examples:

The activity "Eating a meal" must be coded "021 Eating", according to the Activity coding list. Dropping the 0 would change the activity code to "21 SCHOOL OR UNIVERSITY", which of course is incorrect.

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## 4.6.2 Monitoring the coding procedure

### Recommendations:

- It is recommended that the activity coding list be used as the lowest common denominator. It can be extended according to the rules proposed in section 4.3.2.
- For further development of the coding system, it is highly recommended to keep a coding index including new descriptions of activities assigned to the different activity categories.
- It is recommended that a supervisor take responsibility for updating the coding index and for continuously keeping the coders informed.
- The index is necessary in order to standardise the work among the national coders, and to clarify the content of the codes for different countries.

## 4.6.3 Definition of an episode

What defines an episode and when does it turn into a new episode?

The answer is that whenever there is a change in the main activity, the secondary activity, the location/ mode of transport, the presence of other persons, or ICT use, there is also a change of episode. In other words, within an episode all lines are identical with regard to the main activity, secondary activity, the ICT use codes, location/ mode of transport and the person(s) present (i.e. with whom?).

Sometimes the respondent will record, say, sleeping as a main activity on only one line in the diary, followed by empty lines for the whole night. It is then reasonable to assume that the main activity "sleeping" continued until the start of a new main activity (e.g. waking up or getting out of bed).

If there is an ongoing main activity which is recorded only on the line when the activity started, and if the presence of other person(s) is marked on the same line only, then it is reasonable to assume that the(se) person(s) was/ were present during the whole time this activity lasted, and that a new episode starts when there is a change in main activity.

### Marking codes

To indicate that there is a new episode to register in the data file, the start of an episode could be marked by a circle around the starting time, in the first column of the paper diary.

For ease of data input, all relevant information about the episode should be recorded on the marked first line of the episode.

The codes should be recorded in the diaries<sup>41</sup>. If there is no designated space for them, they should be recorded anywhere close to their literal counterparts. It is important that there is no ambiguity about which code is connected to which activity, and/ or time intervals in the diary.

Wherever notes, corrections and codes are recorded in the diaries, it is recommended that a pencil of a distinct colour be used to simplify the work of the data entry staff.

One way to improve coding reliability is to use verbal codes (words) such as SLEEPING, MEALS, RADIO, which can be automatically converted into 3-digit codes.

<sup>41</sup> There are of course alternatives to this: the codes might be recorded on separate sheets or, in principle, perhaps even entered directly into the computer. This latter alternative, however, is not recommended for the harmonised European Time Use surveys.

**Delimiting episodes**

Given that "the one record per episode" kind of file is used, the information in the diary cannot be transferred into data files unless the start and the end of the unique episodes of each diary are finalised and marked. This should be done only when the coding of all dimensions in the diary has been completed.

**Coding episodes**

The diary example in Annex IV demonstrates the principle that one episode ends and a new one starts when there is a change in the main activity, secondary activity, ICT use, presence of others or location/ mode of transport.

**4.6.4 Data file format**

Diary data should be transferred into data files using formats and principles according to Annex V: List of HETUS microdata to be submitted to Eurostat.

# 5

## References and useful links

### References:

Särndal, Swensson and Wretman in Model assisted survey sampling, Springer-Verlag (1992).

Harvey, A. and Niemi, I. (1994) An International Standard Activity Classification (ISAC): towards a framework, relevant issues. In: Fifteenth Meeting of the International Association for Time Use Research, Amsterdam June 1993. Eds. N. Kalfs and A. Harvey.

### Links:

Eurostat HETUS 2000 guidelines: <https://ec.europa.eu/eurostat/documents/3859598/5884753/KS-CC-04-007-EN.PDF/03057369-0bfe-47d5-b584-be0868d65f29?version=1.0>

Eurostat HETUS 2008 guidelines: <https://ec.europa.eu/eurostat/documents/3859598/5909673/KS-RA-08-014-EN.PDF/a745ca2e-7dc6-48a9-a36c-000ad120380e?version=1.0>

Labour Force Survey (see “Core variables User guide”):

[http://circa.europa.eu/irc/dsis/employment/info/data/eu\\_efs/index.htm](http://circa.europa.eu/irc/dsis/employment/info/data/eu_efs/index.htm)

European Union Statistics on Income and Living Conditions (EU-SILC):

[http://circa.europa.eu/Public/irc/dsis/eusilc/library?l=/data\\_dissemination/udb\\_user\\_database&vm=detailed&sb=Title](http://circa.europa.eu/Public/irc/dsis/eusilc/library?l=/data_dissemination/udb_user_database&vm=detailed&sb=Title)

NACE Rev. 2, Statistical Classification of Economic Activities in the European Community:

<http://circa.europa.eu/irc/dsis/nacecpacon/info/data/en/index.htm>; or:

[http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST\\_NOM\\_DTL&StrNom=NACE\\_REV2&StrLanguageCode=EN&IntPcKey=&StrLayoutCode=HIERARCHIC&CFID=1603141&CFTOKEN=cc4fc12431057ddf-EE18E557-0216-B5E3-8D0FC3C3D7C978D7&jsessionid=ee307ab407773d2cb344](http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST_NOM_DTL&StrNom=NACE_REV2&StrLanguageCode=EN&IntPcKey=&StrLayoutCode=HIERARCHIC&CFID=1603141&CFTOKEN=cc4fc12431057ddf-EE18E557-0216-B5E3-8D0FC3C3D7C978D7&jsessionid=ee307ab407773d2cb344)

International Standard Classification of Occupations ISCO (ISCO-88 (COM) and ISCO-08):

<http://www.ilo.org/public/english/bureau/stat/isco/index.htm>

International Standard Classification of Education ISCED 1997:

[http://www.uis.unesco.org/ev.php?ID=3813\\_201&ID2=DO\\_TOPIC](http://www.uis.unesco.org/ev.php?ID=3813_201&ID2=DO_TOPIC)

Standard Country or Area Codes for Statistical Use:

<http://unstats.un.org/unsd/methods/m49/m49.htm>

International Standard Classification of Education 2011 (ISCED 2011):

<http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>

Joint Eurostat-OECD guidelines on the measurement of educational attainment in household surveys: <https://circabc.europa.eu/w/browse/c2dc65ad-5163-4935-b0c2-e5ea1f44929b>.

Eurostat Standard Code list (SCL) GEO:

[http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST\\_NOM\\_DTL&StrNom=C\\_L\\_GEO&StrLanguageCode=EN&IntPcKey=&StrLayoutCode=HIERARCHIC](http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST_NOM_DTL&StrNom=C_L_GEO&StrLanguageCode=EN&IntPcKey=&StrLayoutCode=HIERARCHIC).

Nomenclature of territorial units for statistics (NUTS 2021): see:

<https://ec.europa.eu/eurostat/product?code=KS-GQ-20-092>.

LAU2 list including degree of urbanisation published by Eurostat on the RAMON server:  
[http://ec.europa.eu/eurostat/ramon/miscellaneous/index.cfm?TargetUrl=DSP\\_DEGURBA](http://ec.europa.eu/eurostat/ramon/miscellaneous/index.cfm?TargetUrl=DSP_DEGURBA)

Further methodological details on the classification of LAU2s by degree of urbanisation:  
<http://ec.europa.eu/eurostat/web/degree-of-urbanisation/methodology>.

# 6

## Annexes

## 6.1 Annex I: Household questionnaire (model)

HOUSEHOLD QUESTIONNAIRE – COVER PAGE
--------------------------------------

Number of the household:	_ _ _ _ _ _ _	Col 1-5
Number of the interviewer:	_ _ _ _	Col 6-8
Date of interview:	_ _ _ _ _ _ _ _ _ _ _ _ _	Col 9-16

## HOUSEHOLD COMPOSITION

Col 17-20

H1 Please note the time when you start filling in this questionnaire: |\_\_| |\_\_| || |\_\_| |\_\_|

Hh Mm

H 2 The first question concerns who is to be counted as a member of your household. Persons present or temporary absent living at the same address, sharing meals, and sharing household budget are considered as members of the same household (*more details on the definition of members of the household are on page 2*).

Using this definition of members of the household:

Who are the members of your household? Please give in each case their A) *name*, B) *surname* C) *passing of the birthday* D) *year of birth* (yyyy), E) *date of interview* F) *sex*, and G) *relationship to the other household members*.

Example:

Line number: HH member	Name (10 digits)	Surname (10 digits)	Passing of the birthday	Year of birth (yyyy)	Interview date (dd/mm/yyyy)	Sex	Relationship matrix																
							OF	01	02	03	04	05	06	07	08	09	10	11	12				
21-22	01	23-32	33-42	43	44-47	48-55	56	01															
57-58	02	59-68	69-78	79	80-83	84-91	92	02	93-94														
95-96	03	97-106	107-116	117	118-121	122-129	130	03	131-132	133-134													
135-136	04	137-146	147-156	157	158-161	162-169	170	04	171-172	173-174	175-176												
177-178	05	179-188	189-198	199	200-203	204-211	212	05	213-214	215-216	217-218	219-220											
221-222	06	223-232	233-242	243	244-247	248-255	256	06	257-258	259-260	261-262	263-264	265-266										
267-268	07	269-278	279-288	289	290-293	294-301	302	07	303-304	305-306	307-308	309-310	311-312	313-314									
315-316	08	317-326	327-336	337	338-341	342-349	350	08	351-352	353-354	355-356	357-358	359-360	361-362	363-364								
365-366	09	367-376	377-386	387	388-391	392-399	400	09	401-402	403-404	405-406	407-408	409-410	411-412	413-414	415-416							
417-418	10	419-428	429-438	439	440-443	444-451	452	10	453-454	455-456	457-458	459-460	461-462	463-464	465-466	467-468	469-470						
471-472	11	473-482	483-492	493	494-497	498-505	506	11	507-508	509-510	511-512	513-514	515-516	517-518	519-520	521-522	523-524	525-526					
527-528	12	529-538	539-548	549	550-553	554-561	562	12	563-564	565-566	567-568	569-570	571-572	573-574	575-576	577-578	579-580	581-582	583-584				
585-586	13	587-596	597-606	607	609-611	612-619	620	13	621-622	623-624	625-626	627-628	629-630	631-632	633-634	635-636	637-638	639-640	641-642	643-644			

C  
1 yes  
2 no

F  
1 male  
2 female

G

10 Partner (Lo)	51 Natural/adoptive parent (Hi)
11 Husband/wife/civil partner (Hi)	52 Step-parent (Hi)
12 Partner/cohabitee (Hi)	60 Parent in law (Lo; Hi)
20 Son/daughter (Lo)	70 Grandparent (Lo; Hi)
21 Natural/Adopted son/daughter (Hi)	80 Brother/Sister (Lo)
22 Step-son/step-daughter (Hi)	81 Natural brother/sister (Hi)
30 Son-in-law/daughter-in-law (Lo; Hi)	82 Step-brother/Sister (Hi)
40 Grandchild (Lo; Hi)	90 Other relative (Lo; Hi)
50 Parent (Lo)	95 Other non-relative (Lo; Hi)

### Members of private household

Members of the private household are all persons having their usual residence in a private household of

each country. "Usual residence" means the place where a person normally spends the daily period of rest, regardless of temporary absences for purposes of recreation, holidays, visits to friends and relatives, business, medical treatment or religious pilgrimage. The following persons alone shall be considered to be usual residents of a specific geographical area:

- (i) those who have lived in their place of usual residence for a continuous period of at least 12 months before the reference time; or
- (ii) those who arrived in their place of usual residence during the 12 months before the reference time with the intention of staying there for at least one year.
- (iii) Otherwise (where the circumstances described in point (i) or (ii) cannot be established), "usual residence" can be taken to mean the place of legal or registered residence.

Where a person regularly lives in more than one residence during a given year, the residence where one spends the majority of the year shall be taken as one's place of usual residence, regardless of whether it is located elsewhere within the country or abroad.

In applying the statistical concept of usual residence the particular cases shall be treated as follows:

(a) Person who works away from household home during the week and who returns to the household home at weekends, shall consider the household home to be his/her place of usual residence, regardless of whether his/her place of work is elsewhere in the country or abroad.

(b) Primary and secondary school pupils and students who are away from household home during the school term shall consider their household home to be their place of usual residence regardless of whether they are pursuing their education elsewhere in the country or abroad.

(c) Persons who live outside their household home for an extended period of time for the purpose of work, regardless of whether elsewhere in the country or abroad, shall consider their household home to be their place of usual residence in case they contribute to the household income.

(d) Tertiary students who are away from household home while at college or university, regardless of whether elsewhere in the country or abroad, shall consider their household home to be their place of usual residence in case they benefit from the household income.

(e) In case of dependent child alternating between two places of residence, where an equal amount of time is spent with both legal guardians/parents, the place of usual residence shall be the place of residence of the legal guardian who receives the child benefits (if applicable), or, the place of residence of the legal guardian who contributes more towards the child-related costs.

Persons doing compulsory or voluntary military service (conscripts) are excluded from the private household population in case the duration of their service is longer than 12 months.

Persons living (as usual residents) in hotels, boarding houses or temporary accommodation dwellings are part of the private household population.

All people who are usually resident, whether related or not related to other members of the private household, are to be considered as members of a private multi-person household if they share household income or household expenses with other household members.

Private households exclude persons whose need for shelter and subsistence is being provided by an institution and who at the reference date (as defined for a specific data collection) have spent, or are likely to spend, 12 months or more living there.



### CHILDCARE

IF, ACCORDING TO H 2C, 2D and 2E, THE HOUSEHOLD INCLUDES CHILDREN LESS THAN 10 YEARS OLD

=> Continue with H 3

=> Otherwise, please go to H 5

**H 3 Do any of your children attend a kindergarten or a crèche, or are they being looked after on a long-term basis by other persons (not belonging to your household), or by other institutions?**

*Hint: Do not take into account any short-term or irregular arrangements which help you out for a few days (parents, neighbours, other childcare from time to time, but only irregularly or in emergencies). Compulsory school attendance is not regarded as childcare.*

Col 645

- Yes.....  (1)

=> Please continue with H 4

- No.....  (2)

=> Please go to H 5

*NSI, please adapt the wording to the conventional childcare system of your country.*

**H 4 How is the day care of your children organised? Please report for each child separately.**

*Hint: The question could be more detailed, but ultimately it should be possible to link categories into two main groupings: "public" and "private" childcare.*

	Childcare		
	Public	Private	
Youngest child	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	Col 646
Second youngest child	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	Col 647
Third child	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	Col 648

*NSI, please adapt the question to the conventional childcare system of your country.)*

### INCOME

**The following questions concern the income of all household members and any other income received by the household as a whole.**

**H 5 Which of the following sources of income does your household have at present?**

*Interviewer: Please read the answering categories aloud to the respondent and tick "Yes" or "No" for each of them.*

**Does your household receive ...?**

- |  | Yes                          | No                           |         |
|--|------------------------------|------------------------------|---------|
| 1. Wages or salaries.....                      | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | Col 649 |
| 2. Income from self-employment or farming..... | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | Col 650 |



## RECEIVING HELP

The following questions concern help and services received from someone outside your household. You might have paid something for this help or these services, but it should not have been provided by a private firm or a public institution.

**H 8 Did you or any other member of your household receive help or services from someone who is not a member of your household at any time during the last 4 weeks?**

**A What kind of help or services did you receive? Show Card 1**

Read the alternatives a. and b. on Card 1 aloud for respondent, and tick "Yes" or "No" in column A in the table on this page, for each kind of help or services.  
IF THE ANSWER TO ANY OF THE ALTERNATIVES a or b IN H 8 A IS "YES" (1), THEN CONTINUE WITH H 8 B, OTHERWISE GO TO H 9.

**B How many times did you receive this kind of help or services during the last 4 weeks?**

For each kind of help or services where the "Yes"-box has been ticked under H 8 A, record in column B in the table on this page the number of times the respondent or any other member of her/his household received this kind of help or service.

**C Last time you received this kind of help or services, did you pay for it?**

For each kind of help or services where the "Yes"-box has been ticked under H 8 A, tick "Yes" or "No" in column C in the table on this page.

	A		B	C	
	Did you receive help?			How many times during the last 4 weeks	Did you pay for the help the last time?
	Yes	No		Yes	No
a. Childcare (0 to 17 years)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	_ _	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
	Col 664		Col 665-666	Col 667	
b. Care for sick and elderly (18 years and older)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	_ _	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
	Col 668		Col 669-670	Col 671	

**H 9 Who answered this questionnaire?**

Col 672-673

Household member No. |\_|\_| (Enter the number of the household member according to the household grid on page 2).

Col 674-677

**H 10 Please note the time when you finished filling in this questionnaire:** |\_|\_| || |\_|\_|

Hh Mm

## 6.2 Annex II: Individual questionnaire (model)

<b>INDIVIDUAL QUESTIONNAIRE – COVER PAGE</b>
--

<b>Number of the household:</b>	_ _ _ _ _ _ _	<b>Col 1-5</b>
<b>Number of the person:</b>	_ _ _	<b>Col 6-7</b>
<b>Number of the interviewer:</b>	_ _ _	<b>Col 8-10</b>
<b>Date of interview:</b>	_ _ _ _ _ _ _ _ _ _ _ _ _	<b>Col 11-18</b>

**BIOGRAPHICAL INFORMATION**

ALL RESPONDENTS (I 1 — I 7)

Col 19-22

**I 1 Please note the time when you start filling in this questionnaire:** |\_\_|\_\_||\_\_|\_\_|  
 Hh Mm

**I 2 What is your sex?**

Col 23

- Male .....  (1)  
 - Female .....  (2)

**I 3 What is your date of birth?**

Col 24-31

Date of birth ..... |\_\_|\_\_| |\_\_|\_\_| |\_\_|\_\_| |\_\_|\_\_|

**I 4 In which country were you born?<sup>42</sup>**

Col 32-33

- Country of birth: ..... |\_\_|\_\_|  
 (SCL GEO code at 2 digit level)

**I 5 What is your citizenship?**

Col 34-35

- Country of main citizenship: ..... |\_\_|\_\_|  
 (SCL GEO code at 2 digit level)

**I 6 In which country was your father born?**

Col 36-37

- Country of birth of the father: ..... |\_\_|\_\_|  
 (SCL GEO code at 2 digit level)

**I 7 In which country was your mother born?**

Col 38-39

- Country of birth of the mother: ..... |\_\_|\_\_|  
 (SCL GEO code at 2 digit level)

<sup>42</sup> In situations (e.g. specific countries or regions) where this question may not capture appropriately the information on the place of usual residence of the individual's mother at the time of delivery, the following question should be asked: "Which was the country of usual residence of your mother at the time when you were born?"

**EMPLOYMENT**

RESPONDENTS LESS THAN 15 YEARS

=&gt; Please go to I 23

RESPONDENTS 15 YEARS AND OLDER

*The following questions concern your present situation and begin with gainful employment.*

**I 8 This/ next week\* (WEEK ON WHICH WEEKDAY RECORDS ARE KEPT) beginning on Monday and ending on Sunday. Will you work this/ next week for at least one hour in a paid job, in your own business or in a family business, or on a farm belonging to your family?**

*Hint Freelancing, apprenticeship, paid training related to employment, and working in agriculture is also regarded as gainful employment. Compulsory or voluntary military or community service is not considered as gainful employment.*

Col 40

- Yes .....  (1)

=&gt; Please go to I 11

- No .....  (2)

=&gt; Please continue with I 9

IF NOT WORKING LAST WEEK

**I 9 Although you will *not* work during those 7 days, do you have a paid job or do you work in a business of your own or in a family firm, from which you are temporarily absent for some reason?**

*Hint: We are referring here to any kind of contract or formal attachment you may have to a workplace.*

Col 41

- Yes .....  (1)

=&gt; Please continue with I 10

- No .....  (2)

=&gt; Please go to I 21

*\* The advantage of this reference period is the matching between the reference periods of the individual questionnaire and the diary. It has, however, the drawback of unforeseen changes in the labour status of the interviewee (e.g. a job is found, the person is made redundant ...). Taking this into account countries may prefer using the week previous to the interview as the reference period:*

*Please try to remember last week, beginning on Monday and ending on Sunday. Did you work during these seven days for at least one hour in a paid job, in your own business or in a family business, or on a farm belonging to your family?*

IF ABSENT

**I 10 What is the reason for your not working at all that week?**

*Hint: Please note the main reason.*

Col 42

- Own illness, injury or temporary disability .....  (1)
- Holiday. ....  (2)
- Maternity, paternity or parental leave.....  (3)
- Leave of absence for studies.....  (4)
- Labour dispute .....  (5)
- Other reason.....  (6)

FOR PEOPLE CARRYING OUT A JOB OR PROFESSION. MAIN JOB (I 11 — I 14)

**I 11 What does the business/ organisation mainly make or do at the place where you work (e.g. chemical, fishing, hotel/ restaurant, health and social work, etc.)?**

*Hint: Main activity of the local unit refers to the branch of the enterprise or organisation where you work.*

.....  
 .....

|\_|\_|\_|\_| Col 43-44

(NSI, code NACE. Rev. 2 at 2 digit level)

**I 12 What is your occupation in this business/ organisation?**

*Hint: Please be as exact as possible. For example, note "Secretary" instead of "Employee", "Carpenter" instead of "Manual worker", "Teacher at secondary school", etc. If there is no accurate occupational title, ask the respondent to describe his/her principal activity.*

.....  
 .....

|\_|\_|\_|\_|\_| Col 45-47

(NSI, code ISCO-08 at 2-digit level)

**I 13 What are the number of hours you usually work in this job?**

Col 48-49

|\_|\_|\_|\_| (Enter the usual number of weekly working hours)

**I 14 Are you employed, self-employed or working without payment as a family worker with this business/ organisation?**

Col 50

- Self-employed person with employees .....  (1)    => Please go to **I 19**
- Self-employed person without employees .....  (2)    => Please go to **I 19**
- Employee: .....  (3)    => Please continue with **I 15**
- Family worker (unpaid): .....  (4)    => Please continue with **I 21**

**FOR EMPLOYEES ONLY (I 15 — I 17)****I 15 Do you have a permanent job or an open-ended work contract?**

Col 51

- Yes, a permanent job or open-ended work contract .....  (1)
- No, it is a temporary job/ fixed-duration work contract .....  (2)

**I 16 In this job, do you work full-time or part-time?**

*Hint: The respondent should give her/ his own personal assessment, regardless of any given general definitions.*

Col 52

- Full-time job .....  (1)
- Part-time job .....  (2)

**I 17 Do you have paid holidays?**

Col 53

- Yes .....  (1)    => Please continue with **I 18**
- No .....  (2)    => Please go to **I 19**

**I 18 How many days of paid holiday do you have a year?**

Col 54-55

|\_|\_|\_|    (Enter the number of days a year)



## FOR EMPLOYEES AND SELF-EMPLOYED PERSONS. SECOND JOBS (I 19 — I 20)

**I 19 Do you have more than one job/ work, secondary activity or any other paid spare time occupation?**

Col 56

- Yes .....  (1)      => Please continue with **I 20**
- No .....  (2)      => Please go to **I 23**

**I 20 What are the number of hours you usually work in all your second jobs?**

Col 57-58

|\_|\_|\_|\_| (Enter the usual number of weekly working hours)      => Please go to **I 23***(To estimate the number of hours usually worked in all jobs)*

## FOR PEOPLE NOT CARRYING OUT A (PAID) JOB OR PROFESSION (I 21 — I 22)

**I 21 During the last 4 weeks, did you do anything to find a job, even part-time or occasional work, or to set up your own business?**

Col 59

- Yes .....  (1)      => Please continue with **I 22**
- No, already found a job that will start  
within a period of at most 3 months.....  (2)      => Please go to **I 23**
- No.....  (3)      => Please go to **I 23**

**I 22 If you found a job now, would you be able to start work immediately, that is, within 2 weeks?**

Col 60

- Yes .....  (1)
- No.....  (2)

=> Please continue with **I 23**



**I 25 What is the level of this current formal education or training activity?**

Col 64

- ISCED 0 — Early childhood education .....  (0)
- ISCED 1 — Primary education .....  (1)
- ISCED 2— Lower secondary education .....  (2)
- ISCED 3 — Upper secondary education .....  (3)
- ISCED 4 — Post secondary education but not tertiary .....  (4)
- ISCED 5 — Short-cycle tertiary education .....  (5)
- ISCED 6 — Bachelor's or equivalent level .....  (6)
- ISCED 7 — Master's or equivalent level .....  (7)
- ISCED 8 — Doctoral or equivalent level .....  (8)

---

**RESPONDENTS 15 YEARS AND OLDER (I 26)****I 26 Which is the highest level of education or training you have successfully completed?<sup>43</sup>***Hint: If still in education, please record the highest level completed so far.*

Col 65

- No formal education or below ISCED 1 .....  (0)
  - ISCED 1 — Primary education .....  (1)
  - ISCED 2— Lower secondary education .....  (2)
  - ISCED 3 — Upper secondary education .....  (3)
  - ISCED 4 — Post secondary education but not tertiary .....  (4)
  - ISCED 5 — Short-cycle tertiary education .....  (5)
  - ISCED 6 — Bachelor's or equivalent level .....  (6)
  - ISCED 7 — Master's or equivalent level .....  (7)
  - ISCED 8 — Doctoral or equivalent level .....  (8)
- 

<sup>43</sup> Alternatively, the “diploma approach” where respondents are asked about their diplomas instead of the level of education completed is highly recommended. For details on the “diploma approach” see the joint Eurostat-OECD guidelines on the measurement of educational attainment in household surveys (see:

<https://circabc.europa.eu/sd/a/84d88f97-9cc7-45be-963f-ed088440b04b/ISCED%202011%20Operational%20Manual.pdf>).

**HEALTH**

ALL RESPONDENTS (I 27 — I 30)

**I 27 How is your health in general? Is it ...**

Col 66

- Very good .....  (1) => Please go to **I 28**
- Good .....  (2) => Please go to **I 28**
- Fair (neither good nor bad).....  (3) => Please go to **I 28**
- Bad .....  (4) => Please go to **I 28**
- Very bad .....  (5) => Please go to **I 28**

**I 28 Do you have any longstanding illness or [long-standing] health problem? Longstanding means illnesses or health problems which have lasted, or are expected to last, for 6 months or more.**

Col 67

- Yes .....  (1) => Please go to **I 29**
- No .....  (2) => Please go to **I 29**

**I 29 Are you limited because of a health problem in activities people usually do?  
Would you say you are...?**

Col 68

- severely limited .....  (1) => Please go to **I 30**
- limited but not severely.....  (2) => Please go to **I 30**
- not limited at all.....  (3) => Please go to **I 31**

**I 30 Have you been limited for at least the past 6 months?**

Col 69

- Yes .....  (1) => Please go to **I 31**
- No .....  (2) => Please go to **I 31**

**TIME USE**RESPONDENTS LESS THAN 15 YEARS => Please go to **I 33**RESPONDENTS 15 YEARS AND OLDER (**I 31**)**I 31 How often do you feel rushed? Would you say that you ...?**

Col 70

- Always feel rushed .....  (1)
- Only sometimes feel rushed .....  (2)
- Almost never feel rushed .....  (3)

**OWN CHILDREN UNDER 18 NOT LIVING IN THE DWELLING**RESPONDENTS LESS THAN 18 YEARS => Please go to **I 33**RESPONDENTS 18 YEARS AND OLDER (**I 32**)**I 32 Do you have any children under 18 who do not live with you and with whom you have contact?**

Col 71

- Yes.....  (1)
- No.....  (2)

**OTHER INFORMATION**ALL RESPONDENTS (**I 33 — I 34**)**I 33 How was this interview carried out?**

Col 72-73

- Self-administered, postal non-electronic version  (10)
- Self-administered, postal electronic version (email)  (11)
- Self-administered, web questionnaire  (12)
- Face-to-face interview, non-electronic version  (20)
- Face-to-face interview, electronic version  (21)

- Telephone interview, non-electronic version  (30)
- Telephone interview, electronic version  (31)
- Web personal interview  (40)
- Mixed mode collection  (50)

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Col 74-77

**I 34 Please note the time when you finished filling in this questionnaire:** |\_\_|\_\_||\_\_|\_\_|

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## 6.3 Annex III: Time use diary (model)

## ADULT DIARY

### SURVEY ON TIME USE TIME USE DIARY

(For persons 15 years and older)

**We all spend our time in different ways. How do you spend your time?**

**Please fill in this diary for**

.....  
(date)

**Diary to be filled in by**

.....  
(name)

---

**Interviewer only:**

Designated day: | | | | | | | | | |  
  Day Month Year

RD: | | | | | | | | | |

Household: | | | | | | | |

Person: | | | |

Diary No | |

---

**Please take this diary with you during the day and fill it in now and then, when you have a spare moment, e.g. on the bus or train, at lunchtime or whilst waiting for someone!**



## Please read these instructions!

It should be quite easy to fill in the time use diary. It will be even easier if you first read these brief instructions and then look at the example of a filled-in diary on the next three pages.

### What were you doing?

In the "What were you doing?" column we would like you to record your activities for every 10-minute period. The diary starts at 04.00 (am) and covers 24 hours, three hours a page. The example on the following pages will give you an idea of the level of the detail we want.

If you did more than one thing at the same time, please write the one you regard as the main activity. Don't record more than one main activity on each line. If you did one thing after another within a 10-minute interval, record the activity that was most important or took most time. If you were doing something you feel is too private to record, please write "personal".

**Gainful employment.** You do not need to record what you were doing during working time, but please indicate in the third column if you used a computer, smartphone, tablet, e-book-reader, etc. while working. Register what you do during breaks; for example "Lunch break, had lunch", and "Lunch break, went for a walk". Also mention work brought home and done at home.

**Studies.** Write if you study at home or attend classes/ lectures. Record the type of study: secondary school, university, etc. If studies are part of paid work, please say so.

**Travel.** Separate the travelling itself from the activity that is the reason for travelling; for example "Walked to the bus stop" - "Went by bus to shop" - "Bought food" - "Went back home". Record the mode of transport in the "Where were you" column.

**House work and childcare.** Record what you were really doing; for example "Cooked supper", "Set the table", "Washed the dishes", "Put my child to bed", "Mowed the lawn", "Cleaned the car", "Cleaned the dwelling".

**Reading (except studies).** Record what you read; for example "Read a newspaper", "Read a novel", "Read a magazine", "Read nonfiction".

**Help to other households.** If the main activity was help of some kind - totally or in part - given to somebody outside your own household, then report this in the diary. For example, if you helped your friends repairing their house, record the activity as "Helped

friends repairing their house". Similarly, you report if you helped a neighbour or relative by buying food for them. Report on the help even if you bought food for your own household as well.

### What else were you doing?

If you were doing more than one thing at the same time, record the second activity in the "What else were you doing" column. Suppose you were taking care of your child (main activity) and watching television at the same time, then record "watching television" as parallel activity. You decide which is the main (i.e. more important) activity and which is the secondary activity. Please remember to mark the duration of parallel activities, which might differ from the duration of the main activity.

### Did you use a computer, a smartphone, tablet or a similar device?

Indicate for all main and parallel activities if you used a computer, smartphone, tablet, e-book-reader, etc. for doing an activity.

### Where were you?

Write in where you were at that time. E.g. "Home", "At friends' home" or if travelling "in a car", "on a bus", "on a train", "on a bicycle" or "on foot".

### Were you alone or together with somebody you know?

For each 10-minute period, please tick one or more boxes to show if you were alone or together with somebody you know. To be together does not necessarily mean that you actually do things together but rather that somebody else is on hand (e.g. at home). If you are along with people you don't know, indicate "alone" as well. And you don't have to answer this question for sleeping time.

You could have put more than one "x" on each line, and this number of "x's" may change during an activity that covers more than one 10-minute interval if a person leaves or arrives.

### Checklist

When you have filled in the diary, answer the questions at the end of the diary. Finally, please go through the checklist, which is also at the end of the diary.

**Please take the diary with you during the day and fill it in every now and then!**

## Adult example page 1/3

Time	What were you doing? Record your main activity for each 10-minute period from 07.00 to 10.00!  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	What else were you doing? Record the most important parallel activity.	Did you use a computer, smart-phone, tablet, or similar device for doing this?  Yes	Where were you? Record the location or the mode of transport.  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	Were you alone or together with somebody you know? Mark "yes" by crossing					
					Alone (or with unknown persons)	With other household members				Other persons that you know
						Partner	Parent	Children (up to 17 years)	Other household member	
07:00-07:10	Woke up the children		<input type="checkbox"/>	At home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07:10-07:20	Had breakfast	Talked with my family	<input type="checkbox"/>	↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07:20-07:30	—"–	—"–	<input type="checkbox"/>	↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07:30-07:40	Cleared the table	Listened to the radio	<input checked="" type="checkbox"/>	↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07:40-07:50	Helped the children dress	Talked with my children	<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07:50-08:00	Went to the day care centre	—"–	<input type="checkbox"/>	On foot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08:00-08:10	Went to work	Read the newspaper	<input checked="" type="checkbox"/>	Bus	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08:10-08:20	—"–	—"–	<input checked="" type="checkbox"/>	—"–	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08:20-08:30	Work	↑	<input type="checkbox"/>	Workplace	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08:30-08:40	↓	Meeting with boss	<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
08:40-08:50	↓	—"–	<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
08:50-09:00	↓	—"–	<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
09:00-09:10	↓		<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09:10-09:20	↓		<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09:20-09:30	↓		<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09:30-09:40	↓		<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09:40-09:50	↓		<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09:50-10:00	↓		<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use an arrow, citation marks or the like to mark an activity that takes longer than 10 minutes.

