

# Guidelines on harmonised European Time Use surveys



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# **GUIDELINES ON HARMONISED EUROPEAN TIME USE SURVEYS**

**September 2000**

**Adapted for CIRCA January 2001**

## Preface

The potential value of time use data has long been recognised. Time Use Surveys based on a comparable survey design have been conducted in the past in most European countries, but the international comparability has been low due to national variants in the design.

In the early 1990s, the need for increased comparability became recognised. The potential uses of Time Use Surveys were discussed in March 1992 by the 'Social Indicators' working party, resulting in the setting up of a project for harmonising European Time Use Surveys, co-ordinated by a group of experts from EU and EFTA countries.

In December 1994, the Statistical Programme Committee (SPC), representing the National Statistical Institutes of the Member States and EFTA countries, reached a conclusion to support the proposal of harmonised co-ordinated Time Use Surveys. The SPC also supported the carrying out of Time Use pilot Surveys in all Member States in order to increase the comparability of future national statistics on time use within the European Community.

A series of pilot surveys were conducted in late 1996 and early 1997 in nine Member States and nine Central Eastern European (Phare) countries. These were supported by Eurostat with the aim of improving survey tools and identifying possible shortcomings in the survey design. The survey design was essentially an amalgamation of the main features of Time Use Surveys previously carried out in a number of EU and EFTA countries. The planning of the pilot surveys was mainly carried out in co-operation with Finland, Germany, Sweden and the UK.

The overall conclusion from these studies, presented at the SPC meeting in March 1998, was that harmonisation of time use data was feasible despite recognised national differences. Eurostat was mandated by the SPC to develop recommendations for harmonised European Time Use Surveys in order to ensure that Member States were in a position to implement Time Use Surveys on a comparable European basis.

The purpose of the guidelines presented in this publication is to provide a solid methodological basis for countries intending to carry out Time Use Surveys, which will ensure that the results are comparable between countries and therefore greatly increase the value of the data obtained. The guidelines are based on the recommendations put forward in the final report on the pilot surveys, together with discussions and comments given in Time Use Survey Task Force meetings, the further development work in co-operation with Statistics Finland and Statistics Sweden and the comments on draft versions from National Statistical Institutes in Member States, EFTA countries and Phare countries. The project has also been actively supported by the Economic Commission for Europe.

We should like to thank everyone who has contributed to the development of the guidelines, in particular Dr. Manfred Ehling of the German Federal Statistical Office, Prof. Jonathan Gershuny of the University of Essex in the UK, Ms. Iiris Niemi of Statistics Finland, Mr. Klas Rydenstam of Statistics Sweden, Ms. Bettina Knauth of Eurostat and Ms. Karen Blanke, formerly of Eurostat. The finalisation of the guidelines and the production of this publication have been the responsibility of Ms. Christina Österberg of Eurostat.

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Director of Social and Regional Statistics  
and Geographical information System  
Eurostat - September 2000

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## **1. HARMONISATION APPROACH**

The recommendations for common solutions primarily concern design elements that often unintentionally differ between survey designs, and that are regarded as crucial to the Time Use Survey results.

The chosen harmonisation approach is a mix of input and output harmonisation. On the input side, a diary format, some procedures for the data collection and a common activity coding list are strongly recommended. The time diary is self-administered with fixed 10-minute intervals to be filled in during randomly designated diary days. The respondents record the activities in their own words. Diary instructions and examples are also recommended for use in national Time Use Surveys. Furthermore, a set of common questions are recommended for the interview questionnaires to make possible the breakdown of the national populations into the same domains for analysis of time use. Most of these questions have previously been used in other surveys, e.g. the LFS and the ECHP.

Other aspects of survey design and survey realisation are left open for the NSIs to decide on. This gives the opportunity to use best possible practices for survey organisation and data collection efforts at national level. However, some restraints are essential in order to bring about survey data on which similar and comparable statistics can be estimated (e.g. population delimitation, survey period, randomisation of diary days). The Eurostat project has focused on this.

It is a general presumption for comparability that the estimates refer to well defined and corresponding populations and population domains. It is agreed that the survey samples should be representative to the population of the respective countries and that persons in institutions and military service are to be excluded.

National samples will not be uniform. Some countries will draw household samples. Other countries will use the individual as sampling unit. All members of the sampled households or the other members of the sampled persons' households may or may not be included in the sample. Sample designs will differ between countries also in other respects.

To survey entire households offers an 'extra' unit for (very interesting) analysis. However, the statistics and tables with the highest priority are based on individual data and concern individuals.

Time is a second sampling dimension. Not only households/individuals but also days are sampled. It has been agreed that the sampled days should cover 'a year'. The suggestion is that 'the year' is equivalent to 12 months, starting any day during the calendar year. It is however unrealistic to hope for an even coverage and an even quality in the measurement of all days and seasons throughout the year. It will probably be particularly difficult to obtain a good measurement that is equally representative of the actual time use during all partitions of the year e.g. Christmas, New Year, Holiday seasons, etc.

If the aim is to set up satellite accounts, data on totals for the productive activities carried out by the whole population during a whole year is required. Productive activities performed during holidays should then be included in the estimates. In other analysis

focusing on everyday life, these might be excluded. An analysis could also focus on a specific season.

To make it possible to meet these alternative needs the date of the diary day has to be retained in the data. A general requirement in this connection is that populations and samples are fully specified and documented, and that the necessary information is merged with the time use data obtained from the respondents.

Achieving internationally comparable time use statistics is associated with great potential rewards, but also with a few possible sacrifices. Backward national comparability might decrease to some degree. The chosen survey design is rather expensive, and in some cases it might be somewhat 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.

## **2. RECOMMENDATIONS FOR HARMONISED EUROPEAN TIME USE SURVEYS**

### **2.1. Sample design**

Questions concerning sample design were discussed and decided on in the Time Use Task Force meetings in November 1998 and December 1999. The recommendations agreed on are given below.

#### *2.1.1. Population*

**It is recommended** that the Time Use Surveys are restricted to persons resident at domestic addresses. This means that persons in institutions (military service, hospitals, prisons etc.) or with no regular abode are not to be included in the Time Use Surveys.

**It is recommended** that persons of 10 years and older are included in the Time Use Surveys. If that recommendation can not be followed the minimum age limit is 15 years and older.

#### *2.1.2. Sample*

**It is recommended** that highest priority be given to individual observations and to low individual non-response.

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 be the case also in future international comparisons of national time use statistics. This means that most estimates will concern individuals.

**It is recommended** that all members of the household are included in the sample. If analyses of different perspectives of intra-household dependencies are also to be possible, data on the time use of households is required, i.e. there has to be data concerning all household members.



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

In countries where there are no population registers the household is generally the primary sampling unit in social surveys. To achieve a sample of individuals either one individual of the household could be sampled in a second stage or all individuals of a sampled household could be included.

## **2.2. Diary days**

### **2.2.1. *Number of diary days***

The question concerning number of diary days was discussed and decided on in the Time Use Task Force meetings in November 1998. The recommendation agreed on is given below.

**It is recommended** to use two diary days, i.e. one weekday (Monday-Friday) and one weekend-day (Saturday and Sunday).

The use of only one diary day will also be acceptable, but with only one diary day it is impossible to get any idea of the intra-personal variation. The general rule from this point of view is that the more diary days the better. Considering also the problem of increasing non-response with increasing respondent burden a reasonable choice is two or three diary days.

### **2.2.2. *Selection of diary days and coverage of the year***

In Time Use Surveys multidimensional probability samples are required. Not only households/individuals are sampled but also the days/dates when the time use of the sampled objects is to be recorded. The general requirement for a probability sample is that all objects in the population have a known probability ( $> 0$ ) to be allocated to the sample. In the case of 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.

Therefore 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.

**It is strongly recommended** that diary days/dates be allocated to households/individuals by a controlled random procedure.

Furthermore, if dates are assigned independently to individuals/households according to a probability sampling design, the variance estimation is simplified. The requirement here is that there is no interdependence between the dates allocated to individual/household  $i$  and  $j$  respectively. A slight drawback could be a somewhat uneven distribution of diaries over days, months and seasons. However, this could be taken care of in the estimation.

The survey field work should be spread over 12 consecutive months as average time use over a year is estimated for very different activities, and different seasonal patterns probably exist in many of the activities on which people spend time.

**It is recommended** that the survey days/dates are representative of, and cover a full 12 months period, i.e. 365 consecutive days, preferably including potentially problematic days and periods, e.g. Christmas, New Year etc.

In the pilot surveys in most instances dates were randomly assigned to households. If the interviewer for some reason, depending on the sampled individual/household, could not get in contact with the household in due time before the first of the randomly assigned diary dates occurred, the diary days could be postponed according to a given set of rules

If postponing is necessary it is recommended to apply the rules for postponing given in **Annex VII** *Fieldwork*.

### **2.3. Survey forms**

In order to ensure that data collected in Time Use Surveys carried out in different countries will be comparable, it has been decided to include **Annex I** *Directions for the Survey Forms*. The directions contain definitions and explanations concerning the survey forms, i.e. the household questionnaire, the individual questionnaire and the time diary.

**It is recommended** to use the definitions given in the *Directions for the Survey Forms*, and to include in the household questionnaire and the individual questionnaire the questions that are marked 'mandatory'.

#### **2.3.1. Questionnaires**

The *household* and *individual questionnaires* contain variables, which are already included in the LFS or the ECHP. In order to ensure comparability of basic data characteristics, the same definitions as in the LFS and the ECHP should be used. It is recommended that questions in the TUS questionnaires, which measure variables also measured in the LFS and the ECHP, are adapted to already existing questions in these two surveys.

Other questions in the questionnaires are specific for the Time Use Surveys. The full content of the questionnaires has been discussed and decided on in the Time Use Task Force meetings in November 1998 and December 1999. Draft documents have also been sent for comments to the TUS contact persons in Member States, EFTA countries and Phare countries.

**It is recommended** to use the *Household Questionnaire* in **Annex II**.

**It is recommended** to use the *Individual Questionnaire* in **Annex III**.

#### **2.3.2. Diaries**

The Guidelines contain an *Adult Diary* and a *Child Diary*. The actual diary part is the same in both diaries. They only differ in introductory texts and examples showing how to fill in the diary. The *Adult Diary* also includes an additional example to be handed over to elderly respondents.

**It is recommended** to use the *Adult Diary* in **Annex IV**.

**It is recommended** to use the *Child Diary* in **Annex V**.

If adaptation of the diary will be made it is important to follow the recommendations below, which were adopted in the Time Use Task Force meeting in November 1998.

#### *Time slots*

**It is recommended** to use fixed 10-minute time slots.

#### *Secondary activities*

**It is recommended** to keep the 'secondary activities' column in the diary.

#### *With whom column*

**It is recommended** to keep the 'with whom' column in the diary.

#### *Location*

**It is recommended** that information on location at least be coded by using other diary information on activities. The interviewers could also be trained to give special instructions when introducing the diary to the respondents and/or to call back to the respondents when the diary information is insufficient for coding of location.

### **2.4. Activity coding list**

The *Activity coding list* is based on experiences gained in time use research, in previous Time Use Surveys, and in the Eurostat Time Use pilot Surveys. It has been discussed in Time Use Task Force meetings, and different draft coding lists have been sent to the TUS contact persons for comments.

**It is recommended** to use the *Activity coding list* in **Annex VI**. This list should be used for the coding of main activities as well as secondary activities.

### **2.5. Fieldwork**

The guidelines concerning actions in connection with TUS fieldwork are based on experiences from earlier Time Use Surveys carried out in different European countries.

**It is recommended** to include actions concerning recruitment and training of interviewers, planning and supervision of interviewer work, keeping the diary, training coders, and the supervision of coding as described in **Annex VII** *Fieldwork*.

### **2.6. Basic tables**

The Time Use Task Force in December 1999 decided that the *Guidelines on Harmonised European Time Use Surveys* should include recommendations concerning a very limited set of specified basic statistics and tables. The Task Force was also in favour of the development of a more comprehensive system, but at a later stage when more countries have carried out harmonised Time Use Surveys.

Whenever a Time Use Survey is carried out in accordance with the harmonised design, a set of standardised tables should be compiled and stored in a database. As more countries

conduct Time Use Surveys, the database will grow, containing an increasing number of comparable tables.

It should be noted that even the limited set of basic reference tables approach will require an organisation for co-ordinating the work, providing support, taking responsibility for the calculation of statistics and tables being uniform, and for compiling and disseminating the tables and the necessary meta-data.

There is no general and limited set of tables that will satisfy anything but the most superficial comparative purposes, and this way of action can only satisfy the most general, unspecified and vague demands on time use statistics. The basic tables aim at awakening interest and indicating the potential utility of the statistics/data, though still illustrating some fundamental national and gender differences in time use and structure of everyday life.

**It is recommended** to produce basic time use tables according to the specifications given in **Annex VIII Basic tables**, and to deliver these tables electronically to Eurostat.

## **2.7. Estimators**

Estimation in Time Use Surveys needs some special steps due to the diary approach and the household sample, and estimators of time use variables may be rather complicated. For instance, the allocation of diary days affects the weighting. Means are calculated in different ways, and in many cases means are calculated by using a ratio estimator composed of estimated total time use and domain size.

**It is recommended** to follow the guidelines on weighting, non-response adjustment and estimators given in **Annex IX Estimators**, when producing basic time use tables according to the specifications given in **Annex VIII Basic tables**.

The report *The Estimation Procedure of the Harmonised Time Use Survey in Finland*, which has been produced under a Eurostat contract, will hopefully be a useful work of reference when working out national time use estimators.

## **2.8. Required meta-information**

Meta-information defining the national Time Use Survey, needs to be published together with the results of the survey. This information should be sufficient for understanding how different national surveys relate to one another and to the European guidelines.

**It is recommended** that the meta-information described below be published together with the results of each national Time Use Survey.

### **2.8.1. National contact persons**

#### **For each contact person record**

Name

Address

Telephone number

Telefax number

E-mail address

## 2.8.2. *Main concepts and definitions*

### **Population**

Description of the population.

### **Household**

Description of deviations from recommended concept/definition.

## 2.8.3. *Sample*

### **Sample size**

Households

Individuals

### **Coverage and sampling frame**

Geographical coverage

Possible exclusions from the national target population

Type of frame

Updating of frame

Characteristics of households and individuals available from the frame

### **Sample design and selection**

Type of design

Number of sampling stages

- *Type of unit first stage*

- *Type of unit second stage*

Stratification variables

Method of selection (systematic sampling, random sampling)

Selection of diary days

Distribution of diary days

## 2.8.4. *National adaptations of survey forms*

### **Household questionnaire**

### **Individual questionnaire**

### **Time diaries including introductory text and examples**

The meta-information should contain a description of deviations from the standardised survey forms included in the Guidelines.

### 2.8.5. *Data collection*

#### **Fieldwork period**

##### **Interviewers**

Description of interviewer recruitment process

- *Interviewers employed directly by the national data collection unit*
- *Separate interviewers for the TUS*

Number of interviewers

Training of interviewers

Mean number of households per interviewer

Mean number of households per interviewer in relation to period worked

Payment of interviewers

##### **Contacts with the households**

Advance letter

Mean number of call-backs per interviewed household

##### **Data collection work**

Type of interviews used (rules and results)

Face-to-face personal interviews

- *Face-to-face CAPI interviews*
- *Face-to-face PAPI interviews*

Interviews by telephone

Proxy interviews

Self-completed questionnaires

Compulsory or voluntary survey

Mean duration of

- *Household interviews*
- *Individual interviews, and guiding respondents in diary keeping*

Postponement of diary days (rules and results)

Diaries mailed back to or collected by the interviewer

Compensation (incentives) to the household

## **Response rates**

Household interview response rate

- *Number of completed household interviews/number of households in the sample*

Individual interviews response rate

- *Number of completed individual interviews/number of individuals in the sample*

Time diaries response rates

- *Number of individuals with at least one completed diary/number of individuals in the sample*

and

- *Number of completed diaries/number of individuals in the sample x number of diary days per individual.*

Full completion rate

- *Number of households where all members have completed diaries for the assigned diary days/number of households in the sample.*

### **2.8.6. Data quality**

#### **National activity coding list**

##### **Coding staff**

Description of coding staff recruitment process

- *Coders employed directly by the national data collection unit*
- *Separate coders for the TUS*

Number of coders

Training of coders

##### **Data checking and validation**

Coding time per diary

Checks of coding quality

Data checking programs

Studies of data distributions and outliers

- *Percentage of 'right' days and postponed days*
- *Distribution of diaries by days of the week*
- *Reasons for non-response*
- *Structure of non-response (for a number of specified background variables)*

Mean number of episodes (main activities only) per diary

Proportion of total time with a secondary activity registered

Time not accounted for per diary

### 2.8.7. *Estimators*

Estimators; including calculation of weights, adjustment of weights, variances, formulae, data programs.

## **3. LIST OF ANNEXES**

3.1.1. *Annex I Directions for the Survey Forms*

3.1.2. *Annex II Household Questionnaire*

3.1.3. *Annex III Individual Questionnaire*

3.1.4. *Annex IV Adult Diary*

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3.1.8. *Annex VIII Basic Tables*

3.1.9. *Annex IX Estimators*



**GUIDELINES ON HARMONISED EUROPEAN  
TIME USE SURVEYS**

**Annex I**

**Directions for the Survey Forms**

**September 2000**

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# 1 Introduction

In order to ensure that data collected in Time Use Surveys carried out in different countries will be comparable, it has been decided to include these directions for the survey forms as **Annex I** to the Guidelines on Harmonised European Time Use Surveys.

The directions have two purposes:

1. To facilitate a uniform interpretation of the questions, as well as the process of adaptation and translation of the survey forms, with the aim of maintaining comparability.
2. To be an aid when interviewer guidelines are worked out, which has to be done at the national level taking into account country specific situations and procedures.

## 2 Adaptation of survey forms

### 2.1 Harmonisation

The household questionnaire (**Annex II** to the Guidelines) and the individual questionnaire (**Annex III** to the guidelines) contain many variables which are collected either in the Labour Force Survey (LFS), the European Community Household Panel (ECHP) or other harmonised surveys/registers. In order to ensure comparability of basic data characteristics, it is recommended to use existing definitions and to adapt questions in the harmonised European Time Use Survey (HETUS) to already existing ones. Some time use questions are marked mandatory and are intended to be used for international comparisons. Other time use questions are voluntary, which means that it is up to each country to decide if they should be included in the survey or not.

It is recommended to use the diaries included in the guidelines (**Annexes IV** and **V**). The diaries should not be altered except to adapt them to country specific routines or demands. This could e.g. mean changing the diary examples or the wording of instructions or entering an extra column in order to get additional information.

### 2.2 The household as unit

The HETUS aims to collect data on time use for each household member aged 10 years and older. People living at the same address, sharing meals and sharing household budget are considered as members of the same household. It is known that time use within a household is interrelated. Therefore it is recommended that each person in the household, aged 10 years and older is requested to fill in the individual questionnaire and the 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 that are not present at the date of the interview the questionnaire could be completed either in a telephone-interview, or as the less appropriate solution in a proxy interview.

- The diary is a leave behind diary. The diary should be introduced by the interviewer together with short instructions (see **item 5**). Assuming that not all members are present at the interview, written instructions must be given in the diary. The instructions should not be too long and they should be easy to read and understand.

This background should be taken into account during the whole procedure of adaptation.

### **3 Adaptation of the questionnaires**

#### **3.1 Basic concept of adaptation**

The questionnaires are to be regarded as catalogues of questions, to be elaborated into final questionnaires. The adaptation should be done to country specific conventions and procedures used in the LFS, the ECHP or other sources and in line with definitions presented in the directions. Definitions are prepared along the lines of the ECHP, whenever they were suitable for the TUS. Definitions concerning employment follow the definitions of the LFS.

The original source, if there is one, is marked at the bottom of each question (indicated by either ECHP or LFS, or both.).

Definitions are presented in the order of the questionnaires. First there are definitions on the household questionnaire (H + number of the question) followed by definitions on the individual questionnaire (I + number of the question) and instructions for the diary.

The question catalogue specific to TUS is marked either by **TUS mandatory** or **TUS voluntary**. Slight adjustments to country specific conventions might be useful (wording, terminology etc.).

In order to communicate exactly which characteristics are involved technical terms are sometimes used. These are not regarded as suitable for the questionnaire in the field.

The order of the questions might be changed if this is necessary

Additional questions might be introduced.

#### **3.2 Adapting the household questionnaire**

The household questionnaire should be used in a face-to-face interview. Definitions and instructions are given either in the headline as a sentence of introduction or allocated under "INTERVIEWER". Additional interviewer information can be found under "Hint". The structure of the questionnaire is simple; headlines give the topic on which questions are asked. Most are copied from the ECHP and only need to be slightly adapted.