## Adult example page 2/3

Time	What were you doing? <i>Record your main activity for each 10-minute period from 10.00 to 13.00!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	What else were you doing? <i>Record the most important parallel activity.</i>	Did you use a computer, smart-phone, tablet, or similar device for doing this?  Yes	Where were you? <i>Record the location or the mode of transport.</i>  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	Were you alone or together with somebody you know? <i>Mark "yes" by crossing</i>					
					Alone (or with unknown persons)	With other household members				Other persons that you know
					Partner	Parent	Children (up to 17 years)	Other household member		
10:00-10:10	Work	Coffe break	<input type="checkbox"/>	Workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
10:10-10:20	↓		<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10:20-10:30	↓		<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10:30-10:40	↓		<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10:40-10:50	↓	Meeting with colleague	<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
10:50-11:00	↓	—"–	<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
11:00-11:10	↓	—"–	<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
11:10-11:20	↓		<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11:20-11:30	↓		<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11:30-11:40	Lunch break: had lunch	Talked with colleagues	<input type="checkbox"/>	Canteen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
11:40-11:50	—"–	—"–	<input type="checkbox"/>	—"–	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
11:50-12:00	—"–	Checked the news	<input checked="" type="checkbox"/>	—"–	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
12:00-12:10	Lunch break: went to supermar	Listened to music	<input checked="" type="checkbox"/>	On foot	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12:10-12:20	Lunch break: bought food		<input type="checkbox"/>	Supermarket	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12:20-12:30	Lunch break: went back to work	Listened to music	<input checked="" type="checkbox"/>	On foot	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12:30-12:40	Work		<input checked="" type="checkbox"/>	Workplace	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12:40-12:50	↓		<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12:50-13:00	↓		<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## Adult example page 3/3

Time	What were you doing? Record your main activity for each 10-minute period from 16.00 to 19.00!  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	What else were you doing? Record the most important parallel activity.	Did you use a computer, smart-phone, tablet, or similar device for doing this?  Yes	Where were you? Record the location or the mode of transport.  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	Were you alone or together with somebody you know? Mark "yes" by crossing					
					Alone (or with unknown persons)	With other household members				Other persons that you know
						Partner	Parent	Children (up to 17 years)	Other household member	
16:00-16:16	Went from work to day centre	Planned birthday party for son	<input checked="" type="checkbox"/>	Bus	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16:16-16:20	—"	—"	<input checked="" type="checkbox"/>	—"	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16:20-16:30	Talked with the child minder	Helped the children dress	<input type="checkbox"/>	Day care centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16:30-16:40	Went to the grocer's	Talked with my children	<input type="checkbox"/>	On foot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16:40-16:50	Bought food for us and my ne	—"	<input type="checkbox"/>	Shopping centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16:50-17:00	Went home	—"	<input type="checkbox"/>	On foot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17:00-17:10	Delivered food to my neighb	Talked to my neighbour	<input type="checkbox"/>	At neighbours' home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
17:10-17:20	Put own food in fridge	Listened to the radio	<input checked="" type="checkbox"/>	Home	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17:20-17:30	Cooked super	—"	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17:30-17:40	—"	—"	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17:40-17:50	Had supper	Talked with my family	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17:50-18:00	—"	—"	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18:00-18:10	—"	—"	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18:10-18:20	Cleared the table	Listened to the radio	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18:20-18:30	Checked the e-mails		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18:30-18:40	Watched TV with my family	Knitted	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18:40-18:50	—"	—"	<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18:50-19:00	Watched a web series alone	—"	<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Elderly example page 1/2

Time	What were you doing? Record your main activity for each 10-minute period from 07.00 to 10.00!  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	What else were you doing? Record the most important parallel activity.  Use an arrow, citation marks or the like to mark an activity that takes longer than 10 minutes.	Did you use a computer, smart-phone, tablet, or similar device for doing this?  Yes	Where were you? Record the location or the mode of transport.  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	Were you alone or together with somebody you know? Mark "yes" by crossing					
					Alone (or with unknown persons)	With other household members				Other persons that you know
					Partner	Parent	Children (up to 17 years)	Other household member		
07:00-07:10	Got out of bed		<input type="checkbox"/>	At home	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
07:10-07:20	Took a shower		<input type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
07:20-07:30	_"_		<input type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
07:30-07:40	Made breakfast	Talked to my wife	<input type="checkbox"/>	↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
07:40-07:50	_"_	_"_	<input type="checkbox"/>	↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
07:50-08:00	Had breakfast	Read online newspaper	<input checked="" type="checkbox"/>	↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
08:00-08:10	_"_	_"_	<input checked="" type="checkbox"/>	↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
08:10-08:20	_"_	_"_	<input checked="" type="checkbox"/>	↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
08:20-08:30	Cleared the table	Listened to the radio	<input type="checkbox"/>	↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
08:30-08:40	Dressed	_"_	<input type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
08:40-08:50	_"_	_"_	<input type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
08:50-09:00	Waited for a taxi to go to doc	Talked to my wife	<input type="checkbox"/>	↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
09:00-09:10	Went to the doctor		<input type="checkbox"/>	Taxi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
09:10-09:20	Waitin in doctor's wating room	Listened to the music	<input checked="" type="checkbox"/>	Doctor's waiting room	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
09:20-09:30	Had a medical examination		<input type="checkbox"/>	Doctor's room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
09:30-09:40	↓		<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
09:40-09:50	↓		<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
09:50-10:00	↓		<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	

## Elderly example page 2/2

Time	What were you doing? <i>Record your main activity for each 10-minute period from 10.00 to 13.00!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	What else were you doing? <i>Record the most important parallel activity.</i>	Did you use a computer, smart-phone, tablet, or similar device for doing this?  Yes	Where were you? <i>Record the location or the mode of transport.</i>  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	Were you alone or together with somebody you know? <i>Mark "yes" by crossing</i>					
					Alone (or with unknown persons)	With other household members				Other persons that you know
						Partner	Parent	Children (up to 17 years)	Other household member	
10:00-10:10	Waiting for a taxi to go home		<input type="checkbox"/>	Street	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10:10-10:20	Went home		<input type="checkbox"/>	Taxi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10:20-10:30	Resting on the sofa	Listened to music	<input checked="" type="checkbox"/>	At home	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10:30-10:40	↓	↓	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10:40-10:50			<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10:50-11:00			<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11:00-11:10	↓	↓	<input checked="" type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11:10-11:20	Talked with my daughter on the phone		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11:20-11:30	_"_		<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11:30-11:40	Made lunch	Listened to the radio	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11:40-11:50	_"_	_"_	<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11:50-12:00	Had lunch		<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12:00-12:10	_"_		<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12:10-12:20	Washed up the dishes		<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12:20-12:30	_"_		<input type="checkbox"/>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12:30-12:40	Took a nap		<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12:40-12:50	↓		<input type="checkbox"/>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12:50-13:00	↓		<input type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## TIME USE DIARY page 1/8

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 04.00 to 07.00!</i>	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Did you use a computer, smart-phone, tablet, or similar device for doing this?</b>	<b>Where were you?</b> <i>Record the location or the mode of transport.</i>  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<b>Were you alone or together with somebody you know?</b> <i>Mark "yes" by crossing</i>					
	Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.		Yes	Alone (or with unknown persons)	With other household members				Other persons that you know	
					Partner	Parent	Children (up to 17 years)	Other household member		
04:00-04:10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
04:10-04:20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
04:20-04:30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
04:30-04:40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
04:40-04:50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
04:50-05:00			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
05:00-05:10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
05:10-05:20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
05:20-05:30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
05:30-05:40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
05:40-05:50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
05:50-06:00			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
06:00-06:10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
06:10-06:20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
06:20-06:30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
06:30-06:40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
06:40-06:50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
06:50-07:00			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## TIME USE DIARY page 2/8

Time	<i>What were you doing?</i> Record your main activity for each 10-minute period from 07.00 to 10.00!  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	<i>What else were you doing?</i> Record the most important parallel activity.	<i>Did you use a computer, smart-phone, tablet, or similar device for doing this?</i>  Yes	<i>Where were you?</i> Record the location or the mode of transport.  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<i>Were you alone or together with somebody you know?</i> Mark "yes" by crossing					
					Alone (or with unknown persons)	With other household members				Other persons that you know
						Partner	Parent	Children (up to 17 years)	Other household member	
07:00-07:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07:10-07:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07:20-07:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07:30-07:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07:40-07:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07:50-08:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08:00-08:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08:10-08:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08:20-08:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08:30-08:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08:40-08:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08:50-09:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09:00-09:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09:10-09:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09:20-09:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09:30-09:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09:40-09:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09:50-10:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## TIME USE DIARY page 3/8

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 10.00 to 13.00!</i>	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Did you use a computer, smart-phone, tablet, or similar device for doing this?</b>	<b>Where were you?</b> <i>Record the location or the mode of transport.</i>  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<b>Were you alone or together with somebody you know?</b> <i>Mark "yes" by crossing</i>					
	Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.		Yes	Alone (or with unknown persons)	With other household members				Other persons that you know	
					Partner	Parent	Children (up to 17 years)	Other household member		
10:00-10:10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10:10-10:20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10:20-10:30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10:30-10:40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10:40-10:50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10:50-11:00			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11:00-11:10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11:10-11:20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11:20-11:30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11:30-11:40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11:40-11:50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11:50-12:00			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12:00-12:10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12:10-12:20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12:20-12:30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12:30-12:40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12:40-12:50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12:50-13:00			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## TIME USE DIARY page 4/8

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 13.00 to 16.00!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Did you use a computer, smart-phone, tablet, or similar device for doing this?</b>  Yes	<b>Where were you?</b> <i>Record the location or the mode of transport.</i>  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<b>Were you alone or together with somebody you know?</b> <i>Mark "yes" by crossing</i>					
					Alone (or with unknown persons)	With other household members				Other persons that you know
						Partner	Parent	Children (up to 17 years)	Other household member	
13:00-13:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13:10-13:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13:20-13:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13:30-13:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13:40-13:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13:50-14:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14:00-14:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14:10-14:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14:20-14:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14:30-14:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14:40-14:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14:50-15:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15:00-15:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15:10-15:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15:20-15:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15:30-15:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15:40-15:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15:50-16:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## TIME USE DIARY page 5/8

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 16.00 to 19.00!</i>	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Did you use a computer, smart-phone, tablet, or similar device for doing this?</b>	<b>Where were you?</b> <i>Record the location or the mode of transport.</i>  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<b>Were you alone or together with somebody you know?</b> <i>Mark "yes" by crossing</i>					
	Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.		Yes	Alone (or with unknown persons)	With other household members				Other persons that you know	
					Partner	Parent	Children (up to 17 years)	Other household member		
16:00-16:10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16:10-16:20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16:20-16:30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16:30-16:40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16:40-16:50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
16:50-17:00			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17:00-17:10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17:10-17:20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17:20-17:30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17:30-17:40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17:40-17:50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
17:50-18:00			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18:00-18:10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18:10-18:20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18:20-18:30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18:30-18:40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18:40-18:50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
18:50-19:00			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

## TIME USE DIARY page 6/8

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 19.00 to 22.00!</i>	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Did you use a computer, smart-phone, tablet, or similar device for doing this?</b>	<b>Where were you?</b> <i>Record the location or the mode of transport.</i>  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<b>Were you alone or together with somebody you know?</b> <i>Mark "yes" by crossing</i>					
	Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.		Yes		Alone (or with unknown persons)	With other household members				Other persons that you know
						Partner	Parent	Children (up to 17 years)	Other household member	
19:00-19:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19:10-19:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19:20-19:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19:30-19:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19:40-19:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19:50-20:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20:00-20:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20:10-20:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20:20-20:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20:30-20:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20:40-20:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20:50-21:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21:00-21:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21:10-21:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21:20-21:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21:30-21:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21:40-21:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21:50-22:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## TIME USE DIARY page 7/8

Time	<i>What were you doing?</i> <i>Record your main activity for each 10-minute period from 22.00 to 01.00!</i>	<i>What else were you doing?</i> <i>Record the most important parallel activity.</i>	<i>Did you use a computer, smart-phone, tablet, or similar device for doing this?</i>	<i>Where were you?</i> <i>Record the location or the mode of transport.</i>  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<i>Were you alone or together with somebody you know?</i> <i>Mark "yes" by crossing</i>					
	Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.		Yes		Alone (or with unknown persons)	With other household members				Other persons that you know
						Partner	Parent	Children (up to 17 years)	Other household member	
22:00-22:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22:10-22:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22:20-22:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22:30-22:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22:40-22:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22:50-23:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23:00-23:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23:10-23:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23:20-23:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23:30-23:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23:40-23:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23:50-24:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
00:00-00:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
00:10-00:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
00:20-00:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
00:30-00:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
00:40-00:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
00:50-01:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## TIME USE DIARY page 8/8

Time	<i>What were you doing?</i> Record your main activity for each 10-minute period from 01.00 to 04.00!  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	<i>What else were you doing?</i> Record the most important parallel activity.	<i>Did you use a computer, smart-phone, tablet, or similar device for doing this?</i>  Yes	<i>Where were you?</i> Record the location or the mode of transport.  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<i>Were you alone or together with somebody you know?</i> Mark "yes" by crossing					
					Alone (or with unknown persons)	With other household members				Other persons that you know
						Partner	Parent	Children (up to 17 years)	Other household member	
01:00-01:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
01:10-01:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
01:20-01:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
01:30-01:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
01:40-01:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
01:50-02:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02:00-02:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02:10-02:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02:20-02:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02:30-02:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02:40-02:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02:50-03:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03:00-03:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03:10-03:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03:20-03:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03:30-03:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03:40-03:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03:50-04:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**1 When did you fill in the diary?**

- 1 Now and then during the diary day  
 2 At the end of the diary day  
 3 The day after the diary day  
 4 Later, about \_\_\_ days after the diary day

**2 What was the most pleasant activity described in the diary?**

----- |\_\_||\_\_|\_\_| PL

**3 What was the most unpleasant activity described in the diary?**

----- |\_\_||\_\_|\_\_| NP

**4 What was the most stressful activity described in the diary?**

----- |\_\_||\_\_|\_\_| ST

**5 Overall, how do you appreciate this day?** EG

- 1 Very pleasant  
 2 Pleasant  
 3 Neither pleasant nor unpleasant  
 4 Unpleasant  
 5 Very unpleasant

**6 Was this an ordinary or an unusual day?**

- 1 An ordinary day  
 2 An unusual day

**7a Are you employed or a student?**

- 1 Yes -> go to 7b  
 2 No -> go to 8a

**7b If yes: What kind of day was this day?**

- 1 An ordinary workday  
 2 An ordinary school day  
 3 Day off due weekend/holiday/work schedule  
 4 A sick leave day  
 5 A vacation day

- 6 On leave for other reasons

**8a Were you on a trip e.g. to another locality (town/ region/ country) during the diary day? (Disregard regular trips to work or school or trips lasting less than two hours in total.)**

- 1 No  
 2 Yes, on a single day trip within the country  
 3 Yes, on a single day trip abroad  
 4 Yes, on an overnight trip within the country  
 5 Yes, on an overnight trip abroad

**8b If yes: How far from home did you travel? Note the approximate distance from home (one way). If several trips, note the longest.**

|\_\_|\_\_|\_\_| km

**Please go through the diary once again and check the following:**

- => Please check that you have noted only one main activity at each line and that there are no empty time periods.  
=> Have you marked clearly your working hours of employment even if you worked at home?  
=> Have you marked the ICT use for main and parallel activities?  
=> Have you recorded all travel and modes of transport?  
=> Have you marked the duration of parallel activities, if any?  
=> Please check that there is at least one "x" at each line in the "with whom" column, except for time that you spent in bed.

**Many thanks for filling in this diary!**





## Please read these instructions!

It should be quite easy to fill in this diary. It will be even easier if you first read these brief instructions and then look at the example of a filled-in diary on the next pages.

### What were you doing?

In the column “What were you doing?”, we would like you to record your activities for every 10-minute period. The diary starts at 04.00 (am) and covers 24 hours, three hours a page. The example on the following pages will give you an idea of the level of the detail we want.

If you did more than one thing at the same time, please write the one you regard as the main activity. Don't record more than one main activity on each line. If you did one thing after another within a 10-minute period, record the activity that was most important or took most time. If you were doing something you feel is too private to record, please write “personal”.

**School.** Record when you have lessons. You don't need to record the subject of the lesson, but please indicate in the third column if you used a computer, smartphone, tablet, e-book-reader, etc. during the lessons. Also, record when you have breaks, free periods and when you are waiting for a lesson to start. Record what you do during breaks and free periods; for example “Did homework”, “Had a snack with my classmates”, “Went shopping”. Also record when you do your homework at home.

**Travel.** Separate the travelling itself from the activity that is the reason for travelling; for example “Walked to the bus-station” - “Went by bus to school” – “In school” - “Went by car with mum to training” – “Training”, etc. Record the mode of transport in the “Where were you” column.

**Helping at home.** When you are helping with something at home record what you do; for example “Washed up after snack”, “Made dinner”, “Vacuumed my room”, “Laid the table for lunch”, “Went out with the dog”.

**Reading.** Record what you read; for example “Read a newspaper”, “Read a story”, “Read a factual book”, “Read a comic”, “Read a school book”, “Read a magazine”.

**Help to other households.** If you helped somebody who doesn't live with your family, report in the diary whom you helped; for example “Went out with the neighbour's dog”, “Looked after my cousin's child”. If you did something simultaneously for someone in your family and someone outside your family, don't forget to record besides the activity also whom you helped. For example if you bought food for your family and for your

neighbour, you should fill in the main activity as “Bought food for my family and the neighbour”.

### What else were you doing?

If you were doing more than one thing at the same time, record the second activity in the “What else were you doing” column. If you listened to records when you were doing your homework then record “Listened to records” in this column and “Did homework” in the “What were you doing?” column. You have to decide which activity is most important. Please remember to mark the duration of parallel activities, which might differ from the duration of the main activity.

### Did you use a computer, smartphone, tablet or a similar device?

Indicate for all main and parallel activities if you used a computer, smartphone, tablet, e-book-reader, etc. for doing an activity.

### Where were you?

Write in where you were at that time. E.g. “Home”, “At friends' home” or if travelling “in a car”, “on a bus”, “on a train”, “on a bicycle” or “on foot”.

### Were you alone or together with somebody you know?

For each 10-minute period, please tick one or more boxes to show if you were alone or together with somebody you know. To be together does not necessarily mean that you actually do things together, but simply that somebody else is on hand (e.g. at home). If you are along with people you don't know, indicate “alone” as well. And you don't have to answer this question for sleeping time.

If you were together with your parent(s) or stepparent, mark it in the column “Parent”. If you were together with brothers or sisters 9 years or younger, mark it in the column “Children”. If you were together with brothers or sisters older than 9 years, use the column “Other household member”. If you did something together with a friend or a relative who doesn't live with you, mark it in the column “Other persons that you know”.

### Checklist

When you have filled in the diary, answer the questions at the end of the diary. Finally, please go through the checklist, which is also at the end of the diary.

**Please take the diary with you during the day and fill it in every now and then!**

## Child example page 1/3

Time	What were you doing? Record your main activity for each 10-minute period from 07.00 to 10.00!  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	What else were you doing? Record the most important parallel activity.	Did you use a computer, smart-phone, tablet, or similar device for doing this?  Yes	Where were you? Record the location or the mode of transport.  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	Were you alone or together with somebody you know? Mark "yes" by crossing					
					Alone (or with unknown persons)	With other household members				Other persons that you know
						Partner	Parent	Children (up to 17 years)	Other household member	
07:00-07:10	Slept		<input type="checkbox"/>	At home	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07:10-07:20	Woke up		<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07:20-07:30	Had a shower		<input type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07:30-07:40	Had breakfast	Talked to mam	<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07:40-07:50	—"–	Chatted with friends	<input checked="" type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07:50-08:00	Dressed	—"–	<input checked="" type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08:00-08:10	Went to bus stop	—"–	<input checked="" type="checkbox"/>	On foot	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08:10-08:20	To school	Talked with a friend	<input type="checkbox"/>	On bus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
08:20-08:30	—"–	Chatted with friends	<input checked="" type="checkbox"/>	—"–	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
08:30-08:40	Class		<input type="checkbox"/>	At school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
08:40-08:50	↓		<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
08:50-09:00			<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
09:00-09:10	←—"–		<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
09:10-09:20			<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
09:20-09:30			<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
09:30-09:40	↓		<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
09:40-09:50	Break, had a snack	Talked with a friend	<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
09:50-10:00	Break	Played smartphone game	<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Use an arrow, citation marks or the like to mark an activity that takes longer than 10 minutes.

## Child example page 2/3

Time	What were you doing? Record your main activity for each 10-minute period from 13.00 to 16.00!  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	What else were you doing? Record the most important parallel activity.	Did you use a computer, smart-phone, tablet, or similar device for doing this?  Yes	Where were you? Record the location or the mode of transport.  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	Were you alone or together with somebody you know? Mark "yes" by crossing					
					Alone (or with unknown persons)	With other household members				Other persons that you know
						Partner	Parent	Children (up to 17 years)	Other household member	
13:00-13:10	Class		<input type="checkbox"/>	At school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13:10-13:20	↓		<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13:20-13:30	↓		<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13:30-13:40	Break	Chatted with friends	<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13:40-13:50	_"_	_"_	<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13:50-14:00	Class		<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14:00-14:10	↓		<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14:10-14:20	↓		<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14:20-14:30	↓		<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14:30-14:40	↓		<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14:40-14:50	Waited for the bus	Talked with friends	<input type="checkbox"/>	Street	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14:50-15:00	Went home on bus	Watched a video	<input checked="" type="checkbox"/>	On bus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15:00-15:10	_"_	_"_	<input checked="" type="checkbox"/>	_"_	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15:10-15:20	Went from bustop to home	Chatted with friends	<input checked="" type="checkbox"/>	On foot	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15:20-15:30	Had a snack	_"_	<input checked="" type="checkbox"/>	Home	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15:30-15:40	_"_	_"_	<input checked="" type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15:40-15:50	Made homework		<input type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15:50-16:00	_"_		<input type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Child example page 3/3

Time	What were you doing? <i>Record your main activity for each 10-minute period from 16.00 to 19.00!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	What else were you doing? <i>Record the most important parallel activity.</i>	Did you use a computer, smart-phone, tablet, or similar device for doing this?  Yes	Where were you? <i>Record the location or the mode of transport.</i>  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	Were you alone or together with somebody you know? <i>Mark "yes" by crossing</i>					
					Alone (or with unknown persons)	With other household members				Other persons that you know
					Partner	Parent	Children (up to 17 years)	Other household member		
16:00-16:10	<i>Clothes changed</i>	<i>Listened to music</i>	<input checked="" type="checkbox"/>	<i>At home</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16:10-16:20	<i>Played football with friends</i>		<input type="checkbox"/>	<i>Playground</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16:20-16:30	<i>_"_</i>		<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16:30-16:40	<i>_"_</i>		<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16:40-16:50	<i>Had a rest at home</i>	<i>Chatted with friends</i>	<input checked="" type="checkbox"/>	<i>At home</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16:50-17:00	<i>Did homework</i>		<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17:00-17:10	<i>_"_</i>		<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17:10-17:20	<i>_"_</i>		<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17:20-17:30	<i>Had supper</i>	<i>Listened to the radio</i>	<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17:30-17:40	<i>_"_</i>	<i>Talked with my mum and dad</i>	<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17:40-17:50	<i>_"_</i>	<i>_"_</i>	<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17:50-18:00	<i>Walked the neighbour's dog</i>	<i>Listened to music</i>	<input checked="" type="checkbox"/>	<i>Park</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18:00-18:10	<i>_"_</i>	<i>_"_</i>	<input checked="" type="checkbox"/>	<i>_"_</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18:10-18:20	<i>Went to the youth centre</i>	<i>_"_</i>	<input checked="" type="checkbox"/>	<i>On foot</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18:20-18:30	<i>Played guitar, practiced with band</i>		<input type="checkbox"/>	<i>Youth centre</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
18:30-18:40	<i>_"_</i>		<input type="checkbox"/>	<i>_"_</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
18:40-18:50	<i>_"_</i>		<input type="checkbox"/>	<i>_"_</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
18:50-19:00	<i>Went back home</i>	<i>Talked with my friends</i>	<input type="checkbox"/>	<i>On foot</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## TIME USE DIARY page 1/8

Time	<i>What were you doing?</i> Record your main activity for each 10-minute period from 04.00 to 07.00!  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	<i>What else were you doing?</i> Record the most important parallel activity.	<i>Did you use a computer, smart-phone, tablet, or similar device for doing this?</i>  Yes	<i>Where were you?</i> Record the location or the mode of transport.  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<i>Were you alone or together with somebody you know?</i> Mark "yes" by crossing					
					Alone (or with unknown persons)	With other household members				Other persons that you know
						Partner	Parent	Children (up to 17 years)	Other household member	
04:00-04:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04:10-04:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04:20-04:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04:30-04:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04:40-04:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04:50-05:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05:00-05:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05:10-05:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05:20-05:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05:30-05:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05:40-05:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05:50-06:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06:00-06:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06:10-06:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06:20-06:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06:30-06:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06:40-06:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06:50-07:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## TIME USE DIARY page 2/8

Time	<i>What were you doing?</i> Record your main activity for each 10-minute period from 07.00 to 10.00!  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	<i>What else were you doing?</i> Record the most important parallel activity.	<i>Did you use a computer, smart-phone, tablet, or similar device for doing this?</i>  Yes	<i>Where were you?</i> Record the location or the mode of transport.  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<i>Were you alone or together with somebody you know?</i> Mark "yes" by crossing					
					Alone (or with unknown persons)	With other household members				Other persons that you know
						Partner	Parent	Children (up to 17 years)	Other household member	
07:00-07:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07:10-07:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07:20-07:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07:30-07:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07:40-07:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07:50-08:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08:00-08:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08:10-08:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08:20-08:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08:30-08:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08:40-08:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08:50-09:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09:00-09:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09:10-09:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09:20-09:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09:30-09:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09:40-09:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09:50-10:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## TIME USE DIARY page 3/8

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 10.00 to 13.00!</i>	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Did you use a computer, smart-phone, tablet, or similar device for doing this?</b>	<b>Where were you?</b> <i>Record the location or the mode of transport.</i>  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<b>Were you alone or together with somebody you know?</b> <i>Mark "yes" by crossing</i>					
	Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.		Yes	Alone (or with unknown persons)	With other household members				Other persons that you know	
					Partner	Parent	Children (up to 17 years)	Other household member		
10:00-10:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10:10-10:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10:20-10:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10:30-10:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10:40-10:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10:50-11:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11:00-11:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11:10-11:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11:20-11:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11:30-11:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11:40-11:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11:50-12:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12:00-12:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12:10-12:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12:20-12:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12:30-12:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12:40-12:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12:50-13:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## TIME USE DIARY page 4/8

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 13.00 to 16.00!</i>	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Did you use a computer, smart-phone, tablet, or similar device for doing this?</b>	<b>Where were you?</b> <i>Record the location or the mode of transport.</i>  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<b>Were you alone or together with somebody you know?</b> <i>Mark "yes" by crossing</i>					
	Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.		Yes	Alone (or with unknown persons)	With other household members				Other persons that you know	
					Partner	Parent	Children (up to 17 years)	Other household member		
13:00-13:10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13:10-13:20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13:20-13:30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13:30-13:40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13:40-13:50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13:50-14:00			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14:00-14:10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14:10-14:20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14:20-14:30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14:30-14:40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14:40-14:50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14:50-15:00			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15:00-15:10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15:10-15:20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15:20-15:30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15:30-15:40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15:40-15:50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15:50-16:00			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	



## TIME USE DIARY page 5/8

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 16.00 to 19.00!</i>	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Did you use a computer, smart-phone, tablet, or similar device for doing this?</b>	<b>Where were you?</b> <i>Record the location or the mode of transport.</i>  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<b>Were you alone or together with somebody you know?</b> <i>Mark "yes" by crossing</i>					
	Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.		Yes	Alone (or with unknown persons)	With other household members				Other persons that you know	
					Partner	Parent	Children (up to 17 years)	Other household member		
16:00-16:10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16:10-16:20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16:20-16:30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16:30-16:40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16:40-16:50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16:50-17:00			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17:00-17:10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17:10-17:20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17:20-17:30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17:30-17:40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17:40-17:50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17:50-18:00			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18:00-18:10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18:10-18:20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18:20-18:30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18:30-18:40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18:40-18:50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18:50-19:00			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## TIME USE DIARY page 6/8

Time	<i>What were you doing?</i> Record your main activity for each 10-minute period from 19.00 to 22.00!  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	<i>What else were you doing?</i> Record the most important parallel activity.	<i>Did you use a computer, smart-phone, tablet, or similar device for doing this?</i>  Yes	<i>Where were you?</i> Record the location or the mode of transport.  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<i>Were you alone or together with somebody you know?</i> Mark "yes" by crossing					
					Alone (or with unknown persons)	With other household members				Other persons that you know
						Partner	Parent	Children (up to 17 years)	Other household member	
19:00-19:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19:10-19:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19:20-19:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19:30-19:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19:40-19:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19:50-20:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20:00-20:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20:10-20:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20:20-20:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20:30-20:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20:40-20:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20:50-21:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21:00-21:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21:10-21:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21:20-21:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21:30-21:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21:40-21:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21:50-22:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## TIME USE DIARY page 7/8

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 22.00 to 01.00!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Did you use a computer, smart-phone, tablet, or similar device for doing this?</b>  Yes	<b>Where were you?</b> <i>Record the location or the mode of transport.</i>  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<b>Were you alone or together with somebody you know?</b> <i>Mark "yes" by crossing</i>					
					Alone (or with unknown persons)	With other household members				Other persons that you know
Partner	Parent	Children (up to 17 years)	Other household member							
22:00-22:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22:10-22:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22:20-22:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22:30-22:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22:40-22:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22:50-23:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23:00-23:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23:10-23:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23:20-23:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23:30-23:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23:40-23:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23:50-24:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
00:00-00:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
00:10-00:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
00:20-00:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
00:30-00:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
00:40-00:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
00:50-01:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## TIME USE DIARY page 8/8

Time	<i>What were you doing?</i> Record your main activity for each 10-minute period from 01.00 to 04.00!  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	<i>What else were you doing?</i> Record the most important parallel activity.	<i>Did you use a computer, smart-phone, tablet, or similar device for doing this?</i>  Yes	<i>Where were you?</i> Record the location or the mode of transport.  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<i>Were you alone or together with somebody you know?</i> Mark "yes" by crossing					
					Alone (or with unknown persons)	With other household members				Other persons that you know
						Partner	Parent	Children (up to 17 years)	Other household member	
01:00-01:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
01:10-01:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
01:20-01:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
01:30-01:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
01:40-01:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
01:50-02:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02:00-02:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02:10-02:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02:20-02:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02:30-02:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02:40-02:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02:50-03:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03:00-03:10			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03:10-03:20			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03:20-03:30			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03:30-03:40			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03:40-03:50			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03:50-04:00			<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**1 When did you fill in the diary?**

- 1 Now and then during the diary day  
 2 At the end of the diary day  
 3 The day after the diary day  
 4 Later, about \_\_\_ days after the diary day

**2 What was the most pleasant activity described in the diary?**

----- |\_\_||\_\_||\_\_| PL

**3 What was the most unpleasant activity described in the diary?**

----- |\_\_||\_\_||\_\_| NP

**4 What was the most stressful activity described in the diary?**

----- |\_\_||\_\_||\_\_| ST

**5 Overall, how do you appreciate this day? EG**

- 1 Very pleasant  
 2 Pleasant  
 3 Neither pleasant nor unpleasant  
 4 Unpleasant  
 5 Very unpleasant

**6 Was this an ordinary or an unusual day?**

- 1 An ordinary day  
 2 An unusual day

**7a Are you a student or employed?**

- 1 Yes -> go to 7b  
 2 No -> go to 8a

**7b If yes: What kind of day was this day?**

- 2 An ordinary school day  
 1 An ordinary work day  
 3 Day off due weekend/holiday/work schedule  
 4 A sick leave day  
 5 A vacation day  
 6 On leave for other reasons

**8a Were you on a trip e.g. to another locality (town/ region/ country) during the diary day? (Disregard regular trips to school or work or trips lasting less than two hours in total.)**

- 1 No  
 2 Yes, on a single day trip within the country  
 3 Yes, on a single day trip abroad  
 4 Yes, on an overnight trip within the country  
 5 Yes, on an overnight trip abroad

**8b If yes: How far from home did you travel? Note the approximate distance from home (one way). If several trips, note the longest.**

|\_\_||\_\_||\_\_| km

**Please go through the diary once again and check the following:**

- => Please check that you have noted only one main activity at each line and that there are no empty time periods.  
=> Have you marked the duration of parallel activities, if any?  
=> Have you marked the ICT use for main and parallel activities?  
=> Have you recorded all travel and modes of transport?  
=> Please check that there is at least one "x" at each line in the "with whom" column, except for time that you spent in bed.

**Many thanks for filling in this diary!**

## 6.4 Annex IV: Activity coding list 2018 (ACL 2018) and list of location/ transport modes

### Annex IV / 1 Activity coding list ACL 2018

#### *Annex IV / 1.1 Main and secondary activities*

<b>0</b>	<b>PERSONAL CARE</b>
01	<b>SLEEPING</b>
011	Sleeping
012	Sick in bed
02	<b>EATING</b>
021	Eating
03	<b>OTHER PERSONAL CARE</b>
031	Washing and dressing
032	Personal care services
039	Other or unspecified personal care
<b>1</b>	<b>EMPLOYMENT</b>
11	<b>MAIN JOB AND SECOND JOB</b>
111	Working time in main and second job (including short breaks and travel at work)
12	<b>ACTIVITIES RELATED TO EMPLOYMENT</b>
121	Lunch break in main and second jobs
129	Other or unspecified activities related to employment
<b>2</b>	<b>STUDY</b>
21	<b>SCHOOL OR UNIVERSITY</b>
211	Classes and lectures
212	Homework
213	Internship
214	Breaks at school/ university
215	Extracurricular classes
219	Other/ unspecified activities related to study
22	<b>FREE TIME STUDY</b>
221	Free time study

- 3**            **HOUSEHOLD AND FAMILY CARE**
- 30**        **UNSPECIFIED HOUSEHOLD AND FAMILY CARE**
- 300**    **Unspecified household and family care**
- 31**        **FOOD MANAGEMENT**
- 311**    **Food preparation and baking**
- 312**    **Dish washing**
- 313**    **Storing, arranging, preserving food stocks**
- 32**        **HOUSEHOLD UPKEEP**
- 321**    **Cleaning dwelling**
- 322**    **Cleaning garden**
- 323**    **Heating dwelling and water**
- 324**    **Arranging household goods and materials**
- 325**    **Recycling and disposal of waste**
- 329**    **Other or unspecified household upkeep**
- 33**        **CARE FOR TEXTILES**
- 331**    **Laundry**
- 332**    **Ironing**
- 339**    **Other or unspecified textile care**
- 34**        **GARDENING AND PET CARE**
- 341**    **Gardening**
- 342**    **Tending domestic animals**
- 343**    **Caring for pets**
- 344**    **Walking the dog**
- 349**    **Other or unspecified gardening and pet care**
- 35**        **CONSTRUCTION AND REPAIRS**
- 351**    **House construction and renovation**
- 352**    **Repairs to dwelling**
- 353**    **Making, repairing and maintaining equipment**
- 354**    **Vehicle maintenance**
- 359**    **Other or unspecified construction and repairs**
- 36**        **SHOPPING AND SERVICES**
- 361**    **Shopping (including online/ e-shopping)**
- 362**    **Commercial and administrative services**
- 369**    **Other or unspecified shopping and services**
- 37**        **HOUSEHOLD MANAGEMENT**
- 371**    **Household management**
- 38**        **CHILDCARE**

- 381 Physical care and supervision of child
- 382 Teaching the child
- 383 Reading, playing and talking with child
- 384 Accompanying child
- 389 Other or unspecified childcare
- 39 HELP TO AN ADULT HOUSEHOLD MEMBER
  - 391 Physical care of an adult household member
  - 392 Other support to an adult household member
- 4 VOLUNTARY WORK AND MEETINGS
  - 41 ORGANISATIONAL WORK
    - 411 Organisational work (work for or through an organisation)
  - 42 INFORMAL HELP TO OTHER HOUSEHOLDS
    - 421 Construction and repairs as help
    - 422 Help in employment and farming
    - 423 Care of own children living in another household
    - 424 Childcare as help to another household
    - 425 Help to an adult person of another household
    - 429 Other/ unspecified informal help to another household
  - 43 PARTICIPATORY AND RELIGIOUS ACTIVITIES
    - 431 Meetings
    - 432 Religious activities
    - 433 Visits to cemetery and grave care
    - 439 Other or unspecified participatory activities
- 5 SOCIAL LIFE AND ENTERTAINMENT
  - 51 SOCIAL LIFE
    - 511 Socialising with family
    - 512 Visiting and receiving visitors
    - 513 Celebrations
    - 514 Audio and video conversation
    - 515 Communication by text messaging (SMS, instant messages, email, etc.)
    - 516 Time spent on social media
    - 519 Other or unspecified social life
  - 52 ENTERTAINMENT AND CULTURE
    - 521 Cinema
    - 522 Theatre and concerts
    - 523 Art exhibitions and museums



- 524 Library
- 525 Attending live sports events
- 526 Zoos, botanical gardens, natural reserves, etc.
- 529 Other or unspecified entertainment and culture
- 53 RESTING — TIME OUT
- 531 Resting — Time out
  
- 6 SPORTS AND OUTDOOR ACTIVITIES
- 61 PHYSICAL EXERCISE
- 611 Walking and hiking
- 612 Jogging and running
- 613 Cycling, skiing and skating
- 614 Ball games
- 615 Gymnastics and fitness
- 616 Water sports
- 619 Other or unspecified sports or outdoor activities
- 62 PRODUCTIVE EXERCISE
- 621 Productive exercise (e.g. hunting, fishing, picking berries, mushrooms or herbs)
- 63 SPORTS RELATED ACTIVITIES
- 631 Sports related activities
  
- 7 HOBBIES
- 71 ARTS AND HOBBIES
- 711 Arts (visual, performing, literary)
- 712 Collecting
- 713 Making handicraft products
- 719 Other or unspecified hobbies
- 72 COMPUTING
- 721 Computing
- 722 Information search using internet
- 729 Other or unspecified computing
- 73 GAMES
- 731 Solo games and play, gambling
- 732 Parlour games and play
- 733 Computer games
- 734 Console games (on home console)
- 735 Mobile games (on handheld device/ smartphone)
- 739 Other or unspecified games

- 8**            **MASS MEDIA**
- 81**        **READING**
- 811    Reading periodicals
- 812    Reading books
- 819    Other or unspecified reading
- 82**        **TV, VIDEO AND DVD**
- 821    Watching TV, video or DVD
- 83**        **RADIO AND RECORDINGS**
- 831    Listening to radio or recordings
  
- 9**            **TRAVEL AND UNSPECIFIED TIME USE**
- TRAVEL BY PURPOSE**
- 910    Travel to/ from work
- 920    Travel related to study
- 936    Travel related to shopping and services
- 938    Travel related to childcare
- 939    Travel related to other household care
- 940    Travel related to voluntary work and meetings
- 950    Travel related to social life
- 960    Travel related to other leisure
- 980    Travel related to changing locality
- 900    Other or unspecified travel purpose
- AUXILIARY CODES**
- 995    Filling in the time use diary
- 998    Unspecified leisure time
- 999    Other unspecified time use

***Annex IV / 1.2 Use of a computer, smartphone, tablet, e-reader, etc. for doing the main or secondary activity***

- 1**        **YES**

***Annex IV / 1.3 With whom time is spent***

**1** Alone (also with unknown persons, alone in crowd)

With other household members:

**2** Partner

**3** Parent(s): mother, father

**4** Children up to 17 years<sup>44</sup>

**5** Other household member(s)

With non-household members:

**6** Other person(s) known to the respondent

***Annex IV / 1.4 Location and transport mode***

**00** Unspecified location/transport mode

**LOCATION**

**10** Unspecified location (not travelling)

**11** Home

**12** Weekend home or holiday apartment

**13** Workplace or school

**14** Other people's home

**15** Restaurant, cafe or pub

**16** Shopping centres, malls, markets, other shops

**17** Hotel, guesthouse, camping site

**19** Other specified location (not travelling)

**TRANSPORT MODE**

**20** Unspecified transport mode

**PRIVATE TRANSPORT**

**21** Travelling on foot

**22** Travelling by bicycle

**23** Travelling by moped, motorcycle or motorboat

**24** Travelling by passenger car

**29** Other or unspecified private transport mode

**PUBLIC TRANSPORT**

**31** Travelling by public transport

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<sup>44</sup> Please note that for HETUS waves 2000 and 2010 this category was defined as household member(s)/ children up to 9 years.