#### **3.3 Adapting the individual questionnaire**

The individual questionnaire is more complex in structure and items asked about. The following remarks are essential:

- As the questionnaire will be used not only in face-to-face interviews but also in phone interviews and possibly in proxy interviews, this must be taken into account when adapting the questionnaire.
- Definitions and important notes should be integrated as far as possible in the questionnaire itself.
- A few questions are open-coded questions. Coding must be done after the data collection. The coding system referred to is mentioned under each question.

## 4 Adaptation of the diaries

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 check list.

Each respondent gets two diaries, in order to keep a diary on one weekday and one weekend day.

The cover page contains necessary administrative items. The format might be adapted to national needs.

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

The examples should be modified to country specific description of activities in order to be close to reality. The examples should present all information that needs to be shown, i.e. how to note first and secondary activity, how to use quotation marks or arrows, and how to fill in the “with whom” column.

The structure and content of the diary are fixed. It is recommended that the adapted version is as close as possible to the version presented in the Guidelines.

Small adaptations might be done to the questions at the end of the diary, but without changing the meaning of the question itself.

It is recommended that the checklist at the end of the diary be presented as suggested. The purpose of this list is to improve the quality of data.

## 5 The Household Questionnaire

### 5.1 Cover page

The cover page contains three items, to be filled in by the interviewer.

- four digits for the number of the household
- the number of the interviewer, and
- the date of interview.

## 5.2 Who should answer the household questionnaire?

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

- in a two-generation household select a parent 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.

## 5.3 Definition of the household

At community level, including the ECHP, a household is defined in terms of shared residence and common arrangements, as comprising "either one person living alone or a group of persons, not necessarily related, living at the same address with common housekeeping, i.e. sharing a meal on most days or sharing a living or sitting room".

For the purpose of the Time Use Surveys, Eurostat recommends that persons living at the same address, sharing meals and sharing household budget are considered as members of the same household.

The basic criterion to determine whether a group constitutes a private household is if it does its own housekeeping independently. Persons residing in hotels, hostels, hospitals and nursing homes, commercial boarding houses, dormitories and such institutions are excluded.

In order to avoid double counting it is recommended to select only households at their principal residences (for principal residence use the definition of your country)

### Temporarily absent persons

Members of the household, who are not living with the household during the diary reporting days (e.g. working elsewhere during the week, being on holiday), are still regarded as household members and should be requested to fill in the diaries if the household can get in contact with them during the next two weeks (concept of availability).

For practical reasons members of the household not available within the next two weeks need not to be interviewed or to fill in the diaries. The reason for non-participation - not being available – should be recorded by the interviewer, e.g. in an interviewer report for each household.

### Lodgers, servants

- Is there an agreement of the household in having a common housekeeping (e.g. sharing most of the meals or living room or sharing equipment etc.)?
- If yes, regard lodgers/servants as household members
- If not, ask the person if she/he considers this address as her/his principal residence?
- If yes, she/he is asked to participate as a separate household.
- If the person does not consider this address as her/his principal residence, she/he should not participate

## **Students**

- Ask the student/the household for her/his principal residence. If this address is considered as his/her principal residence, she/he is regarded as a member of the household.
- Ask for the availability within the next two weeks (concept of availability and being regarded as a respondent)
- Students available within the next two weeks are regarded as respondents. Others are treated only as household members, and the interviewer should note the reason for non-participation (non-availability).

## **Persons on business trips, holidays etc.**

- Same as for students.

## **Persons temporarily institutionalised**

- Are regarded as household members but not as respondents.

## **5.4 Questions H 1 – H 22**

### **H 1 Starting time**

**TUS voluntary.**

### **H 2 Household grid**

**TUS mandatory. ECHP.**

For each member of the household, including the respondent, a row in the matrix must be completed. The first name (or any abbreviation) might be helpful in respect of monitoring and collecting the data. Year of birth, sex, relationship to other members of the household and activity status are obligatory to fill in.

The order of the household members is not fixed. Each household member is labelled with the number of the row where she/he is listed. For each person listed complete the “Relationship to” cells by recording the relationship to each other member of the household.

### **H 3-H 4 Long-term arrangements for childcare**

**TUS voluntary.**

The purpose is to cover regular childcare done by someone other than household members, and based on a long-term arrangement (more than one month). Help from time to time and occasionally should not be included.

The childcare should include facilities such as kindergarten, day care centre, crèche, etc., as well as a childminder or a private person outside the household providing childcare, e.g. a grandparent.



Also childcare at school, which is not obligatory and that can be regarded as an additional arrangement, should be included. Full time school for children is not regarded as childcare.

## **H 5 Place of residence**

**TUS voluntary. ECHP.**

**Single family house** means that no internal space or maintenance and other services are normally shared with other dwellings. Sharing of a garden or other exterior areas is not precluded.

**Detached** means that the dwelling has no common walls with another dwelling.

**Semi-detached** refers to two dwellings sharing at least one wall.

**Terraced** refers to a row of (more than two) joined-up dwellings.

**Apartments or flats in a building** normally share some internal space or maintenance and other services with other units in the building. The separation into 'less than 10' and '10 or more' is for the purpose of identifying relatively large blocks of apartments or flats.

**Other accommodation** could be e.g. a boat, a garden cottage.

## **H 6 Number of rooms**

**TUS voluntary. ECHP.**

This question refers to the number of rooms the household has the use of, not counting kitchens, bathrooms and toilets. Rooms solely used for business, hallways, landings, cloakrooms, storerooms, etc. are not included.

If cooking facilities are in a room used for other purposes, include this room in the count of rooms. It should be excluded only if the space is used mainly for cooking. Thus for example, kitchen-cum-dining room is included as one room in the count of rooms. A room used solely for business is excluded, but it is included if it is shared between private and business use.

## **H 7 Property of the dwelling**

**TUS voluntary. ECHP.**

**Owner.** The owner of the accommodation should be a member of the household. If the accommodation is provided by a relative (e.g. by a parent to a daughter), who is not a member of the household, then one of the other categories should be ticked. Which one depends on if rent is paid or not.

**Tenant/subtenant paying rent.** This also covers the case when the rent is wholly recovered from housing benefits or other sources, including public charitable or private sources. Also, no distinction is made between accommodations directly rented from a 'landlord' and accommodations rented from a tenant to a sub-tenant.

**Accommodation provided rent-free.** This applies only when no rent is to be paid, e.g. when the accommodation comes with the job or is provided rent-free from a private source. The situation when rent is recovered from housing benefit or other sources is covered in the previous category.

## **H 8 Dwelling amenities**

**TUS voluntary. ECHP.**

**A place to sit outside** includes a shared or communal garden, a rooftop garden, a patio, a terrace, or a large balcony designed for sitting out on.

**Place used as a workshop** is a room for handicraft, for repairing durable goods, a garage with a handicraft arrangement etc.

## **H 9 Items the household has in use**

**TUS mandatory.**

**"Item in use"** means that it is available to the household members. It is not essential that each member of the household does use it, or is able to use it. Nor must the household be the owner. A vehicle purely for business or commercial use is not included.

A **second home** may be owned or rented on a long-term basis (including time-share). If owned, it excludes any property that is exclusively rented out as a commercial operation. It can include property that the household rents out, provided that one or more of the household members stay there at least some time for holidays or for other reasons.

## **H10 Building a house**

**TUS mandatory.**

Questions **H 10** and **H 11** concerning construction and extensive repairs are needed in order to facilitate coding in distinguishing between major repairs included in the national accounts and minor repairs not included. This distinction is needed for the satellite account of household production.

**Building a house** covers all kinds of construction work for private use. Building e.g. a cowhouse is done for entrepreneurial use and is not included here.

## **H 11 Making extensive repairs**

**TUS mandatory.**

Also see **H 10** above.

Extensive repairs are included in the national accounts. These are major improvements e.g. renovations, reconstructions or enlargements (ESA 3.71), which go considerably beyond what is required just to maintain fixed assets (a dwelling, a holiday cottage etc.).

"Maintenance of the dwelling occupied by the household, including small repairs of a kind usually carried out by tenants as well as owners" (SNA 6.20) are minor repairs and are not included here.

## **H 12 Growing plants**

**TUS mandatory.**

Production of agricultural goods is included in the system of national accounts (SNA). Question **H 12** includes production of agricultural goods both for the market and for own consumption. The separation will be done through question **H 15**. This distinction is needed for the satellite account of household production.

Question **H 12** is used in the coding of diaries to separate growing vegetables, crops, fruit trees and other edible plants from tending ornamental plants.

## **H 13 Keeping/breeding domestic animals**

**TUS mandatory.**

Tending domestic animals is included in the system of national accounts (SNA).

Question **H 13** includes tending domestic animals both for the market and for own consumption. The separation will be done through question **H 15**. This distinction is needed for the satellite account of household production.

Question **H 13** is used in the coding of diaries to separate between tending domestic animals (SNA) and tending pets. Domestic animals include cows, pigs, hens, etc.

## **H 14 Keeping/breeding pets**

**TUS mandatory.**

Keeping pets is not included in the SNA and the separation from tending domestic animals is important in the coding of diaries.

Pets include cats, dogs, hamsters, aquarium fish, etc. Horses used only for riding are included in 'pets', but if they are used for work they are included in 'domestic animals'.

## **H 15 Selling agricultural products on the market**

**TUS mandatory.**

Question **H 15** in combination with **H 12** and **H13** makes it possible to distinguish between growing plants, etc. and tending animals as farming/work (products sold on the market) and as gardening and pet care (no products sold on the market).

## **H 16 Sources of income**

**TUS voluntary. ECHP.**

This question concerns the current situation. The sources of income of all persons currently members of the household are to be taken into account (including that of 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 17      Largest source of income**

**TUS voluntary. ECHP.**

If more than one source of income exists, the household is asked to indicate the largest source. Please note that this might be the sum of incomes of the same type of source, e.g. the income of employment for several persons or the sum of unemployment benefits of two members if this is higher than the wage income of another member of the household.

## **H 18      Net income**

**TUS mandatory. ECHP.**

**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.

## **H 19      Net income**

**TUS mandatory. ECHP.**

Collecting data on income can be difficult. If the respondent can not/will not give an exact amount as answer to question **H18** proceed to question **H19** and ask for the net range of the household's total income.

## **H 20      Receiving help**

**TUS voluntary.**

The aim of this question is to collect data on help that is given to the household or a member of the household. This help can be given through an organisation/institution or informally on a private basis. There is no distinction made between help based on long-term or short-term arrangements.

For the individual country interested in help and services received by the households, different 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 help and services considered, i.e. they should not have been 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 valued from a national user perspective.