## Annex IV / 2 Activity coding list ACL 2018 with definitions, notes and examples

### Annex IV / 2.1 Main and secondary activities

*Note: Secondary activities are coded according to the same activity list as main activities.*

#### 0 PERSONAL CARE

##### 01 SLEEPING

###### 011 Sleeping

Definition: Sleep at night or daytime. Time in bed before and after sleep, when no other activity is specified. Unspecified sleep.

Note: Resting is included in code "531 Resting — Time out".

Examples: Fell asleep on the couch / Parent woke me up, still in bed / Nap / Waiting to fall asleep / Changed bed during night (from one bed to another bed) / Waiting to get out of bed after waking up / Waking up, and still in bed.

###### 012 Sick in bed

Definition: Incapacitated in bed. For sick, elderly or disabled in bed, when no other activity is specified. When eating, talking to others, listening to the radio, etc., these activities are to be coded as the main activity and "Sick in bed" as the secondary activity.

Examples: Lying in bed because of sickness, old age / Being occasionally in a hospital bed on the diary day.

##### 02 EATING

###### 021 Eating

Definition: Eating meals regardless of place; distinctions can be made by using a "location" code. Eating snacks, ice cream, sweets, etc. Drinking coffee, tea, juice, beer, wine, spirits, etc.

Note: Setting the table is included in 311 Food preparation and baking.

Examples: Eating dessert / Eating dinner / Eating lunch at home, at work, in restaurant, during a visit, etc. / Eating supper / Got drunk / Had a beer / Had a pizza / Had a sandwich / Had food / Nibbling other food / Using narcotics.

##### 03 OTHER PERSONAL CARE

###### 031 Washing and dressing

Definition: Activities the respondent does for her/ himself. Toilet (WC) activities. Also activities (cutting hair, manicure, etc.) done free of charge for the respondent by a member of the family, a relative, a friend, etc. Getting out of bed and going to bed are included here.

Note: Time in bed before and after sleep when no other activity is specified is included in code "011 Sleeping".

Examples: Brushing teeth / Changing clothes / Evening, morning chores / Make-up / Manicure, pedicure / Personal hygiene / Sauna / Shaving / Skin care / Taking a bath / Taking a shower / Washed face, hands and feet / Washing, drying and doing hair.

###### 032 Personal care services

Definition: Individual services that do not belong to household production according to the third-party criterion, i.e. tasks that cannot be delegated to anybody else. Visiting a doctor, a dentist, a physiotherapist/ another medical specialist, etc. for own medical care/ for a medical consultation. Visit to a saloon, beauty parlour, barber's, for own personal

services such as haircut or hair styling, solarium, manicure, pedicure, etc. (as paid service). Also includes waiting.

Examples: Went to doctor for check-up / Doctor visited me at home / Waiting in the doctor's waiting-room / Was at the hospital (as a patient). Facial care / Having one's navel pierced / Visited the maternity ward / Was at the hairdresser.

### 039 Other or unspecified personal care

Definition: Personal care for own health. Receiving health care from a household member or friend. Sexual activities. "Private activities" as suggested in the diary instructions. Unspecified personal care.

Note: Paid services for personal care (e.g. visits to a doctor) are included in code "032 Personal care services".

Note: Services given to somebody else, e.g. cutting hair or medical care, are included in code "381 Childcare: Physical care and supervision" and code "39 HELP TO AN ADULT HOUSEHOLD MEMBER".

Examples: Aerosol for asthma / Couple relation / Insulin injection / Intimacy / Monitoring blood pressure, sugar level, home diagnostic tests / Personal medical care at home / Preparing and taking medicines / Feet massage (done by her/himself) / Put weekly consumption of medicine/ pills in a medicine cassette / Solarium session (at home) / Wound treatment.

## 1

### EMPLOYMENT

Note: According to ILO actual hours worked should include<sup>45</sup>:

1. Productive time (hours actually worked during normal periods of work and time worked in addition to hours worked during normal periods of work, and generally paid at higher rates than normal rates (overtime);
2. Time spent on ancillary activities (time spent at the place of work on work such as the preparation of the workplace, repairs and maintenance, preparation and cleaning of tools and the preparation of receipts, time sheets and reports);
3. Unproductive time spent in the course of the production process (time spent at the place of work waiting or standing-by for such reasons as lack of supply of work, breakdown of machinery or accidents, or time spent at the place of work during which no work is done but for which payment is made under a guaranteed employment contract);
4. Resting time (time corresponding to short rest periods at the workplace, including tea and coffee breaks).

Note: The definition explicitly excludes time not worked, even if paid, such as paid annual leave, paid public holidays, paid sick leave, meal breaks and time spent on travel from home to work and vice versa.

Note: Working time applies to work done in paid jobs and in a family business or property, also as "unpaid family member". It also applies to work done by people who do not regard themselves as employed, e.g. children and elderly people.

## 11 MAIN JOB AND SECOND JOB

### 111 Working time in main and second job (including short breaks and travel at work)

Definition: Time spent on main and second job, including: working overtime, work brought home, paid practical training, training during work and travelling due to work, during or outside working hours. Short breaks during working hours due to personal reasons, e.g. need for rest, smoking, personal phone call, using internet for personal

<sup>45</sup> <http://www.ilo.org/global/statistics-and-databases/statistics-overview-and-topics/working-time/current-guidelines/lang--en/index.htm>

reasons. Travel due to work in main job, during or outside regular working hours. Work trips to seminars etc. Driver's (taxi, pizza delivery, etc.) job while moving. Unspecified main and second job is also included in this category.

*Note: Trips to/ from work are included in code "910 Travel to/ from work".*

*Note: Unpaid practical training in connection with studies and school-based part of an apprenticeship is included in code "213 Internship". The latter is typically offered to students and graduates looking to gain relevant skills and experience in a particular field. These kinds of trainings or education should be coded under category 213.*

*Note: Voluntary work for an organisation is included in code "4 VOLUNTARY WORK AND MEETINGS" / "411 Organisational work (for or through an organisation)". It includes working as a volunteer free of charge or for a minor fee.*

*Note: If a computer, smartphone, tablet, e-book-reader, etc. for doing the main or second job is used, it should be indicated via the ICT use column in the diary.*

**Examples:** Working as bus driver / Selling at a flea-market stall / Corrected written tests (teacher) / Preparations for work / Planning tomorrow's lessons (teacher) / Business meeting during lunch break / Meeting with a business partner after working hours / Taking and giving back work material, tools, etc. / Inevitable break, e.g. because of shortage of material, power-supply failure / Breaks in work because of prayer / Phone-call at home concerning work / Student's work or contractual work, when paid / Had a rest and read newspapers at work / Phoned my child from the office / Used computer at work to pay personal bills / Accident at work.

## 12 ACTIVITIES RELATED TO EMPLOYMENT

**Definition:** Activities connected with own employment but not the actual work, which is included in 11 Main and second job. Also not included in code "12 ACTIVITIES RELATED TO EMPLOYMENT" is the travelling to and from work; this is code "910 Travel to/ from work".

### 121 Lunch break in main and second jobs

**Definition:** Lunch break (at work), to be coded in the main activity column only if no other activity (e.g. eating, shopping) is specified.

*Note: People can do different things during their lunch breaks. The respondent is asked to report on her/ his activities during the lunch break (e.g. eating lunch, shopping, etc.). Each such activity is given the appropriate code in the "Main activity" column, and we use the contextual code "121 Lunch break in main and second jobs" in the "Secondary activity" column to indicate that the activity was performed during the lunch break.*

*Note: It is of interest to preserve information for easy calculation of the gross length of the working day. As lunch breaks may be included in the gross working day, the calculation will be facilitated if they are marked as such.*

*Note: If the diary does not specify what the respondent did during the lunch break, then the code "121 Lunch break in main and second jobs" should be used in the main activity column too.*

**Example:** In this example you can see how to use code 121.

Main activity		Secondary activity	
Main Job	111		
Lunch break: eating lunch	021	Lunch break in main and second jobs	121
Lunch break: eating lunch	021	Lunch break in main and second jobs	121
Lunch break: shopping	361	Lunch break in main and second jobs	121
Main Job	111		

### 129 Other or unspecified activities related to employment

**Definition:** Activities connected with own employment, except work itself. Activities not paid for, e.g. time spent at the place of work before starting or after ending work.

Activities connected with job seeking, e.g. calling at or visiting a labour office or agency, looking at online job searching sites, reading and replying to job advertisements, going to see the new employer. Unspecified activities related to employment.

*Note:* Work brought home is included in code "111 Working time in main and second job (including short breaks and travel at work)".

*Note:* Packing a bag at home for work next day or putting out clothes is included in code "324 Arranging household goods and materials".

*Note:* Travelling to and from work is coded as "910 Travel to/ from work".

*Examples:* Changed clothes before/ after work at the place of work / Reading job announcements / Visiting a future workplace.

## 2

### STUDY

#### 21

#### SCHOOL OR UNIVERSITY

*Definition:* Studies at primary, secondary and tertiary education institutions as part of the formal education system, including general and vocational training.

##### 211 Classes and lectures

*Definition:* Besides classes and lectures, includes laboratory work, retraining courses, and short breaks at school/ university. Other unspecified activities related to school or university are to be coded as "219 Other/ unspecified activities related to study". Moreover, it includes remote/ distant education and online education which is within the formal education, and it includes vocation training.

*Note:* Does not include lunch breaks (see code 214) and longer free periods, which should be coded according to actual activity.

*Examples:* At school etc. with no activity mentioned / At the cinema, theatre with school (during school hours) / Exams / School sports day / Appointment at school / Called my teacher / Visited the studies supervisor.

##### 212 Homework

*Definition:* Homework, study in library, reading for exam.

*Note:* Preparing for school, e.g. arranging the school bag, is included in code "324 Arranging household goods and materials".

*Examples:* Preparing for a test / Studying together with a fellow pupil / Reading for an exam / Was tested on the homework / Gathering plants for school.

##### 213 Internship

*Definition:* An internship is a period of work experience offered by an organization for a limited period of time. Once confined to medical graduates, the term is now used for a wide range of placements within businesses, non-profit organizations and government agencies. Internships are typically undertaken by students and graduates looking to gain relevant skills and experience in a particular field<sup>46</sup>.

*Examples:* Paid internships (in fields like medicine, architecture, science, engineering, law, accounting and finance); work research (student does research for a particular company); unpaid internships<sup>47</sup> (non-profit charities and think tanks offering unpaid or volunteer positions); partially-paid internships (students paid in the form of a stipend).

<sup>46</sup> See <https://en.wikipedia.org/wiki/Internship>

<sup>47</sup> As a kind of compromise, the new ACL 2018 3-digit main activity 213 Internship is proposed to be part of ACL2018 category "2 STUDY" and "21 SCHOOL OR UNIVERSITY"; this in order to stress the educative aspect of such an internship activity. But as an internship activity can be both – either paid or unpaid trainee work – it could also belong to ACL2018 category "1 EMPLOYMENT" and "11 MAIN JOB AND SECOND JOB (for paid internship) or to ACL2018 category "4 VOLUNTARY WORK AND MEETINGS" and "41 ORGANISATIONAL WORK" (for unpaid internship).

**214 Breaks at school/ university**

Definition: Breaks are a period of time in which a group of people (here: pupils, students, etc.) are temporarily dismissed from their duties (here: lessons). Breaks are a common part of the school/ university day for children/ students around the world.

Examples: Break for a snack; lunch break; leaving school interior to go to adjacent outdoor playground; visit the restroom; etc.

**215 Extracurricular classes**

Definition: Extracurricular (also: extra academic) activities are those that fall outside the realm of the normal curriculum of school or university education, performed by students. Extracurricular activities exist for all students. Such activities are generally voluntary (as opposed to mandatory), social, philanthropic, and often involve others of the same age. Students and staff direct these activities under faculty sponsorship, although student-led initiatives, such as independent newspapers, are very common<sup>48</sup>.

Examples: Sports and fitness; academic or faculty-specific activities (e.g. Math and Science); social activities and other fun events; charity and money-raising.

**219 Other/ unspecified activities related to study**

Note: Includes school-related activities, e.g. waiting in the schoolyard for school to start, when other activities are not mentioned.

Examples: Waiting in the schoolyard for a ride home.

**22 FREE TIME STUDY****221 Free time study**

Definition: Additional studies during free time including online/ remote free time studies.

Note: Includes language courses on TV, video, DVD, radio, using electronic, smart devices and the internet.

Note: Does not include studies during working hours, which are included in code "111 Working time in main/ second job (including short breaks and travel at work)".

Examples: Administrative courses (typing, accounting) / Correspondence studies / Driving lesson / Language courses / Online language courses / Artistic courses / Preparing for courses: homework related to these courses / Professional training courses, not in direct connection with work / Sewing class / Talked with the supervisor / Exercising for piano lesson / Music lessons.

**3 HOUSEHOLD AND FAMILY CARE**

Note: Includes unpaid work done for the respondent's own household, which at the same time may be done for another household. If the unpaid activity was done for another household only, then choose the appropriate code under "42 INFORMAL HELP TO OTHER HOUSEHOLDS".

Codes have been defined so that activities regarded as SNA activities are distinguished from those outside the SNA production boundary. All paid activities or activities connected with employment are included in code "1 EMPLOYMENT", e.g. purchasing or repairing for the family firm. If help is provided to a family member in a family firm then this activity is coded as "111 Working time in main/ second job (including short breaks and travel at work)".

**30 UNSPECIFIED HOUSEHOLD AND FAMILY CARE****300 Unspecified household and family care**

<sup>48</sup> See [https://en.wikipedia.org/wiki/Extracurricular\\_activity](https://en.wikipedia.org/wiki/Extracurricular_activity)



Examples: Doing housework / Working outdoors.

## 31 FOOD MANAGEMENT

### 311 Food preparation and baking

Definition: All activities in connection with food preparation and baking. Also includes setting the table.

Examples: Set the table / Brewed coffee / Cleaning fish / Cooking / Heated up some food / Made meals, snacks, drinks for own children / Preparation of coffee, snacks, aperitifs, meals, etc. / Serving food to other people / Prepared a lunch box / Turned on the oven / Making a pie, pastry, tart, sweets, etc. / Cleaned mushrooms.

### 312 Dish washing

Definition: Also includes activities before and after washing up, e.g. drying up, tidying away dishes, etc.

Examples: Cleared the food back to the fridge / Cleared the table after breakfast/ lunch/ snacks/ dinner/ supper/ coffee / Loaded/ unloaded the dishwasher.

### 313 Storing, arranging, preserving food stocks

Definition: All activities in connection with preserving, freezing and canning (e.g. cleaning berries, boiling jam or fruit-syrup; preparing food for use later).

Examples: Churn milk to make cheese, etc. / Killing a pig/ chicken for later use, when it is not part of one's job on a farm / Prepared food to put in the freezer / Preparing/bottling of home-made wine, brandy, beer, etc. / Sorting out potatoes for preserving / Storing fruits in the basement.

## 32 HOUSEHOLD UPKEEP

### 321 Cleaning dwelling

Definition: Vacuuming, washing/ waxing floors, washing windows, making beds, tidying, arranging the home, etc.

Examples: Airing of bedclothes / Beating rugs / Collected the children's toys / Putting away the cleaning kits / Tidied up wardrobes.

### 322 Cleaning garden

Definition: Cleaning garden or pavement, clearing away snow, also composting waste, etc.

Examples: Cleaned around garden pool area / Cleaned patio furniture / High-pressure hosed the roof or the walls of the house / Raking together dead leaves / Swept the entrance.

### 323 Heating dwelling and water

Definition: Supply of heating dwelling and water. Wood cutting and collecting firewood.

Note: *Repairs of appliances are included in code "353 Making, repairing and maintaining equipment".*

Examples: Bringing water for laundry / Carrying water / Checked the boiler / Heating up of sauna / Lit the boiler / Preparing the heating material / Warming water for bath / Went down into the cellar and put firewood in the boiler.

### 324 Arranging household goods and materials

Definition: Various kinds of arrangements of tasks at home, in a weekend home, in a hotel etc. Call for goods and putting in order. Relates to own goods or goods belonging to household members.

Examples: Arranging clothes for the morning / Arranging purchases / Carrying out garden furniture / Checking of mousetraps / Collecting mail from the letter box / Hanging up curtains / Loading and unloading the shopping to/from the car / Looking for lost items / Moving to a new place to live / Packing and checking children's school bags / Packing/

unpacking for a trip / Packing/unpacking for a removal / Packing for school or work / Packing/unpacking hobby equipment / Preparation of clothes for the next day / Preparing the satchel / Put up a tent / Putting food products into refrigerator / Putting up posters / Tending indoor flowers / Watered indoor flowers / Wrapped up gifts.

### 325 Recycling and disposal of waste

Definition: Recycling is the process of converting waste materials into new materials and objects. Here, it means the activity of the individual/ household collecting potentially useful materials (glass, paper, plastic, aluminium, etc.) and bringing it to/ disposing it at the recycling station.

Examples: Took out rubbish, waste / Brought old glass to recycling station / Separated papers, bottles, tins, etc.

### 329 Other or unspecified household upkeep

Definition: Activities of short duration that do not fit into the previous categories. Unspecified household upkeep.

Examples: Closed curtains and blinds / Closed/opened doors or windows / Locked the door / Cleaning, with no distinction as to house, cellar, garage or garden.

## 33 CARE FOR TEXTILES

### 331 Laundry

Definition: Hand wash, loading and unloading washing machine, hanging out, putting away (when not ironed or mangled), etc.

Examples: Emptied the drying cupboard / Folding sheets and putting them into the cupboard / Hand-washing, soaking, rinsing / Sorting of laundry.

### 332 Ironing

Definition: Ironing and mangling. Tasks connected with ironing and mangling. Folding and putting things into the wardrobe (after ironing or mangling).

Examples: Put laundry in drawer / Sorting/folding clothes.

### 339 Other or unspecified textile care

Definition: Repairing clothes / Repairing and polishing shoes / Putting seasonal clothes into storage / Unspecified making and care for textiles.

Examples: Alteration of clothes / Changed a zip / Cleaned wellingtons.

## 34 GARDENING AND PET CARE

Definition: Gardening and animal tending activities which are not done in connection with farming.

### 341 Gardening

Definition: Kitchen gardening — tending vegetables, potatoes, tomatoes, etc. Also harvesting. Tending outdoor flowers, mowing the lawn, etc.

Note: *Tending indoor flowers is included in code "324 Arranging household goods and materials".*

Note: *Raking together dead leaves is included in code "322 Cleaning garden".*

Examples: Collecting rose hips / Forestry for private use (not for firewood) / Planting vegetables / Ploughing / Weeding / Tending apple trees / Trimming of hedge / Watering the garden / Working in the garden.

### 342 Tending domestic animals

Definition: Keeping domestic animals when products are intended only for own use.

Note: *Riding is included in code "619 Other or unspecified sports or outdoor activities".*

Examples: Bee-keeping / Feeding domestic animals / Grooming of own riding horse /

Tending hens, rabbits, sheep, etc.

### 343 Caring for pets

Definition: Feeding and washing pets, taking care of aquarium/terrarium, etc.

Examples: Chased the cat back home / Groomed the dog / Training of a dog / Was at a vet, dog school or in a dog show with own pet.

### 344 Walking the dog

Definition: Walking the dog regardless of the time spent. Also includes outdoor activities with the cat or other pets.

Examples: In the forest with the dog.

### 349 Other or unspecified gardening and pet care

Definition: Activities of short duration that do not fit into the previous categories. Unspecified gardening and pet care.

## 35 CONSTRUCTION AND REPAIRS

### 351 House construction and renovation

Definition: Major changes to the house, including construction of a new building or major extension and/ or alteration, e.g. restoration of a bathroom. Includes construction and renovation of home, garage, outhouse, etc. Includes only activities inside the SNA production boundary.

Note: *Activities concerning farm buildings are included in code "111 Working time in main/ second job (including short breaks and travel at work)".*

Examples: Adding insulation to walls / Garage construction work / Installing electricity / Lagging of a bored well / Put up drain-pipes / Restoration of a kitchen.

### 352 Repairs to dwelling

Definition: Minor changes to the house, not belonging to SNA. Various repairs to the home, garage, outhouse etc. Includes re-plastering walls, repairing roofs, painting, papering walls, carpeting, interior decoration, repairs of fittings etc.

Examples: Installation of light fittings / Mounted window-frames / Opened a blocked-up sink / Panelling a ceiling / Tearing down wardrobes (before repairs) / Tiled above the stove.

### 353 Making, repairing and maintaining equipment

Definition: Making and repairing furniture and household goods, furnishing, production of pottery, utensils and durables, etc. Repairing and maintaining tools. Assembling furniture and equipment. Woodcraft.

Note: *Repairing farming equipment is included in code "111 Working time in main/ second job (including short breaks and travel at work)".*

Examples: Changed electric bulbs / Changed the clocks to winter time / Changing a lamp / Cleaned and oiled sewing machine parts / Cleaned the kitchen fan / Loading batteries of mobile phone / Repairing a lamp / Repairing children's toys / Replacement of batteries / Sharpened kitchen knives / Tended garden tools.

### 354 Vehicle maintenance

Definition: All maintenance of vehicles and appliances of a household: cars, cycles, boats, etc. done by oneself.

Note: *Car inspection is included in code "362 Commercial and administrative services".*

Examples: Changed tyres on the car / Docking of boat for the winter / Drove the car into the garage / Getting to know my (new) car / Put my bike in the outhouse / Renovation of vintage cars / Repaired the motorcycle / Tended the car / Washing, cleaning and waxing car by oneself in service station.

**359 Other or unspecified construction and repairs**

Definition: Construction and repair activities of rather short duration mostly that do not fit into the previous categories. Unspecified construction and repairs.

**36 SHOPPING AND SERVICES**

Definition: Errands presuming visits to offices, institutions, etc.

Note: *Arranging or supervising outside services at home (e.g. phone calls to institutions) is included in code "371 Household management".*

**361 Shopping (including online/ e-shopping)**

Definition: Shopping for consumer goods, such as drinks, newspapers, magazines, cigarettes, sweets, etc. Including also semi-durable consumer goods. Buying clothes, shoes, books, etc. Purchasing for maintenance and repair. Also looking at things in shops, flea markets, etc. Purchasing capital goods, such as a home, a car, furniture, and household appliances. Includes all forms of electronic commerce which allows consumers to directly buy goods or services from a seller over the internet using a web browser.

Note: *Shopping for farming goods is included in code "111 Working time in main/ second job (including short breaks and travel at work)".*

Examples: Bought a present / Bought plants for the garden / Bought snack food from a kiosk / Fuelling a motor vehicle / Inspecting a car at a car showroom / Looked at an apartment for sale / Looked at clothes / Purchasing medicines / Purchasing tickets (for the cinema, swimming pool, etc.) / Tried on clothes in a shop / Was at a food store / Was at estate agents / Was at the market / Ordered goods by internet / Buying air tickets by internet / Buying theatre tickets by internet / Buying cinema tickets from home.

**362 Commercial and administrative services**

Definition: Commercial services like laundry, tailor, shoemaker, etc. Visiting post office, bank, bank adviser, accountant, lawyer, insurance adviser, municipality authorities, police station, centre for car inspection, travel agency, etc. Auto services, automatic car wash, repair and other auto services

Note: *Calling or visiting a labour office is in code "129 Other or unspecified activities related to employment".*

Note: *Phone calls to institutions etc. are included in code "371 Household management".*

Note: *Own work on car done in a garage or at home is included in code "354 Vehicle maintenance". Fuelling a car is included in code "361 Shopping (including online/ e-shopping)".*

Note: *Activities (calling the vet, talking to vet, etc.) in connection with Veterinary services for cattle (if it is on a farm) are included in code "111 Working time in main/ second job (including short breaks and travel at work)" and for pets in code "343 Caring for pets".*

Examples: Car inspection at car inspection centre / Check-in to hotel / Fetched a package from the post office / Fetched shoes from the shoemaker's / Had oil change and car greased in a garage, as paid service / Hotel services / Paying bills at ATM / Withdrawing money from cash machine / Visited travel agency / Waiting at customs / Was at decoration service.

**369 Other or unspecified shopping and services**

Example: Waited in the car while my wife was shopping

**37 HOUSEHOLD MANAGEMENT****371 Household management**

Definition: Planning and arranging, budgeting, paperwork, making a shopping list, arranging and supervising outside services at home. Phone calls to institutions, correspondence with authorities.

Note: *Visiting the bank, post office, etc. is included in code "363 Commercial and*

administrative services".

Note: Management in connection with farming is included in code "111 Working time in main/ second job (including short breaks and travel at work)".

Note: Visiting the shop etc. is included in code "361 Shopping".

Note: Shopping for farming goods is included in code "111 Working time in main/ second job (including short breaks and travel at work)".

Examples: Attendance during repairs (supervision) / Bank services by phone or internet / Called the paint shop / Checking of bookkeeping / Filling in bank giro forms / Ordered a pizza by phone / Planned a journey / Planned a party / Planned a birthday party for my son / Planned food purchases, meals / Planned weekend programme for the family.

### 38 CHILD CARE

Definition: Care given by parents, and older children (up to 17 years) taking care of younger siblings.

Note: The upper age limit of a "child" – whether in an active role (i.e. taking care of younger siblings) or in a passive role (i.e. activities 381, 382, 383, 384 and 389) – is always 17 years. Sons and daughters of a family who are 18 years or older should be classified in HETUS as "other household members".

Note: Childminding for another household only is included in informal help to other households, code "423 Care of own children living in another household" or code "424 Childcare as help to another household".

#### 381 Physical care and supervision of child

Definition: Feeding, dressing, washing and preparing children for bed, etc. Supervision of child/ren indoors or outdoors. It includes passive care like minding/ watching child/ren.

Examples: Babysitting my younger sister / Breast-fed my child / Changed nappies / Combed my child's hair / Holding my child in my arms / Putting my children to bed / Taking care of a sick child / Waking up my child / Was at the playground with the children (supervision outdoors) / Watching children (including my own) playing in the playground, in the garden.

#### 382 Teaching the child

Definition: Help with homework, giving guidance.

Examples: Checked homework.

#### 383 Reading, playing and talking with child

Note: Siblings talking with each other is included in code "511 Socialising with family".

Note: Siblings playing together is included in code "732 Parlour games and play".

Note: Looking TV with children is in code "821 Watching TV, video or DVD".

Examples: Entertained the children / Playing games with the children / Read a story to the children/ to my sister.

#### 384 Accompanying child

Definition: Accompanying child to a doctor. Waiting at a sports centre, music lesson, etc., if no other activity than waiting is specified. Visiting school, nursery. Parents' meetings at school.

Note: If any other activity than waiting is specified, the actual activity should be coded. Time spent on travel is coded "938 Travel related to childcare".

Examples: Attending end of term celebration at school / Parent's meeting / At school with my child / Attending children's party at school / Talking with a carer, teacher etc. / Visiting babysitter / Watching my child's physical training.

#### 389 Other or unspecified childcare

Examples: Listened to my daughter playing the piano at home / Helped the children.

**39 HELP TO AN ADULT HOUSEHOLD MEMBER**

Definition: Adult assistance and care (except housework).

Note: Help and care to an adult belonging to another household is included in "42 INFORMAL HELP TO OTHER HOUSEHOLDS".

Note: Housework tasks are coded according to the activity, e.g. cooking for a household member is included in code "311 Food preparation and baking".

**391 Physical care of an adult household member**

Definition: Feeding, washing, dressing and preparing them for bed. It includes care of an adult temporary sick, but also help for a non-dependent member of the household.

Note: For people who suffer any physical or mental illness or any disability or problem impairing their day-to-day activities, but also for non-dependent household members.

Examples: Feeding my elderly mother / Changed nappies / Dressing my Alzheimer-sick wife / Tie shoelace for my elderly father / Combed my elderly mother's hair / Help to go upstairs / Putting my disabled husband to bed / Preparing the medicine for my sister (mentally disabled) / Taking care of an adult temporarily sick.

**392 Other support to an adult household member**

Definition: Supervision indoors and outdoors (passive care). Accompanying an adult at home to visit a doctor. Waiting at a day centre (if no other activity than waiting is specified). Visiting a household member in hospital or day centre. Teaching a mentally disabled adult or elderly people. Giving guidance. Mental help, information and advice. Affective support. Other care and assistance to a dependent or non-dependent adult household member.

Note: For people who suffer any physical or mental illness or any disability or problem impairing their day-to-day activities, but also for non-dependent household members.

Examples: Was at the playground with the elderly adult (supervision outdoors) / Talking with a carer, doctor etc. / Went with my mother to the doctor / Teaching grandmother how to use computer/ smartphone / Entertained my elderly father who lives with us / Playing games with my mentally disabled brother / Cutting husband's or wife's hair, massaging / Waking up adults (husband, wife, etc.).

**4 VOLUNTARY WORK AND MEETINGS****41 ORGANISATIONAL WORK**

Definition: Working as a volunteer free of charge or for a minor fee.

**411 Organisational work (work for or through an organisation)**

Definition: Work done for or through an organisation. Work for groups and associations, as well as work for school and kindergarten and neighbourhood groups, etc. Work as a committee member. Administrative work. Preparing activities, work for events. Baking, etc. for the organisation, working in the canteen. Repairs and other odd jobs for the organisation. Voluntary fire brigade. Bookkeeping for clubs. Giving information, distributing leaflets. Activities connected with collecting money for the organisation. Volunteer work.

Care of the elderly and disabled via an organisation. Delivering meals. Teacher or course instructor. Coach, referee, etc. in sports and gymnastics. Leader of a youth group, e.g. scout leader. Work in a childcare group. Leading or organising self-help group.

Note: Informal help to private households is included in code "42 INFORMAL HELP TO OTHER HOUSEHOLDS" and is coded according to the actual activity.

Examples: Board meeting / Collected material for a board meeting / Computer work for the hockey club / Counted and delivered ordered clothes (for the riding club) / Distribution of meeting notices / Election night activities / Environmental care and animal

protection / Fetched/sold Bingo lottery tickets / Preparing for the council meeting / Recruitment of sponsors / Sorted clothes (sale for the riding club) / Sorted correspondence of the club / Working with the organisation's newsletter / Activities as member of religious helping groups: hospital visiting, soup kitchen, support groups, etc.

Coached handball team / Coaching sports / Donating blood made through an organisation, e.g. Red Cross / Helped at the refugee centre / Helping with organised activities in the baths and clearing up the bathing-place / Leading religious youth group / Meeting with the youth section / Road maintenance in a voluntary group

#### 42 **INFORMAL HELP TO OTHER HOUSEHOLDS**

Definition: Direct help given by the respondent to another household and not arranged by an organisation.

Note: Should be coded as secondary activity if the activity is done for the respondent's own household at the same time.

##### 421 **Construction and repairs as help**

Definition: Help to another household with building a house, repairing a car, and other activities that are included in code "35 CONSTRUCTION AND REPAIRS".

Examples: Helped repair the neighbour's roof / Made a toy for the grandchildren.

##### 422 **Help in employment and farming**

Definition: Unpaid help provided by the respondent to a person of another household with that person's paid work, or to another household with farming activities.

Examples: Help with milking, tending cattle/cows/calves, helped on my uncle's farm, helped my sister to clean the office.

##### 423 **Care of own children living in another household**

Definition: Help to another household with activities that are included in "38 CHILDCARE", when the care is for one's own child up to 17 years of age living in another household.

Examples: Taking care, over the weekend, of own child usually living with ex-partner.

##### 424 **Childcare as help to another household**

Definition: Help to another household with activities that are included in code "38 CHILDCARE" (except code "423 own children living in another household").

Examples: Unpaid childminding / Minding grandchildren.

##### 425 **Providing help to an adult person in another household**

Definition: Adult assistance and care and other activities that are included in code "39 HELP TO AN ADULT HOUSEHOLD MEMBER" (there within the own household, here for a person outside the own household).

Examples: Went with my mother (who lives in another household) to the doctor / Help to my disabled or sick sister (another household) / Entertained my disabled or sick friend (another household) / Assistance offered by lending money / Giving mental support to a friend / Visiting an old people's home, hospital, etc. / Teaching old neighbour how to use computer/ smartphone.

##### 429 **Other/ unspecified informal help to another household**

Definition: Help to another household with activities that are included (there for the own household, here for a person outside the own household) in code "31 FOOD MANAGEMENT" (e.g. cooking, baking, preserving, dishwashing), in code "32 HOUSEHOLD UPKEEP" or code "33 CARE FOR TEXTILES" (e.g. indoor and outdoor cleaning, laundry, ironing), in code "34 GARDENING-AND PET CARE" (e.g. walking the dog, gardening), in code "36 SHOPPING AND SERVICES" or in code "37 HOUSEHOLD MANAGEMENT".

Note: Accompanying an adult to the doctor is included in code "425 Providing help to an

*adult person in another household".*

Examples: Baked for my elderly parents / Helped the hostess with the cooking / Washed dishes during the visit / Helped with removal / Watered indoor flowers at the neighbour's / Feeding a neighbour's dog / Mowing the lawn for my elderly mother / Went with the neighbour to buy a car / Helping a neighbour / Delivered food to my neighbour / Helping a relative.

#### 43 PARTICIPATORY AND RELIGIOUS ACTIVITIES

Definition: Attending meetings free of charge or for a minor fee.

##### 431 Meetings

Definition: Attending meetings and other organisational activities when not in a position of trust. Concerns all kind of meetings, etc. arranged by social, political, scout and other organisations, informal clubs and groups.

Note: *Parents' meeting is included in code "384 Accompanying child".*

Examples: Organised programme in a Scout camp / Political party meeting.

##### 432 Religious activities

Definition: Visiting church, synagogue, mosque or other temple. Participating in religious ceremonies like weddings, funerals. Religious practice, praying, reading holy books, religious ceremonies, also at home. Listening to religious service (also on TV, radio and video; media as secondary activity).

Note: *The wedding party after the ceremony is included in code "513 Celebrations".*

Note: *Singing in church in a choir is included in code "711 Arts (visual, performing, literary)".*

Note: *Breaks in work because of prayer are included in code "111 Working time in main and second job (including short breaks and travel at work)".*

Examples: Attended mass / Attending Sunday school, confirmation class / Listening to recordings of religious ceremonies / Reading the Bible / Watching religious services on TV / Participating in ceremonies of baptism, confirmation, first communion / Religious meeting / Religious practice carried out in a small group / Studying the bible with family.

##### 433 Visits to cemetery and grave care

Definition: Visiting the graveyard / spending time in a cemetery. Maintain a grave. A grave is a place where a dead person or dead people are buried, esp. when under the ground and marked by a stone.

Examples: Prayed at the grave of my father / tending flowers on a grave / cleaning the gravestone.

##### 439 Other or unspecified participatory activities

Examples: Voting / Witness in court / Donating blood individually (e.g. going directly to hospital).

### 5 SOCIAL LIFE AND ENTERTAINMENT

#### 51 SOCIAL LIFE

##### 511 Socialising with family

Definition: Socialising with household members only, when other activities are not mentioned. Within family, when not visiting

Note: *Parents socialising with own children is coded as "383 Reading, playing and talking with child".*

Note: *Only talking between kids is coded as 511 while games/ playing should be in code "732 Parlour games and play".*



Examples: Argued with my big sister / Talked with my brother / Said goodbye to my family / Teasing my brother

### 512 Visiting and receiving visitors

Definition: Socialising with friends and relatives at home or in their home. Household members can also be present.

Note: The respondent is asked to report on her/ his activities while visiting/ receiving visitors (e.g. eating, watching TV, playing games, etc.). Each such activity is given the appropriate code in the "Main activity column".

Note: The code 512 is used in the "Secondary activity" column, to indicate that the activity was performed while visiting/receiving visitors. If the diary does not specify what the respondent did while visiting/receiving visitors, or if only socialising is mentioned, then the code 512 should be used in the main activity column.

Example: Example on how to use code 512:

Main activity		Secondary activity	
Went to lunch to my sister	900		
Eating lunch	021	Talked with my sister	512
Eating lunch	021	Talked with my sister	512
Washed the dishes	429	Talked with my sister	512
Talked	512	Talked with my sister	512
Walked home	900		

Examples: My family came to visit / Had a visitor / Visited my friend.

### 513 Celebrations

Definition: Weddings, funerals, confirmation parties, graduations and big anniversaries. Together with household members, friends, relatives, etc. Private occasions at or outside home. Parties at work, organisations, etc.

Note: Occasions in church, synagogue, mosque or other temple are included in code "432 Religious activities".

Note: Attending children's parties at school or nursery is included in code "384 Accompanying child".

### 514 Audio and video conversation

Definition: Conversations that are not in person (i.e. not face-to-face conversations) with members of the family, friends, relatives, etc. in spoken language.

Note: Phone calls to institutions, shops, etc. are included in code "371 Household management". Phone calls in connection with job are included in code "111 Working time in main/ second job (including short breaks and travel at work)".