The information collected in this question could help to

- get a better view of the division of household production between help received (paid or unpaid) and services purchased i.e. a substitute to household production.
- get a better view of the economic role of social networks and the division of labour between households.

**Concept:**

*Reference period:* Previous 4 weeks

*Activities* are categorised according to pilot results (Finland) on the most common help categories. Countries are free to apply their own classifications.

*Distinction between:* paid/unpaid

*No distinction between:* long-term/short-term arrangements.

*Included:* Help purchased through private arrangements, as neighbours, colleagues, child minder, cleaning help.

*Not included:* services purchased through the market e.g. garage, restaurant, public institutions (like kindergarten, social services etc.). BUT it is up to the individual country to decide if also this kind of services should be included.

**H 21 Respondent**

**TUS voluntary.**

Enter the number of the household member that answered the questionnaire.

**H 22 Ending time**

**TUS voluntary.**

**6 The Individual Questionnaire****6.1 Cover page**

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

- Four digits for the number of the household according to the household questionnaire, which is necessary in order 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

**6.2 Questions I 1 – I 47****I 1 Starting time**

**TUS voluntary.**

**I 2-I 3 Gainfully employed**

**TUS mandatory. LFS.**

These questions do not apply to children. A filter on top of question **I 2** skips children under 15 years to question **I 29**.

The purpose of questions **I 2** and **I 3** is to identify respondents who by definition are gainfully employed.

The reference period in questions **I 2** and **I 3** is last week, beginning on Monday and ending on Sunday (in line with the reference week in the LFS).

The following persons are regarded as gainfully employed:

- Persons who worked 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 were temporarily not at work but who have employment (any formal attachment)

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

**Question I 2: ‘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 was received in the week the work was done or not. Anyone who receives wages for on-the-job training involving production of goods or services is also counted as working.

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

- A person works in his own business, professional practice or farm for the purpose of earning a profit, even if the enterprise is failing to make a profit.
- A person spends time on the operation of a business, professional practice or farm even if no sales were made, no professional services were rendered, or nothing was 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).
- A person is in the process of setting up a business, farm or professional practice; this includes the buying or installing of equipment and ordering of supplies in preparation for opening a new business. An unpaid family worker is said to be working if the work contributes directly to a business, farm or professional practice owned or operated by a related member of the same household. Unpaid family work is any task directly contributing to the operation of the family farm or business.

**Question I 3: Was not working but had a job or business from which she/he was absent during the reference week.**

*1. For 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.

*Long-term absence from work.* If the total absence from work (measured from the last day of work to the day on which the paid worker will return) has exceeded six months then a person is considered to have a job only if full or partial pay is received by the worker during the absence.

*Seasonal workers.* In some industries such as agriculture, forestry, fishing, hotels and some types of construction, there is a substantial difference in the level of employment from one season to the next. For the purpose of the labour force survey, paid workers in such industries are not considered to have a job in off-seasons.

*2. For 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.

### 3. For self-employed persons

If self-employed persons are classified as being absent from work, then they are regarded as in employment only if they can be said to have a business, farm or professional practice. This is 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 or his 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 in the telephone book, 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.

## **I 4 Reason for being absent from work**

**TUS mandatory. LFS.**

**Own illness.** Sick but still under contract or responsible for own business

**Holiday.** Respondents who by accident were on holiday during the reference week are to be regarded as employed.

**Parental leave.** Maternity or parental leave. Parental leave can be taken either by the mother or the father and is the interruption of work in case of childbirth or to bring up a child of young age. It should correspond to the period when parents receive 'parental leave benefit'.

This code is used only for those persons on statutory parental leave (legal or contractual). Any other leave taken for reasons of childbearing or rearing is coded 'Other reason'.

**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 in the establishment was impeded by a labour dispute outside the establishment (thus causing a shortage in material supplies for example) are coded 'Other reason'

**Other reason:** lay-off, slack work for technical or economic reasons, difficulties such as plant break down or material shortage

## **I 5 Main activity of the local unit Main job**

**TUS mandatory. LFS. ECHP.**

Required coding of the economic activity of the 'local unit' is NACE to 2 digits. The NACE codes in **Appendix 1** are derived from the *Statistical Classification of Economic Activities (NACE Rev. 1)*.

The 'local unit' to be considered is the geographical location where the job is mainly carried out or, in the case of itinerant occupations, can be said to be based; normally it

consists of a single building, part of a building or, at the most, a self-contained group of buildings. The 'local unit' is therefore the group of employees of the enterprise who are geographically located at the same site.

## **I 6 Private or public sector**

**TUS voluntary. ECHP.**

**Private** includes not only profit-making enterprises of all kinds but also non-profit or charitable or voluntary agencies and organisations if they are privately owned and financed (even if much of their income is derived from government contracts).

**Public** means central or regional or local government, including state enterprises such as railways, or state utilities or services such as gas or electricity, or state-owned manufacturing, or other organisations that are directly run by the state, or derive most of their income directly from the state.

**Semi-state** refers to organisations that are semi-independent of government, usually not limited by normal government department rules, having some private sector characteristics but not being part of the private sector. An example is "quangos" in Britain (quasi-autonomous national government organisations).

## **I 7 Occupation**

**TUS mandatory. LFS. ECHP.**

**Occupation** in main job should be coded according to the ISCO-88 (COM) classification provided in **Appendix 2**, which is based upon *ISCO-88; International Standard Classification of Occupations*, published by the International Labour Office (Geneva, 1990). Code to 3 digits.

## **I 8 Professional status in main job**

**TUS mandatory. LFS.**

**Employees** are defined as persons who work for a public or private employer and who receive compensation in the form of wages, salaries, fees, gratuities, payment by results or payment in kind; non-conscripted members of the armed forces are also included.

**Self-employed persons** are defined as persons who work in their own business, professional practice or farm for the purpose of earning a profit, with or without employees.

**Family workers** are persons who help another member of the family to run an agricultural holding or other business, provided they are not considered as employees.

## **I 9 Working full time or part time**

**TUS mandatory. LFS.**

The distinction between full-time and part-time work should be made on the basis of a spontaneous answer given by the respondent. It is impossible to establish a more exact distinction between part-time and full-time work, due to variations in working hours between Member States and also between branches of industry. By checking the answer



with the number of hours usually worked, it should be possible to detect and even to correct implausible answers, since part-time work will hardly ever exceed 35 hours, while full-time work will usually start at about 30 hours.

**I 10 Fixed starting and finishing hours**

**TUS voluntary.**

The question concerns the possibility of a more flexible working life. Flexibility might be to start one day at 8 a.m. and next day half an hour later depending on personal circumstances; meaning not having to be in a hurry if being stopped in a traffic jam or spending time with the child at the day care centre.

**I 11-I 12 Weekly contracted working hours**

**TUS voluntary.**

These questions refer to contracted working supposed to be done. Whereas the LFS asks for usual or actual working hours, the TUS will collect the actual working hours directly from the diaries.

**I 13-I 14 Paid contracted vacation**

**TUS voluntary.**

Respondents are asked to give their contracted vacation by year. The normal one or two days off a week (either on weekend days or weekdays) are not regarded as contracted vacation days.

**I 15 Monthly net income**

**TUS mandatory.**

Normal monthly net income from the main job including earnings from overtime work. See **H 18**, but now referring to the individual.

**I 16 Monthly net income**

**TUS mandatory.**

Normal monthly net income from the main job, including earnings from overtime work. See **H 19**, but now referring to the individual.

**I 17 Monthly net income for self-employed**

**TUS mandatory.**

See **H 18**, but now referring to the individual.

**I 18 Monthly net income for self-employed**

**TUS mandatory.**

See **H 19**, but now referring to the individual.

## **I 19 Additional work**

**TUS mandatory. LFS.**

The respondent had more than one job or business during the reference week. This refers only to those persons with more than one job. It does not refer to persons having changed job during the reference week.

## **I 20 Main activity of the local unit Second job**

**TUS voluntary. LFS. ECHP.**

Required coding of the economic activity of the 'local unit' is NACE to 2 digits. The NACE codes in **Appendix 1** are derived from the *Statistical Classification of Economic Activities (NACE Rev. 1)*.

The 'local unit' to be considered is the geographical location where the job is mainly carried out or, in the case of itinerant occupations, can be said to be based; normally it consists of a single building, part of a building or, at the most, a self-contained group of buildings. The 'local unit' is therefore the group of employees of the enterprise who are geographically located at the same site.

## **I 21 Professional status Second job**

**TUS mandatory. LFS. ECHP.**

**Employees** are defined as persons who work for a public or private employer and who receive compensation in the form of wages, salaries, fees, gratuities, payment by results or payment in kind; non-conscripted members of the armed forces are also included.

**Self-employed persons** are defined as persons who work in their own business, professional practice or farm for the purpose of earning a profit, with or without employees.

**Family workers** are persons who help another member of the family to run an agricultural holding or other business, provided they are not considered as employees.

## **I 22 Monthly net income Second job**

**TUS mandatory.**

Normal monthly net income from the second job, including earnings from overtime work. See **H 18**, but now referring to the individual.

## **I 23 Monthly net income Second job**

**TUS mandatory.**

Normal monthly net income from the second job, including earnings from overtime work. See **H19**, but now referring to the individual.

## **I 24–I 28 Characteristics of non-employed**

**TUS mandatory.**

Questions **I 24 – I 28** only concern respondents who are not employed (without work).

According to the standard LFS framework, persons without work are classified into *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 integrated 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 not defined as the residual group.

### **I 24 Search for employment.**

**TUS mandatory. LFS.**

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

*Person is seeking employment*

Also considered as seeking employment is a person who seeks an opportunity of professional training within an enterprise, e.g. as an apprentice or trainee.

*Person has already found a job, which will start later*

This applies to all persons without a job during the reference week who have already found a job which will start later

### **I 25 Methods used to find a job.**

**TUS mandatory. LFS. ECHP.**

Only the methods used during the four weeks before the interview are to be recorded.

In col. 64 'used other methods', the answer 'yes' should be recorded only if the person has used an active method not covered by col. 57 to 63. Passive methods not coded before should be coded 'no'.

### **I 26 Availability to start working within next two weeks**

**TUS mandatory. LFS.**

'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, because some persons may be unavailable for work during the

reference week due to obstacles that might have been overcome had they known that a job would become available to them.

### **I 27 Main Status**

**TUS mandatory. LFS. ECHP.**

The 'main activity status' gives each person's self-perception regarding his/her activity status; for instance, it identifies students with small jobs who are more closely associated with other students than with other employed persons.

Note in particular that 'unemployed' appears as a response category. The questionnaire also contains information to determine whether or not the respondent is to be regarded as 'unemployed' in line with the standard LFS concepts.

### **I 28 Occupation in last work**

**TUS voluntary. LFS. ECHP.**

**Occupation** in main job should be coded according to the ISCO-88 (COM) classification provided in **Appendix 2**, which is based upon *ISCO-88; International Standard Classification of Occupations*, published by the International Labour Office (Geneva, 1990). Code to 3 digits.

### **I 29–I 32 Education and training**

These questions cover currently undertaken education and training, however all information collected through questions **I30 – I31**, should refer to the entire course or programme (in other words should consider its entire duration).

The wording and coding of these questions has to be formulated using country-specific categories according to the LFS.

The information collected here should relate to all education or training whether or not relevant to the respondent's current or possible future job (see new *ISCED - International Standard Classification of Education - UNESCO 1997* and **Appendix 3**). It should include initial education, further education, continuing or further training, training within the company, apprenticeship, on-the-job training, seminars, distance learning, evening classes, self-learning etc. It should also include courses followed for general interest and may cover all forms of education and training such as language, data processing, management, art/culture, health/medicine courses, etc

If the interviewee takes part in several courses of education or training, the one considered most useful for his or her current or future employment should be recorded; in case of doubt, record the longest course in terms of hours.

### **I 29 At present receiving education or training**

**TUS mandatory. LFS. ECHP.**

### **I 30 Level of this education**

**TUS mandatory. LFS. ECHP.**

Level of education or training is coded according to the *International Standard Classification of Education 1997*. Codes 1 to 7 should be used for those programmes that either belong to the regular education system or are equivalent in terms of qualifications aspired to. Code 8 should be used for programmes that neither belong to the regular education system nor are equivalent in terms of qualifications aspired to (language courses, computer courses, seminars etc.). Code 9 should be used for education and training that is **not** relevant for the current or possible future job of the respondent, e.g. courses undertaken purely for interest or as hobbies. Instruction with a general application, such as driving lessons, should also be classified under 'other courses'.

### **I 31 Full time or part time education**

**TUS mandatory. ECHP.**

The full-time/part-time distinction is made by UNESCO in the following general terms: full-time refers to programmes where students cannot, in principle, exercise another activity. Part-time means that they can exercise another activity, either full-time or part-time. To provide a common definition in more operational terms, the following is suggested.

*Full-time* is generally a course that normally (1) lasts for 5 hours or more per day, and is (2) conducted for 4 days or more per week of its duration.

### **I 32 Highest level of education completed**

**TUS mandatory. LFS**

- Level is coded according to the *International Standard Classification of Education 1997*.
- The expression 'level successfully completed' must be associated with obtaining a certificate or a diploma, when there is a certification. In cases where there is no certification, successful completion must be associated with full attendance.
- When determining the highest level, both general and vocational education/training should be taken into consideration.
- Persons who have not completed their studies should be coded according to the highest level they have completed and should not be coded with a blank.
- 'ISCED 3 or ISCED 4 without distinction a, b, or c possible' should only be used in those cases where a distinction between a, b, c is impossible. This is typically the case for qualifications whose exact characteristics are not known either because they were obtained in another country or they refer to an education system no longer in existence.

### **I 33 Organised voluntary work**

**TUS voluntary.**

Voluntary work is considered as any kind of activity, which respondents provide in the name of any kind of institution, organisation or group and which is not regarded as paid employment. Voluntary work is by definition considered as unpaid work. A small reward is not considered as a real payment.

Voluntary work can be of two types, either work done for the organisation or work done for people through an organisation. Work for an organisation covers position of trust, chair, secretary, treasurer, member of a board, or just active membership.

Voluntary and organisational work can be directed to fulfilment of the aim of the group, e.g. politics, environmental protection. It may be collecting money for the club, arranging meetings, coaching, to act as judge in a competition, etc. The work can be temporary help to elderly, children, sick etc.

Voluntary work activities are classified according to the type of organisation. The specification (in brackets) given in Question **I 31** is a specification used by the UK. Each country should insert its own specification with each type of organisation.

### **I 34 Informal help**

**TUS voluntary.**

Informal help is defined as direct help given by private households or persons to support each other. This help can be either paid or unpaid.

Categories are the same as in **H 20** Help received.

### **I 35 To whom was help given**

**TUS voluntary**

### **I 36–I 39 State of health**

**TUS voluntary. ECHP.**

The person's self-perception regarding her/his state of health is recorded. No objective definition of the response categories is intended.

### **I 40–I 42 Daily tasks and time use**

**TUS voluntary.**

These questions do not apply for children. A filter on top of question **I 40** skips children under 15 years to question **I 43**.

The special purpose of these questions is to collect some qualitative aspects on time use: stress and time constraints.

### **I 43 Citizenship**

**TUS voluntary. ECHP.**

**I 44 Marital status**

TUS voluntary. LFS. ECHP.

**I 45 Consensual union**

TUS voluntary. ECHP.

**I 46 Type of interview**

TUS voluntary.

**I 47 Ending time**

TUS voluntary.

## **7 The diary**

### **7.1 Cover page**

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

- **Please fill in this diary for**  
This is to inform the respondent for which day he/she should keep the diary (e.g. Monday, 21st June). May be either the original designated day or if postponement the postponed day.
- **Diary to be filled in by**  
Name or other identity of the person who should keep that diary.
- **Designated day**  
Date for the original designated day or, if it was postponed, date of the postponed day. If this date corresponds to the 'Real Date', the respondent filled in for the right day.
- **RD**  
Abbreviation for 'Real Date' of the actual reported day. It is absolutely necessary that this be filled in by the interviewer. It refers to the actual date of the day reported by the respondent. If there was no postponement it must be the same day as the original designated day.
- **Household**  
The number of the household according to the household questionnaire, which is necessary in order to allocate the diary to a specific household
- The respondent's line number according to the household grid in the household questionnaire
- **Diary No**  
'1' for the first day, '2' for the second day.  
Each respondent gets two diaries in order to complete one on a weekday and one on a weekend day. These days are the designated days explained in the Guidelines, section 3.3.

### **7.2 Introducing the diary to the respondent**

Ideally all respondents should get the same information about and introduction to the diary. If the introduction varies substantially between interviewers, interviewer dependent measurement errors and bias might affect the data. Therefore it is important that all interviewers introduce the diary in the same way.

The instructions below should be given to members of the household, who are 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 absent household members, if any.

**1. The diary contains**

- one page of instructions
- three pages of examples
- diary pages, covering 3 hours each day
- a few questions at the end, and
- a checklist at the end.

**2. Instruction and example**

The respondent should read the short instruction and the examples. Otherwise it will be difficult to fill in the diary, and it will probably be completed incorrectly.

**3. The diary pages have**

- one column where main activities should be recorded
- one column to record secondary or parallel activities, should two or more activities be carried out at the same time
- one 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, not just 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 dates are written on the cover of the diaries.

**7. Who**

Each household member, 10 years and older, are to fill in diaries for the same two days.



## 8 Useful references

European Community Household Panel (ECHP). Methods. Volume 1. Survey Questionnaires. Waves 1-3. Eurostat 1996.

European Community Household Panel (ECHP). Survey Methodology and implementation. Volume 1. Eurostat 1996.

Labour Force Survey Methods and Definitions. 1998 edition, theme 3. Eurostat 1999.

NACE Rev. 1, Statistical Classification of Economic Activities in the European Community. Eurostat 1996.

International Standard Classification of Occupations ISCO-88 (COM). Definitions and Structure. Eurostat 1993.

International Standard Classification of Education ISCED 1997. UNESCO. Paris, November 1997.

## 9 Appendices

**Appendix 1** Statistical Classification of Economic Activities, NACE Rev.1

**Appendix 2** International Standard Classification of Occupations, ISCO-88 (COM)

**Appendix 3** Levels of education and training, ISCED

## **9.1 Appendix 1. Statistical Classification Of Economic Activities, NACE Rev.1**

Data is supplied at two-digit level as indicated below

### **Section A Agriculture, hunting and forestry**

- 01** Agriculture, hunting and related service activities
- 02** Forestry, logging and related service activities

### **Section B Fishing**

- 05** Fishing, operation of fish hatcheries and fish farms; service activities incidental to fishing

### **Section C Mining and quarrying**

- 10** Mining of coal and lignite; extraction of peat
- 11** Extraction of crude petroleum and natural gas; service activities incidental to oil and gas extraction excluding surveying
- 12** Mining of uranium and thorium ores
- 13** Mining of metal ores
- 14** Other mining and quarrying

### **Section D Manufacturing**

- 15** Manufacture of food products and beverages
- 16** Manufacture of tobacco products
- 17** Manufacture of textiles
- 18** Manufacture of wearing apparel; dressing and dyeing of fur
- 19** Tanning and dressing of leather; manufacture of luggage, handbags, saddlery, harness and footwear
- 20** Manufacture of wood and of products of wood and cork, except furniture; manufacture of articles of straw and plaiting materials
- 21** Manufacture of pulp, paper and paper products
- 22** Publishing, printing and reproduction of recorded media
- 23** Manufacture of coke, refined petroleum products and nuclear fuel
- 24** Manufacture of chemicals and chemical products
- 25** Manufacture of rubber and plastic products
- 26** Manufacture of other non-metallic mineral products
- 27** Manufacture of basic metals
- 28** Manufacture of fabricated metal products, except machinery and equipment
- 29** Manufacture of machinery and equipment n.e.c.
- 30** Manufacture of office machinery and computers
- 31** Manufacture of electrical machinery and apparatus n.e.c.
- 32** Manufacture of radio, television and communication equipment and apparatus
- 33** Manufacture of medical, precision and optical instruments, watches and clocks
- 34** Manufacture of motor vehicles, trailers and semi-trailers
- 35** Manufacture of other transport equipment
- 36** Manufacture of furniture; manufacturing n.e.c.
- 37** Recycling

### **Section E Electricity, gas and water supply**

- 40** Electricity, gas, steam and hot water supply
- 41** Collection, purification and distribution of water