Examples: Had a video call with my son / Called my landlord / Listened to messages on the answering machine / Talked with a friend on Skype / Phone call with a friend / Sent voice messages on Facebook Messenger.

### 515 Communication by text messaging (SMS, instant messages, email, etc.)

Definition: Communication with members of the family, friends, relatives, etc. by sending/ receiving text messages electronically or on paper (e.g. email messages / SMS / instant messages sent via internet like on Viber, WhatsApp, Messenger, Snapchat, etc.) / Write and read personal letters, faxes, etc.

Note: Talking with a friend on Skype, Viber, Facebook Messenger or any other VoIP (Voice over the internet) protocols should be coded as "514 Audio and video conversation".

Examples: Reading, writing/ sending text messages on mobile phone / Checked the mail on computer, tablet, smartphone / Wrote Christmas cards, etc.

### 516 Time spent on social media

Definition: Social media are online services or sites through which people can communicate and hold conversations in form of posted messages. They can be in the form of short messages (e.g. chat rooms) or longer texts (including temporary archiving) for topical online discussions on forums, blogs, microblogs, etc. Included are also business networks, video and photo sharing.

Examples: Facebook / Tumblr / Instagram / Twitter / linkedIn / etc.

### 519 Other or unspecified social life

Definition: Spending time face-to-face together with friends, relatives, etc. Household members can also be present.

Examples: Conversation with neighbour / Conversations with relatives in a cafeteria / Outdoors with friends / Was at a pub with a friend / Was together with friends

## 52 ENTERTAINMENT AND CULTURE

Definition: As spectator/ listener.

### 521 Cinema

Definition: Watching movies in cinema or movie club. Waiting for the doors to open.

Note: Ordering a ticket is included in code "371 Household management", and buying the ticket is included in code "361 Shopping (including online/ e-shopping)".

### 522 Theatre and concerts

Definition: Also opera, musical, operetta, ballet, dance performance. Live music concert, street performance, etc.

Examples: Dance (ballet, modern dance and other dance) / Live music (concert, chamber recital, jazz, rock concert, etc.) / Music theatre (opera, light opera, musicals and other music theatre) / Other performance (street theatre, multi-media, etc.) / Plays.

### 523 Art exhibitions, museums and cultural sites

Definition: Visit the space in which art objects meet an audience. Visit a museum, i.e. an institution that cares and conserves a collection of artefacts and other objects of artistic, cultural, historical, or scientific importance. Visit a site of cultural heritage importance.

Note: Visit cathedral, church, abbey, synagogue, mosque for religious reasons (mass, celebration, prayer, etc.) is coded as "432 Religious activities".

Examples: Visit town museum / Visit art gallery / Visit cathedral, church, abbey, synagogue, mosque as a cultural site / Visit stately homes, (castles, monuments, historic houses) /

### 524 Library

Definition: Borrowing books, records, audiotapes, videotapes, etc. Using a computer in the library. Reading newspapers or listening to music in the library.

Note: Studies in a library are included in code "212 Homework "or in code "221 Free time study".

Examples: Borrowed a book from the school library / Searching for a book in the library catalogue (also with the help of computer).

### 525 Attending live sports events

Definition: Attending a sports event, e.g. car race, horse race, football match, etc. (including breaks).

Note: Watching sports events on TV is included in code "821 Watching TV, Video or DVD". Accompanying own child at a sports centre is coded as "384 Accompanying child", if just for exercising, not for competition.

Examples: Boxing, wrestling, martial arts / Cricket / Horse and dog sports (horse racing, show jumping, polo, dressage, greyhound racing, etc.) / Watched child's tournament / Motor sports (car/motorcycle racing, rallying, scrambling, time trials, etc.) / Rugby union,

Rugby league / Soccer, American football.

**526 Zoos, botanical gardens, natural reserves, etc.**

Definition: Zoos (wildlife park, sea-life centre, animal park, safari park), botanical gardens, natural reserves, arboretum.

Examples: Walked around the zoological gardens / Admired plants in the botanical gardens.

**529 Other or unspecified entertainment and culture**

Examples: Car shows / Cathedral, church, abbey / Consumer events / Factory visits (e.g. brewery) / Fairs, sales exhibitions, etc. / Fashion show / Leisure parks (theme park, pier, fairground, circus, fete, fairground, carnival) / One-off special event (e.g. tall ships race) / Stately homes, etc. (castles, monuments, historic houses) / Was on a visit to the fire-brigade.

**53 RESTING — TIME OUT**

**531 Resting — Time out**

Definition: Doing nothing, just sitting, reflecting, relaxing, resting, waiting, meditating, smoking, sun bathing, thinking, talking to/ stroking a cat or dog, etc.

Note: *Waiting in the car while a household member is shopping is coded as "369 Other or unspecified shopping and services".*

Note: *Waiting at the doctor's, the dentist's, in a queue at the bank, etc. is given the same code as the main activity connected with the waiting.*

Note: *Waiting for the bus is coded with the suitable travel code.*

Examples: Admiring a flower / Being bored / Cooling off / Did not do anything special / Gathering strength / Just let the time pass / Looked out through the window / Just listening to birds / Killed time / Lay in bed after lunch and rested / Lazed around / Lounging / Lying in sun / Philosophised (alone) / To be at the beach / Took it easy / Tried to get to know myself / Waited for the children to come / Waited for guests to arrive / Walking in the house or around it / Watched an aquarium / Watched through the window / Watching e.g. aeroplanes, people in general, boats.

**6 SPORTS AND OUTDOOR ACTIVITIES**

Note: *Includes activities for physical exercise, but not trips with a special purpose (e.g. on foot to work).*

**61 PHYSICAL EXERCISE**

**611 Walking and hiking**

Definition: Walking in town, in the countryside, etc. Looking at shop windows during a walk.

Note: *Walking the dog is coded as "344 Walking the dog".*

Examples: Picked wild flowers during a nature walk / Strolled in town / Taking a walk with the child in the neighbourhood (but exclude bringing child to activities, this should belong to code "384 Accompanying child") / Took a nature walk / Watched birds during the walk.

**612 Jogging and running**

Definition: For physical exercise.

**613 Cycling, skiing and skating**

Definition: For physical exercise.

Examples: Alpine skiing, snowboarding / Cross-country skiing / Roller skating, in-line skating / Ski jumping

**614 Ball games**

Definition: Football, rugby, volleyball, basketball, tennis, squash, badminton, table tennis, ice hockey, bowling, golf, etc.

Examples: Football training / Kicked ball / Playing handball / Playing field hockey / Playing soccer

**615 Gymnastics and fitness**

Definition: Organised programme or at home. All types of gymnastics, aerobic, yoga, etc. Exercise in fitness centre/ gym or at home using equipment.

Examples: Back gymnastics / Aerobics / Qi Gong / Morning gymnastics at home / Stretching / Body building / Using an exercise bike / Weight-lifting

**616 Water sports**

Definition: Rowing, sailing, windsurfing, etc.

Examples: Swimming in the pool / Water gymnastics

**619 Other or unspecified sports or outdoor activities**

Examples: Archery / Carting / Dancing / Judo, karate, etc. / Go-kart racing / Motor sports / Mountain climbing / Riding / Attended a sports course / Attended training / Exercised a little.

**62 PRODUCTIVE EXERCISE****621 Productive exercise (e.g. hunting, fishing, picking berries, mushrooms or herbs)**

Definition: Productive activities of monetary value belonging to SNA.

Examples: Gutting and skinning in the forest / Sprat-nets into the lake / Waited for the moose / Picking aromatic plants

**63 SPORTS RELATED ACTIVITIES****631 Sports related activities**

Definition: Activities related to sports and physical exercise, e.g. assembling and preparing sports equipment or getting changed at the sports centre. It does not include active sports and travel.

Note: *Packing equipment, clothes, etc. at home is coded as "324 Arranging household goods and materials".*

Examples: Waited for the gymnastics to start / Chose a horse / Cleaned nets / Cleaning of hunting gear / Unpacked jogging/training equipment at the sports centre.

**7 HOBBIES****71 ARTS AND HOBBIES****711 Arts (visual, performing, literary)**

Definition: Activities connected with creating paintings, photography, sculpture, ceramics, graphics, pottery, etc. at home or in a club. Also visual arts created with the help of a computer. Singing, acting, playing alone or in a group. Producing music. Also performing arts created with help of a computer. Writing novels, poetry, personal diary, etc. Literary arts, also when use of computer is mentioned.

Note: *Studying arts during free time is included in code "221 Free time study".*

Note: *Filling in the Time use diary is coded as "995 Filling in the time use diary".*

Examples: Painted china / Video-filmed children / Choir practising in church / Live role-play / Played music on the keyboard / Played the clarinet in an orchestra / Played the piano / Playing in a band / Practised with the orchestra / Sang a little / Singing in a choir /

Singing karaoke / Warmed up before concert / Wrote a book / Wrote down memorable moments (concerts, etc.).

## 712 Collecting

Definition: Collecting stamps, coins, etc.

Examples: Exchanged ice hockey cards / Sorting stamps.

## 713 Making handicraft products

Definition: Includes only making new products — not repairing clothes etc. — as this distinction is needed for household satellite accounts. Includes hand knitting, needlework, embroidery, etc. and handicraft done by machine or weaving.

Examples: Crocheting / Making new clothes, curtains, etc. using a sewing-machine / Sewing / Stitching / Weaving rag-carpets

## 719 Other or unspecified hobbies

Definition: Hobbies not included in the previous categories, research as hobby, genealogy, assembling apparatus, watching and sorting photos, slides, etc.

Note: Woodcraft is included in code 719 if it is done as a hobby. If it is done for repair, it should be coded as "353 Making, repairing and maintaining equipment".

Examples: Chemical experiments / Framing slides / Looked at slides on projector / Making miniatures (aircraft, etc.) / Put pictures into a photo album / Watched movies via film-projector / Made, sorted or edited (with Photoshop) photos.

## 72 COMPUTING

### 721 Computing

Definition: Programming on computer, tablet, smartphone. Experimenting/ learning new software/ apps, creating apps, etc. as a hobby.

Examples: Building (assembling) the own computer / Fixing the computer / Installing a computer game / Creating a new function by "playing around" with LINUX / Downloaded a mobile app.

### 722 Information search using internet

Definition: Seeking, reading information by means of a computer, via network (e.g. netsurfing) or other data medium (e.g. encyclopaedia on CD Rom).

Note: Household management computing is included in code "371 Household management".

Note: Playing computer games is coded as "733 Computer games".

Note: All kinds of electronic communication (audio and video conversation, text messaging and online social media is to be coded as "51 SOCIAL LIFE" and the corresponding three-digit codes ("514 Audio and video conversation", "515 Communication by text messaging (SMS instant messages, email, etc.)" and "516 Time spent on social media "). Sorting and editing photos is coded under "719 Other or unspecified hobbies".

Examples: Surfed on internet / Used the modem / Downloaded music or films / Uploaded photos on computer / Seeking for a recipe, for the weather forecast, for shop opening hours, for directions (google maps), etc.

### 729 Other or unspecified computing

Definition: Unspecified computing or specified computing not mentioned above.

Examples: Sat by the computer / Tapped at the computer keyboard / Worked at the computer (when not in employment).

## 73 GAMES

### 731 Solo games and play, gambling

Definition: Crosswords, patience, etc., solo games / Playing alone with dolls, toys, cats, dogs, etc. / Lottery, etc. / Also playing cards (alone) specified as gambling.

Examples: Assembled a jigsaw puzzle (when alone) / Pinball (playing machine) / Practised card tricks / Betting (on-course and in betting shop) / Bingo / Gambling at casino / Have played in the shop / In betting shop / National Lottery / Playing cards for money / Pools / Slot (jackpot) machine.

### 732 Parlour games and play

Definition: Forms of play and games indoors and outdoors involving more than one person. Children playing with each other.

Note: Games as gambling are included in code "731 Solo games and play, gambling".

Note: Live role games are included in code "711 Arts (visual, performing, literary)".

Note: Parent playing with own child aged up to 17 is included in code "383 Reading, playing, talking with child".

Note: Only talking between kids is coded as "511 Socialising with family".

Examples: Cards, dice, dominoes, chess and other board games / Billiards, snooker, darts / Outdoor games such as boules and pétanque / Noughts and crosses / Backgammon / Bridge.

### 733 Computer games

Definition: Computer and video games played on desktop or laptop computer.

Examples: Playing patience on the computer

### 734 Console games (on home console)

Definition: Video games played on a home console.

Examples: Playing Nintendo, Play-station, Xbox.

### 735 Mobile games (on handheld device/ smartphone)

Definition: Mobile games are video games played on a feature phone, smartphone/ tablet, smartwatch, PDA, portable media player or graphing calculator.

Examples: Online games / Ravensworld: Shadowlands / Need for speed most wanted / New star soccer / Walking Mars / Temple run / Games on Facebook.

### 739 Other or unspecified games

Examples: Played a game.

## 8

### MASS MEDIA

## 81

### READING

#### 811 Reading periodicals

Definition: Reading daily, weekly, monthly, quarterly, etc. publications — newspapers, magazines, including online news/ newspapers/ news magazines. Reading local/ national/ international newspapers.

Note: Reading strictly connected with work is included in code "111 Working time in main/ second job (including short breaks and travel at work)".

Note: Online periodicals can either be a stand-alone publication or the online version of a printed periodical.

Examples: Comics / Free distribution papers / Reading a hunting journal / Reading afternoon papers / Reading cartoons / Reading a computer journal / Reading the morning papers / Reading a scientific journal / Reader's digest / Read the Guardian online.

#### 812 Reading books

**Definition:** Novels, life stories, instructional books, including e-books, audio books and reading books online. E-books (abbreviation for "electronic books") are books which are produced for reading on a computer screen. Audio books are voice recordings of the text of a book that you listen to rather than read. Nowadays, a vast selection of audio books are available online from many different sources.

**Note:** Reading strictly connected with work is included in code "111 Working time in main/ second job (including short breaks and travel at work)".

**Note:** Reading for an exam is included in code "212 Homework".

**Note:** Reading the Bible is included in code "432 Religious activities".

**Examples:** Looking in the encyclopaedia / Reading a biography / Reading a romance / Read a book on my Kindle / Listened to a book on Spotify.

## 819 Other or unspecified reading

**Definition:** Brochures, advertisements, etc.

**Examples:** Looked in a clothes catalogue / Read a furniture catalogue / Read a mail order catalogue / Read old personal letters / Read travel catalogues / Reading of user instructions / Reading of post / Read in bed.

## 82 TV, VIDEO AND DVD

### 821 Watching TV, video or DVD

**Definition:** Watching TV, DVD or video when specified. Includes videotaped TV programmes and borrowed films. Includes also internet TV - content distributed over the internet, available wherever a broadband connection exists. It includes Web-based shows, video on demand (VOD) (e.g. BBC iplayer, Netflix, Amazon Prime, Viaplay, HBO, etc.), streaming video and regular television shows hosted on the channel's websites (Youtube, Vimeo, Flickr, etc.).

**Note:** Following courses (language courses, etc.) on TV is included in code "221 Free time study". Watching TV is coded as secondary activity.

**Note:** Watching religious services on TV is included in code "432 Religious activities". Watching TV is coded as secondary activity.

**Examples:** Listened to music on TV / Teletext / Watched movies / Watched TV with the children / Watched vlog / Video recording / Watched a DVD film / Watched a home video / Watched a video film / Downloaded and watched a movie / watched show on Netflix; watched movie on Youtube.

## 83 RADIO AND RECORDINGS

### 831 Listening to radio or recordings

**Definition:** Listening to the radio: music, news, commentaries, etc. Listening to music from CDs, MP3 players and digital audio files, cassettes, records and digital audio files. Also listening to music directly from internet/ streaming (e.g. Youtube, Spotify) or downloaded from internet.

**Note:** Following courses (language courses etc.) on radio is included in "221 Free time study". Listening to the radio is coded as secondary activity.

**Note:** Listening to religious services on radio is included in "432 Religious activities". Listening to the radio is coded as secondary activity.

**Note:** Downloading music is included in "722 Information search using internet".

**Examples:** Recording music / Taping / Listened to music

## 9 TRAVEL AND UNSPECIFIED TIME USE

**Note:** This group includes two different types of codes, which are 1) codes for travel related to its main purpose, and 2) auxiliary codes for activities that cannot be classified as belonging to any of the activity groups 0-8.

*Note: Also included in this group is code "995 Filling in the Time use diary".*

*Note: Travel as part of/ during job is coded as "111 Working time in main/ second job (including short breaks and travel at work)".*

### **TRAVEL BY PURPOSE**

**Definition:** Movement between two localities, except when the activity is physical exercise like jogging, walking the dog or just walking. See also section 4.3.2. Characteristics of the coding system.

*Note: When several activities are done at the same location the main purpose will define the trip, e.g. travel in connection with a visit is coded "950 Travel related to social life", in connection with help to another household is coded "940 Travel related to volunteer work and meetings", and in connection with eating is coded "900 Other or unspecified travel purpose".*

*Note: When the activity is mixed with the trip no subjective distinction between activity and travel should be made. The main rule is to code the whole episode by the activity, e.g. went shopping is coded "361 Shopping".*

#### **910 Travel to/from work**

**Definition:** Travel to or from work (both main and second job(s)).

*Note: Trips connected with shopping, childcare, etc. should be separated.*

#### **920 Travel related to study**

**Definition:** Travel to or from school or university. Other travel related to school/university, e.g. excursions. Travel related to free time study.

#### **936 Travel related to shopping and services**

**Definition:** Travel related to codes "36 SHOPPING AND SERVICES" and "37 HOUSEHOLD MANAGEMENT".

**Examples:** By car to the shopping centre / Walked to the shop.

#### **938 Travel related to childcare**

**Examples:** Taking own children to school, practice, etc.

#### **939 Travel related to other household care**

**Definition:** Travel related to codes 31 "FOOD MANAGEMENT"; "32 HOUSEHOLD UPKEEP"; "33 CARE FOR TEXTILES"; "34 GARDENDING AND PET CARE" and "35 CONSTRUCTION AND REPAIRS"; it also includes the transporting an adult household member.

**Example:** Driving spouse to work

#### **940 Travel related to voluntary work and meetings**

**Definition:** Travel related to codes "41 ORGANISATIONAL WORK", "42 INFORMAL HELP TO OTHER HOUSEHOLDS" and "43 PARTICIPATORY ACTIVITIES".

#### **950 Travel related to social life**

**Examples:** Went to chat with a neighbour.

#### **960 Travel related to other leisure**

**Definition:** Travel related to codes "52 ENTERTAINMENT AND CULTURE", "53 RESTING — TIME OUT", "6 SPORTS AND OUTDOOR ACTIVITIES", "7 HOBBIES" and "8 MASS MEDIA"; it includes driving for pleasure or driving unrelated to any special activity.

**Examples:** Going to the cinema/ going sunbathing at the beach/ Going to gym/ Going to play with friends/ going to see a movie at a friend's house / Drove around the village in the car / Going for a drive — with no particular purpose / Sightseeing / Travelling around, car tours, etc. / Went to sea.



**980 Travel related to changing locality**

Definition: Going to the weekend home, going on a vacation trip, etc. for a longer stay (e.g. overnight), and for several different activities. Also applies to one-day trips to e.g. the weekend home, when the trip is done for several purposes and not just for e.g. harvesting.

Note: A one-day trip just for a visit to the theatre or to a sports event, for shopping, etc. should be coded by purpose, even if the travel itself lasts longer than the principal activity.

Examples: By train to spend a night in a hotel / Inter-rail to Germany / Went to my sister's home for vacation.

**900 Other or unspecified travel purpose**

Definition: Travel related to codes "01 SLEEPING", "02 EATING" and "03 OTHER PERSONAL CARE"; it includes unspecified travel purpose.

Examples: Went for lunch to my sister's.

**AUXILIARY CODES****995 Filling in the time use diary**

Definition: Activities related to the Time Use survey itself.

Examples: Contacts with the interviewer / Helped the child with the Time use diary.

**998 Unspecified leisure time**

Definition: Leisure time, but no specific activity is mentioned.

Note: The code 998 should be used only when the activity falls into one of the following groups "5 SOCIAL LIVE AND ENTERTAINMENT", "7 HOBBIES" or "8 MASS MEDIA", but no more precise code can be assigned.

Examples: Leisure time / Various leisure time activities / Time off / Spare time

**999 Other unspecified time use**

Examples: No activity recorded in the diary / Did a little bit of everything / Spent the evening at home / Was at home / Was on holiday / Came home, went out (if it is not possible to add it to the previous or the following activity).

**Annex IV / 2.2 Use of a computer, smartphone, tablet, e-reader, etc. for doing the main or secondary activity**

1 YES

**Annex IV / 2.3 With whom time is spent**

Note: Each group of persons is regarded as a single variable in the "with whom" variable.

Note: The age limit "up to 10s" should be applied in the interests of international comparison.

1 Alone (also with unknown persons, alone in crowd)

With other household members:

2 Partner

3 Parent(s)

- 4 Children up to 17 years<sup>49</sup>
- 5 Other household member(s)
- With non-household members:
- 6 Other person(s) known to the respondent

### **Annex IV / 2.4 Location and transport mode**

*Note: Location is travel when the main activity is also coded as travel.*

**00 Unspecified location/ transport mode**

*LOCATION*

**10 Unspecified location (not travelling)**

**11 Home**

At home, in the yard, in the garden of a single-family or a terraced house.  
Workplace if working at home.  
Apartment use by a student during the term or by an employed household member during working periods.

**12 Weekend home or holiday apartment**

Own or rented house or apartment for leisure purposes in own country or abroad.

**13 Workplace or school**

Own workplace or school.  
Canteens at the (own)workplace or (own)school.  
For a farmer when working outside the garden, in the field or forest.

**14 Other people's home**

Also weekend home of another household.

**15 Restaurant, cafe or pub**

*Note: Lunch in the canteen at the (own) workplace or (own) school are included in code "13 Workplace or school".*

**16 Shopping centres, malls, markets, other shops**

**17 Hotel, guesthouse, camping site**

*Note: Countries not using code 17 it should code these locations as "19 Other specified location (not travelling)".*  
*Note: Restaurants in a hotel, guesthouse or camping site are included in code "15 Restaurant, cafe or pub". Shops of those establishments are included in code "16 Shopping centres, markets, other shops".*

**19 Other specified location (not travelling)**

Beach, swimming pool  
Child's school  
Country (side)  
In the street  
Sports centre

<sup>49</sup> Please note that for HETUS waves 2000 and 2010 this category was defined as household member(s)/ children up to 9 years.

Spouse's workplace.

*TRANSPORT MODE*

**20 Unspecified transport mode**

*Private transport*

**21 Travelling on foot**

Also waiting for a bus, train, etc.

**22 Travelling by bicycle**

**23 Travelling by moped, motorcycle or motorboat**

Example: Snowmobile.

**24 Travelling by passenger car**

As driver or passenger in own, rented or shared car.

**29 Other or unspecified private transport mode**

Examples: Lorry / Tractor / Van / Kick-sledge / Roller-skating / Rowing / Travelling by horse.

*Public transport*

**31 Travelling by public transport**

Examples: Taxi (incl. Uber, etc.) / Bus / Coach / Tram / Underground / Train / Aeroplane / Boat or ship

### ***Annex IV / 2.5 Coding diary example***

On the next three pages you will find an example showing how to code the diary. In section 4.6.3 it is said that "To indicate that there is a new episode to register in the data file, the start of an episode could be marked by a circle around the starting time, in the first column of the diary". This was not possible to do in the following example.

**Coding diary example page 1/3**

Time	<b>What were you doing?</b> Record your main activity for each 10-minute period from 07.00 to 10.00!  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	<b>What else were you doing?</b> Record the most important parallel activity.	<b>Did you use a computer, smart-phone, tablet, or similar device for doing this?</b>  Yes	<b>Where were you?</b> Record the location or the mode of transport.  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<b>Were you alone or together with somebody you know?</b> Mark "yes" by crossing					
					Alone (or with unknown persons)	With other household members			Other persons that you know	
					Partner	Parent	Children (up to 17 years)	Other household member		
07:00-07:10	Woke up the children 381		<input type="checkbox"/>	At home 11	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
07:10-07:20	Had breakfast 021	Talked with my family 511	<input type="checkbox"/>	↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
07:20-07:30	—"– ↓	—"– ↓	<input type="checkbox"/>	↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
07:30-07:40	Cleared the table 312	Listened to the radio 831	<input checked="" type="checkbox"/>	↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
07:40-07:50	Helped the children dre 381	Talked with my childre 383	<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
07:50-08:00	Went to the day care c 938	—"– ↓	<input type="checkbox"/>	On foot 21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
08:00-08:10	Went to work 910	Read the newspaper 811	<input checked="" type="checkbox"/>	Bus 31	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
08:10-08:20	—"– ↓	—"– 811	<input checked="" type="checkbox"/>	—"– ↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
08:20-08:30	Work 111		<input type="checkbox"/>	Workplace 13	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
08:30-08:40	↓	Morning meeting with boss	<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
08:40-08:50	↓	—"–	<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
08:50-09:00	↓	—"–	<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
09:00-09:10	↓		<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
09:10-09:20	↓		<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
09:20-09:30	↓		<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
09:30-09:40	↓		<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
09:40-09:50	↓		<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
09:50-10:00	↓		<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Coding diary example page 2/3**

Time	What were you doing? <i>Record your main activity for each 10-minute period from 10.00 to 13.00!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	What else were you doing? <i>Record the most important parallel activity.</i>	Did you use a computer, smart-phone, tablet, or similar device for doing this?  Yes	Where were you? <i>Record the location or the mode of transport.</i>  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	Were you alone or together with somebody you know? <i>Mark "yes" by crossing</i>					
					Alone (or with unknown persons)	With other household members			Other persons that you know	
					Partner	Parent	Children (up to 9 years)	Other household member		
10:00-10:10	Work 111	Coffe break*	<input type="checkbox"/>	Workplace 13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
10:10-10:20	↓	↓	<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10:20-10:30	↓	↓	<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10:30-10:40	↓	↓	<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10:40-10:50	↓	Meeting with colleague	<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
10:50-11:00	↓	_"_	<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
11:00-11:10	↓	_"_	<input type="checkbox"/>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
11:10-11:20	↓	↓	<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11:20-11:30	↓	↓	<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11:30-11:40	Lunch break: had lunch 021	Talked with colleagues 121	<input type="checkbox"/>	Canteen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
11:40-11:50	_"_	_"_	<input type="checkbox"/>	_"_	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
11:50-12:00	_"_	Checked the news	<input checked="" type="checkbox"/>	_"_	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
12:00-12:10	Lunch break: went to sup 936	Listened to music	<input checked="" type="checkbox"/>	On foot 21	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12:10-12:20	Lunch break: bought fo 361	↓	<input type="checkbox"/>	Supermarket 16	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12:20-12:30	Lunch break: went back t 936	Listened to music	<input checked="" type="checkbox"/>	On foot 21	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12:30-12:40	Work 111	↓	<input checked="" type="checkbox"/>	Workplace 13	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12:40-12:50	↓	↓	<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12:50-13:00	↓	↓	<input checked="" type="checkbox"/>	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

\* As code 111 includes short (e.g. coffee) breaks, there is no need of coding this item here.

**Coding diary example page 3/3**

Time	What were you doing? <i>Record your main activity for each 10-minute period from 16.00 to 19.00!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	What else were you doing? <i>Record the most important parallel activity.</i>	Did you use a computer, smart-phone, tablet, or similar device for doing this?  Yes	Where were you? <i>Record the location or the mode of transport.</i>  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	Were you alone or together with somebody you know? <i>Mark "yes" by crossing</i>					
					Alone <small>(or with unknown persons)</small>	With other household members			Other persons that you know	
					Partner	Parent	Children <small>(up to 9 years)</small>	Other household member		
16:00-16:16	Went from work to day 910	Planned birthday party 371	<input checked="" type="checkbox"/>	Bus 31	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16:16-16:20	—"↓	—"↓	<input checked="" type="checkbox"/>	—"↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16:20-16:30	Talked with the child m 384	Helped the children dre 381	<input type="checkbox"/>	Day care centre 19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16:30-16:40	Went to the grocer's 938	Talked with my childre 383	<input type="checkbox"/>	On foot 21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16:40-16:50	Bought food for us and 361	—"↓	<input type="checkbox"/>	Shopping centre 16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16:50-17:00	Went home 936	—"↓	<input type="checkbox"/>	On foot 21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17:00-17:10	Delivered food to my n 429	Talked to my neighbou 519	<input type="checkbox"/>	At neighbours' home 14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
17:10-17:20	Put own food in fridge 324	Listened to the radio 831	<input checked="" type="checkbox"/>	Home 11	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17:20-17:30	Cooked super 311	—"↓	<input checked="" type="checkbox"/>	"↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17:30-17:40	—"↓	—"↓	<input checked="" type="checkbox"/>	"↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17:40-17:50	Had supper 021	Talked with my family 511	<input type="checkbox"/>	"↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17:50-18:00	—"↓	—"↓	<input type="checkbox"/>	"↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18:00-18:10	—"↓	—"↓	<input type="checkbox"/>	"↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18:10-18:20	Cleared the table 312	Listened to the radio	<input checked="" type="checkbox"/>	"↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18:20-18:30	Checked the e-mails 515		<input checked="" type="checkbox"/>	"↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18:30-18:40	Watched TV with my fa 821	Knitted 713	<input type="checkbox"/>	"↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18:40-18:50	—"↓	—"↓	<input type="checkbox"/>	"↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18:50-19:00	Watched a web series alone↓	—"↓	<input checked="" type="checkbox"/>	"↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## 6.5 Annex V: List of HETUS microdata to be submitted to Eurostat

Variable code	Question <sup>50</sup> in diary (D) or in household (H) / individual (I) questionnaires	Variable name	Categories	Filter	Format	Variable requested in the IESS framework regulation <sup>51</sup>
<b>DDFILE specifications HETUS wave 2020</b>						
<b>HID</b>	Household (D)	Unique household identifier	1-99999	All	5-digit number (F5)	
<b>PID</b>	Person (D)	Unique person identifier	1-99	All	2-digit number (F2)	
<b>DIARY</b>	Diary No (D)	Diary number of individual	1 = 1st diary completed; 2 = 2nd diary completed (3 = 3 <sup>rd</sup> diary completed) <sup>52</sup> (4 = 4 <sup>th</sup> diary completed) (5 = 5 <sup>th</sup> diary completed) (6 = 6 <sup>th</sup> diary completed) (7 = 7 <sup>th</sup> diary completed)	All	1-digit number (F1)	
<b>REF_AREA</b>	Country of NSI collecting the data	Country code	Country code (SCL GEO code <sup>53</sup> )	All	2-digit code (A2)	
<b>TIME PERIOD</b>	Fixed value	Wave of HETUS	2020	All	4-digit number (F4)	
<b>DDV0</b>	Question 1 (D)	Time when diary was filled in	1 = Now and then during the diary day; 2 = At the end of the diary day 3 = Day after the diary day 4 = Later then day after the diary day -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	All	1-digit number (F1)	

<sup>50</sup> See household model questionnaire, individual model questionnaire and model diary in Annex I, II and III.

<sup>51</sup> See <https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=uriserv:OJ.LL.2019.261.01.0001.01.ENG> and

<sup>52</sup> Only for countries collecting more than two diary days per respondent.

<sup>53</sup> See: [http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST\\_NOM\\_DTL&StrNom=CL\\_GEO&StrLanguageCode=EN&IntPcKey=&StrLayoutCode=HIERARCHIC](http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST_NOM_DTL&StrNom=CL_GEO&StrLanguageCode=EN&IntPcKey=&StrLayoutCode=HIERARCHIC).

Variable code	Question <sup>50</sup> in diary (D) or in household (H) / individual (I) questionnaires	Variable name	Categories	Filter	Format	Variable requested in the IESS framework regulation <sup>51</sup>
DDV1	Derived from RD <sup>54</sup> (D)	Day of week in which diary is completed	1 = Sunday; 2 = Monday; 3 = Tuesday; 4 = Wednesday; 5 = Thursday; 6 = Friday; 7 = Saturday	All	1-digit number (F1)	
DDV2	Derived from RD (D)	Day of month in which diary is completed	1 to 31	All	2-digit number (F2)	
DDV3	Derived from RD (D)	Month of year in which diary is completed	1 to 12	All	2-digit number (F2)	
DDV4	Derived from RD (D)	Year in which diary is completed	YYYY	All	4-digit number (F4)	
DDV5A	Question 2 (D)	Most pleasant activity during diary day	ACL 2018 main activity codes (3-digits <sup>55</sup> ); -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	All	3-digit code (A3)	
DDV5B	Question 3 (D)	Most unpleasant activity during diary day	ACL 2018 main activity codes (3-digits); -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	All	3-digit code (A3)	
DDV5C	Question 4 (D)	Most stressful activity during diary day	ACL 2018 main activity codes (3-digits); -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	All	3-digit code (A3)	

<sup>54</sup> DDV1 (day of the week on which the diary is completed) is calculated with DDV2 (day of the month), DDV3 (month of the year) and DDV4 (year), all three information are coming from RD = interview/ reference date diary completed.

<sup>55</sup> See Annex IV for HETUS ACL Main Activity Codes (3-digits).



<b>DDV5D</b>	Question 5 (D)	Overall appreciation of the diary day	1 = Very pleasant; 2 = Pleasant; 3 = Neither pleasant nor unpleasant; 4 = Unpleasant; 5 = Very unpleasant; ; -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	All	1-digit number (F1)	
<b>DDV5E</b>	Question 6 (D)	Ordinary or unusual day	1 = Ordinary day; 2 = Unusual day; -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	All	1-digit number (F1)	
<b>DDV6</b>	Question 7a (D)	Employed/ student	1 = Yes; 2 = No; -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	All	1-digit number (F1)	
<b>DDV7</b>	Question 7b (D)	What kind of day was the diary day	1 = Ordinary work day; 2 = Ordinary school day; 3 = Day off due to weekend/ holiday/ work schedule; 4 = Sick leave day; 5 = Vacation day; 6 = On leave for other reasons; -1 = not applicable -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	DDV6 = 1	1-digit number (F1)	
<b>DDV8A</b>	Question 8a (D)	On a trip during the diary day	1 = No; 2 = Yes, on a single day trip within the country; 3 = Yes, on a single day trip abroad; 4 = Yes, on an overnight trip within the country; 5 = Yes, on an overnight trip abroad; -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	All	1-digit number (F1)	

<b>DDV8B</b>	Question 8b (D)	Travel how far from home in kilometres (km)	1-9999; -1 = not applicable -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	DDV8A = 2, 3, 4, 5	4-digit number (F2)	
<b>WGHT1</b>	To be calculated	Combined individual response and day weight	YYYYYYYYYYYYYYYY.YYYYYY	All	20-digit number (F15.5)	
<b>INDFILE specifications HETUS wave 2020</b>						
<b>HID</b>	Household (D)	Unique household identifier	1-99999	All	5-digit number (F5)	
<b>PID</b>	Person (D)	Unique person identifier	1-99	All	2-digit number (F2)	
<b>REF_AREA</b>	Country of NSI collecting the data	Country code	Country code (SCL GEO code)	All	2-digit code (A2)	
<b>TIME_PERIOD</b>	Fixed value	Wave of HETUS	2020	All	4-digit number (F4)	
<b>HHC1</b>	Derived from question 2 (H)	Number of persons in the household (household size)	1-5 (5=5+); -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	All	1-digit number (F1)	
<b>HHC2</b>	Derived from question 2 (H)	Age of the youngest person in the household	0-85 (85=85+); -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	All	2-digit number (F2)	
<b>HHC3</b>	Derived from question 2 (H)	Number of persons aged <7 years in the household	0-2 (2=2+); -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	All	1-digit number (F1)	
<b>HHC4</b>	Derived from question 2 (H)	Number of persons aged 7-17 years in the household	0-3 (3=3+); -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	All	1-digit number (F1)	
<b>HHC5</b>	Derived from question 2 (H)	Number of persons aged 18+ years in the household	1-4 (4=4+); -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	All	1-digit number (F1)	

<b>HHC6</b>	Derived from question 2 (H)	Partner living in the same household	1 = Yes (person living with a legal or a de facto partner; 2 = No (person not living with a legal or a de facto partner); -1 = not applicable; -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	HHC5 > 1	1-digit number (F1)	
<b>HHC6_0102</b>	Derived from question 2 (H)	Relationship matrix: Cell 01/02	<b>10 = Partner</b> (or: 11 = Husband/ wife/ civil partner; 12 = Partner/ cohabitee) <b>20 = Son/ daughter</b> (or: 21 = Natural/ adopted son/ daughter; 22 = Step-son/ step-daughter); <b>30 = Son-in-law/ daughter-in-law;</b> <b>40 = Grandchild;</b> <b>50 = Parent</b> (or: 51 = Natural /adoptive parent; 52 = Step-parent); <b>60 = Parent in law;</b> <b>70 = Grandparent;</b> <b>80 = Brother/ sister</b> (or: 81 = Natural brother/ sister; 82 = Step-brother/ sister); <b>90 = Other relative;</b> <b>95 = Other non-relative;</b> -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	All	2-digit number (F2)	IESS P(3) <sup>56</sup>
<b>HHC6_0103</b>	Derived from question 2 (H)	Relationship matrix: Cell 01/03	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC6_0104</b>	Derived from question 2 (H)	Relationship matrix: Cell 01/04	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC6_0105</b>	Derived from question 2 (H)	Relationship matrix: Cell 01/05	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC6_0106</b>	Derived from question 2 (H)	Relationship matrix: Cell 01/06	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC6_0107</b>	Derived from question 2 (H)	Relationship matrix: Cell 01/07	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)

<sup>56</sup> According to IESS household grid information should be transmitted to Eurostat at least at the level of detail marked **bold** in the table of categories (categories 10, 20, 30, 40, 50, 60, 70, 80, 90 and 95).