## **Section F Construction**

**45** Construction

## **Section G Wholesale and retail trade; repair of motor vehicles, motorcycles and personal and household goods**

**50** Sale, maintenance and repair of motor vehicles and motorcycles; retail sale of automotive fuel

**51** Wholesale trade and commission trade, except of motor vehicles and motorcycles

**52** Retail trade, except of motor vehicles and motorcycles; repair of personal and household goods

## **Section H Hotels and restaurants**

**55** Hotels and restaurants

## **Section I Transport, storage and communication**

**60** Land transport; transport via pipelines

**61** Water transport

**62** Air transport

**63** Supporting and auxiliary transport activities; activities of travel agencies

**64** Post and telecommunications

## **Section J Financial intermediation**

**65** Financial intermediation, except insurance and pension funding

**66** Insurance and pension funding, except compulsory social security

**67** Activities auxiliary to financial intermediation

## **Section K Real estate, renting and business activities**

**70** Real estate activities

**71** Renting of machinery and equipment without operator and of personal and household goods

**72** Computer and related activities

**73** Research and development

**74** Other business activities

## **Section L Public administration and defence; compulsory social security**

**75** Public administration and defence; compulsory social security

## **Section M Education**

**80** Education

## **Section N Health and social work**

**85** Health and social work

## **Section O Other community, social and personal service activities**

**90** Sewage and refuse disposal, sanitation and similar activities

**91** Activities of membership organisation n.e.c.

**92** Recreational, cultural and sporting activities

**93** Other service activities

## **Section P Private households with employed persons**

**95** Private households with employed persons

## **Section Q Extra-territorial organisations and bodies**

**99** Extra-territorial organisations and bodies

## **9.2 Appendix 2. International Standard Classification of Occupations, ISCO-88 (COM)**

Data is supplied at 3-digit level as indicated below

### **100 Legislators, senior officials and managers**

#### **110 Legislators, senior officials and managers**

**111** Legislators and senior government officials

**114** Senior officials of special-interest organisations

#### **120 Corporate managers**

**121** Directors and chief executives

**122** Production and operations managers

**123** Other specialist managers

#### **130 Managers of small enterprises**

**131** Managers of small enterprises

### **200 Professionals**

#### **210 Physical, mathematical and engineering science professionals**

**211** Physicists, chemists and related professionals

**212** Mathematicians, statisticians and related professionals

**213** Computing professionals

**214** Architects, engineers and related professionals

#### **220 Life science and health professionals**

**221** Life science professionals

**222** Health professionals (except nursing)

**223** Nursing and midwifery professionals

#### **230 Teaching professionals**

**231** College, university and higher education teaching professionals

**232** Secondary education teaching professionals

**233** Primary and pre-primary education teaching professionals

**234** Special education teaching professionals

**235** Other teaching professionals

#### **240 Other professionals**

**241** Business professionals

**242** Legal professionals

**243** Archivists, librarians and related information professionals

**244** Social science and related professionals

**245** Writers and creative or performing artists

**246** Religious professionals

**247** Public service administrative professionals

### **300 Technicians and associate professionals**

#### **310 Physical and engineering science associate professionals**

**311** Physical and engineering science technicians

**312** Computer associate professionals

**313** Optical and electronic equipment operators

**314** Ship and aircraft controllers and technicians

**315** Safety and quality inspectors

- 320 Life science and health associate professionals**
  - 321 Life science technicians and related associate professionals
  - 322 Health associate professionals (except nursing)
  - 323 Nursing and midwifery associate professionals
- 330 Teaching associate professionals**
  - 331 Primary education teaching associate professionals
  - 332 Pre-primary education teaching associate professionals
  - 333 Special education teaching associate professionals
  - 334 Other teaching associate professionals
- 340 Other associate professionals**
  - 341 Finance and sales associate professionals
  - 342 Business services agents and trade brokers
  - 343 Administrative associate professionals
  - 344 Customs, tax and related government associate professionals
  - 345 Police inspectors and detectives
  - 346 Social work associate professionals
  - 347 Artistic, entertainment and sports associate professionals
  - 348 Religious associate professionals

#### **400 Clerks**

- 410 Office clerks**
  - 411 Secretaries and keyboard-operating clerks
  - 412 Numerical clerks
  - 413 Material-recording and transport clerks
  - 414 Library, mail and related clerks
  - 419 Other office clerks
- 420 Customer services clerks**
  - 421 Cashiers, tellers and related clerks
  - 422 Client information clerks

#### **500 Service workers and shop and market sales workers**

- 510 Personal and protective services workers**
  - 511 Travel attendants and related workers
  - 512 Housekeeping and restaurant services workers
  - 513 Personal care and related workers
  - 514 Other personal services workers
  - 516 Protective services workers
- 520 Models, salespersons and demonstrators**
  - 521 Fashion and other models
  - 522 Shop, stall and market salespersons and demonstrators

#### **600 Skilled agricultural and fishery workers**

- 610 Skilled agricultural and fishery workers**
  - 611 Market gardeners and crop growers
  - 612 Animal producers and related workers
  - 613 Crop and animal producers
  - 614 Forestry and related workers
  - 615 Fishery workers, hunters and trappers

**700 Craft and related trades workers**

**710 Extraction and building trades workers**

- 711 Miners, shotfirers, stone cutters and carvers
- 712 Building frame and related trades workers
- 713 Building finishers and related trades workers
- 714 Painters, building structure cleaners and related trades workers

**720 Metal, machinery and related trades workers**

- 721 Metal moulders, welders, sheet-metal workers, structural-metal preparers, and related trades workers
- 722 Blacksmiths, tool-makers and related trades workers
- 723 Machinery mechanics and fitters
- 724 Electrical and electronic equipment mechanics and fitters

**730 Precision, handicraft, craft printing and related trades workers**

- 731 Precision workers in metal and related materials
- 732 Potters, glass-makers and related trades workers
- 733 Handicraft workers in wood, textile, leather and related materials
- 734 Craft printing and related trades workers

**740 Other craft and related trades workers**

- 741 Food processing and related trades workers
- 742 Wood treaters, cabinet-makers and related trades workers
- 743 Textile, garment and related trades workers
- 744 Pelt, leather and shoemaking trades workers

**800 Plant and machine operators and assemblers**

**810 Stationary-plant and related operators**

- 811 Mining and mineral-processing-plant operators
- 812 Metal-processing plant operators
- 813 Glass, ceramics and related plant operators
- 814 Wood-processing- and papermaking-plant operators
- 815 Chemical-processing-plant operators
- 816 Power-production and related plant operators
- 817 Industrial robot operators

**820 Machine operators and assemblers**

- 821 Metal- and mineral-products machine operators
- 822 Chemical-products machine operators
- 823 Rubber- and plastic-products machine operators
- 824 Wood-products machine operators
- 825 Printing-, binding- and paper-products machine operators
- 826 Textile-, fur- and leather-products machine operators
- 827 Food and related products machine operators
- 828 Assemblers
- 829 Other machine operators not elsewhere classified

**830 Drivers and mobile plant operators**

- 831 Locomotive engine drivers and related workers
- 832 Motor vehicle drivers
- 833 Agricultural and other mobile plant operators
- 834 Ships' deck crews and related workers

- 900 Elementary occupations**
  - 910 Sales and services elementary occupations**
    - 911 Street vendors and related workers
    - 912 Shoe cleaning and other street services elementary occupations
    - 913 Domestic and related helpers, cleaners and launderers
    - 914 Building caretakers, window and related cleaners
    - 915 Messengers, porters, doorkeepers and related workers
    - 916 Garbage collectors and related labourers
  - 920 Agricultural, fishery and related labourers**
    - 921 Agricultural, fishery and related labourers
  - 930 Labourers in mining, construction, manufacturing and transport**
    - 931 Mining and construction labourers
    - 932 Manufacturing labourers
    - 933 Transport labourers and freight handlers
  
- 000 Armed forces**
  - 010 Armed forces**
    - Armed forces

## **9.3 Appendix 3. Levels of education and training, ISCED 1997**

### **ISCED 0 PRE-PRIMARY EDUCATION**

Programs at level 0, (pre-primary) defined as the initial stage of organised instruction are designed primarily to introduce very young children to a school-type environment, i.e. to provide a bridge between the home and a school based atmosphere. Upon completion of these programs, children continue their education at level 1 (primary education).

### **ISCED 1 PRIMARY EDUCATION OR FIRST STAGE OF BASIC EDUCATION**

Programmes at level 1 are normally designed on a unit or project basis to give students a sound basic education in reading, writing and mathematics along with an elementary understanding of other subjects such as history, geography, natural science, social science, art and music. In some cases religious instruction is featured. The core at this level consists of education provided for children, the customary or legal age of entrance being not younger than five years or older than seven years. This level covers, in principle, six years of full-time schooling.

### **ISCED 2 LOWER SECONDARY EDUCATION OR SECOND STAGE OF BASIC EDUCATION**

The contents of education at this stage are typically designed to complete the provision of basic education, which began at ISCED level 1. In many, if not most countries, the educational aim is to lay the foundation for lifelong learning and human development. The programmes at this level are usually on a more subject-oriented pattern using more specialised teachers and more often several teachers conducting classes in their field of specialisation. The full implementation of basic skills occurs at this level. The end of this level often coincides with the end of compulsory schooling where it exists.

### **ISCED 3 (UPPER) SECONDARY EDUCATION**

This level of education typically begins at the end of full-time compulsory education for those countries that have a system of compulsory education. More specialisation may be observed at this level than at ISCED level 2 and often teachers need to be more qualified or specialised than for ISCED level 2. The entrance age to this level is typically 15 to 16 years. The educational programmes included at this level typically require the completion of some 9 years of full-time education (since the beginning of level 1) for admission or a combination of education and vocational or technical experience.

**ISCED 3A Programmes designed to provide direct access to ISCED 5A;  
ISCED 3B Programmes designed to provide direct access to ISCED 5B;  
ISCED 3C Programmes not designed to lead to ISCED 5A or 5B.**

### **ISCED 4 POST-SECONDARY NON TERTIARY EDUCATION**

ISCED 4 captures programmes that straddle the boundary between upper secondary and post-secondary education from an international point of view, even though they might clearly be considered as upper secondary or post-secondary programmes in a national context. These programmes can, considering their content, not be regarded as tertiary programmes. They are often not significantly more advanced than programmes at



ISCED 3 but they serve to broaden the knowledge of participants who have already completed a programme at level 3.

Typical examples are programmes designed to prepare students for studies at level 5 who, although having completed ISCED level 3, did not follow a curriculum which would allow entry to level 5, i.e. pre-degree foundation courses or short vocational programmes. Second cycle programmes can be included as well.

**ISCED 4A See text for ISCED 3**

**ISCED 4B See text for ISCED 3**

**ISCED 4C See text for ISCED 3**

### **LEVEL 5 FIRST STAGE OF TERTIARY EDUCATION (NOT LEADING DIRECTLY TO AN ADVANCED RESEARCH QUALIFICATION)**

This level consists of tertiary programmes having an educational content more advanced than those offered at levels 3 and 4. Entry to these programmes normally requires the successful completion of ISCED level 3A or 3B or a similar qualification at ISCED level 4A. They do not lead to the award of an advanced research qualification (ISCED 6). These programmes must have a cumulative duration of at least two years.