HHC6_0108	Derived from question 2 (H)	Relationship matrix: Cell 01/08	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0109	Derived from question 2 (H)	Relationship matrix: Cell 01/09	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0110	Derived from question 2 (H)	Relationship matrix: Cell 01/10	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0111	Derived from question 2 (H)	Relationship matrix: Cell 01/11	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0112	Derived from question 2 (H)	Relationship matrix: Cell 01/12	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0113	Derived from question 2 (H)	Relationship matrix: Cell 01/13	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0203	Derived from question 2 (H)	Relationship matrix: Cell 02/03	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0204	Derived from question 2 (H)	Relationship matrix: Cell 02/04	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0205	Derived from question 2 (H)	Relationship matrix: Cell 02/05	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0206	Derived from question 2 (H)	Relationship matrix: Cell 02/06	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0207	Derived from question 2 (H)	Relationship matrix: Cell 02/07	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0208	Derived from question 2 (H)	Relationship matrix: Cell 02/08	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0209	Derived from question 2 (H)	Relationship matrix: Cell 02/09	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0210	Derived from question 2 (H)	Relationship matrix: Cell 02/10	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0211	Derived from question 2 (H)	Relationship matrix: Cell 02/11	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0212	Derived from question 2 (H)	Relationship matrix: Cell 02/12	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0213	Derived from question 2 (H)	Relationship matrix: Cell 02/13	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0304	Derived from question 2 (H)	Relationship matrix: Cell 03/04	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0305	Derived from question 2 (H)	Relationship matrix: Cell 03/05	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0306	Derived from question 2 (H)	Relationship matrix: Cell 03/06	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0307	Derived from question 2 (H)	Relationship matrix: Cell 03/07	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0308	Derived from question 2 (H)	Relationship matrix: Cell 03/08	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)

HHC6_0309	Derived from question 2 (H)	Relationship matrix: Cell 03/09	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0310	Derived from question 2 (H)	Relationship matrix: Cell 03/10	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0311	Derived from question 2 (H)	Relationship matrix: Cell 03/11	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0312	Derived from question 2 (H)	Relationship matrix: Cell 03/12	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0313	Derived from question 2 (H)	Relationship matrix: Cell 03/13	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0405	Derived from question 2 (H)	Relationship matrix: Cell 04/05	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0406	Derived from question 2 (H)	Relationship matrix: Cell 04/06	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0407	Derived from question 2 (H)	Relationship matrix: Cell 04/07	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0408	Derived from question 2 (H)	Relationship matrix: Cell 04/08	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0409	Derived from question 2 (H)	Relationship matrix: Cell 04/09	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0410	Derived from question 2 (H)	Relationship matrix: Cell 04/10	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0411	Derived from question 2 (H)	Relationship matrix: Cell 04/11	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0412	Derived from question 2 (H)	Relationship matrix: Cell 04/12	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0413	Derived from question 2 (H)	Relationship matrix: Cell 04/13	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0506	Derived from question 2 (H)	Relationship matrix: Cell 05/06	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0507	Derived from question 2 (H)	Relationship matrix: Cell 05/07	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0508	Derived from question 2 (H)	Relationship matrix: Cell 05/08	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0509	Derived from question 2 (H)	Relationship matrix: Cell 05/09	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0510	Derived from question 2 (H)	Relationship matrix: Cell 05/10	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0511	Derived from question 2 (H)	Relationship matrix: Cell 05/11	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0512	Derived from question 2 (H)	Relationship matrix: Cell 05/12	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
HHC6_0513	Derived from question 2 (H)	Relationship matrix: Cell 05/13	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)

<b>HHC6_0607</b>	Derived from question 2 (H)	Relationship matrix: Cell 06/07	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC6_0608</b>	Derived from question 2 (H)	Relationship matrix: Cell 06/08	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC6_0609</b>	Derived from question 2 (H)	Relationship matrix: Cell 06/09	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC6_0610</b>	Derived from question 2 (H)	Relationship matrix: Cell 06/10	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC6_0611</b>	Derived from question 2 (H)	Relationship matrix: Cell 06/11	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC6_0612</b>	Derived from question 2 (H)	Relationship matrix: Cell 06/12	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC6_0613</b>	Derived from question 2 (H)	Relationship matrix: Cell 06/13	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC6_0708</b>	Derived from question 2 (H)	Relationship matrix: Cell 07/08	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC6_0709</b>	Derived from question 2 (H)	Relationship matrix: Cell 07/09	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC6_0710</b>	Derived from question 2 (H)	Relationship matrix: Cell 07/10	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC6_0711</b>	Derived from question 2 (H)	Relationship matrix: Cell 07/11	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC6_0712</b>	Derived from question 2 (H)	Relationship matrix: Cell 07/12	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC6_0713</b>	Derived from question 2 (H)	Relationship matrix: Cell 07/13	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC6_0809</b>	Derived from question 2 (H)	Relationship matrix: Cell 08/09	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC6_0810</b>	Derived from question 2 (H)	Relationship matrix: Cell 08/10	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC6_0811</b>	Derived from question 2 (H)	Relationship matrix: Cell 08/11	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC6_0812</b>	Derived from question 2 (H)	Relationship matrix: Cell 08/12	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC6_0813</b>	Derived from question 2 (H)	Relationship matrix: Cell 08/13	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC6_0910</b>	Derived from question 2 (H)	Relationship matrix: Cell 09/10	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC6_0911</b>	Derived from question 2 (H)	Relationship matrix: Cell 09/11	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC6_0912</b>	Derived from question 2 (H)	Relationship matrix: Cell 09/12	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC6_0913</b>	Derived from question 2 (H)	Relationship matrix: Cell 09/13	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)

<b>HHC6_1011</b>	Derived from question 2 (H)	Relationship matrix: Cell 10/11	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC6_1012</b>	Derived from question 2 (H)	Relationship matrix: Cell 10/12	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC6_1013</b>	Derived from question 2 (H)	Relationship matrix: Cell 10/13	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC6_1112</b>	Derived from question 2 (H)	Relationship matrix: Cell 11/12	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC6_1113</b>	Derived from question 2 (H)	Relationship matrix: Cell 11/13	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC6_1213</b>	Derived from question 2 (H)	Relationship matrix: Cell 12/13	See categories defined for HHC6_0102	All	2-digit number (F2)	IESS P(3)
<b>HHC7</b>	Derived <sup>57</sup> from question 2 (H)	Household type (former INC3: Lifecycle)	1 = One-person household; 2 = Lone parent with at least one child aged less than 25 years; 3 = Lone parent with all children aged 25 years or more; 4 = Couple without any child; 5 = Couple with at least one child aged less than 25 years; 6 = Couple with all children aged 25 years or more; 7 = Other type of household; -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	All	1-digit number (F1)	IESS P(6)
<b>HHQ1</b>	Question 3 (H)	Any children (persons <10 years old) in formal care (crèche, kindergarten, etc.) on a long-term basis	1 = Yes; 2 = No; -1 = not applicable -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	HHC2 < 10	1-digit number (F1)	
<b>HHQ2</b>	Question 4 (H)	Public or private childcare	1 = All in public care; 2 = All in private care or some in private care, some in public care; -1 = not applicable -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	HHQ1 = 1	1-digit number (F1)	

<sup>57</sup> According to the IESS framework regulation Eurostat will reconstruct the variable 'household type' from the household grid of HETUS.

<b>HHQ9_1</b>	Questions 5, 6 and 7 (H)	Equivalised <sup>58</sup> net current monthly household income	1 = <P20.0 (below first income quintile group); 2 = P20 to <P40; 3 = P40 to <P60; 4 = P60 to <P80; 5 = P80 or more (above 4 <sup>th</sup> income quintile group); -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	All	1-digit number (F1)	IESS P(28)
<b>HHQ10A</b>	Question 8a (H)	Receive help and pay for help for childcare (persons 0 to 17 years)	1 = Received and paid for help; 2 = Did not receive help; 3 = Received but not paid for help -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	All	1-digit number (F1)	
<b>HHQ10F</b>	Question 8b (H)	Receive help and pay for help for care of adults (persons 18 years and older)	1 = Received and paid for help; 2 = Did not receive help; 3 = Received but not paid for help -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	All	1-digit number (F1)	
<b>INC1</b>	Question 2 (H) or question 2 (I) <sup>59</sup>	Sex of respondent	1 = Male; 2 = Female	All	1-digit number (F1)	IESS P(1)
<b>INC2</b>	Question 2 <sup>60</sup> (H)	Age of respondent in completed years	10-85 (85+=85); -6 = question not asked by country; -7 = refusal; -9 = not available	All	2-digit number (F2)	IESS P(2)

<sup>58</sup> Equivalence calculation consists on applying weights (equivalence values) to household members to reflect differences in needs for households of different size or composition. The OECD-modified equivalence scale should be used, i.e. weight of 1.0 is applied to first member of the household, 0.5 to second and each subsequent member aged 14 or over, and 0.3 to each child aged less than 14.

<sup>59</sup> The variable "Sex of the respondent" can either come from the household questionnaire/ household grid or from question I 2 in the individual questionnaire. According to the IESS framework regulation, data transmission of the categories 'not stated' and 'not applicable' are not allowed for variable 'sex'. In case of absence of this information, information on the variable should be imputed into the data record by attributing the most plausible value.

<sup>60</sup> The variable "Age of respondent in completed years" can either be calculated with the three categories "Passing of birthday (1 = yes / 2 = no)", "Interview/ reference date (dd/mm/yyyy; i.e. date of the first interview with the respondent)" and "Year of birth (4 digits)" of the respondent in the household questionnaire/ household grid (INC2). Or, it may be calculated with the two variables "INC2A: Year of birth of respondent (4 digits)" and "INC2B: Passing of birthday", where variable INC2A can directly be taken over from question I 3 in the individual questionnaire; variable INC2B is to be calculated by comparing the month and day of birth with the month and day of the first interview in the diary (see variables DDV2 and DDV3). For this second option, INC2 is finally calculated by comparing INC2A and INC2B with the reference year/ year of interview (DDV4).



<b>INC2A</b>	Question 3 (I) <sup>61</sup>	Year of birth of respondent	YYYY -6 = question not asked by country; -7 = refusal; -9 = not available	All	4-digit number (F4)	IESS P(2)
<b>INC2B</b>	Derived from question 3 (I) <sup>62</sup>	Passing of birthday	1 = yes; 2 = no; -6 = question not asked by country; -7 = refusal; -9 = not available	All	1-digit number (F1)	IESS P(2)
<b>IND41_1</b>	Question 4 (I)	Country of birth	Country code (SCL GEO code); -6 = question not asked by country; -7 = refusal; -9 = not available	All	2-digit code (A2)	IESS P(14)
<b>IND42_1</b>	Question 5 (I)	Country of main citizenship <sup>63</sup>	Country code (SCL GEO code); ZZ = stateless; -6 = question not asked by country; -7 = refusal; -9 = not available	All	2-digit code (A2)	IESS P(15)
<b>IND46</b>	Question 6 (I)	Country of birth of the father	Country code (SCL GEO code); -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	All	2-digit code (A2)	IESS P(16)
<b>IND47</b>	Question 7 (I)	Country of birth of the mother	Country code (SCL GEO code); -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	All	2-digit code (A2)	IESS P(17)
<b>IND48</b>	Derived from address of the respondent	Country of residence <sup>64</sup>	Country code (SCL GEO code)	All	2-digit code (A2)	IESS P(18)

<sup>61</sup> See second to last footnote (INC2).

<sup>62</sup> See third to last footnote (INC2).

<sup>63</sup> The IESS framework regulation requests for the variable “Country of main citizenship” also a category ‘stateless’; a “stateless person” corresponds to a person without recognized citizenship of a state; in HETUS variable IND42\_1 code ‘ZZ’ is proposed for stateless persons.

<sup>64</sup> The variable IND48 “Country of residence” can be derived from the address of the responding household, i.e. (country of) usual residence of the person’s household and the corresponding country code (SCL GEO code).

<b>IND49</b>	Derived from address of the respondent	Region of residence <sup>65</sup>	2-digit code according to NUTS 2021, level 2 regional level	All	2-digit code (A2)	IESS P(20)
<b>IND50</b>	Derived from address of the respondent	Degree of urbanisation <sup>66</sup>	1 = Cities; 2 = Towns & suburbs; 3 = Rural areas	All	1-digit number (F1)	IESS P(21)
<b>IND1</b>	Questions 8 and 9 (I)	Working this/ next week	1 = Yes; 2 = No, temporarily absent from work; 3 = Not working; -1 = not applicable; -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	INC2 = 15+	1-digit number (F1)	
<b>IND2</b>	Question 10 (I)	Why not working this/ next week	1 = Own illness, injury or temporary disability; 2 = Holiday; 3 = Maternity, paternity or parental leave; 4 = Leave of absence for studies; 5 = Labour dispute; 6 = Other reason; -1 = not applicable; -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	INC2 = 15+; IND1 = 2	1-digit number (F1)	
<b>IND3_1</b>	Question 11 (I)	Economic activity of the local unit for main job (economic sector) <sup>67</sup>	NACE Rev. 2 at 1-digit level; -1 = not applicable; -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	INC2 = 15+; IND1 = 1, 2	1-digit code (A2)	IESS P(23)

<sup>65</sup> The variable IND49 “Region of residence” can be derived from the address of the responding household and the region of residence that is classified according to the categories set out by the Nomenclature of territorial units for statistics 2021 (level NUTS 2 for HETUS; see <https://ec.europa.eu/eurostat/web/products-manuals-and-guidelines/-/KS-GQ-20-092>).

<sup>66</sup> The variable IND50 “Degree of urbanisation” can be derived from the address of the responding household and the LAU2 classification system that lists up the degree of urbanisation (population density) of the area where the household lives: [http://ec.europa.eu/eurostat/ramon/miscellaneous/index.cfm?TargetUrl=DSP\\_DEGURBA](http://ec.europa.eu/eurostat/ramon/miscellaneous/index.cfm?TargetUrl=DSP_DEGURBA).

<sup>67</sup> See NACE Rev. 2 (up to a 3-digit level): <http://ec.europa.eu/eurostat/documents/1978984/6037342/Nace-Rev-2-3-digits-from-2008-onwards.pdf>.

<b>IND5</b>	Question 12 (I)	Occupation in main job	ISCO-08 at 2-digit level; -1 = not applicable; -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	INC2 = 15+; IND1 = 1, 2	2-digit number (F2)	IESS P(24)
<b>IND10_1</b>	Question 13 (I)	Usual weekly working hours in main job	0-99; -1 = not applicable; -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	INC2 = 15+; IND1 = 1, 2	2-digit number (F2)	
<b>IND6_1</b>	Question 14 (I)	Status in employment in main job	1 = Self-employed with employees; 2 = Self-employed without employees; 3 = Employee; 4 = Family worker (unpaid); -1 = not applicable; -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	INC2 = 15+; IND1 = 1, 2	1-digit number (F1)	IESS P(22)
<b>IND44</b>	Question 15 (I)	Permanency of main job	1 = Permanent or open-ended; 2 = Temporary or fixed-duration; -1 = not applicable; -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	INC2 = 15+ IND1 = 1, 2 IND6_1 = 3	1-digit number (F1)	IESS P(10) <sup>68</sup>
<b>IND7</b>	Question 16 (I)	Full- or part-time main job (self-defined)	1 = Full-time job; 2 = Part-time job; -1 = not applicable; -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	INC2 = 15+ IND1 = 1, 2 IND6_1 = 3	1-digit number (F1)	IESS P(9)

<sup>68</sup> For variable IND44 "Permanency of main job" the answer categories in the HETUS individual model questionnaire are not harmonised (yet) according to the IESS framework regulation (see variable P10 with categories 1 = Fixed-term contract, and 2 = Permanent job).

<b>IND8</b>	Question 17 (I)	Paid holidays or not	1 = Yes; 2 = No; -1 = not applicable; -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	INC2 = 15+ IND1 = 1, 2 IND6_1 = 3	1-digit number (F1)	
<b>IND9</b>	Question 18 (I)	Number of days of paid holidays	0-99; -1 = not applicable; -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	INC2 = 15+ IND1 = 1, 2 IND6_1 = 3 IND8 = 1	2-digit number (F2)	
<b>IND14</b>	Question 19 (I)	Has more than 1 job	1 = Yes; 2 = No; -1 = not applicable; -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	INC2 = 15+ IND1 = 1, 2	1-digit number (F1)	
<b>IND38</b>	Question 20 (I)	Usual weekly working hours in all second jobs	0-99; -1 = not applicable; -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	INC2 = 15+ IND1 = 1, 2 IND14 = 1	2-digit number (F2)	
<b>IND15</b>	Question 21 (I)	Looked for work in last 4 weeks	1 = Yes; 2 = No; -1 = not applicable; -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	INC2 = 15+ IND1 = 3	1-digit number (F1)	
<b>IND16</b>	Question 22 (I)	Able to start work in 2 weeks	1 = Yes; 2 = No; -1 = not applicable; -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	INC2 = 15+ IND1 = 3 IND15=1	1-digit number (F1)	

<b>INC4_1</b>	Question 23 (I)	Main activity status (self-defined)	10 = Employed; 20 = Unemployed; 30 = Retired; 40 = Unable to work due to long-standing health problems; 50 = Student, pupil; 60 = Fulfilling domestic tasks; 70 = Compulsory or voluntary military or civilian service; 80 = Other; -1 = not applicable; -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	INC2 = 15+	2-digit number (F2)	IESS P(8)
<b>IND19</b>	Question 24 (I)	Participation in formal education and training (student or apprentice)	1 = Yes; 2 = No; -1 = not applicable; -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	All	1-digit number (F1)	IESS P(12)
<b>IND20<sup>69</sup></b>	Question 25 (I)	Level of current education or training activity	0 = ISCED 0 — Early childhood education; 1 = ISCED 1 — Primary education; 2 = ISCED 2 — Lower secondary education; 3 = ISCED 3 — Upper secondary education; 4 = ISCED 4 — Post secondary education but not tertiary; 5 = ISCED 5 — Short-cycle tertiary education; 6 = ISCED 6 — Bachelor's or equivalent level; 7 = ISCED 7 — Master's or equivalent level; 8 = ISCED 8 — Doctoral or equivalent level; -1 = not applicable; -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	IND19 = 1	1-digit number (F1)	IESS P(13)

<sup>69</sup> Based on ISCED-2011 classification, ISCED-A codes, see: <http://uis.unesco.org/sites/default/files/documents/international-standard-classification-of-education-isced-2011-en.pdf>.

<b>IND22_1</b> <sup>70</sup>	Question 26 (I)	Educational attainment level (highest level of education successfully completed)	0= No formal education or below ISCED; 1 = ISCED 1 Primary education; 2= ISCED 2 Lower secondary education; 3= ISCED 3 Upper secondary education; 4= ISCED 4 Post-secondary non-tertiary education; 5 = ISCED 5 Short-cycle tertiary education; 6 = ISCED 6 Bachelor's or equivalent level; 7 = ISCED 7 Master's or equivalent level; 8 = ISCED 8 Doctoral or equivalent level; -1 = not applicable; -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	INC2 = 15+	1-digit number (F1)	IESS P(11)
<b>IND23</b>	Question 27 (I)	Self-perceived general health	1 = Very good; 2 = Good, 3 = Fair (neither good nor bad); 4 = Bad; 5 = Very bad; -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	All	1-digit number (F1)	IESS P(25)
<b>IND24</b>	Question 28 (I)	Long-standing health problem	1 = Yes; 2 = No; -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	All	1-digit number (F1)	IESS P(26)
<b>IND25</b>	Questions 29 and 30 (I)	Limitation in activities because of health problems	1 = Severely limited; 2 = Limited but not severely; 3 = Not limited at all; -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	All	1-digit number (F1)	IESS P(27)

<sup>70</sup> See previous footnote.

<b>IND26</b>	Question 31 (I)	How often feel rushed	1 = Always rushed; 2 = Sometimes rushed; 3 = Almost never rushed; -1 = not applicable; -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	INC2 = 15 +	1-digit number (F1)	
<b>IND39</b>	Question 32 (I)	Children <18 who do not live with respondent, but contact	1 = Yes; 2 = No; -1 = not applicable; -6 = question not asked by country; -7 = refusal; -8 = don't know; -9 = not available	INC2 = 18+	1-digit number (F1)	
<b>IND51</b>	Question 33 (I)	Data collection method used	10 = Self-administered, postal non-electronic version; 11 = Self-administered, postal electronic version (email); 12 = Self-administered, web questionnaire; 20 = Face-to-face interview, non-electronic version; 21 = Face-to-face interview, electronic version; 30 = Telephone interview, non-electronic version; 31 = Telephone interview, electronic version; 40 = Web personal interview; 50 = Mixed mode collection; -6 = Question not asked by the country; -9 = not available	All	2-digit number (F2)	
<b>WGHT2</b>	To be calculated	Individual response weight	YYYYYYYYYYYYYYYY.YYYYYY	All	20-digit number (F15.5)	
<b>EFILE specifications HETUS wave 2020</b>						
<b>HID</b>	Household (D)	Unique household identifier	1-99999	All	5-digit number (F5)	
<b>PID</b>	Person (D)	Unique person identifier	1-99	All	2-digit number (F2)	

<b>DIARY</b>	Diary No (D)	Diary number of individual	1 = 1 <sup>st</sup> diary completed; 2 = 2 <sup>nd</sup> diary completed (3 = 3 <sup>rd</sup> diary completed) <sup>71</sup> (4 = 4 <sup>th</sup> diary completed) (5 = 5 <sup>th</sup> diary completed) (6 = 6 <sup>th</sup> diary completed) (7 = 7 <sup>th</sup> diary completed)	All	1-digit number (F1)	
<b>REF_AREA</b>	Country of NSI collecting the data	Country code	Country code (SCL GEO code <sup>72</sup> )	All	2-digit code (A2)	
<b>DCOLUMN</b>	Name of the diary column (D)	Diary column	MACT = MACT001 to MACT144 (1 <sup>st</sup> diary column); SACTN = SACTN001 to SACTN144 (2 <sup>nd</sup> diary column); ICTYES = ICTYES001 to ICTYES144 (3 <sup>rd</sup> diary column); WHEREP = WHEREP001 to WHEREP144 (4 <sup>th</sup> diary column); ALONE = ALONE001 to ALONE144 (5 <sup>th</sup> diary column); WPARTNER = WPARTNER001 to WPARTNER144 (6 <sup>th</sup> diary col.); WPARENT = WPARENT001 to WPARENT144 (7 <sup>th</sup> diary column); WCHILD = WCHILD001 to WCHILD144 (8 <sup>th</sup> diary column); WOTHERH = WOTHERH001 to WOTHERH144 (9 <sup>th</sup> diary col.); WOTHERP = WOTHERP001 to WOTHERP144 (10 <sup>th</sup> diary col.).	ALL	8-digit code (A8)	
<b>TIME_PERIOD</b>	Fixed value	Wave of HETUS	2020	All	4-digit number (F4)	
<b>TS_001</b>		Time slot 04:00 to 04:09	IF DCOLUMN = MACT then HETUS ACL 2018 Main Activity codes (3-digits); IF DCOLUMN = SACTN then HETUS ACL 2018 Second Activity or -9 = not available (no answer in 10-minutes interval) IF DCOLUMN = ICTYES then: 1 = Yes; -1 = not applicable (sleeping) -6 = question not asked by country; -9 = not available (no answer in 10-minutes interval) IF DCOLUMN = WHEREP then HETUS ACL 2018 Location/ Transport code (2-digits) IF DCOLUMN = ALONE then: 1 = Yes; -1 = not applicable (sleeping); -6 = question not asked by country -9 = not available (no answer in 10-minutes interval)	All	3-digit code (A3)	

<sup>71</sup> Only for countries collecting more than two diary days per respondent.

<sup>72</sup> SCL GEO code: [http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST\\_NOM\\_DTL&StrNom=CL\\_GEO&StrLanguageCode=EN&IntPcKey=&StrLayoutCode=HIERARCHIC](http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST_NOM_DTL&StrNom=CL_GEO&StrLanguageCode=EN&IntPcKey=&StrLayoutCode=HIERARCHIC).



			<p>IF DCOLUMN = WPARTNER then:  1 = Yes;  -1 = not applicable (sleeping);  -6 = question not asked by country;  -9 = not available (no answer in 10-minutes interval)</p> <p>IF DCOLUMN = WPARENT then:  1 = Yes;  -1 = not applicable (sleeping);  -6 = question not asked by country;  -9 = not available (no answer in 10-minutes interval)</p> <p>IF DCOLUMN = WCHILD then:  1 = Yes;  -1 = not applicable (sleeping);  -6 = question not asked by country;  -9 = not available (no answer in 10-minutes interval)</p> <p>IF DCOLUMN = WOTHERH then:  1 = Yes;  -1 = not applicable (sleeping);  -6 = question not asked by country;  -9 = not available (no answer in 10-minutes interval)</p> <p>IF DCOLUMN = WOTHERP then:  1 = Yes;  -1 = not applicable (sleeping);  -6 = question not asked by country;  -9 = not available (no answer in 10-minutes interval)</p>			
TS_002		Time slot 04:10 to 04:19	See categories defined for TS_001	All	See format defined for TS_001	
...	...	...	...	...	...	
TS_143		Time slot 03:40 to 03:49	See categories defined for TS_001	All	See format defined for TS_001	
TS_144		Time slot 03:50 to 03:59	See categories defined for TS_001	All	See format defined for TS_001	

## 6.6 Annex VI: Definitions of ESS-level standardised core variables and concepts

State: 16 September 2016 (P1) and 21 March 2017 (P2)<sup>73</sup>

### (1) Sex

**Name of the variable:** Sex

**Scope:** All social micro-data collections concerning households/ persons (EU-SILC, EU-LFS, HBS, AES, EHIS, HETUS and ICT HH)

**Variable definition:**

*Reporting unit:* Individuals

*Filter:* None

*Concept:* The variable refers to the biological and physiological characteristics that define a person to be either male or female.

**Category concept:** Data should be categorised into "male" or "female".

#### Categories for the variable

Sex
Male
Female

#### Implementation guidelines

In case the biological sex of a person is not known, the information should be replaced by either the administrative sex (administrative data) or the self-declared sex (survey data).

For data transmission to Eurostat the categories "not stated" and "not applicable" are not allowed for the variable "sex". During data collection additional categories deemed necessary at national level might be used but each data record valid for transmission must contain information on the sex of the person to whom it refers. In the absence of this information, information on the variable should be imputed into the data record by attributing the most plausible value.

The quality reporting related to the variable "sex" should contain information on the number of records where the sex is imputed.

#### Reference question

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<sup>73</sup> For the complete list of P1/P2-variables, see: <https://circabc.europa.eu/ui/group/7ae14f8a-a604-4657-a32d-404ae53a6f2c/library/3bf3936d-052d-4706-ad04-78b41cd5279c/details> and <https://circabc.europa.eu/sd/a/7039be8c-a45a-493f-bc49-987e0ba8f798/DSS-2017-Mar-4.2%20Standardisation%20of%20social%20variables%20%20progress%20report.pdf>

Depending on the data collection mode or information being available from administrative sources it might usually not be necessary to ask the respondents directly. In the case when this information needs to be asked directly to the respondents the recommended question is: "What is your sex?"

## (2) Age in completed years

**Name of the variable:** Age in completed years

**Scope:** All social micro-data collections concerning households/ persons (EU-SILC, EU-LFS, HBS, AES, EHIS, HETUS and ICT HH)

### Variable definition

*Reporting unit:* Individuals

*Filter:* None

*Concept:* The age in completed years is the age at the last birthday before the reference date of the data collection/ interview<sup>74</sup>, i.e. the interval of time between the date of birth and the reference date, expressed in completed years. To deduce the variable "age in completed years" information on:

- (1) the year of birth,
- (2) whether the person has already had his/ her birthday that year at the reference date ("passing of birthday"), and
- (3) the reference date of the data collection/ interview has to be known.

**Category concept:** The categories of "age in completed years" are the year of birth, the passing of birthday and the reference date. The integer number of the age in completed years is then deduced from this information.

### Categories for the variable:

<b>Age in completed years</b>
Year of birth (4 digits)
Passing of birthday (yes/no)
Reference date (DD/MM/YYYY)

### Implementation guidelines

Eurostat will deduce the integer 3-digits of age in completed years based on the categories for data transmission described above. When deducing the 3-digits integer the lower limit is included and the upper limit is excluded. For example, a child born on 13 March 2018 will be classified in the category "0 years" at the reference date 12 March 2019 but in the category "1 year" at the reference date 13 March 2019.

The reference date is specific to each social micro-data collection (two reference dates for EU-SILC) as follows:

- For HBS, AES, EHIS, HETUS and ICT HH, the reference date is the time of the first interview (DD/MM/YYYY).

<sup>74</sup> If the filling in of the household questionnaire, the individual questionnaire and the time use diaries do not happen at the same date, the reference date for HETUS should be the day of filling in the individual questionnaire.

- For EU-LFS, the reference date is the Sunday at the end of the reference week (DD/MM/YYYY).
- For EU-SILC, the two possible reference dates are: the end of the income reference period (DD/MM/YYYY), and the time of interview (DD/MM/YYYY), respectively.
- In the case of countries using an integrated system of household surveys with fixed reference weeks for all the (integrated) household surveys, the reference date is the end of the reference week (DD/MM/YYYY), for all surveys concerned.

The categories "not stated" or "not applicable" are not allowed for the variable "age in completed years". Each data record valid for transmission must therefore contain information on the year of birth, the passing of birthday and the reference date. In the absence of this information, the information should be imputed into the data record by attributing the most plausible value.

The quality reporting related to the variable "age in completed years" should contain information on the number of records for which information on the age in completed years is imputed.

### Reference question

In the case of asking for the passing of birthday at the time of the interview, the following questions are recommended: "What is your year of birth? Have you already had your birthday this year?" In case the reference date is not the time of the interview, the question has to be adapted, clearly explaining which reference date the passing of birthday should refer to.

At data collection level, the exact date of birth might be asked directly to the respondents. In this case the recommended question is: "What is your date of birth?" (DD/ MM/ YYYY).

## (3) Household grid

**Name of the variable:** Household grid

**Scope:** The social micro-data collections EU-SILC, HBS and HETUS

### Variable definition

*Reporting unit:* Households

*Filter:* None

*Concept:* The variable reports about the composition of private households and the intra-household relationships between household members. The information on the variable should be available in the form of a matrix containing the relationships of each household member to each other member.

The household grid is a matrix in which each row and column corresponds to one member of the household, and where the relationship between the members is indicated by the standard categories in the cells where the row and column of the respective members are crossed. The matrix representation of the data allows a variety of information for dissemination and research purposes, including the intra-household relationships, household type, household size, partner relationships between household members (legal or de facto), and (together with the variable 'age') the composition of the household by age. The matrix being symmetric (e.g. if member 1 is son of member 2 then member 2 is father/ mother of member 1) and the diagonal (that relates each member with himself/herself) being neutralised, information for only one half of the matrix (minus the diagonal) needs to be available in order to provide the full information. In practice however, collecting the full set of relations might be easier and avoid errors.

In order to get comparable data on the household grid, the private household definition included in Annex VI to this document is recommended to be used. Any deviation from this definition is to be justified and documented.

### Category concept

1. Partner: A 'partner' can be defined according to the legal or de facto partnership/ relationship status.

A 'husband/ wife/ civil partner' is identified according to the legal marital status, i.e. the (legal) conjugal status of each individual in relation to the marriage laws (or customs) of the country (i.e. de jure status), including civil partners. Members of same sex couples can be 'husband/ wife/ civil partner' if the marriage laws (or customs) of the country foresee this.

'Partner/ cohabitee' is identified according to the de facto relationship, i.e. the partnership/ relationship status of each individual in terms of his or her actual living arrangements within the household.

2. Son/daughter: 'Natural/adopted son/daughter' or 'stepson/ stepdaughter' refers to a natural (biological), adopted or step member of the family (regardless of age or partnership/ relationship status) who has usual residence in the household of at least one of the parents.

'Adoption' means taking and treating a biological child of other parents as one's own in so far as provided by the laws of the country. By means of a judicial process, whether related or not to the adopter, the adopted child acquires the rights and status of a biological child born to the adopting parents.

'Stepson/ stepdaughter': a step-parent treats the child of his/ her partner as one's own in so far as provided by the laws of the country, without adopting it.

3. 'Son/ daughter-in-law' is a person who is the legal or the de facto partner of one's child.

4. 'Grand-child' means a child of ones' child including natural, adopted and step child.

5. Parents. The definition of 'parent' is the counterpart of the definitions for 'son/daughter' as provided under point 2.

6. A 'parent-in-law' is a person who is a parent of one's legal or de facto partner.

7. 'Grand-parent' means a parent of one's parent including natural, adoptive and stepparent.

8. 'Brother/ sister' refers to biological, adoptive or stepbrothers/stepsisters.

9. 'Other relative' refers to other relatives (not included in the list outlined above) such as cousin, aunt/uncle, niece/nephew etc. and also covers grand-child-in-law, grand-parent-in-law and brother/sister-in-law.

10. 'Other non-relative' refers to non-relatives, including employee, employer, lodger/boarder/tenant, landlord/landlady and others. Foster children are also to be included in this category.

### Categories for the variable

Household grid	Level of detail	
	Low level	High level
<b>Partner</b>	✓	
Husband/wife/civil partner		✓
Partner/cohabitee		✓
<b>Son/daughter</b>	✓	
Natural/adopted son/daughter		✓
Stepson/stepdaughter		✓
<b>Son/daughter-in-law</b>	✓	✓
<b>Grand-child</b>	✓	✓
<b>Parent</b>	✓	
Natural/adoptive parent		✓
Stepparent		✓
<b>Parent-in-law</b>	✓	✓
<b>Grand-parent</b>	✓	✓



AES, EHIS, HETUS and ICT HH)

**Variable definition:**

*Reporting unit:* Individuals

*Filter:* Specific filters (e.g. aged 15+) may apply depending on the survey target population concerning the variable.

*Concept:* The variable describes whether an individual is living with a partner on the basis of his or her actual living arrangements within the private household, regardless of whether the relationship with the partner is legally registered (e.g. marriage or civil union) or a de facto relationship.

**Category concept:**

The categories for the variable describe whether a person is living with a partner in the same household. A "partner" can be defined according to the legal (husband/ wife/ civil partner) or de facto (partner/ cohabitee) relationship status.

The category "not applicable" is to be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

**Categories for the variable:**

<b>Partners living in the same household</b>
Person living with a legal or de facto partner <sup>1</sup>
Person not living with a legal or de facto partner <sup>1</sup>
Not stated
Not applicable

<sup>1</sup>) Husband/ wife/ civil partner/ partner/ cohabitee

**Implementation guidelines**

The variable "partners living in the same household" needs to be transmitted in the following micro-data collections: AES, EHIS and ICT HH.

Eurostat will reconstruct the variable "partners living in the same household" from the household grid for the following micro-data collections: EU-SILC, HBS and HETUS. For the EU-LFS, Eurostat will reconstruct the variable from the EU-LFS specific variable on spouse or cohabiting partner.

Based on his or her partnership/ relationship status – legal or de facto –, a person is hereby considered to be living with a partner when sharing the usual residence with him or her. In other words, a person who has a partner living in a different household (persons living apart together) should be classified as "person not living with a legal or de facto partner". Accordingly, one-person households are also classified as "person not living with a legal or de facto partner".

A person is considered to be a member of the household when having his or her usual residence in the household.

**Reference question**

In order to collect the information on whether a person is living or not with a (legal or de facto) partner, the recommended question is the following: "Are you living with a partner in the same household?"

The wording of the question may be adapted so that the different cases of partner relationships –

legal (husband/ wife/ civil partner) or de facto (partner/ cohabitee) – can be covered.

## (5) Household size

**Name of the variable:** Household size

**Scope:** All social micro-data collections concerning households/ persons (EU-SILC, EU-LFS, HBS, AES, EHIS, HETUS and ICT HH)

**Variable definition:**

*Reporting unit:* Households

*Filter:* None

*Concept:* The variable reports on the number of members of a private household.

**Category concept:**

The categories of the variable are numbers from 1 to 6 providing information on the number of members of the household, as well the category "more than 6" when the number of members is greater than 6, and the category "not stated".

**Categories for the variable:**

Household size
Number of members of the household (from 1 to 6)
More than 6
Not stated

**Implementation guidelines:**

The variable "household size" needs to be transmitted in the following micro-data collections: AES, EHIS and ICT HH.

Eurostat will reconstruct the variable "household size" from the household grid for the following micro-data collections: EU-SILC, HBS and HETUS. For the EU-LFS, Eurostat will reconstruct the variable from the EU-LFS specific variable on household members.

A person is considered to be a member of the household when having his or her usual residence in the household.

**Reference question:**

The recommended question is: "How many people usually live in your household? Please include yourself."

## (6) Household type

**Name of the variable:** Household type

**Scope:** All social micro-data collections concerning households/ persons (EU-SILC, EU-LFS, HBS,



AES, EHIS, HETUS and ICT HH)

**Variable definition:**

*Reporting unit:* Households

*Filter:* None

*Concept:* The variable describes the household composition of the private household.

**Category concept:**

The categories correspond to different types of household composition, where:

- A "couple" is defined as a pair of individuals considered as partners in terms of their actual living arrangements within the household, regardless of whether the relationship with the partner is legally registered (e.g. marriage or civil union) or a de facto relationship.
- The term "child(ren)" refers to the presence of son(s) or daughter(s) in the household where:
  - natural/adopted son/daughter or stepson/ stepdaughter refers to a natural (biological), adopted or step member of the family (regardless of age or partnership/ relationship status) who has usual residence in the household of at least one of the parents;
  - "adoption" means taking and treating a biological child of other parents as one's own in so far as provided by the laws of the country (by means of a judicial process, whether related or not to the adopter, the adopted child acquires the rights and status of a biological child born to the adopting parents);
  - the term "stepson/ stepdaughter" refers to a situation in which a step-parent treats the child of his/ her partner as one's own in so far as provided by the laws of the country, without adopting it;
  - foster children and children-in-law are not covered by this category.
  - A "lone parent" is a parent not living with a (legal or de facto) partner in the same household who has most of the day-to-day responsibilities in raising a child or children.

**Categories for the variable:**

Household type
One-person household
Lone parent with at least one child aged less than 25
Lone parent with all children aged 25 or more
Couple without any child(ren)
Couple with at least one child aged less than 25
Couple with all children aged 25 or more
Other type of household
Not stated

**Implementation guidelines:**

The variable "household type" needs to be transmitted in the following micro-data collections: AES, EHIS and ICT HH.

Eurostat will reconstruct the variable "household type" from the household grid for the following micro-data collections: EU-SILC, HBS and HETUS. For the EU-LFS, Eurostat will reconstruct the variable from the EU-LFS specific variables on the relationships to a "reference person"<sup>75</sup> and the

<sup>75</sup> In the EU-LFS, the relationship to a 'reference person' is to be collected, with the response options: 'partner', 'child', 'ascendant relative', 'other relative' and 'non-relative'. In addition, the sequence number of spouse, father and mother is to be collected for all household members.

ones on spouse or cohabiting partner, father and mother.

The approach based on the concept of a "dependent child" – e.g. defined as "a person aged below 16 or a person aged between 16-24 who is economically inactive and living with at least one of his/her parents" – is not considered in the context of this variable, due to the difficulties related to its implementation.

In the case of EU-SILC and EU-LFS additional household categories including the concept of "dependent child" will be constructed from the data transmitted.

A person is considered to be a member of the household when having his or her usual residence in the household.

The categories used for the variable "household type" describing different types of household compositions refer only to one-generation (one-person household; couple without any children) or two-generation (lone parent with children; couple with children) households. Multigenerational households (like those consisting of more than two generations) should be classified as "other type of household".

Households with a different composition than one-person household, lone parent with at least one child or couple with/without children are to be classified as "other type of household". For example, households with three members where (a) two are a couple and the third is a nephew or (b) two are lone parent and his/ her child and the third is the aunt of the lone parent are classified as "other type of household". "Skip-generation households" are also included here.

In the context of the variable "household type", two persons are considered as a "couple" if they have legal (husband/ wife/ civil partner) or de facto (partner/ cohabitee) relationship status and both have the usual residence in the same household.

In the context of the variable "household type", the 25 year-old threshold needs to be considered for the children members of the household, in order to classify the household in the right category of "household type". More specifically, attention needs to be paid to whether there is at least one child aged less than 25 or, alternatively, all children are aged 25 or more. For example, a household of three members where one is a lone parent and the other two are children aged 24 and 26 would be classified in the category "lone parent with at least one child aged less than 25".

The concept of "age in completed years" applies for the age of the children members of the household.

## (7) Tenure status of the household

**Name of the variable:** Tenure status of the household

**Scope:** The social micro-data collections EU-SILC and HBS

**Variable definition:**

*Reporting unit:* Households

*Filter:* Private households living in conventional dwellings (see Annex VI).

*Concept:* The variable refers to the arrangements under which a private household occupies all or part of a housing unit. The reference definition of a household is included in Annex VI to this document. Any deviation from this definition is to be justified and documented.

**Category concept:**

*Owner with outstanding mortgage / owner without outstanding mortgage.*

Households of which at least one member is the owner of the housing unit in which the household lives, regardless whether any other member of the household is a tenant of all or part of the housing

unit. A person is an owner if he/she possesses a title deed, independently of whether the house is fully paid or not. A reversionary owner should be considered as the owner. If the housing unit is owned by a relative (not living in the household) to one household member (e.g. by a parent to a child living in the household) the household member (e.g. child) does not qualify as an owner.

The categories 'owner with (without) outstanding mortgage' apply to the situations where the owner has to pay off at least one outstanding mortgage ('with outstanding mortgage'), respectively no mortgage ('without outstanding mortgage'), taken to buy this housing unit. Pay offs for mortgages and/or housing loans for any other housing unit (e.g. for a second dwelling) and/or for repairs, renovation, maintenance, or any non-housing purposes do not qualify. If the owner has already fully paid the principal of the mortgage and only the interest remains outstanding, the owner shall be considered as an owner with outstanding mortgage.

*Tenant, rent at market price / tenant, rent at reduced price*

Households of which at least one member is the tenant (housing unit directly rented from the owner (i.e. 'landlady' or 'landlord') or subtenant (housing unit rented from someone who himself is a tenant) of the housing unit in which the household lives, and where no household member is the owner of that housing unit. Households where at least one member pays partly rent and partly mortgage for the housing unit in which the household lives shall be classified under 'owner with outstanding mortgage' if the household member possesses a title deed.

The category 'tenant, rent at market price' applies to households of which at least one member is the tenant or subtenant who pays rent at prevailing or market prices. The category also applies where rent at market price is paid but is partly or wholly recovered from housing benefits or other sources, including public, charitable, or private sources.

The category 'tenant, rent at reduced price' covers households living in housing units at a reduced price, i.e. a price is below the market price (but not rent-free), and includes cases where the price reduction is granted

- (a) by law
- (b) as a result of a social housing scheme
- (c) for private reasons
- d) by an employer

*Tenant, rent free*

This category covers households living in housing units rent-free, i.e. where no rent is paid, and includes cases where the free rent is granted

- (a) by law
- (b) as a result of a social housing scheme
- (c) for private reasons
- (d) by an employer

*Not applicable*

The category 'not applicable' covers all private households that do not live in conventional dwellings.

**Categories for the variable:**

Main activity status (self-defined)
Tenure status of household
Owner without outstanding mortgage
Owner with outstanding mortgage
Tenant, rent at market price

Tenant, rent at reduced price <sup>1</sup>
Tenant, rent free
Not stated
Not applicable

1) It could be for example, as a result of social policy or granted privately or by employer. The same reasons refer also to "rent free" category.

#### Implementation guidelines:

For the concerned data collections, the tenure status of the household variable is to be included in the micro-data file transmitted to Eurostat.

#### Reference question:

The recommended question is: "Does your household own this housing unit or do you rent it?", followed by:

"Do you still have to repay money from an outstanding loan or mortgage for this accommodation?" in case that the household is the owner; or by:

"Does your household rent this housing unit at market price, below market price, or use it free of charge?" in the case that the household is renting the housing unit.

## (8) Main activity status (self-defined)

**Name of the variable:** Main activity status (self-defined)

**Scope:** All social micro-data collections concerning households/ persons (EU-SILC, EU-LFS, HBS, AES, EHIS, HETUS and ICT HH)

#### Variable definition

*Reporting unit:* Individuals

*Filter:* Specific filters (e.g. aged 15+) may apply depending on the survey target population concerning the variable.

*Concept:* The variable refers to a person's own perception of his/her current main activity status. The different statuses refer to socially relevant categories including labour market participation, but also consider several categories of social status for persons where employment is not the main activity. It does not apply criteria of a specific concept e. g. of labour market participation as defined by the International Labour Organisation (ILO)<sup>76</sup>.

More than one activity status can apply to a person but relevant for this variable is only the most important one for the respondent. The main status refers to the current situation (situation at the moment of the data collection/interview).

#### Category concept:

The main activity status is self-assessed by the respondent and the chosen category should appropriately describe how a person mainly perceives him/ herself. The relevant categories to

<sup>76</sup> See [http://ec.europa.eu/eurostat/statistics-explained/index.php/EU\\_labour\\_force\\_survey\\_-\\_methodology](http://ec.europa.eu/eurostat/statistics-explained/index.php/EU_labour_force_survey_-_methodology)

choose among are predefined in a list (see categories for the variable). The categories are logically not mutually exclusive and do not have a hierarchical order.

The category "not applicable" is to be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

**Categories for the variable:**

<b>Main activity status (self-defined)</b>
Employed
Unemployed
Retired
Unable to work due to long-standing health problems
Student, pupil
Fulfilling domestic tasks
Compulsory or voluntary military or civilian service
Other
Not stated
Not applicable

**Implementation guidelines:**

The variable results are very sensitive to the way of implementation, especially question wording and category wording or order.

The information should not be derived and it should be collected by using a single question.

All categories representing an activity status have to be presented to the respondent and there should be no change in the order or number of categories; in order to get comparable results it must be the same across all surveys. After data collection, categories can be grouped for other purposes (e.g. dissemination or analysis). The category "compulsory or voluntary military or civilian service" may not apply in all countries and in this case it can be dropped. The category "other" should only be offered to the respondent if he/ she cannot choose one of the proposed categories. In PAPI it is unavoidable to offer this category right away.

Self-perception means the variable shall capture how people perceive themselves, not how they meet certain objective criteria. Where more than one status applies to the person, the respondent should select the category that best describes his/her situation. No criteria for that are specified but it could be determined by the status/ activity with the most time spent.

In cases where respondents cannot spontaneously choose one category, especially when several categories apply to them, the interviewer can give some help for clarification. A PAPI questionnaire can give explanations (preferably in an annex). Concrete proposals, which category should be chosen, should not be given. It can be explained if a category is appropriate to be chosen. In principle it applies that there is no wrong assignment. It only depends on the self-perception of the respondent:

- Respondents can consider themselves being *employed* irrespective of their official labour market status, working time or kind of income from employment. They can also be looking for another job in parallel. Also other categories can apply to them as long as they consider employment to be their main activity. Vice versa, persons who would choose another main activity status can also be in employment. For instance, many people who would regard themselves as full-time students or mainly fulfilling domestic tasks can have a job. In that case they can assign themselves to the corresponding category. Respondents helping in the family business, even if it is unpaid, can consider themselves as employed.

- Respondents can see themselves as being *unemployed* irrespective of an official status or a registration with the public employment agency. Unemployed can also have minor jobs while seeking for a main job.
- Respondents who are in various forms of vocational education or training that (partly) takes place at the work site can consider themselves as being in employment. This also applies to apprentices, as well as paid trainees or interns, who can consider themselves as being in employment, while persons having an unpaid work-based training may assign themselves to the category *student/ pupil*.
- Respondents who mainly perceive themselves as a *housewife or househusband* can choose the category "fulfilling domestic tasks" even if they also have a job, receive a pension or are retired. The category "fulfilling domestic tasks" includes all activities needed to run a private household including the raising of children.
- Respondents can consider themselves as *retired* if they receive a pension or if they have finally stopped working or given up their business because of their age or age related health condition. Still, they could work e.g. in a minor job. Persons in early retirement that is not connected to health issues can also choose this category.
- Persons who have not reached retirement age but are unable to work due to health reasons or disabilities for a longer or undetermined time can choose the category *unable to work due to long-standing health problems*. It is independent from the benefit they receive. Persons who are in early retirement due to health reasons can choose this category if they do not rather consider themselves as retired.
- Persons who cannot choose one of the presented activity status categories can select the category "other". These can be e. g. volunteers or mainly inactive persons. Also these persons could e.g. have a job or fulfil domestic tasks. Young children who are not in education yet can be counted in this group.
- Respondents on maternity or parental leave can consider themselves either as employed or as fulfilling domestic tasks.

The variable refers to the current status, i.e. no reference period should be mentioned.

The categorisation is solely self-defined and may not be changed due to plausibility checks or for any other reason (corrections/ imputations) except by retrieving it again from the respondent.

## (9) Full- or part-time main job (self-defined)

**Name of the variable:** Full- or part-time main job (self-defined)

**Scope:** All social micro-data collections concerning households/ persons (EU-SILC, EU-LFS, HBS, AES, EHIS, HETUS and ICT HH)

### Variable definition

*Reporting unit:* Individuals

*Filter:* Persons in employment<sup>77</sup> (and who are in the survey target population). The definition of employment and corresponding filters for follow-up variables can vary between data sources.

*Concept:* The variable refers to the main job of a person in employment. This main job can be a full-time job or a part-time job. The distinction should be based on the respondent's own perception referring to the usual hours worked in the main job.

The term job is used in reference to employment. One job is a set of tasks and duties performed for a

<sup>77</sup> Information on whether a person is in employment is determined by the ILO definition in the case of EU-LFS, and by the self-defined main activity status for the rest of micro-data collections.

single economic unit. Persons may have one or several jobs. For employees, each contract can be considered as a separate set of tasks and duties, and consequently as a separate job. Those in self-employment will have as many jobs as the economic units they own or co-own, irrespective of the number of clients served. In cases of multiple job-holding, the main job is that with the longest hours usually worked, as defined in the international statistical standards on working time.

### Category concept:

Following the definition of the 81<sup>st</sup> International Labour Conference a person who works in a part-time job normally works fewer hours than a comparable full-time worker. The distinction refers to the hours a person works usually in the main job regarding a long reference period. It is self-defined meaning that it is up to the respondent to decide if his/ her main job in the context of his/ her profession or enterprise is part- or full-time.

The category "not applicable" covers persons not in employment. The category "not applicable" is to be used as well to count statistical units which are part of the population of the data source but for which is systematically not reported any information (e.g. persons below a certain age).

### Categories for the variable

Full- or part-time main job (self-defined)
Full-time job
Part-time job
Not stated
Not applicable

### Implementation guidelines

In household surveys the distinction between a full-time and part-time job should be made on the basis of the self-assessment given by the respondent. If this answer does not come spontaneously from the respondent the following guidance can be given:

A person in a *part-time* job works less than a comparable full-time worker having a job in the same occupation and in the same local unit. For persons who cannot compare working hours because e.g. they are working alone, the benchmark is the group of people who work in the same occupation and the same branch of industry.

A *long reference period* means at least four weeks and ideally three months. Weeks with absences due to e.g. holidays, leaves or strikes should not be taken into account. In case of very irregular working hours or a job that has just been started, an average regarding the last four weeks or contractual hours can be used as a proxy.

*Working hours comprise* (1) the time spent at the workplace, meaning the place where work tasks and duties are normally carried out, and (2) the time used for carrying out work tasks outside the workplace even if they are not directly paid. This includes the work of *teachers* outside the classroom. Only the hours of the main job are counted.

*On-call time* is only counted if it is spent at the workplace or implies high restrictions on the person in employment. The *main meal break* is not counted as working time even if spent at the workplace. *Travelling time* for business trips is counted but not commuting time. *Training time* is counted as working time if it is within working hours, required by the employer or directly connected to the main job. Absences during working time for personal reasons are not to be counted as working time. Farmer's working time for own use production is not counted as working time.

The categorisation into full- or part-time is solely self-assessed and may not be changed due to plausibility checks by using information on usual working hours stated elsewhere except by confirming the information given by the respondent him-/ herself. Uniform corrections are not appropriate because the typical volume of a full-time worker can vary between branches, local units

etc. The self-assessment of the respondent can be seen as the more reliable way to collect this information. If the respondent has several jobs, the main job is where he/ she works most hours.

## (10) Permanency of main job

**Name of the variable:** Permanency of main job

**Scope:** The social micro-data collections concerned are EU-SILC, EU-LFS and HBS

**Variable definition:**

*Reporting unit:* Individuals

*Filter:* Persons in employment<sup>78</sup> who are employees (and who are in the survey target population). The definition of employment and corresponding filters for follow-up variables can vary between data sources.

*Concept:* The variable distinguishes whether the contract of the main job has a limited duration (i.e. the job will terminate after a predefined period), or is a permanent contract without a fixed end. The variable refers to the main job.

The term job is used in reference to employment. One job is a set of tasks and duties performed for a single economic unit. Persons may have one or several jobs. For employees, each contract can be considered as a separate set of tasks and duties, and consequently as a separate job. Those in self-employment will have as many jobs as the economic units they own or co-own, irrespective of the number of clients served. In cases of multiple job-holding, the main job is that with the longest hours usually worked, as defined in the international statistical standards on working time.

**Category concept:**

A job with a fixed-term contract will terminate either after a period of time determined in advance (by a known date), or after a period not known in advance, but nevertheless defined by objective criteria, such as the completion of an assignment or the period of absence of an employee temporarily replaced.

A job with a contract that has no such predefined end is counted as permanent.

The category 'not applicable' covers persons not in employment and persons in employment who are not employees. The category 'not applicable' is also to be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

**Categories for the variable:**

Permanency of main job
Fixed-term contract
Permanent job
Not stated
Not applicable

<sup>78</sup> Information on whether a person is in employment is determined by the ILO definition in the case of EU-LFS, and by the self-defined main activity status for the rest of micro-data collections.



**Implementation guidelines**

Seasonal workers are counted as having a fixed-term contract, as well as persons having a contract for a probationary period.

For temporary employment agency workers the categorisation depends on the type of contract with the employment agency. They are counted as having a permanent job only if there is a work contract of unlimited duration with the employment agency.

If the respondent has several jobs, the main job is the one where the respondent usually works the most hours.

**(11) Educational attainment level**

**Name of the variable:** Educational attainment level (highest level of education successfully completed)

**Scope:** All social micro-data collections concerning households/ persons (EU-SILC, EU-LFS, HBS, AES, EHIS, HETUS and ICT HH)

**Variable definition:**

*Reporting unit:* Individuals

*Filter:* Specific filters (e.g. aged 15+) may apply depending on the survey target population concerning the variable.

*Concept:* The educational attainment level of an individual is the highest ISCED (International Standard Classification of Education) level successfully completed, the successful completion of an education programme being validated by a recognised qualification, i.e. a qualification officially recognised by the relevant national education authorities or recognised as equivalent to another qualification of formal education.

In countries where education programmes, in particular those belonging to ISCED levels 1 and 2, do not lead to a qualification the criterion of full attendance of the programme and normally gaining access to a higher level of education may have to be used instead. When determining the highest level, both general and vocational education should be taken into consideration.

The concept of a "successful completion of an education programme" typically corresponds to the situation in which a pupil or student attends courses or classes and obtains the final credential associated with a formal education programme. In this respect, educational attainment level corresponds to the highest level successfully completed in the ISCED ladder.

**Category concept**

The educational attainment level is defined according to the International Standard Classification of Education 2011 (ISCED 2011, see <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx> – ISCED-A for levels of educational attainment).

The category "not applicable" is to be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

**Categories for the variable**

The level of detail needed is context-specific for each micro-data collection.

Educational attainment level	ISCED-A codes <sup>1</sup>	Level of detail <sup>2</sup>
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Educational attainment level	ISCED-A codes <sup>1</sup>	Level of detail <sup>2</sup>		
		L	M	H
No formal education or below ISCED 1	0	✓	✓	✓
ISCED 1 Primary education	1	✓	✓	✓
ISCED 2 Lower secondary education <sup>3</sup>	2	✓	✓	✓
ISCED 3 Upper secondary education <sup>3</sup>	3	✓		
<i>ISCED 3 Upper secondary education – general</i>	34		✓	
<i>ISCED 3 Upper secondary education (general) – partial level completion, without direct access to tertiary education</i>	342			✓
<i>ISCED 3 Upper secondary education (general) – level completion, without direct access to tertiary education</i>	343			✓
<i>ISCED 3 Upper secondary education (general) – level completion, with direct access to tertiary education</i>	344			✓
<i>ISCED 3 Upper secondary education (general) – without possible distinction of access to tertiary education</i>	-			✓
<i>ISCED 3 Upper secondary education – vocational</i>	35		✓	
<i>ISCED 3 Upper secondary education (vocational) – partial level completion, without direct access to tertiary education</i>	352			✓
<i>ISCED 3 Upper secondary education (vocational) – level completion, without direct access to tertiary education</i>	353			✓
<i>ISCED 3 Upper secondary education (vocational) – level completion, with direct access to tertiary education</i>	354			✓
<i>ISCED 3 Upper secondary education (vocational) – without possible distinction of access to tertiary education</i>	-			✓
<i>ISCED 3 Upper secondary education – orientation unknown</i>	-		✓	
<i>ISCED 3 Upper secondary education (orientation unknown) – partial level completion, without direct access to tertiary education</i>	-			✓
<i>ISCED 3 Upper secondary education (orientation unknown) – level completion, without direct access to tertiary education</i>	-			✓
<i>ISCED 3 Upper secondary education (orientation unknown) – level completion, with direct access to tertiary education</i>	-			✓
<i>ISCED 3 Upper secondary education (orientation unknown) – without possible distinction of access to tertiary education</i>	-			✓
ISCED 4 Post-secondary non-tertiary education <sup>3</sup>	4	✓		
<i>ISCED 4 Post-secondary non-tertiary education – general</i>	44		✓	✓
<i>ISCED 4 Post-secondary non-tertiary education – vocational</i>	45		✓	✓
<i>ISCED 4 Post-secondary non-tertiary education – orientation unknown</i>	-		✓	✓

Educational attainment level	ISCED-A codes <sup>1</sup>	Level of detail <sup>2</sup>		
		L	M	H
ISCED 5 Short-cycle tertiary education <sup>3</sup>	5	✓		
<i>ISCED 5 Short-cycle tertiary education – general</i>	54		✓	✓
<i>ISCED 5 Short-cycle tertiary education – vocational</i>	55		✓	✓
<i>ISCED 5 Short-cycle tertiary education – orientation unknown</i>	-		✓	✓

Educational attainment level	ISCED-A codes <sup>1</sup>	Level of detail <sup>2</sup>		
ISCED 6 Bachelor's or equivalent level <sup>3</sup>	6	✓	✓	✓
ISCED 7 Master's or equivalent level <sup>3</sup>	7	✓	✓	✓
ISCED 8 Doctoral or equivalent level <sup>3</sup>	8	✓	✓	✓
Not stated		✓	✓	✓
Not applicable		✓	✓	✓

<sup>1)</sup> ISCED-A codes are indicated where there is a one-to-one correspondence between the variable categories and ISCED-A categories. Additional categories are necessary to take situations of incomplete information on access to tertiary education or orientation into account.

<sup>2)</sup> L = low level of detail; M = medium level of detail; H = high level of detail.

<sup>3)</sup> Please note that in its coding of education programs (ISCED-P), ISCED 2011 contains a special category for levels 2 to 8: "insufficient for level completion". (This category also includes "insufficient for partial level completion" for levels 2 and 3). The educational attainment level associated with successful completion of programs "insufficient for level completion" should be classified as ISCED level X-1, even if there are no programs at level X-1 in that country. For example, the educational attainment level associated with a vocational ISCED level 3 programs classified as insufficient for level/partial level completion (ISCED-P 351) is classified as ISCED-A 254.

### Implementation guidelines:

Joint Eurostat-OECD guidelines on the measurement of educational attainment in household surveys are available here: <https://circabc.europa.eu/w/browse/c2dc65ad-5163-4935-b0c2-e5ea1f44929b>.

Coding of the variable should be based on the ISCED integrated mapping which is elaborated in each country. An ISCED integrated mapping is a table including information on national educational programs and qualifications, their main characteristics and coding in ISCED. One column of this table provides coding of the educational attainment level to be used in the EU Labour Force Survey (at high level of detail).

When determining the highest educational level, both general and vocational education should be taken into consideration. If a person has successfully completed more than one program at the same ISCED level, the most recent qualification should be reported (see ISCED 2011, § 87).

Persons who have attended but not successfully completed a formal education program should be coded according to the highest level of the formal program that they have (previously) successfully completed. Qualifications from "old" educational programs (not existing anymore) should be classified on the basis of their characteristics at the time of completion.

For ISCED levels 3, 4 and 5 the standard category "orientation unknown" should only be used if information on the orientation of the program is not available. The standard category "ISCED 3 Upper secondary education, without possible distinction of access to tertiary education" should only be used when a distinction between different ISCED level 3 programs (giving or not giving access to tertiary education) is not possible.

A person having successfully completed an ISCED 2011 level 3 program of "partial level completion" (codes 342 and 352 of ISCED-P) is classified in the standard category "ISCED 3 Upper secondary education – partial level completion, without direct access to tertiary education" and the educational attainment level is considered as ISCED level 3. For further clarification: see the Annex for EU countries of the joint Eurostat-OECD guidelines on the measurement of educational attainment.

All questions about implementation of ISCED in surveys may be addressed to the national ISCED coordinator who was nominated in each country to ensure coherence of the variable "educational attainment level" in different sources.

Information for the different micro-data collections will be transmitted to Eurostat as follows:

Micro-data collection	Level of detail		
	High	Medium	Low
EU-SILC	X (age 16-34)	X (age 35+)	

EU-LFS	X (15+)		
HBS			X (16+)
AES	X		
EHIS			X
HETUS			X
ICT HH			X

**Reference question:**

The “diploma approach” where respondents are asked about their diplomas instead of the level of education completed is highly recommended. For details on the “diploma approach” see the joint Eurostat-OECD guidelines on the measurement of educational attainment in household surveys.

Alternatively, the question(s) for this variable should be phrased by countries in a way that the concept of educational attainment level (qualification officially recognised by the relevant national education authorities or recognised as equivalent to another qualification of formal education) is described as fully as possible. This can be achieved by listing the formal education programs/ qualifications (or categories thereof).

## (12) Participation in formal education and training (student or apprentice) in <reference period>

**Name of the variable:** Participation in formal education and training (student or apprentice) in <reference period>

**Scope:** The social micro-data collections EU-SILC, EU-LFS, HBS, AES and HETUS

**Variable definition**

*Reporting unit:* Individuals

*Filter:* Specific filters (e.g. aged 15+) may apply depending on the survey target population concerning the variable.

*Concept:* The variable measures a person’s participation in formal education and training, i.e. whether the person has been enrolled as a student or apprentice in a programme of formal education during the reference period.

The reference period can be currently, during the last 4 weeks or during the last 12 months.

The variable provides information on the number of persons participating in formal education and training during a specified reference period. It can refer to the ‘current situation’, i.e. on the current status as a student or apprentice, or to a longer reference period. The specification of the reference period has an impact on the output data and their interpretation.

The 12-month period provides information on the number of persons involved in education/ training in a given year. This longer period allows capturing more activities and avoids seasonal effects. It corresponds to the reference period used in targeted education surveys (Adult Education Survey).

Formal education is defined according to the International Standard Classification of Education 2011 (ISCED 2011) as “education that is institutionalised, intentional and planned through public organizations and recognised private bodies and – in their totality – constitute the formal education system of a country.

Formal education programmes are thus recognised as such by the relevant national education authorities or equivalent authorities, e.g. any other institution in cooperation with the national or sub-national education authorities. Formal education consists mostly of initial education. Vocational

education, special needs education and some parts of adult education are often recognised as being part of the formal education system.” (ISCED 2011 glossary)

The ISCED definition of (formal) education includes (formal) training.

For ISCED 2011, see <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>.

### Category concept

The response categories are “yes” or “no”.

The category 'not applicable' is to be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

### Categories for the variable

<b>Participation in formal education and training (student or apprentice) in &lt;reference period&gt;</b>
<b>Yes</b>
<b>No</b>
<b>Not stated</b>
<b>Not applicable</b>

### Implementation guidelines

For the implementation of the variable in a data source, careful consideration should be given to the specification of the reference period because it impacts on the output data and their interpretation. Data on that variable coming from different data sources are only comparable if all data sources apply the same reference period.

Only formal education programmes that represent at least the equivalent of one semester (or one-half of a school/ academic year) of full-time study should be covered.

Formal education and training includes modules (short programmes/ courses) which may be part of a longer regular education programme and which give to their graduates the corresponding academic credit, independent of whether the person continues to complete the full programme.

In countries with a modular education system and in cases when it is difficult to assess whether a module is “formal” or not, a question on the purpose of the module can be added: if intended to be used in a formal programme in the immediate future, it can be considered as formal itself.

Students who were on school/academic holiday during the reference period and will continue their studies after this holiday break (or plan to continue) should be counted in the standard category “yes”. (This issue mainly applies when the current situation is measured.)

Apprentices who are in a period of “on-the-job training” or alternate “on-the-job” and “in-school learning” within the framework of an alternate (e.g. dual) programme should be counted in the standard category “yes”, since they are enrolled in a qualifying programme.

All questions about implementation of ISCED in surveys may be addressed to the national ISCED coordinator who was nominated in each country to ensure coherence of the application of ISCED 2011 in different sources.

Information on the reference period for the different micro-data collections (as stated in Annex I of the IESS draft regulation).

Micro-data collection	Reference period
EU-SILC	Current (16+)
EU-LFS	4 weeks (15+), 12 months (15+)
HBS	Current (15+)
AES	12 months
HETUS	Current (age to be defined)

### Reference question

During the <reference period>, (that is since <<month, year>>) have you participated (as a student or apprentice) in formal education or training (<any of the following formal education or training programmes>)?

The question(s) for this variable should be phrased by countries in a way that the concept of formal education and training – designed to lead to a qualification/ certificate recognised by the relevant national education authorities – is described as fully as possible. This can be achieved by listing the formal education programmes/ qualifications (or categories thereof).

## (13) Level of the current/ most recent formal education or training activity

**Name of the variable:** Level of the current/ most recent formal education or training activity

**Scope:** The social micro-data collections EU-SILC, EU-LFS, HBS, AES and HETUS

### Variable definition

*Reporting unit:* Individuals

*Filter:* Individuals who participated in formal education or training during the reference period (and who are in the survey target population).

*Concept:* The variable measures the level of the formal education or training activity in which a person participated during a given reference period. Depending on the reference period, the variable refers to the current or to the most recent formal education or training activity.

### Category concept

The level of the current/ most recent formal education or training activity is defined according to the International Standard Classification of Education 2011 (ISCED 2011, see <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx> – ISCED-P for education programmes).

The category 'not applicable' covers people who did not participate in formal education or training during the reference period. The category 'not applicable' is also to be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

**Categories for the variable:** The level of detail needed is context-specific for each micro-data collection.

Level of the current/ most recent formal education or training activity	ISCED-P <sup>1</sup> codes	Level of detail	
		Low	High
ISCED 0 Early childhood education	0		

<b>ISCED 1 Primary education</b>	<b>1</b>		
<b>ISCED 2 Lower secondary education</b>	<b>2</b>		
<b>ISCED 3 Upper secondary education</b>	<b>3</b>		
ISCED 3 Upper secondary education – general	34		
ISCED 3 Upper secondary education – vocational	35		
ISCED 3 Upper secondary education – orientation unknown	-		
<b>ISCED 4 Post-secondary non-tertiary education</b>	<b>4</b>		
ISCED 4 Post-secondary non-tertiary education – general	44		
ISCED 4 Post-secondary non-tertiary education – vocational	45		
ISCED 4 Post-secondary non-tertiary education – orientation unknown	-		
<b>ISCED 5 Short-cycle tertiary education</b>	<b>5</b>		
ISCED 5 Short-cycle tertiary education – general	54		
ISCED 5 Short-cycle tertiary education – vocational	55		
ISCED 5 Short-cycle tertiary education – orientation unknown	-		
<b>ISCED 6 Bachelor's or equivalent level</b>	<b>6</b>		
<b>ISCED 7 Master's or equivalent level</b>	<b>7</b>		
<b>ISCED 8 Doctoral or equivalent level</b>	<b>8</b>		
<b>Not stated</b>			
<b>Not applicable</b>			

1) ISCED-P codes are indicated where there is a one-to-one correspondence between the variable categories and ISCED-P categories. Additional categories are necessary to take situations of incomplete information on orientation into account.

### Implementation guidelines

The variable is only collected for participants in at least one formal education or training activity during the reference period.

The level of the current/ most recent formal education or training activity refers to the programme in which the student or apprentice is/ was enrolled (i.e. coding according to ISCED-P for education programmes).

For ISCED levels 3, 4 and 5 the standard category 'orientation unknown' should only be used if information on the orientation of the programme is not available.

If the person participated in several formal education programmes during the reference period, the level should refer to the most recent programme.

If the person is or was enrolled to several formal education programmes at the same time, the information on the level should refer to the programme with the highest level.

For students who were on school/academic holiday during the reference period and will continue their studies after their holiday break (or plan to continue), the level should refer to the level of education attended before their holiday break.

Coding of the variable should be based on the ISCED integrated mapping which is elaborated in each country. An ISCED integrated mapping is a table including information on national educational programmes and qualifications, their main characteristics and coding in ISCED.

All questions about implementation of ISCED in surveys may be addressed to the national ISCED coordinator who was nominated in each country to ensure coherence of the application of ISCED 2011 in different sources.

Information for the different micro-data collections will be transmitted to Eurostat as follows:

Micro-data collection	Level of detail	
	High	Low
EU-SILC	X (age 16-34)	X (age 35+)
EU-LFS	X (age 15+)	
HBS		X (16+)
AES	X	
HETUS	To be decided later	

**Reference question**

What is/was the level of the current/ most recent formal education or training activity <level of the corresponding formal education or training programme>?

The question(s) for this variable should be adapted to the national phrasing of the question for the variable "Participation in formal education and training (student or apprentice) in <reference period>".

**(14) Country of birth**

**Name of the variable:** Country of birth

**Scope:** All social micro-data collections concerning households/ persons (EU-SILC, EU-LFS, HBS, AES, EHIS, HETUS and ICT HH)

**Variable definition:**

*Reporting unit:* Individuals

*Filter:* Specific filters (e.g. aged 15+) may apply depending on the survey target population concerning the variable.

*Concept:* The country of birth of an individual is defined as the country of *usual residence* (in its current boundaries) of the individual's mother at the time of delivery.

Information on the country of birth is used to distinguish between native-born (born in the reporting country) and foreign-born (born in a country other than the reporting country) residents.

**Category concept:**

The list of countries is defined according to the Eurostat Standard Code list (SCL) GEO which is largely based on the International Organization for Standardization (ISO) 3166 country codes (3166-1 alpha-2). The SCL GEO is available here:

[http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST\\_NOM\\_DTL&StrNom=C\\_L\\_GEO&StrLanguageCode=EN&IntPcKey=&StrLayoutCode=HIERARCHIC](http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST_NOM_DTL&StrNom=C_L_GEO&StrLanguageCode=EN&IntPcKey=&StrLayoutCode=HIERARCHIC).

The category "not applicable" is to be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

**Categories for the variable:**

Country of birth
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Country of birth (SCL GEO code)
Not stated
Not applicable

**Implementation guidelines:**

Information on the country of birth should be obtained according to the current national boundaries and not according to the boundaries in place at the time of birth.

More detailed information on the locality could be required if the boundaries of a country have changed. When data are collected by interview, the respondent can be asked additional questions. When data are derived from administrative registers, it is more difficult to ensure that the definition is followed. If detailed information on the mother's place of usual residence exists in the register, the country of birth should be re-coded so that it is coded according to the current national borders.

Particular care is needed in cases where national boundaries have changed and/or where previously existing countries have split to form two or more new countries. As noted in the UNECE 2020 census recommendations<sup>79</sup> (par. 651), a person should not be regarded as foreign-born (i.e. recorded as born in a country other than the reporting country) simply because the national boundaries of the country of birth have changed.

The following important exception to the general rule of considering the current borders might exist: a person whose mother's place of usual residence was, at the time of his/her birth, part of the person's *actual* country of origin (e.g. as indicated by his/her citizenship or current place of usual residence) but is not any more due to changed borders. In this case the country of birth can exceptionally be enumerated at the boundaries at the time of birth.

The country of birth of a person, who was born during the mother's short-term visit to a country other than her country of usual residence, should be the country where the mother had her place of usual residence. Only if information on the place of usual residence of the mother at the time of the birth is not available, the place where the birth took place should be reported.

**Reference question:**

In case the information is available from administrative sources it might not be necessary to ask the respondents directly. When this information needs to be asked to the respondents the recommended question is: "In which country were you born?"