**ISCED 5A** Programmes that are largely theoretically based and are intended to provide sufficient qualifications for gaining entry into advanced research programmes and professions with high skills requirements.

**ISCED 5B** Programmes that are practically oriented/ occupationally specific and are mainly designed for participants to acquire the practical skills and know-how needed for employment in a particular occupation or trade or class of occupations or trades, the successful completion of which usually provides the participants with a labour market relevant qualification

### **ISCED 6 SECOND STAGE OF TERTIARY EDUCATION (LEADING TO AN ADVANCED RESEARCH QUALIFICATION)**

This level is reserved for tertiary programmes, which lead to the award of an advanced research qualification. The programmes are therefore devoted to advanced study and original research and not based on course-work only. They typically require the submission of a thesis or dissertation of publishable quality, which is the product of original research and represents a significant contribution to knowledge. They prepare graduates for faculty posts in institutions offering ISCED 5A programmes, as well as research posts in government, industry, etc.

# **GUIDELINES ON HARMONISED EUROPEAN TIME USE SURVEYS**

## **Annex II**

### **Household Questionnaire**

September 2000

Number of the household:	□□□□	Col 1-4
Number of the interviewer:	□□□	Col 5-7
Date of interview:	□□□□□□□□	Col 8-15

# HOUSEHOLD COMPOSITION

Col 16-19

**H 1 Please note the time when you start filling in this questionnaire:**

Hh		Mm	

*(TUS, voluntary)*

**H 2 The first question concerns who is a member of your household. Persons living at the same address, sharing meals, and sharing household budget are considered as members of the same household.**

**Using this definition:**

**A. Who are the members of your household, and which is their respective A) first name, B) year of birth, C) sex, D) relationship to the other household members, and E) activity status** *(The full definition of is given on page 2).*

Household member No.	First name (10 digits) <b>A</b>	Year of birth (4 digits) <b>B</b>	Sex <b>C</b>	Relationship to <b>D</b>										Activity status <b>E</b>	
				1	2	3	4	5	6	7	8	9	10		
01 Col 20-21	Col 22-31	Col 32-35	Col 36												Col 37-38
02 Col 39-40	Col 41-50	Col 51-54	Col 55	Col 56											Col 57-58
03 Col 59-60	Col 61-70	Col 71-74	Col 75	Col 76	Col 77										Col 78-79
04 Col 80-81	Col 82-91	Col 92-95	Col 6	Col 97	Col 98	Col 99									Col 100-101
05 Col 102-103	Col 104-113	Col 114-117	Col 118	Col 119	Col 120	Col 121	Col 122								Col 123-124
06 Col 125-126	Col 127-136	Col 137-140	Col 141	Col 142	Col 143	Col 144	Col 145	Col 146							Col 147-148
07 Col 149-150	Col 151-160	Col 161-164	Col 165	Col 166	Col 167	Col 168	Col 169	Col 170	Col 171						Col 172-173
08 Col 174-175	Col 176-185	Col 186-189	Col 190	Col 191	Col 192	Col 193	Col 194	Col 195	Col 196	Col 197					Col 198-199
09 Col 200-201	Col 202-211	Col 212-215	Col 216	Col 217	Col 218	Col 219	Col 220	Col 221	Col 222	Col 223	Col 224				Col 225-226
10 Col 227-228	Col 229-238	Col 239-242	Col 243	Col 244	Col 245	Col 246	Col 247	Col 248	Col 249	Col 250	Col 251	Col 252			Col 253-254

↑

**C**

- (1) male
- (2) female

↑

**D**

- (1) spouse, partner, cohabitant
- (2) child
- (3) sibling
- (4) parent
- (5) grandchild
- (6) grandparent
- (7) son/daughter-in-law
- (8) other relative
- (9) not related

↑

**E**

- (1) employed, full-time
- (2) employed, part-time
- (3) on maternity/parental leave
- (4) on leave for other reasons
- (5) unemployed
- (6) pupil, student etc.
- (7) in retirement etc.
- (8) permanently disabled
- (9) in compulsory military service
- (10) fulfilling domestic tasks
- (11) other inactive person

*(NSI, please adapt the wording of the alternatives in D to the ECHP, taking into account that we use a summarised version of the ECHP classification)*

*(TUS, mandatory. Compare ECHP)*

---

**H 2E Is ('first name' according to H 2A) mainly ...?**

*Interviewer:* The answer to question **H 2E**, for each household member 15 years and older, is recorded in the household grid on page 1.

*If more than one activity status is mentioned, record the one considered most important. Alternatives 1 and 2 below include vacation, own sick leave, and leave for care of sick child.*

1. Employed full-time  
Carries out a job or profession, including unpaid work for a family business or holding, including an apprenticeship or paid traineeship, etc.
2. Employed part-time  
Carries out a job or profession, including unpaid work for a family business or holding, including an apprenticeship or paid traineeship, etc.
3. On maternity or parental leave
4. On leave for other reasons
5. Unemployed
6. Pupil, student, further training, unpaid traineeship
7. In retirement or early retirement or has given up business
8. Permanently disabled
9. In compulsory military service
10. Fulfilling domestic tasks
11. Other inactive person

---

**IF, ACCORDING TO H 2B, THE HOUSEHOLD INCLUDES CHILDREN LESS THAN 10 YEARS OLD**

⇒ Continue with **H 3**

⇒ Otherwise, please go to **H 5**

---

**CHILDCARE**

**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 for a few days (parents, neighbours, other childcare from time to time but only irregularly or in emergencies). Obligatory time at school is not regarded as childcare.*

- Col 255
- Yes.....  (1)                   ⇒Please continue with **H 4**
  - No.....  (2)                   ⇒Please go to **H 5**

*(TUS, voluntary. NSI, please adapt the wording to the conventional childcare system of your country)*

**H 4 How is the day care of your children organised? Report how the childcare is organised for each child separately.**

*Hint: The question could be more elaborated, but at the end it should be possible to link categories into 'public' and 'private' childcare.*

	Child-care		
	Public	Private	
Youngest child	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	Col 256
Second youngest child	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	Col 257
Third child	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	Col 258

*(TUS, voluntary. NSI, please adopt the question to the conventional childcare system of your country.)*

## HOUSING AND LIVING CONDITIONS

The following questions deal with your main place of residence.

### H 5 What kind of accommodation is it?

*Interviewer:* Please read the answering categories aloud to the respondent and afterwards tick one of them.

Is it ...?

**a single-family house**

Col 259

- and detached

(1)

- and semi-detached or terraced

(2)

**an apartment or a flat in a building**

- with less than 10 dwellings

(3)

- with 10 or more dwellings

(4)

**another accommodation**

(5)

(TUS, voluntary. Compare ECHP)

---

### H 6 How many rooms does your household use for private purposes not counting bathrooms, toilets or kitchens?

*Interviewer:* Exclude rooms solely for business use, hallways, landings, cloakrooms, storerooms etc.

Col 260-261

(Enter the number of rooms)

(TUS, voluntary. Compare ECHP)

---

### H 7 Does your household own this dwelling or rent it?

**The household...**

Col 262

- is the owner.....  (1)

- is the tenant.....  (2)

- gets the accommodation rent free .....  (3)

(TUS, voluntary. Compare ECHP)

---

---

**H 8 Does this dwelling have the following amenities?**

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

- |   | Yes                      | No                       |         |         |
|---|--------------------------|--------------------------|---------|---------|
| - A place to sit outside,<br>e.g. terrace, balcony or yard .....                                  | <input type="checkbox"/> | <input type="checkbox"/> | (1) (2) | Col 263 |
| - A place used as a workshop<br>e.g. garage, shed, special room.....<br>(not in use for business) | <input type="checkbox"/> | <input type="checkbox"/> | (1) (2) | Col 264 |

(TUS, voluntary. Compare ECHP)

---

**H 9 For each of the following items, please indicate if your household has it in use or not. It does not matter whether the item is owned, rented or otherwise provided for your use.**

*Interviewer:* Please read the answering categories aloud to the respondent, and tick "Yes" or "No" for each of them. If the answer is "Yes" for items **a.** and **n.**, also ask "How many?".

**Do you have a ...?**

- |  | Yes                      | No                       |         | How many?             |
|--|--------------------------|--------------------------|---------|-----------------------|
| a. TV.....                                     | <input type="checkbox"/> | <input type="checkbox"/> | (1) (2) | Col 265  ___  Col 266 |
| b. TV satellite or cable receiver.....         | <input type="checkbox"/> | <input type="checkbox"/> | (1) (2) | Col 267               |
| c. Video recorder .....                        | <input type="checkbox"/> | <input type="checkbox"/> | (1) (2) | Col 268               |
| d. Microwave oven.....                         | <input type="checkbox"/> | <input type="checkbox"/> | (1) (2) | Col 269               |
| e. Dishwasher .....                            | <input type="checkbox"/> | <input type="checkbox"/> | (1) (2) | Col 270               |
| f. Washing machine .....                       | <input type="checkbox"/> | <input type="checkbox"/> | (1) (2) | Col 271               |
| g. Spin dryer .....                            | <input type="checkbox"/> | <input type="checkbox"/> | (1) (2) | Col 272               |
| h. Refrigerator.....                           | <input type="checkbox"/> | <input type="checkbox"/> | (1) (2) | Col 273               |
| i. Deep freeze.....                            | <input type="checkbox"/> | <input type="checkbox"/> | (1) (2) | Col 274               |
| j. Telephone .....                             | <input type="checkbox"/> | <input type="checkbox"/> | (1) (2) | Col 275               |
| k. Mobile telephone.....                       | <input type="checkbox"/> | <input type="checkbox"/> | (1) (2) | Col 276               |
| l. A second home (e.g. for vacations) .....    | <input type="checkbox"/> | <input type="checkbox"/> | (1) (2) | Col 277               |
| m. PC .....                                    | <input type="checkbox"/> | <input type="checkbox"/> | (1) (2) | Col 278               |
| n. Car or van (available for private use)..... | <input type="checkbox"/> | <input type="checkbox"/> | (1) (2) | Col 279  ___  Col 280 |

(TUS mandatory)

---

---

The following questions deal with construction and repairs concerning your main place of residence or second home.