In situations (e.g. specific countries or regions) where this question may not capture appropriately the information on the place of *usual residence* of the individual's mother at the time of delivery, the following question should be asked: "Which was the country of usual residence of your mother at the time when you were born?"

**(15) Country of main citizenship**

**Name of the variable:** Country of main citizenship

**Scope:** All social micro-data collections concerning households/ persons (EU-SILC, EU-LFS, HBS, AES, EHIS, HETUS and ICT HH)

**Variable definition:**

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<sup>79</sup> <http://www.unece.org/stats/census.html>

*Reporting unit:* Individuals

*Filter:* Specific filters (e.g. aged 15+) may apply depending on the survey target population concerning the variable.

*Concept:* The variable reports on the country of the person's main citizenship. "Citizenship" is defined as the particular legal bond between an individual and his/her State, acquired by birth or naturalisation, whether by declaration, choice, marriage or other means according to national legislation.

A person with two or more citizenships shall be allocated to only one country of citizenship, to be determined in the following order of precedence:

- reporting country, or
- if the person does not have the citizenship of the reporting country: other Member State of the European Union (EU), or
- if the person does not have the citizenship of another Member State: other country outside the EU.

In other cases (e.g. dual citizenship where both countries are within the EU but neither is the reporting country) the person may choose which country of citizenship is to be recorded or, if this information is not available (e.g. in case the information is obtained from administrative sources), the reporting country may determine which country of citizenship is to be allocated.

Information on the country of main citizenship is used to distinguish between national citizens (individuals having the citizenship of the reporting country), non-national citizens (individuals having the citizenship of a country other than the reporting country) and stateless persons.

### Category concept

The list of countries is defined according to the Eurostat Standard Code list (SCL) GEO which is largely based on the International Organization for Standardization (ISO) 3166 country codes (3166-1 alpha-2). The SCL GEO is available here:

[http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST\\_NOM\\_DTL&StrNom=CL\\_GEO&StrLanguageCode=EN&IntPcKey=&StrLayoutCode=HIERARCHIC](http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST_NOM_DTL&StrNom=CL_GEO&StrLanguageCode=EN&IntPcKey=&StrLayoutCode=HIERARCHIC).

The category "not applicable" is to be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

### Categories for the variable:

<b>Country of main citizenship</b>
Country of main citizenship (SCL GEO code)
Not stated
Not applicable

### Implementation guidelines

Information on the country of main citizenship should be obtained in accordance with the current administrative status/legal situation of the individual.

The category "country of main citizenship (SCL GEO code)" may also be used for the transmission of information on "recognised non-citizens". A recognized-non citizen is a person who is not a citizen of the reporting country nor of any other country, but who has established links to that country which include some but not all rights and obligations of full citizenship. A majority of these persons were

citizens of the former Soviet Union living in the Baltic States who are permanently resident in these countries but have not acquired any other citizenship. Recognised non-citizens are not included in the number of European Union (EU) citizens.

### Reference question

In case the information is available from administrative sources it might not be necessary to ask the respondents directly. When this information needs to be asked to the respondents the recommended question is: "What is your citizenship?"

## (16) Country of birth of the father

**Name of the variable:** Country of birth of the father

**Scope:** All social micro-data collections concerning households/ persons (EU-SILC, EU-LFS, HBS, AES, EHIS, HETUS and ICT HH)

### Variable definition

*Reporting unit:* Individuals

*Filter:* Specific filters (e.g. aged 15+) may apply depending on the survey target population concerning the variable.

*Concept:* The variable reports on the country of birth of the person's father, i.e. the country of *usual residence* (in its current borders, if the information is available) of the mother of the person's father at the time of the delivery, or, failing this, the country (in its current borders, if the information is available) in which the birth of the person's father took place. "Father" is a male parent of a "son/daughter", either natural (biological), adoptive or stepfather.

Information on the country of birth of the father allows to determine whether the person's father is native-born (born in the reporting country) or foreign-born (born in a country other than the reporting country).

### Category concept

The list of countries is defined according to the Eurostat Standard Code list (SCL) GEO which is largely based on the International Organization for Standardization (ISO) 3166 country codes (3166-1 alpha-2). The SCL GEO is available here:

[http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST\\_NOM\\_DTL&StrNom=C\\_L\\_GEO&StrLanguageCode=EN&IntPcKey=&StrLayoutCode=HIERARCHIC](http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST_NOM_DTL&StrNom=C_L_GEO&StrLanguageCode=EN&IntPcKey=&StrLayoutCode=HIERARCHIC).

The category "not applicable" is to be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

### Categories for the variable

<b>Country of birth of the father</b>
Country of birth of the father (SCL GEO code)
Not stated
Not applicable

### Implementation guidelines

Information on the country of birth of the father should be obtained according to the same rules as provided for the variable "country of birth".

In case of a person having not only a natural (biological) father but also e.g. an adoptive or stepfather, the country of birth should refer to who actually raised the person and acted as father in an affective or legal sense, e.g. the male guardian.

In case of a person with same-sex parents, both being female, this variable could be used to report the country of birth of one of the mothers.

#### Reference question

The proposed reference question is: "In which country was your father born?"

In situations (e.g. specific countries or regions) where this question may not capture appropriately the information on the place of *usual residence* of the mother of the person's father at the time of delivery, the following question should be asked: "Which was the country of usual residence of your father's mother at the time when he was born?"

## (17) Country of birth of the mother

**Name of the variable:** Country of birth of the mother

**Scope:** All social micro-data collections concerning households/ persons (EU-SILC, EU-LFS, HBS, AES, EHIS, HETUS and ICT HH)

**Variable definition:**

*Reporting unit:* Individuals

*Filter:* Specific filters (e.g. aged 15+) may apply depending on the survey target population concerning the variable.

*Concept:* The variable reports on the country of birth of the person's mother, i.e. the country of *usual residence* (in its current borders, if the information is available) of the mother of the person's mother at the time of the delivery, or, failing this, the country (in its current borders, if the information is available) in which the birth of the person's mother took place. "Mother" is a female parent of a "son/daughter", either natural (biological), adoptive or stepmother.

Information on the country of birth of the mother allows to determine whether the person's mother is native-born (born in the reporting country) or foreign-born (born in a country other than the reporting country).

**Category concept:**

The list of countries is defined according to the Eurostat Standard Code list (SCL) GEO which is largely based on the International Organization for Standardization (ISO) 3166 country codes (3166-1 alpha-2). The SCL GEO is available here:

[http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST\\_NOM\\_DTL&StrNom=C L\\_GEO&StrLanguageCode=EN&IntPcKey=&StrLayoutCode=HIERARCHIC](http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST_NOM_DTL&StrNom=C L_GEO&StrLanguageCode=EN&IntPcKey=&StrLayoutCode=HIERARCHIC).

The category "not applicable" is to be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

**Categories for the variable:**

<b>Country of birth of the mother</b>
Country of birth of the mother (SCL GEO code)
Not stated
Not applicable

**Implementation guidelines:**

Information on the country of birth of the mother should be obtained according to the same rules as provided for the variable "country of birth".

In case of a person having not only a natural (biological) mother but also e.g. an adoptive or stepmother, the country of birth should refer to who actually raised the person and acted as mother in an affective or legal sense, e.g. the female guardian.

In case of a person with same-sex parents, both being male, this variable could be used to report the country of birth of one of the fathers.

**Reference question:**

The proposed reference question is: "In which country was your mother born?"

In situations (e.g. specific countries or regions) where this question may not capture appropriately the information on the place of *usual residence* of the mother of the person's mother at the time of delivery, the following question should be asked: "Which was the country of usual residence of your mother's mother at the time when she was born?"

**(18) Country of residence**

**Name of the variable:** Country of residence

**Scope:** All social micro-data collections concerning households/ persons (EU-SILC, EU-LFS, HBS, AES, EHIS, HETUS and ICT HH)

**Variable definition:**

*Reporting unit:* Individuals or households

*Filter:* None

*Concept:* The country of residence is the country in which the person/household has his/her *usual residence*.

**Category concept:**

The list of countries is defined according to the Eurostat Standard Code list (SCL) GEO which is largely based on the International Organization for Standardization (ISO) 3166 country codes (3166-1 alpha-2). The SCL GEO is available here:

[http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST\\_NOM\\_DTL&StrNom=C\\_L\\_GEO&StrLanguageCode=EN&IntPcKey=&StrLayoutCode=HIERARCHIC](http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST_NOM_DTL&StrNom=C_L_GEO&StrLanguageCode=EN&IntPcKey=&StrLayoutCode=HIERARCHIC).

**Categories for the variable:**

<b>Country of residence</b>
Country of residence (SCL GEO code)

**Implementation guidelines:**

Information on the country of residence should be obtained in accordance with the current national boundaries.

To the extent to which all possible participants in a specific social micro data-collection need to be *usual residents*, the country of residence of all the reporting units corresponds to the reporting country. Consequently, a reference question is not needed for this variable.

## (19) Duration of stay in the country of residence in completed years

**Name of the variable:** Duration of stay in the country of residence in completed years

**Scope:** The social micro-data collections EU-SILC, EU-LFS and AES

**Variable definition:**

*Reporting unit:* Individuals

*Filter:* Specific filters (e.g. aged 15+) may apply depending on the survey target population concerning the variable.

*Concept:* The variable describes the interval of time since the point in time when a person most recently established his/her usual residence<sup>80</sup> in the reporting country, expressed in completed years.

**Category concept:**

The category 'number of years in this country (since last establishing the place of usual residence in this country)' are integer numbers describing the time span between the point in time when a person most recently established his/her usual residence and the reference date<sup>81</sup>, in completed years.

The time span includes the lower limit and excludes the upper limit. For example, a person who has arrived on 1st of March 2011 shall be classified in the category '3 years' if interviewed in February 2015 but in the category '4 years' if interviewed in March 2015.

The category 'born in this country and never lived abroad for a period of at least 1 year' covers those persons who are native-born, i.e. born in the reporting country (see variable 'country of birth'), and have never had their usual residence in a country other than the reporting country for at least 1 year.

The category 'not applicable' is to be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

**Categories for the variable:**

<b>Duration of stay in the country of residence in completed years</b>
Born in this country and never lived abroad for a period of at least 1 year

<sup>80</sup> See Annex VI.

<sup>81</sup> The reference date is specific to each social micro-data collection (see variable 'age in completed years').

Number of years in this country (since last establishing the place of usual residence in this country) (2-digits)
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Not stated
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Not applicable
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**Implementation guidelines:**

The duration of stay refers to the current situation for the individual, i.e. the situation existing on the reference date. The reference date is specific to each social micro-data collection (see the implementation guidelines for variable 'age in completed years').

Information on the person's 'country of birth' (i.e. whether the person is native- or foreign-born) needs to be known prior to the collection of information for the variable 'duration of stay in the country of residence in completed years', as different questions need to be asked for the native-born and for the foreign-born. If the information on the 'country of birth' is not available (i.e. 'not stated'), the same questions as for the 'native-born' should be asked.

The 'duration of stay in the country of residence in completed years' refers to the most recent arrival in the country of residence, that is, when the person last established his or her usual residence in the country, and not the year of first arrival in this country (i.e. the 'duration of stay in the country of residence in completed years' does not provide information on interrupted stays). In case of an interruption in the period of residence, the starting point should be the end of this interruption only if the length of this interruption was at least one year.

**Reference question:**

Different questions need to be asked depending on whether a person was born in the country or not. For native-born persons the following questions are recommended:

Did you ever live [have your usual residence] abroad for a period of at least 1 year? y/ n.

If yes: Considering the date you last arrived in this country (established your usual residence in this country) – for how many years have you lived in this country since then? *[please consider whole/ completed years only]*.

For foreign-born persons the following question is recommended:

Considering the date you last arrived in this country (established your usual residence in this country) – for how many years have you lived in this country since then? *[please consider whole/ completed years only]*.

Alternatively, the following question may be used:

In which date [year and month] did you last arrived in this country (established your usual residence in this country)? *[It is recommended to ask also for the month so that the calculation of the duration of stay can be more precise]*.

It is to be noted that, regardless of the question used, information on the duration of stay in the country of residence should be transmitted to Eurostat in completed years.

**(20) Region of residence**

**Name of the variable:** Region of residence

**Scope:** All social micro-data collections concerning households/ persons (EU-SILC, EU-LFS, HBS, AES, EHIS, HETUS and ICT HH)

**Variable definition:**

*Reporting unit:* Individuals or households

*Filter:* None

*Concept:* The region of residence is the region within the country of residence in which the person/household has his/her *usual residence*.

For Member States of the EU, regions are defined on the basis of the Nomenclature of territorial units for statistics (NUTS, in its French acronym) as described in Article 3 and listed in Annex I of Regulation (EC) No 1059/2003 of the European Parliament and the Council on the establishment of a common classification of territorial units for statistics (NUTS) (as amended)<sup>82</sup>.

For EFTA and Candidate countries, region refers to the classification of Statistical Regions<sup>83</sup>, which applies principles similar to those used in the NUTS regulation.

#### Category concept:

The region of residence is classified according to the categories set out by the Nomenclature of territorial units for statistics 2021 (NUTS) up to NUTS 3 level, see <https://ec.europa.eu/eurostat/web/products-manuals-and-guidelines/-/KS-GQ-20-092>.

#### Categories for the variable:

The level of detail needed is context-specific for each micro-data collection.

Region of residence	Level of detail		
	Low	Medium	High
NUTS 1 region	✓		
NUTS 2 region		✓	
NUTS 3 region			✓

Coding for data transmission should use the exact codes/labels as specified in Annex I of the NUTS regulation.

#### Implementation guidelines:

Information on the region corresponding to the place of usual residence of a person or household is to be extracted from the list of NUTS regions in Annex I of the NUTS regulation. This list is amended not more frequently than every three years to reflect changes in the administrative units of the Member States<sup>84</sup>. Different versions of the NUTS classification are referred to as NUTS 2010, NUTS 2013 for example, reflecting the year in which the amendments were adopted.

The requirements for the transmission of historical series are set in the NUTS legislation.

Further information about the NUTS 2021 is available here:

<https://ec.europa.eu/eurostat/web/products-manuals-and-guidelines/-/KS-GQ-20-092>.

Information for the different micro-data collections will be transmitted to Eurostat as follows:

<sup>82</sup> See: <http://eur-lex.europa.eu/legal-content/EN/TXT/?uri=celex:32003R1059>

<sup>83</sup> See: <http://ec.europa.eu/eurostat/web/nuts/statistical-regions-outside-eu>

<sup>84</sup> It is to be noted that extraordinary amendments of the NUTS can happen "in the case of a substantial reorganisation of the relevant administrative structure of a Member State" (Art. 5 (4) NUTS Regulation).



Micro-data collection	Level of detail		
	Low	Medium	High
EU-SILC		X	
EU-LFS			X
HBS		X	
AES		X	
EHIS		X	
HETUS		X	
ICT HH	X		

It is to be noted that the level of detail mentioned in this table only refers to data transmission to Eurostat. For most of the micro-data collections, this level of detail will only be used internally, mainly for the compilation of policy-relevant aggregations (coastal regions, metropolitan regions, etc.); data will be disseminated only at a more aggregated level (taking account of the rules for confidentiality and reliability).

## (21) Degree of urbanisation

**Name of the variable:** Degree of urbanisation

**Scope:** All social micro-data collections concerning households/ persons (EU-SILC, EU-LFS, HBS, AES, EHIS, HETUS and ICT HH)

**Variable definition:**

*Reporting unit:* Individuals or households

*Filter:* None

*Concept:* The variable reports on the degree of urbanisation of the area where the person/household has his/her *usual residence*. The degree of urbanisation classifies local administrative units at level 2 (LAU2 or communes) as cities, towns and suburbs, or rural areas based on the share of local population living in urban clusters and in urban centres.

**Category concept:**

The variable classifies LAU2 (in some specific cases, LAU1 classification is available as well) into three types of area:

1. "Cities" (alternative name: densely-populated areas): at least 50 % of the population lives in an urban centre.
2. "Towns and suburbs" (alternative name: intermediate density areas): LAU level territorial units where at least 50% of the population live in urban clusters, but are not "cities".
3. "Rural areas" (alternative name: thinly populated areas): more than 50 % of the population lives in rural grid cells.

This classification is based on a combination of criteria of geographical contiguity and minimum population threshold applied to 1 km<sup>2</sup> population grid cells.

The LAU2 list including the degree of urbanisation is published by Eurostat on the RAMON server: [http://ec.europa.eu/eurostat/ramon/miscellaneous/index.cfm?TargetUrl=DSP\\_DEGURBA](http://ec.europa.eu/eurostat/ramon/miscellaneous/index.cfm?TargetUrl=DSP_DEGURBA)

For further methodological details on the classification of LAU2s by degree of urbanisation, see <http://ec.europa.eu/eurostat/web/degree-of-urbanisation/methodology>.

**Categories for the variable:**

Degree of urbanisation
Cities
Towns and suburbs
Rural areas

**Implementation guidelines:**

Information on the degree of urbanisation corresponding to the area where the person or household has his/her *usual residence* is to be extracted from the LAU2 list including the degree of urbanisation. The list is published by Eurostat on the RAMON server. This classification takes into account the latest population grid and the LAU boundaries available, and it is subject to be maintained by Eurostat as new population grids or LAU boundaries are established.

Information on the degree of urbanisation should be obtained in accordance with the latest official version of the LAU list available on the 1<sup>st</sup> of January of the year of the reference date/period which applies to all quarters of that year.

For further information, see:

[http://ec.europa.eu/regional\\_policy/sources/docgener/work/2014\\_01\\_new\\_urban.pdf](http://ec.europa.eu/regional_policy/sources/docgener/work/2014_01_new_urban.pdf)

**(22) Status in employment in main job**

**Name of the variable:** Status in employment in main job

**Scope:** All social micro-data collections concerning households/ persons (EU-SILC, EU-LFS, HBS, AES, EHIS, HETUS and ICT HH)

**Variable definition:**

*Reporting unit:* Individuals

*Filter:* Persons in employment<sup>85</sup> (and who are in the survey target population). The definition of employment and corresponding filters for follow-up variables can vary between data sources.

*Concept:* The variable is based on the International Classification of Status in Employment (ICSE-93)<sup>86</sup>. The ICSE classifies jobs with respect to the type of (explicit or implicit) labour contract. Basic criteria underlying the classification and defining its groups are the type of economic risk including the strength of the attachment between the person and the job, and the type of authority over the establishments and other workers the incumbent has.

The variable refers to the main job of a person in employment.

The term job is used in reference to employment. One job is a set of tasks and duties performed for a single economic unit. Persons may have one or several jobs. For employees, each contract can be considered as a separate set of tasks and duties, and consequently as a separate job. Those in self-employment will have as many jobs as the economic units they own or co-own, irrespective of the number of clients served. In cases of multiple job-holding, the main job is that with the longest hours

<sup>85</sup> Information on whether a person is in employment is determined by the ILO definition in the case of EU-LFS, and by the self-defined main activity status for the rest of micro-data collections.

<sup>86</sup> The International Standard Classification on Status in Employment is currently being revised at ILO level. The variable will be revised once the revised classification is endorsed.

usually worked, as defined in the international statistical standards on working time.

### Category concept:

According to the basic criteria of economic risk and authority underlying ICSE and focussing on forms of employment relevant in the European context the following statuses are defined:

- *Self-employed persons with employees* are defined as persons who work in their own business, professional practice or farm for the purpose of earning a profit derived from the goods or services produced, and who employ at least one other person.
- *Self-employed persons without employees* are defined as persons who work in their own business, professional practice or farm for the purpose of earning a profit derived from the goods or services produced, and who do not employ any other person.
- *Employees* are defined as persons who work for a public or private employer based on a written or oral contract and who receive a payment in cash or in kind. This payment in cash or in kind is not directly dependent upon the revenue of the unit for which they work. Members of the armed forces are also included. Employees normally work under direct supervision of, or according to guidelines set by the employing organisation or enterprise.
- *Family workers (unpaid)* are persons who help another member of the family to run a farm or other business, provided they are not considered as employees. Thus, they may not receive a kind of payment for their work in the family business because then they would be considered as employees.

The category "not applicable" covers persons not in employment. The category "not applicable" is also to be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

### Categories for the variable:

Status in employment in the main job
Self-employed person with employees
Self-employed person without employees
Employee
Family worker (unpaid)
Not stated
Not applicable

### Implementation guidelines:

There might be cases when the assignment to a status category is not always straightforward. Below are some examples to facilitate the assignment for particular cases.

#### *Self-employed person*

- A person who looks after one or more children who are not his/her own on a private basis and receives a payment for this service should be considered as self-employed, except when he/she works for a single employer and receives employment rights from that employer; in that case he/she should be considered as an employee.
- A freelancer should in general be classified as self-employed. However, in situations where a freelancer works for a single employer and receives employment rights from that employer (e.g. holiday pay) he/she should be classified as an employee.
- A person who gives private lessons should be considered as self-employed if he/she is directly

paid by his/her students.

- Members of producers' co-operatives should be considered as self-employed. These members take part on an equal footing with other members in determining the organisation of production, work, sales and/or investments of the establishment.

*Self-employed person without employees*

- People who only engage members of his/her own family or trainees without payment should be classified in this category. This includes farmers just using the assistance of members of family.
- If a co-operative has employees (e.g. an accountant) the members of the co-operative should be considered as "self-employed person without employees" because the co-operative, as an institution (and not any of its members) is the employer.

*Employee*

- A family member (son or daughter, for example), who is working in the family's farm and receives a regular monetary wage, is classified as an employee.
- A person looking after children of others in his/her own home is classified as an employee if he/she is paid to do this by the local authority (or any other public administration) and if he/she does not take any decision affecting the enterprise (e.g. schedules or number of children) but should be classified as self-employed if he/she does it privately.
- In case a co-operative has hired workers and these workers have an employment contract that gives them a basic remuneration (which is not directly dependent upon the revenue of the co-operative), these workers are identified as employees of the co-operative.
- Apprentices or trainees receiving remuneration should be considered as employees.
- Priests (of any kind of religion) are considered employees.
- On-call or casual workers are classified as employee or self-employed depending on the specific characteristic of their employment relationship. A prerequisite for being considered as a self-employed offering his/her work or services, respectively, is an own business or professional practice.

*Family worker (unpaid)*

- Relatives working in a family business or on a family farm without pay. This includes e.g. a son or daughter working in the parents' business or on the parents' farm without pay or a wife who assists her husband, or vice versa, in his/her business without receiving any pay.
- Helping family members do not have to live directly in the same household or on the same site. Also included are relatives living elsewhere but coming to help with the business, e.g. during the harvesting season, without pay in money or kind if the reference period lies within that season.
- If a relative receives any remuneration (including benefits in kind) the status in employment should be coded as "employee".

## (23) Economic activity of the local unit for main job

**Name of the variable:** Economic activity of the local unit for main job

**Scope:** All social micro-data collections concerning households/persons (EU-SILC, EU-LFS, HBS, AES, EHIS, HETUS and ICT HH)

**Variable definition:**

*Reporting unit:* Individuals

*Filter:* Persons in employment<sup>87</sup> (and who are in the survey target population). The definition of employment and corresponding filters for follow-up variables can vary between data sources.

*Concept:* The variable is defined according to the Statistical Classification of Economic Activities (Nomenclature statistique des activités économiques dans la Communauté européenne, NACE) Rev. 2. It determines the economic sector or kind of economic activity of the local unit in which the job of a person in employment is located.

The local unit is an enterprise or part thereof (e. g. a workshop, factory, warehouse, office, mine or depot) situated in a geographically identified place. At or from this place economic activity is carried out for which one or more persons work (even if only part-time) for one and the same enterprise (Council Regulation n°696/93).

The variable refers to the main job of a person in employment.

The term job is used in reference to employment. One job is a set of tasks and duties performed for a single economic unit. Persons may have one or several jobs. For employees, each contract can be considered as a separate set of tasks and duties, and consequently as a separate job. Those in self-employment will have as many jobs as the economic units they own or co-own, irrespective of the number of clients served. In cases of multiple job-holding, the main job is that with the longest hours usually worked, as defined in the international statistical standards on working time.

#### Category concept:

The economic activity of the local unit is classified according to the categories set out by the NACE Rev. 2 up to a 3-digit level: <http://ec.europa.eu/eurostat/documents/1978984/6037342/Nace-Rev-2-3-digits-from-2008-onwards.pdf>

The category "not applicable" covers persons not in employment. The category "not applicable" is also to be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

#### Categories for the variable:

The level of detail needed is context-specific for each micro-data collection.

Economic activity of the local unit for main job	Level of detail		
	Low	Medium	High
NACE Rev. 2 at 1-digit level	✓		
NACE Rev. 2 at 2-digit level		✓	
NACE Rev. 2 at 3-digit level			✓
Not stated	✓	✓	✓
Not applicable	✓	✓	✓

#### Implementation guidelines:

There are mainly two possible approaches (questions) to identify the economic activity of the local unit. First, the respondent can be asked for the name and address of the firm where he/she has his/her main job, if this can be linked to a database of all firms in a country like a Statistical Business Register (SBR). In a second approach the respondent is asked to describe the economic activity and the kind of products or services supplied by the firm where he/she works.

<sup>87</sup> Information on whether a person is in employment is determined by the ILO definition in the case of EU-LFS, and by the self-defined main activity status for the rest of micro-data collections.

Where the local unit has more than one economic activity, the dominant one should be recorded. The ideal measure for determining the dominant activity would be the number of employees for the different activities, rather than more economic concepts like added value or turnover.

If a person works in more than one place (transport, construction, maintenance, surveillance, itinerant work, etc.) or at home, or in the customer's place (e.g. for surveillance, security, cleaning), the local unit is taken to be the place from where instructions emanate or from where the work is organised.

The economic activity of the local unit for persons with a contract with a temporary employment agency should be coded as the activity of the local unit where they actually work and not in the industry of the agency which employs them.

Information for the different micro-data collections will be transmitted to Eurostat as follows:

Micro-data collection	Level of detail		
	Low	Medium	High
EU-SILC		X	
EU-LFS			X
HBS	X		
AES		X	
EHIS	X		
HETUS		X	
ICT HH	X		

## (24) Occupation in main job

**Name of the variable:** Occupation in main job

**Scope:** All social micro-data collections concerning households/persons (EU-SILC, EU-LFS, HBS, AES, EHIS, HETUS and ICT HH)

**Variable definition:**

*Reporting unit:* Individuals

*Filter:* Persons in employment<sup>88</sup> (and who are in the survey target population). The definition of employment and corresponding filters for follow-up variables can vary between data sources.

*Concept:* The variable is defined according to the International Standard Classification of Occupations, version 2008 (ISCO-08). It groups or classifies jobs according to the similarities of the tasks and duties undertaken in the job. In the International Labour Organization (ILO) resolution adopting the ISCO-08, occupation is defined as a set of jobs whose main tasks and duties are characterised by a high degree of similarity.

The variable refers to the main job of a person in employment.

The term job is used in reference to employment. One job is a set of tasks and duties performed for a single economic unit. Persons may have one or several jobs. For employees, each contract can be considered as a separate set of tasks and duties, and consequently as a separate job. Those in self-employment will have as many jobs as the economic units they own or co-own, irrespective of the

<sup>88</sup> Information on whether a person is in employment is determined by the ILO definition in the case of EU-LFS, and by the self-defined main activity status for the rest of micro-data collections.

number of clients served. In cases of multiple job-holding, the main job is that with the longest hours usually worked, as defined in the international statistical standards on working time.

**Category concept:**

The occupation in main job is classified according to the categories set out by the ISCO-08 classification up to a 4-digit level: <http://ec.europa.eu/eurostat/documents/1978984/6037342/ISCO-08.pdf>

The category "not applicable" covers persons not in employment. The category "not applicable" also is to be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

**Categories for the variable**

The level of detail needed is context-specific for each micro-data collection.

Occupation in main job	Level of detail	
	Low	High
ISCO-08 at 2-digit level	✓	
ISCO-08 at 4-digit level		✓
Not stated	✓	✓
Not applicable	✓	✓

**Implementation guidelines:**

The essential information for determining the occupation is usually the job title of the person in employment and a description of the main tasks undertaken in the course of his/her duties.

If a person carries out two or more tasks for his/her employer which are so different from each other that they should have different ISCO codes, it is recommended to code it on the most extensive task.

Persons who carry out a period of training or apprenticeship based on an employment contract should be classified in the occupation corresponding to their employment contract.

Information for the different micro-data collections will be transmitted to Eurostat as follows:

Micro-data collection	Level of detail	
	Low	High
EU-SILC	X	
EU-LFS		X
HBS	X	
AES	X	
EHIS	X	
HETUS	X	
ICT HH	X	

## (25) Self-perceived general health

**Name of the variable:** Self-perceived general health

**Scope:** The social micro-data collections EU-SILC, EU-LFS, EHIS and HETUS

**Variable definition:**

*Reporting unit:* Individuals

*Filter:* Specific filters (e.g. aged 15+) may apply depending on the survey target population concerning the variable.

*Concept:* The concept of self-perceived health is, by its very nature, subjective. The notion is restricted to an assessment coming from the individual and as far as possible not from anyone else, whether an interviewer, healthcare professional or relative.

Self-perceived health might be influenced by impressions or opinions from others, but is the result after these impressions have been processed by the individual relative to his/her own beliefs and attitudes.

The reference is to health in general rather than the present state of health, as the question is not intended to measure temporary health problems. It is expected to include the different dimensions of health, i.e. physical and emotional functioning, mental health (covering psychological well-being and mental disorders) and biomedical signs and symptoms. It omits any reference to age as respondents are not specifically asked to compare their health with others of the same age or with their own previous or future health state.

**Category concept:**

Five answer categories are proposed. Two of them ("very good" and "good") are at the upper end of the scale and other two ("bad" and "very bad") are at the lower, while the intermediate category "fair" represents a neutral position (i.e. neither good nor bad).

The category "not applicable" is to be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

**Categories for the variable**

Self-perceived general health
Very good
Good
Fair (neither good nor bad)
Bad
Very bad
Not stated
Not applicable

**Implementation guidelines:**

The model question for the variable should not be filtered by any preceding question.

The intermediate category "fair" should be translated into an appropriately neutral term as far as possible keeping in mind cultural interpretations in the various languages.

This variable is part of the Minimum European Health Module (MEHM), which was designed for a population aged 15 years old and over. The MEHM consists of two more variables on health status:



long-standing health problem and limitation in activities because of health problems (also known as Global Activity Limitation Indicator - GALI). If the MEHM is implemented, all the questions should be asked in the recommended order (i.e. self-perceived general health, long-standing health problem, and limitation in activities because of health problems) and with no inclusion of any other health status related questions before or between the MEHM questions as it could have an impact on the results. The MEHM could be introduced to respondents using a short introduction: "I would now like to talk to you about your health".

In an interview mode, all possible answer categories should systematically be read to respondents.

**Reference question:**

The reference question is recommended by the World Health Organization (WHO) and the wording is as follows: "How is your health in general? Is it... very good, good, fair, bad, very bad".

## (26) Long-standing health problem

**Name of the variable:** Long-standing health problem

**Scope:** The social micro-data collections EU-SILC, EHIS and HETUS

**Variable definition:**

*Reporting unit:* Individuals

*Filter:* Specific filters (e.g. aged 15+) may apply depending on the survey target population concerning the variable.

*Concept:* The concept of long-standing illnesses and long-standing health problems is subjective. The notion is restricted to an assessment coming from the individual and as far as possible not from anyone else, whether an interviewer, healthcare professional or relative.

**Health problems** cover different physical, emotional, behavioural and mental dimensions of health and besides diseases and disorders contain also for example pain, ill-health caused by accidents and injuries, congenital conditions.

The main characteristics of a **long-standing/chronic** condition are that it is permanent and may be expected to require a long period of supervision, observation or care. Longstanding illnesses or health problems should have lasted (or recurred) or are expected to last (recur) for 6 months or more; therefore temporary problems are not of interest.

**Category concept:**

Two answer categories are proposed: "yes" referring to the occurrence of one or more long-standing/chronic health problems and "no" referring to the absence of any long-standing/chronic health problem as perceived by the respondent.

The category "not applicable" is to be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

**Categories for the variable:**

Long-standing health problem
Yes
No

Not stated
Not applicable

**Implementation guidelines:**

The model question for the variable should not be filtered by any preceding question.

This variable is part of the Minimum European Health Module (MEHM), which was designed for a population aged 15 years old and over. The MEHM consists of two more variables on health status: self-perceived general health and limitation in activities because of health problems (also known as Global Activity Limitation Indicator - GALI). If the MEHM is implemented, all the questions should be asked in the recommended order (i.e. self-perceived general health, long-standing health problem, and limitation in activities because of health problems) and with no inclusion of any other health status related questions before or between the MEHM questions as it could have an impact on the results. The MEHM could be introduced to respondents using a short introduction: "I would now like to talk to you about your health".

As regards the implementation of the reference question (see section 'reference question'), it is necessary to keep in mind that the recommended wording allows for possible adaptations. For instance:

- "chronic" or "long-standing" should be chosen according to what is "best understood" in a country/language.
- it is intended to ask if people "have" a chronic condition, not if they really "suffer" from it. However, the verb "suffer" can be used in countries/languages where it is considered more suitable for the question formulation and still retains the same meaning as the verb "have" in English.
- "health problem" seems not to be understood in some countries/languages and therefore "illness or condition" is the alternative.

The terms "disability, handicap, impairment" should not be included in the question as synonyms for "illness or health problem".

Rather than adding further details to the question wording, interviewees should be instructed to be as inclusive as possible when considering the actual prevalence of a long-standing health problem. This means that the following could be considered as long-standing health problems (i.e. the corresponding answer category would be "yes"):

- problems that are seasonal or intermittent, even where they "flare up" for less than six months at a time (for instance allergies);
- chronic problems not considered by the respondent as very serious; severity doesn't play a role in this variable;
- problems that have not been diagnosed by a doctor (to exclude these would mean permitting those with better access to medical services to declare more problems);
- a long-standing disease that doesn't bother the respondent and/or is kept under control with medication (for instance people with a high blood pressure);
- not only problems of ill-health or diseases but also pain as well as ill-health caused by accidents and injuries, congenital conditions, birth defects, etc.

Specification of the concepts presented above or stating concrete examples of diseases or chronic conditions in the question should be avoided.

**Reference question**

The reference question was proposed by Euro-REVES<sup>89</sup> project and further possible adaptations

<sup>89</sup> More information can be found at: [http://reves.site.ined.fr/en/home/regional\\_networks/euro\\_reves/](http://reves.site.ined.fr/en/home/regional_networks/euro_reves/)

agreed based on its pretesting in EHIS.

The wording of the reference question, including possible adaptations (see "implementation guidelines"), is as follows: "Do you have any long-standing illness or [long-standing] health problem? Long-standing means illnesses or health problems which have lasted, or are expected to last, for 6 months or more. Yes / No".

The original question proposed by Euro-REVES project did not use the second reference to long-standing (the expression in square brackets) neither used the second sentence clarifying the meaning of long-standing. However, pretesting in EHIS showed that they may be necessary to include in some languages. As most countries implementing EHIS used the second sentence either as a part of the question or as a part of the additional explanations, the sentence is proposed to be used as the standard in order to ensure more harmonisation. The second reference to long-standing is optional.

## (27) Limitation in activities because of health problems

**Name of the variable:** Limitation in activities because of health problems (Global Activity Limitation Indicator - GALI)

**Scope:** The social micro-data collections EU-SILC, EU-LFS, EHIS and HETUS

**Variable definition:**

*Reporting unit:* Individuals

*Filter:* Specific filters (e.g. aged 15+) may apply depending on the survey target population concerning the variable.

*Concept:* The variable reports on participation restriction through long-standing limitation (6 months or more) in activities that people usually do because of health problems, and its severity.

It measures the respondent's self-assessment of whether he/she is limited (in "activities people usually do") by any on-going physical, mental or emotional health problem, including disease or impairment, and old age. Consequences of injuries/accidents, congenital conditions, etc., are all included. Only the limitations directly caused by or related to one or more **health problems** are considered. Limitations due to financial, cultural or other none health-related causes should not be taken into account.

An **activity** is defined as: "the performance of a task or action by an individual" and thus activity limitations are defined as "the difficulties the individual experiences in performing an activity". People with long-standing limitations due to health problems have passed through a process of adaptation which may have resulted in a reduction of their activities. To be able to identify existing limitations a reference is necessary and therefore the activity limitations are assessed against a generally accepted population standard, relative to cultural and social expectations by referring only to "**activities people usually do**". Usual activities cover all spectrums of activities: work or school, home and leisure activities.

The purpose of the variable is to measure the presence of **long-standing** limitations, as the consequences of such long-standing limitations (e.g. care, dependency) are more serious. Temporary or short-term limitations are excluded.

The **period of at least the past 6 months** is strictly related to the duration of the activity limitation and not to the duration of the health problem. The limitations must have started at least six months earlier and still exist at the moment of the interview. This means that a positive answer ("severely limited" or "limited but not severely") should be recorded only if the person is currently limited and has been limited in activities for at least the past 6 months.

New limitations which have not yet lasted 6 months but are expected to continue for more than 6 months shall not be taken into consideration, even if usual medical knowledge would suggest that the health problem behind a new limitation is very likely to continue for a long time or for the rest of

the life of the respondent (such as for diabetes type 1). One reason is that in terms of activity limitation it may be possible to counteract at some point negative consequences for activity limitations by using assisting devices or personal assistance. The activity limitations of the same health problem may also depend on the individual person and circumstances, and only past experience can provide a safe answer.

### Category concept:

The response categories include three levels to better differentiate the severity of activity limitations: severely limited (severe limitations), limited but not severely (moderate limitations), not limited at all (no limitations).

"Severely limited" means that performing or accomplishing an activity cannot be done or only done with extreme difficulty, and that this situation has been ongoing for at least the past 6 months. Persons in this category usually cannot do the activity alone and would need further help from other people.

"Limited but not severely" means that performing or accomplishing a usual activity can be done but only with some difficulties and that this situation has been ongoing for at least the past 6 months. Persons in this category usually do not need help from other persons. When help is provided it is usually less often than daily.

Persons with recurring or fluctuating health conditions should refer to the most common (most frequent) situation impacting their usual activities. People with conditions where several activity domains are affected but to different extent (less impact in some domains but more impact in some other domains) should make an overall evaluation of their situation and prioritize more common activities.

"Not limited at all" means that performing or accomplishing usual activities can be done without any difficulties, or that any possible activity limitation has NOT been going on for at least the past 6 months (i.e. it is not a long-standing limitation).

The category "not applicable" is to be used to count statistical units which are part of the population of the data source but for which it systematically does not report any information on that variable (e.g. persons below a certain age).

### Categories for the variable

Limitation in activities because of health problems
Severely limited
Limited but not severely
Not limited at all
Not stated
Not applicable

### Implementation guidelines:

The questions corresponding to the variable should not be filtered by any preceding question.

This variable is part of the Minimum European Health Module (MEHM), which was designed for a population aged 15 years old and over. The MEHM consists of two more variables on health status: self-perceived general health and long-standing health problem. If the MEHM is implemented, all the questions should be asked in the recommended order (i.e. self-perceived general health, long-standing health problem, and limitation in activities because of health problems) and with no inclusion of any other health status related questions before or between the MEHM questions as it could have impact on results. The MEHM, or a part of it, could be introduced to respondents using a short introduction: "I would now like to talk to you about your health".

The question should clearly show that the reference is to the activities people usually do and not to respondent's "own activities". Neither a list with examples of activities (for example work or school, home or leisure activities) nor a reference to the age group of the subject is included in the question. As such it gives no restrictions by culture, age, gender or the subjects own ambition. Specification of health concepts (e.g. physical and mental health) should be avoided.

In an interview mode, all possible answer categories should systematically be read to respondents.

Information on "limitation in activities because of health problems" is to be collected through two questions (see section "reference question"). However, the data should always be transmitted to Eurostat as one single variable. The final variable for data transmission is constructed as follows:

- TRANSMITTED\_VARIABLE\_CATEGORY = "severely limited" if QUESTION\_1 = "severely limited" and QUESTION\_2 = "Yes"
- TRANSMITTED\_VARIABLE\_CATEGORY = "limited but not severely" if QUESTION\_1 = "limited but not severely" and QUESTION\_2 = "Yes"
- TRANSMITTED\_VARIABLE\_CATEGORY = "not limited at all" if QUESTION\_1 = "not limited at all" or QUESTION\_2 = "No"
- TRANSMITTED\_VARIABLE\_CATEGORY = "not stated" if QUESTION\_1 is missing or [(QUESTION\_1 = "severely limited" or "limited but not severely") and (QUESTION\_2 is missing)]

#### Reference question:

The reference question was originally developed as a single-question instrument by the Euro-REVES<sup>90</sup> project. This single-question version was implemented in EU-SILC and EHIS. However, following concerns about the length and complexity of the single-question version (four concepts in one question) and experience with its implementation, several studies aiming at simplifying and improving GALI were carried out. This led to the development of a routed, two-question version. This routed version aims at making GALI better and easier to understand for respondents, in particular in telephone interviews and self-administered questionnaires. The routed version is to be implemented in all EU social micro-data collections concerned.

The recommended two-question instrument is as follows:

QUESTION\_1: "Are you limited because of a health problem in activities people usually do? Would you say you are... severely limited, limited but not severely, or not limited at all?"

If answer to QUESTION\_1 is "severely limited" or "limited but not severely" ask QUESTION\_2:

QUESTION\_2: "Have you been limited for at least the past 6 months? Yes, No".

## (28) Equivalised net current monthly household income

**Name of the variable:** Equivalised net current monthly household income

**Scope:** The social micro-data collections HBS, AES, EHIS, HETUS and ICT HH

#### Variable definition

*Reporting unit:* Households

*Filter:* None

*Concept:* The variable reports on the equivalised net current monthly income of a private household,

<sup>90</sup> More information can be found at: [http://reves.site.ined.fr/en/home/regional\\_networks/euro\\_reves/](http://reves.site.ined.fr/en/home/regional_networks/euro_reves/)

i.e. the sum of the income of all household members received individually or as a whole –including income from work, social benefits, and other cash income components, and deducting cash transfers paid to other households– after taxes and contributions to social insurance, corresponding to the monthly average, after being equivalised.

The variable aims at providing information on the household income remaining available to be spent or saved.

Equivalence calculation consists on applying weights (equivalence values) to the household members to reflect differences in needs for households of different size or composition. The OECD-modified equivalence scale is to be used, i.e. a weight of 1.0 is applied to the first member of the household, 0.5 to the second and each subsequent member aged 14 or over, and 0.3 to each child aged less than 14.

### Category concept

The variable can be described at two possible levels of detail. The level of detail needed is context-specific for each micro-data collection.

At a higher level of detail, the variable provides information on the "total equivalised net current monthly household income" in the national currency.

At a lower level of detail, the variable differentiates between five possible income categories depending on the equivalised net current monthly income level of the household. The thresholds between the five categories are determined by the four cut-off values (quintiles) that allow dividing the variable distribution (of equivalised net current monthly income) into five groups represented by 20% of households each<sup>91</sup>. The categories are defined as follows:

"Lower equivalised net current monthly income group" corresponds to households with an equivalised income level that falls below the first quintile, i.e. among the 20% lowest incomes observed in the distribution.

"Low to medium equivalised net current monthly income group" corresponds to households with an equivalised income level equal or greater than the first quintile and below the second quintile, i.e. among the 40% lowest incomes but not among the 20% lowest in the distribution.

"Medium equivalised net current monthly income group" corresponds to households with an equivalised income level equal or greater than the second quintile and below third quintile, i.e. among the 60% lowest incomes but not among the 40% lowest in the distribution.

"Medium to high equivalised net current monthly income group" corresponds to households with an equivalised income level equal or greater than the third quintile and below the fourth quintile, i.e. among the 80% lowest incomes but not among the 60% lowest in the distribution.

"Higher equivalised net current monthly income group" corresponds to households with an equivalised income level equal or greater than the fourth quintile, i.e. among the 20% highest incomes observed in the distribution.

### Categories for the variable

The level of detail needed is context-specific for each micro-data collection.

Equivalised net current monthly household income	Level of detail	
	Low	High
Lower equivalised net current monthly income group	✓	

<sup>91</sup> It is to be noted that the five income categories might not always represent exactly (but only approximately) one fifth of the distribution each, e.g. in cases where the information has been mainly collected in income bands.

Low to medium equivalised net current monthly income group	✓	
Medium equivalised net current monthly income group	✓	
Medium to high equivalised net current monthly income group	✓	
Higher equivalised net current monthly income group	✓	
Total equivalised net current monthly household income (in national currency)		✓
Not stated	✓	✓

### Implementation guidelines

The "equivalised net current monthly household income" is the result of adding up the net current income, corresponding to the monthly average, from all members of the household received individually or as a whole. The variable should aim at including the following income components:

"Income from work" or employment income, which covers "employee income" and "self-employment income". "Employee income" refers to the monthly "take-home" pay of employees, i.e. they pay after deducting income taxes, employee's social security contributions and voluntary contributions; additional payments such as overtime pay, productivity bonus, etc., should be taken into consideration on a monthly basis. "Self-employment income" refers to the income received by individuals as a result of their involvement in self-employment work; as self-employment income may be difficult to measure, an estimate of the net monthly income from this source may be provided.

"Income from social benefits" covers social transfers (in cash) including unemployment benefits, old-age and survivor benefits, sickness and disability benefits, education related allowances, family/children related allowances, housing allowances, and social exclusion allowances not classified elsewhere.

"Other cash income components" covers income from capital and investments (property, assets, savings, stocks, shares, private pension plans, etc.), regular inter-household cash transfers received (e.g. alimony or child support payments), or any other household cash income which was not allocated to any of the above categories.

The "equivalised net current monthly household income" is after deducting regular cash transfers paid to other households (e.g. alimony or child support payments).

All the income components to be included (or deducted) for the calculation of "equivalised net current monthly household income" need to be enumerated to the respondent to ensure that the necessary information is provided. And, the information on income provided should be net of any amounts deducted at the source for tax and contributions for social insurance and pensions, for all the income components.

The "equivalised net current monthly household income" does not include income from household production of services for own consumption (e.g. imputed rent).

Information for the different micro-data collections will be transmitted to Eurostat as follows:

Micro-data collection	Level of detail	
	Low	High
HBS		X
AES	X	
EHIS	X	
HETUS	X	
ICT HH	X	

Information on net current monthly household income should be collected in exact figures as first

option or otherwise in income bands as second option. The (monthly) income bands provided to the respondents should be based on a national income distribution from a statistical source measuring net household income (e.g. EU-SILC92), and provide an appropriate coverage of such distribution. It is recommended considering no fewer than 15 income bands. For HBS (providing information at a higher level of detail) in the cases where the information has been collected in income bands, it needs to be imputed into exact income figures before data transmission.

For data transmission, the information collected on net current monthly household income needs to be equivalised, i.e. divided by the equivalent household size according to OECD-modified scale (see "variable definition"), for which the household size and the number of household members aged less than 14 need to be known. Equivalisation applies to all micro-data collections. Then, for AES, EHIS, HETUS and ICT HH (providing information at a lower level of detail) the quintiles of the equivalised net current monthly income distribution from the data collected are determined, and each household is classified in the appropriate variable category according to its equivalised net current monthly income level (see section "category concept")<sup>93</sup>.

The variable refers to the total (net) current income from all members of the household corresponding to the monthly average. The respondent may be given the possibility of consulting other members of the household in order to provide an accurate response, if necessary. The month of the date of the first interview may be taken as reference, or alternatively the previous month as a possible way to ease the data collection, e.g. in case this facilitates the calculation of household income to the respondent. If the household income varies substantially over the year (in case of seasonal activity, dividends/bonuses, or other sources of irregular income) the monthly average may to be considered, i.e. an estimation of the annual income corresponding to that income component or source of income divided by twelve.

In case the information is extracted from administrative data and –for one or more of the income components– it is available on gross income, the information on net income corresponding to the income components should be calculated by subtracting taxes and social security contributions, in line with the variable definition.

### Reference question

The reference question for the variable consists of two parts. First, the respondent is asked to provide an actual net current monthly household income value. All the income components need to be enumerated, either in separate questions or as part of the same question (see example below):

"Please take into account all income sources of all household members: Income from work (employment and self-employment), social benefits, and other sources of cash income (e.g. from capital and investments or inter-household cash transfers received).

What is the [net] monthly income of your household after deduction of taxes and contributions to social security and pensions (deducting cash transfers paid to other households, e.g. alimony or child support payments)? If income varies between months, please give a monthly average." [Exact figure to be provided]

Second, in case of non-response (i.e. respondent not able or willing to provide an exact value) the respondent is asked to provide an approximate income range. The cut-off values between income bands should be presented in the national currency. No fewer than 15 income bands need to be considered (see example below):

"If you do not know the exact amount, could you estimate which of the following intervals best represents the total net monthly income of your household?

0 to under [1st cut-off value]

[1st cut-off value] to under [2nd cut-off value]

<sup>92</sup> See EU-SILC variable 'total disposable household income'.

<sup>93</sup> For HBS this step is not necessary as data on income is to be transmitted in exact figures after equivalisation.



[2nd cut-off value] to under [3rd cut-off value]  
[3rd cut-off value] to under [4th cut-off value]  
[4th cut-off value] to under [5th cut-off value]  
[5th cut-off value] to under [6th cut-off value]  
[6th cut-off value] to under [7th cut-off value]  
[7th cut-off value] to under [8th cut-off value]  
[8th cut-off value] to under [9th cut-off value]  
[9th cut-off value] to under [10th cut-off value]  
[10th cut-off value] to under [11th cut-off value]  
[11th cut-off value] to under [12th cut-off value]  
[12th cut-off value] to under [13th cut-off value]  
[13th cut-off value] to under [14th cut-off value]  
[14th cut-off value] or above  
Not stated."

## Proposal for standardised definition of private household<sup>94</sup>

**"Private household"** means a person living alone or a group of people who live together providing themselves with the essentials of living, being either:

- **A one-person household**, i.e. a person who usually resides<sup>95</sup> alone in a separate housing unit or who occupies, as a lodger, a separate room or rooms of a housing unit but does not join with any of the other occupants of the housing unit to form part of a multi-person household as defined below, or
- **A multi-person household**, i.e. a group of two or more persons who are usually residing together in the whole or part of a housing unit and who provide themselves with food and other essentials for living; with members of the group sharing household income and/or expenses by benefitting from expenses and/or contributing to expenses.

All people who are usually **resident**, whether related or not related to other members of the private household, are to be considered as members of a private multi-person household if they **share household expenses**.

**Note:** multi-person households are sharing household expenses by benefitting from expenses and/or contributing to expenses – it normally includes sharing of the income, however has a wider meaning e.g. families who live from their savings may not have any income (for certain period of time) but are still a private household with members thereof contributing and benefitting from expenses.

Household members who permanently live outside the family home (e.g. persons working abroad, tertiary students) but who share income/expenses with family back home can be considered as part of the family private household, in which case specific provisions may be introduced in the sectoral acts.

Dividing one dwelling into multiple households may be challenging from survey organisation viewpoint, in particular in case of address-based sample frames - however it will result in better data and is necessary for surveys that aim at reflecting the social reality. In any case, the basis of the private household definition is housekeeping concept rather, than dwelling concept, and for that reason the aim is to focus on households (even if there are multiple households in one dwelling/one address).

However flatmates or housemates who occupy a dwelling on a house-sharing basis shall not be considered as a multi-person household, even in case where they **share certain house-related expenses**, which can include rent, house or apartment charges, sanitary and cleaning products for the house, as well as certain food expenses. On the other hand, the **household expenses** include additionally (on top of the house-related expenses) other expenses related to the household members and their costs of living, such as e.g. expenditure for daily commute and transportation, holidays expenses, leisure and sport activities expenditure, medical costs, etc.

In case of inability to clearly establish the criteria for one-person or multi-person household, the opinion of the interviewee concerning one's situation in relation to the other household members (one-person vs. multi-person household) shall be considered.

<sup>94</sup> <https://circabc.europa.eu/sd/a/e1116065-18c6-4f5b-b2a4-dc30713ccbd6/DSS-2018-Mar-4.5%20Standardisation%20of%20social%20variables.pdf>.

<sup>95</sup> The concept of 'usual residence' aims to be in line with that applicable to population and demography regulations; an exception should be foreseen in case of tertiary students living away from home, who should be considered as part of their family private household unless they are financially independent.

*Note: Further clarifications have been included to distinguish between a multi-person household based on sharing the household expenses vs. housemates who would only share the house-related expenses and similar distinction may be made on that basis for e.g. long-term visitors, au-pairs and domestic servants.*

*However, the specifications of expenses are to be used as indicative guideline. It is unfeasible to define every potential scenario and for that reason the opinion of interviewee should be used (as the person with best understanding of their specific situation).*

*Private households exclude persons whose need for shelter and subsistence are being provided by an institution. An institution is understood to be a legal body for the purpose of long-term habitation and provision of services to a group of persons, usually with common facilities shared by the occupants (baths, lounges, eating facilities etc.). The majority of institutional households fall under the following categories:*

- *Hospitals, convalescent homes, establishments for the disabled, psychiatric institutions, old people's homes and nursing homes*
- *Assisted living facilities and welfare institutions including those for the homeless, asylum seekers or refugees*
- *Military bases or barracks*
- *Student residences (dormitories)*
- *Correctional and penal institutions, retention premises*
- *Religious institutions*
- *Worker dormitories*

*Persons doing compulsory or voluntary military service (conscripts) are excluded from the private household population **in case the duration of their service is longer than 12 months.***

*Note: Conscripts of service duration under 12 months may be also excluded from the private household population in cases where such exclusion serves the objective of specific data collection (e.g. in case of LFS where a reference week is used, all conscripts could be excluded in order to get consistent data concerning unemployment), in such cases the details regarding conscripts in specific data collections shall be regulated by the sectoral acts.*

*Persons living (as usual residents) in hotels or boarding houses are not part of the institutional population and should be distinguished as members of one- or multi-person households, on the basis of the arrangements that they make for providing themselves with the essentials for living.*

## **Further considerations in relation to private household definition**

In general, it is Eurostat's position that the concept of private household should be as precise as possible, however remaining general enough to allow further specifications of particular cases. Such specifications, if needed, would be developed to complement the legal text as a technical manual, in order to facilitate the implementation of the regulation.

Examples of specifications may include:

- (i) children alternating between (divorced) parents' households - in the case of longitudinal surveys, the children alternating between two places of residence should be considered in the same place over different waves (unless it can be argued otherwise as a result of a change in the situation);
- (ii) tertiary students - since the concept of financial independence of tertiary students is subject to certain country-specificities and involves student-specific circumstances (e.g. students receiving student loans covering their costs of living during the studies), it may be necessary to include more detailed provisions on this issue in the manual;
- (iii) special cases of people living in an institution to be considered as private household - the possibility of considering persons/families whose need for shelter is provided by an institution as private households could be acceptable in certain cases of specific social context (given that these are adequately justified and documented);
- (iv) cases where it is impossible to record multiple private households within one dwelling - information on only one household in the dwelling would be collected (and it would be recorded that the household is sharing a dwelling with other household(s)).

## 6.7 Annex VII: Correspondence tables<sup>96</sup>

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<sup>96</sup> See HETUS 2008 guidelines (<https://ec.europa.eu/eurostat/ramon/statmanuals/files/KS-RA-08-014-EN.pdf>, p. 193ff.) for correspondence tables ACL 2008 <=> ACL 2000:

## Annex VII / 1 Activity coding list 2018 &lt;=&gt; 2008

Nbr	ACL 2018		ACL 2008	
	0	PERSONAL CARE	0	PERSONAL CARE
	01	SLEEPING	01	SLEEP
1	011	Sleeping	011	Sleep
2	012	Sick in bed	012	Sick in bed
	02	EATING	02	EATING
3	021	Eating	021	Eating
	03	OTHER PERSONAL CARE	03	OTHER PERSONAL CARE
4	031	Washing and dressing	031	Washing and dressing
5	032	Personal care services	363	Personal services
6	039	Other or unspecified personal care	039	Other or unspecified personal care
	1	EMPLOYMENT	1	EMPLOYMENT
	11	MAIN JOB AND SECOND JOB	11	MAIN JOB AND SECOND JOB
7	111	Working time in main and second job (including	111	Working time in main and second job (including
	12	ACTIVITIES RELATED TO EMPLOYMENT	12	ACTIVITIES RELATED TO EMPLOYMENT
8	121	Lunch break in main and second jobs	121	Lunch break
9	129	Other or unspecified activities related to	129	Other or unspecified activities related to
	2	STUDY	2	STUDY
	21	SCHOOL OR UNIVERSITY	21	SCHOOL OR UNIVERSITY
10	211	Classes and lectures	211	Classes and lectures
11	212	Homework	212	Homework
12	213	Internship	211	Classes and lectures
13	214	Breaks at school/ university	211	Classes and lectures
14	215	Extracurricular classes	211	Classes and lectures
15	219	Other/ unspecified activities related to study	200	Unspecified study
	22	FREE TIME STUDY	22	FREE TIME STUDY
16	221	Free time study	221	Free time study
	3	HOUSEHOLD AND FAMILY CARE	3	HOUSEHOLD AND FAMILY CARE
	30	UNSPECIFIED HOUSEHOLD AND FAMILY CARE	30	UNSPECIFIED HOUSEHOLD AND FAMILY CARE
17	300	Unspecified household and family care	300	Unspecified household and family care
	31	FOOD MANAGEMENT	31	FOOD MANAGEMENT
18	311	Food preparation and baking	311	Food preparation, baking and preserving
19	312	Dish washing	312	Dish washing
20	313	Storing, arranging, preserving food stocks	311	Food preparation, baking and preserving
	32	HOUSEHOLD UPKEEP	32	HOUSEHOLD UPKEEP
21	321	Cleaning dwelling	321	Cleaning dwelling
22	322	Cleaning garden	322	Cleaning garden
23	323	Heating dwelling and water	323	Heating and water
24	324	Arranging household goods and materials	324	Arranging household goods and materials
25	325	Recycling and disposal of waste	324	Arranging household goods and materials
26	329	Other or unspecified household upkeep	329	Other or unspecified household upkeep
	33	CARE FOR TEXTILES	33	MAKING AND CARE FOR TEXTILES
27	331	Laundry	331	Laundry
28	332	Ironing	332	Ironing
29	339	Other or unspecified textile care	339	Other or unspecified making of and care for
	34	GARDENING AND PET CARE	34	GARDENING AND PET CARE
30	341	Gardening	341	Gardening
31	342	Tending domestic animals	342	Tending domestic animals
32	343	Caring for pets	343	Caring for pets
33	344	Walking the dog	344	Walking the dog
34	349	Other or unspecified gardening and pet care	349	Other or unspecified gardening and pet care

Nbr	ACL 2018		ACL 2008	
	35	CONSTRUCTION AND REPAIRS	35	CONSTRUCTION AND REPAIRS
35	351	House construction and renovation	351	House construction and renovation
36	352	Repairs to dwelling	352	Repairs to dwelling
37	353	Making, repairing and maintaining equipment	353	Making, repairing and maintaining equipment
38	354	Vehicle maintenance	354	Vehicle maintenance
39	359	Other or unspecified construction and repairs	359	Other or unspecified construction and repairs
	36	SHOPPING AND SERVICES	36	SHOPPING AND SERVICES
40	361	Shopping (including online/ e-shopping)	361	Shopping
41	362	Commercial and administrative services	362	Commercial and administrative services
42	369	Other or unspecified shopping and services	369	Other or unspecified shopping and services
	37	HOUSEHOLD MANAGEMENT	37	HOUSEHOLD MANAGEMENT
43	371	Household management	371	Household management
	38	CHILDCARE	38	CHILDCARE
44	381	Physical care and supervision of child	381	Physical care and supervision
45	382	Teaching the child	382	Teaching the child
46	383	Reading, playing and talking with child	383	Reading, playing and talking with child
47	384	Accompanying child	384	Accompanying child
48	389	Other or unspecified childcare	389	Other or unspecified childcare
	39	HELP TO AN ADULT HOUSEHOLD MEMBER	39	HELP TO AN ADULT FAMILY MEMBER (codes at
49	391	Physical care of an adult household member	391	Physical care of a dependent adult household
50	392	Other support to an adult household member	392	Other help of a dependent adult household
	391	Physical care of an adult household member	399	Help to a non-dependent adult household
	4	<b>VOLUNTARY WORK AND MEETINGS</b>	4	<b>VOLUNTARY WORK AND MEETINGS</b>
	41	ORGANISATIONAL WORK	41	ORGANISATIONAL WORK
51	411	Organisational work (work for or through an	411	Organisational work (work for or through an
	42	INFORMAL HELP TO OTHER HOUSEHOLDS	42	INFORMAL HELP TO OTHER HOUSEHOLDS
52	421	Construction and repairs as help	421	Construction and repairs as help
53	422	Help in employment and farming	422	Help in employment and farming
54	423	Care of own children living in another household	423	Care of own children living in another household
55	424	Childcare as help to another household	424	Other childcare as help to another household
56	425	Help to an adult person of another household	425	Help to an adult of another household
57	429	Other/ unspecified informal help to another	429	Other or unspecified informal help to another
	43	PARTICIPATORY AND RELIGIOUS ACTIVITIES	43	PARTICIPATORY ACTIVITIES
58	431	Meetings	431	Meetings
59	432	Religious activities	432	Religious activities
60	433	Visits to cemetery and grave care	432	Religious activities
61	439	Other or unspecified participatory activities	439	Other or unspecified participatory activities
	5	<b>SOCIAL LIFE AND ENTERTAINMENT</b>	5	<b>SOCIAL LIFE AND ENTERTAINMENT</b>
	51	SOCIAL LIFE	51	SOCIAL LIFE
62	511	Socialising with family	511	Socialising with family
63	512	Visiting and receiving visitors	512	Visiting and receiving visitors
64	513	Celebrations	513	Celebrations
65	514	Audio and video conversation	514	Telephone conversation
66	515	Communication by text messaging (SMS, instant	713	Communication by computing
67	516	Time spent on social media	713	Communication by computing
68	519	Other or unspecified social life	519	Other or unspecified social life
	52	ENTERTAINMENT AND CULTURE	52	ENTERTAINMENT AND CULTURE
69	521	Cinema	521	Cinema
70	522	Theatre and concerts	522	Theatre and concerts
71	523	Art exhibitions and museums	523	Art exhibitions and museums
72	524	Library	524	Library
73	525	Attending live sports events	525	Sports events
74	526	Zoos, botanical gardens, natural reserves, etc.	529	Other or unspecified entertainment and culture
75	529	Other or unspecified entertainment and culture	529	Other or unspecified entertainment and culture
	53	RESTING — TIME OUT	53	RESTING — TIME OUT
76	531	Resting — Time out	531	Resting — Time out

Nbr	ACL 2018		ACL 2008	
	6	SPORTS AND OUTDOOR ACTIVITIES	6	SPORTS AND OUTDOOR ACTIVITIES
	61	PHYSICAL EXERCISE	61	PHYSICAL EXERCISE
77	611	Walking and hiking	611	Walking and hiking
78	612	Jogging and running	612	Jogging and running
79	613	Cycling, skiing and skating	613	Cycling, skiing and skating
80	614	Ball games	614	Ball games
81	615	Gymnastics and fitness	615	Gymnastics and fitness
82	616	Water sports	616	Water sports
83	619	Other or unspecified sports or outdoor activities	619	Other or unspecified sports or outdoor activities
	62	PRODUCTIVE EXERCISE	62	PRODUCTIVE EXERCISE
84	621	Productive exercise (e.g. hunting, fishing, picking)	621	Productive exercise (e.g. hunting, fishing, picking)
	63	SPORTS RELATED ACTIVITIES	63	SPORTS RELATED ACTIVITIES
85	631	Sports related activities	631	Sports related activities
	7	HOBBIES	7	HOBBIES AND COMPUTING
	71	ARTS AND HOBBIES	71	ARTS AND HOBBIES
86	711	Arts (visual, performing, literary)	711	Arts (visual, performing, literary)
87	712	Collecting	712	Collecting
88	713	Making handicraft products	333	Handicraft and producing textiles
89	719	Other or unspecified hobbies	719	Other or unspecified hobbies
	72	COMPUTING	72	COMPUTING
90	721	Computing	721	Computing — programming
91	722	Information search using internet	722	Information by computing
92	729	Other or unspecified computing	729	Other or unspecified computing
	73	GAMES	73	GAMES
93	731	Solo games and play, gambling	731	Solo games and play, gambling
94	732	Parlour games and play	732	Parlour games and play
95	733	Computer games	733	Computer games
96	734	Console games (on home console)	733	Computer games
97	735	Mobile games (on handheld device/ smartphone)	733	Computer games
98	739	Other or unspecified games	739	Other or unspecified games
	8	MASS MEDIA	8	MASS MEDIA
	81	READING	81	READING
99	811	Reading periodicals	811	Reading periodicals
100	812	Reading books	812	Reading books
101	819	Other or unspecified reading	819	Other or unspecified reading
	82	TV, VIDEO AND DVD	82	TV, VIDEO AND DVD
102	821	Watching TV, video or DVD	821	Watching TV, video or DVD
	83	RADIO AND RECORDINGS	83	RADIO AND RECORDINGS
103	831	Listening to radio or recordings	831	Listening to radio or recordings
	9	TRAVEL AND UNSPECIFIED TIME USE	9	TRAVEL AND UNSPECIFIED TIME USE
		TRAVEL BY PURPOSE		TRAVEL BY PURPOSE
104	910	Travel to/ from work	910	Travel to/from work
105	920	Travel related to study	920	Travel related to study
106	936	Travel related to shopping and services	936	Travel related to shopping and services
107	938	Travel related to childcare	938	Travel related to childcare
108	939	Travel related to other household care	939	Travel related to other household care
109	940	Travel related to voluntary work and meetings	940	Travel related to voluntary work and meetings
110	950	Travel related to social life	950	Travel related to social life
111	960	Travel related to other leisure	960	Travel related to other leisure
112	980	Travel related to changing locality	980	Travel related to changing locality
113	900	Other or unspecified travel purpose	900	Other or unspecified travel purpose
		AUXILIARY CODES		AUXILIARY CODES
114	995	Filling in the time use diary	995	Filling in the time use diary
115	998	Unspecified leisure time	998	Unspecified leisure time
116	999	Other unspecified time use	999	Other unspecified time use



## Annex VII / 2 Location/ transport mode 2018 <=> 2008 (no change)

Nbr	ACL 2018		ACL 2008		Eurobase aggregated codes
1	00	Unspecified location/transport mode	00	Unspecified location/transport mode	13
		LOCATION		LOCATION	
2	10	Unspecified location (not travelling)	10	Unspecified location (not travelling)	13
3	11	Home	11	Home	01
4	12	Weekend home or holiday apartment	12	Weekend home or holiday apartment	02
5	13	Workplace or school	13	Workplace or school	03
6	14	Other people's home	14	Other people's home	04
7	15	Restaurant, cafe or pub	15	Restaurant, cafe or pub	05
8	16	Shopping centres, malls, markets, other shops	16	Shopping centres, malls, markets, other shops	06
9	17	Hotel, guesthouse, camping site	17	Hotel, guesthouse, camping site	07
10	19	Other specified location (not travelling)	19	Other specified location (not travelling)	13
		TRANSPORT MODE		TRANSPORT MODE	
11	20	Unspecified transport mode	20	Unspecified transport mode	12
		PRIVATE TRANSPORT		PRIVATE TRANSPORT	
12	21	Travelling on foot	21	Travelling on foot	08
13	22	Travelling by bicycle	22	Travelling by bicycle	09
14	23	Travelling by moped, motorcycle or motorboat	23	Travelling by moped, motorcycle or motorboat	10
15	24	Travelling by passenger car	24	Travelling by passenger car	10
16	29	Other or unspecified private transport mode	29	Other or unspecified private transport mode	12
		PUBLIC TRANSPORT		PUBLIC TRANSPORT	
17	31	Travelling by public transport	31	Travelling by public transport	11

## Annex VII / 3 Main activity codes of EUROBASE 2000 / 2008

Annex VII / 3 Main activity codes of EUROBASE 2008 / 2000			
Eurobase main activity codes	Eurobase tables heading	Original HETUS 2008 codes	Original HETUS 2000 codes
<b>1 - 3</b>	<b>Personal care total</b>	<b>000 - 039</b>	<b>000 - 039</b>
1	Sleeping	01	01
2	Eating	02	02
3	Other personal care	03	000, 03
<b>4 - 5</b>	<b>Employment total</b>	<b>11, 12</b>	<b>100 - 139, 911, 912</b>
4	Main and second job	11	11, 12, 911, 912
5	Activities related to employment	12	100, 13
<b>6 - 8</b>	<b>Study total</b>	<b>200 - 221</b>	<b>200 - 221</b>
6	School and university	200, 211	210-211, 219, 200
7	Homework	212	212
8	Free time study	221	22
<b>9 - 24</b>	<b>Domestic total</b>	<b>300 - 399</b>	<b>300 - 391</b>
9	Food preparation	311	310, 311, 312, 314, 319
10	Dish washing	312	313
11	Cleaning dwelling	321	321
12	Other household upkeep	322-329	320, 322-329
13	Laundry	331	331
14	Ironing	332	332
15	Handicraft	333, 339	330, 333, 339
16	Gardening	341, 349	340, 341, 349
17	Tending domestic animals	342	342
18	Caring for pets	343	343
19	Walking the dog	344	344
20	Construction and repairs	351-359	35
21	Shopping and services	361-369	36
22	Physical care and supervision of child	381, 384, 389	380, 381, 384, 389
23	Teaching, reading, talking with child	382, 383	382, 383
24	Other domestic work	300, 371, 391, 392, 399,	300, 37, 39
<b>25 - 41</b>	<b>Leisure total</b>	<b>41 - 83, 998</b>	<b>400, 430-832, 998</b>
25	Organisational work	41	41
26	Informal help to other households	42	42
27	Participatory activities	43	400, 43
28	Visits and feasts	512, 513	512, 513
29	Other social life	511, 514, 519	510, 511, 514, 519
30	Entertainment and culture	52	52
31	Resting	53	53
32	Walking and hiking	611	611
33	Other sports and outdoor activities	612-619, 62, 63	600, 610, 612-619, 62-63
34	Computer and video games	733	733
35	Other computing	72	722-725
36	Other hobbies and games	71, 731, 732, 739	71, 720, 721, 726, 729, 730-732, 734, 739
37	Reading books	812	812
38	Other reading	811, 819	810, 811, 819
39	TV and video	82	82
40	Radio and music	83	83
41	Unspecified leisure	998	500, 700, 800, 998
<b>42 - 48</b>	<b>Travel total</b>	<b>900 - 980, 995, 999</b>	<b>900, 901, 913 - 982</b>
42	Travel to/ from work	910	913
43	Travel related to study	920	921, 922
44	Travel related to shopping	936	936
45	Transproting a child	938	938
46	Travel related to other domestic	939	931, 939
47	Travel related to leisure	940, 950, 960, 980	941-943, 951, 952, 961, 971, 981, 982
48	Unspecified travel	900	900, 901
<b>49</b>	<b>Other unspecified time use</b>	<b>995, 999</b>	<b>995 - 999</b>

## Harmonised European Time Use Surveys (HETUS) 2018 Guidelines

After 2000 and 2008, the Harmonised European Time Use Surveys (HETUS) 2018 guidelines are the third version of this methodological manual issued by Eurostat. The HETUS 2018 guidelines recommend – as innovations compared to 2008 – to include a new diary column on information and communication technology (ICT) used during each activity. The three-level HETUS Activity Coding List (ACL) 2018 will be exactly the same as ACL 2008 for the two aggregated levels; only on detailed third level of ACL a few additional codes are proposed. Moreover, people's everyday satisfaction will be captured in future via four additional questions at the end of the diary. In order to reduce the burden of respondents, there are fewer questions in the household and in the individual model questionnaire. Finally, the form "Weekly Schedule of Working Time" will be left out.

Actually, countries planning to participate in HETUS wave 3 are preparing, together with Eurostat, to complete HETUS with new tools and sources for collecting data in the years to come. Results of these initiatives will become available by the end of 2020 and these will then be "translated" into precise and generally applicable methodological guidelines. Eurostat works – with the help of a dedicated Task Force on Innovative Tools and Sources for HBS and TUS – to develop additional guidelines of this kind from 2021 onwards. Such additional guidelines, e.g. on new ways and mixed modes of data collection, will complement the HETUS 2018 guidelines as soon as they will be ready.

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# Harmonised European Time Use Surveys (HETUS) 2018 Guidelines

RE-EDITION

After 2000 and 2008, the Harmonised European Time Use Surveys (HETUS) 2018 guidelines are the third version of this methodological manual issued by Eurostat. These HETUS 2018 guidelines were firstly published on the Eurostat website in April 2019. All errors and possible improvements detected in the text since then were either removed from or added to this re-edition 2020. The HETUS 2018 guidelines recommend – as innovations compared to 2008 – to include a new diary column on information and communication technology (ICT) used during each activity. The three-level HETUS Activity Coding List (ACL) 2018 will be exactly the same as ACL 2008 for the two aggregated levels; only on detailed third level of ACL a few additional codes are proposed. Moreover, people's everyday satisfaction will be captured in future via four additional questions at the end of the diary. In order to reduce the burden of respondents, there are fewer questions in the household and in the individual model questionnaire. Finally, the form "Weekly Schedule of Working Time" will be left out. Actually, countries planning to participate in HETUS wave 3 are preparing, together with Eurostat, to complete HETUS with new tools and sources for collecting data in the years to come. Results of these initiatives will become available by the end of 2020 and these will then be 'translated' into precise and generally applicable methodological guidelines. Eurostat works – with the help of a dedicated Task Force TUS on Innovative Tools and Sources – to develop additional guidelines of this kind from 2021 onwards. Such additional guidelines, e.g. on new ways and mixed modes of data collection, will be added as an annex to the HETUS 2018 guidelines as soon as they will be ready.

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