**H 10 Are you at the moment building a house for your permanent living, a second home or an outhouse?**

*Hint: Construction solely for business use is not included here.*

Col 281

- Yes.....  (1)
- No.....  (2)

*(TUS mandatory)*

---

**H 11 Are you at the moment making extensive repairs to your main residence or to a second home?**

Col 282

- Yes.....  (1)
- No.....  (2)

*(TUS mandatory)*

---



**GROWING PLANTS AND KEEPING/BREEDING ANIMALS**

**H 12 Does your household grow any plants/cereals/crops/vegetables?**

- Col 283
- Yes.....  (1)
  - No.....  (2)

*(TUS mandatory)*

---

**H 13 Does your household keep/breed domestic animals?**

- Col 284
- Yes.....  (1)
  - No.....  (2)

*(TUS mandatory)*

---

**H 14 Does your household keep/breed any pets?**

- Col 285
- Yes.....  (1)
  - No.....  (2)

*(TUS mandatory)*

---

**IF THE ANSWER TO ANY OF THE QUESTIONS H 12 OR H 13 IS YES (1)**  
⇒ Continue with **H 15**  
⇒ Otherwise, please go to **H 16**

---

**H 15 Does your household sell any products on the market, which are the outcome of growing plants/cereals/crops/vegetables or keeping/breeding domestic animals?**

- Col 286
- Yes.....  (1)
  - No.....  (2)

*(TUS mandatory)*

---

## INCOME

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

### H 16 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 287 |
| 2. Income from self-employment or farming.                              | <input type="checkbox"/> | (1) | <input type="checkbox"/> | (2) Col 288 |
| 3. Pensions .....   | <input type="checkbox"/> | (1) | <input type="checkbox"/> | (2) Col 289 |
| 4. Unemployment benefit.....  | <input type="checkbox"/> | (1) | <input type="checkbox"/> | (2) Col 290 |
| 5. Other types of social benefits and grants<br>and other pensions..... | <input type="checkbox"/> | (1) | <input type="checkbox"/> | (2) Col 291 |
| 6. Income from investment, savings or<br>property .....                 | <input type="checkbox"/> | (1) | <input type="checkbox"/> | (2) Col 292 |
| 7. Income from other sources<br>(e.g. private transfers) .....          | <input type="checkbox"/> | (1) | <input type="checkbox"/> | (2) Col 293 |

*(TUS voluntary. Compare ECHP)*

---

### H 17 Which of the earlier mentioned incomes is the largest source of income for your household?

Col 294

*(Enter the number of the source of income, which is the largest for the household)*

*(TUS voluntary. Compare ECHP)*

---



## RECEIVING HELP

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

**H 20 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.-m.** on Card 1 aloud to the respondent, and tick “Yes” or “No” in column **A** in the table on page 12, for each kind of help or services.

IF THE ANSWER TO ANY OF THE ALTERNATIVES **a.-m.** IN **H 20 A** IS “YES” (1), THEN CONTINUE WITH **H 20 B**, OTHERWISE GO TO **H 21**

**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 according to **H 20 A**, record in column **B** in the table on page 12 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 according to **H 20 A**, tick “Yes” or “No” in column **C** in the table on page 12, according to if this kind of help or service was paid for or not.

Kind of help or services	A Did you receive help?		B How many times during the last 4 weeks?	C Did you pay for the help the last time?	
	Yes	No		Yes	No
a. Child-care	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	___	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
	Col 303		Col 304-305	Col 306	
b. Food-preparation	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	___	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
	Col 307		Col 308-309	Col 310	
c. Cleaning, tidying up	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	___	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
	Col 311		Col 312-313	Col 314	
d. Watering flowers	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	___	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
	Col 315		Col 316-317	Col 318	
e. Shopping and errands	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	___	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
	Col 319		Col 320-321	Col 322	
f. Care for elderly and sick	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	___	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
	Col 323		Col 324-325	Col 326	
g. Repair and construction	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	___	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
	Col 327		Col 328-329	Col 330	
h. Vehicle services (car, bike etc.)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	___	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
	Col 331		Col 323-333	Col 334	
i. Work in the garden	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	___	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
	Col 335		Col 336-337	Col 338	
j. Woodcutting and carrying water	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	___	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
	Col 339		Col 340-341	Col 342	
k. Taking care of pets	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	___	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
	Col 343		Col 344-345	Col 346	
l. Transport and removals	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	___	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
	Col 347		Col 348-349	Col 350	
m. Other help Please, specify:.....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	___	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
	Col 351		Col 352-353	Col 354	

(TUS voluntary)

---

**H 21 Who answered this questionnaire?**

Col 355-356

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

(TUS voluntary)

---

Col 357-360

**H 22 Please note the time when you finished filling in this questionnaire:**  ||   
Hh Mm

(TUS, voluntary)

---

# **GUIDELINES ON HARMONISED EUROPEAN TIME USE SURVEYS**

## **Annex III**

### **Individual Questionnaire**

**September 2000**

Number of the household:

--	--	--	--

Col 1-4

Number of the person:

--	--

Col 5-6

## EMPLOYMENT

Col 7-10

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

(TUS voluntary)

---

RESPONDENTS LESS THAN 15 YEARS

⇒ Please go to **I 29**

---

RESPONDENTS 15 YEARS AND OLDER

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

---

**I 2 Please try to remember last week, beginning on Monday and ending on Sunday. Did you work during these 7 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?**

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

Col 11

- Yes.....  (1) ⇒ Please go to **I 5**  
- No.....  (2) ⇒ Please continue with **I 3**

(TUS mandatory. Compare LFS)

---

IF NOT WORKING LAST WEEK

**I 3 Although you did 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 enterprise, from which you were temporarily absent for some reason?**

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

Col 12

- Yes.....  (1) ⇒ Please continue with **I 4**  
- No.....  (2) ⇒ Please go to **I 24**

(TUS mandatory. Compare LFS)

---



---

IF ABSENT

**I 4 What was the reason for your not working at all that week?**

*Hint: Please note the main reason.*

- Col 13
- Own illness, injury or temporary disability .....  (1)
  - Holidays .....  (2)
  - Parental leave .....  (3)
  - Leave of absence for studies .....  (4)
  - Labour dispute .....  (5)
  - Other reason .....  (6)

*(TUS mandatory. Compare LFS)*

---

FOR EMPLOYED (I 5 - I 8)

**I 5 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 14-15  
(NSI, code NACE/ 2 digits)

*(TUS mandatory. Compare LFS, ECHP)*

---

**I 6 Is the business/organisation you work for part of the private or the public sector?**

*Hint: NSI please add the ECHP definitions as adapted in your country. If possible add an example.*

- Col 16
- Private sector, including non-profit private organisations .....  (1)
  - Public sector, including semi-state sector .....  (2)
  - Other (e.g. collective ownership) .....  (3)

*(TUS voluntary. Compare ECHP)*

---

---

**I 7 What is your occupation in the work with this business/organisation?**

*Hint: Please be as exact as possible. For example, note "Secretary" instead of "Employee", "Carpenter" instead of "Worker", "Teacher at secondary school", etc. If there is no accurate occupational title, ask the respondent to describe the principal activity she/he performs.*

.....  
.....

\_\_\_\_\_ Col 17-19  
(NSI, ISCO-88, 3 digits)

(TUS mandatory. Compare LF S. ECHP)

---

**I 8 Are you employed, self-employed or are you working without payment as a family worker with this business/organisation?**

- Col 20
- Employed .....  (1)                      ⇨ Please continue with **I 9**
  - Self-employed .....  (2)                      ⇨ Please go to **I 17**
  - Family worker .....  (3)                      ⇨ Please go to **I 19**

(TUS mandatory. Compare LFS)

---

**FOR EMPLOYEES (I 9 - I 16)**

**I 9 In this job, do you work full-time or part-time?**

*Hint: The respondent should give her/his own personal assessment of her/his work status, regardless of any given general definitions.*

- Col 21
- Full-time .....  (1)
  - Part-time .....  (2)

(TUS mandatory. Compare LFS)

---

**I 10 Do you have a fixed starting and finishing time of work in this job?**

*Hint: Fixed time means you have to be on time each day - there is no flexibility to come or leave a little earlier or later depending on your personal needs.*

- Col 22
- Yes .....  (1)
  - No .....  (2)

(TUS voluntary)

---

---

**I 11 Do you have weekly contracted working hours?**

- Col 23
- Yes .....  (1) ⇒ Please continue with **I 12**
- No .....  (2) ⇒ Please go to **I 13**

*(TUS mandatory)*

---

**I 12 What are your weekly contracted working hours, not taking into account any overtime or unpaid lunch breaks?**

Col 24-25

|\_|\_|\_| (Enter the number of weekly contracted working hours)

*(TUS mandatory)*

---

**I 13 Do you have paid contracted vacation?**

- Col 26
- Yes .....  (1) ⇒ Please continue with **I 14**
- No .....  (2) ⇒ Please go to **I 15**

*(TUS voluntary)*

---

**I 14 How many days of paid contracted vacation do you have a year?**

Col 27-28

|\_|\_|\_| (Enter the number of days a year)

*(TUS voluntary)*

---

---

**The next question concerns your monthly net income from this job, that is the amount after tax and social insurance contributions.**

**I 15 What is the net amount of your monthly wage or salary?**

*Hint: Please include any regular earnings from overtime.*

- Col 29-34
- Amount per month ....          
(National currency) ⇒ Please go to **I 19**
- Does not know* .....  (999999) ⇒ Please continue with **I 16**
- Refuses to answer* .....  (999998) ⇒ Please continue with **I 16**

*(TUS mandatory)*

---

**I 16 Perhaps you can provide the approximate net range of your monthly net wage or salary from this job, that is the amount after tax and social insurance contributions.**

**Is the monthly amount ...?**

- Col 35-36
- less than P12.5 .....  (01)
- P12.5 to under P25.0 .....  (02)
- P25.0 to under P37.5 .....  (03)
- P37.5 to under P50.0 .....  (04)
- P50.0 to under P62.5 .....  (05)
- P62.5 to under P75.0 .....  (06)
- P75.0 to under P87.5 .....  (07)
- P87.5 or more .....  (08)
- Don't know* .....  (99)
- Refuses to answer* .....  (98)

*(TUS mandatory. NSI, please adopt the income categories according to income distribution in your country using registers or other available sources)*

⇒ Please go to **I 19**

---

---

FOR SELF-EMPLOYED (I 17 - I 18)

**I 17 For self-employed persons it is sometimes difficult to give the amount of income. But perhaps you are able to give the average monthly net income from this business. Net income means the amount after deducting all expenses and wages as well as tax.**

*Hint: If you operate this business in partnership with persons outside the household, give your household share of the income.*

**What is the approximate monthly net income of your business?**

- Col 37-42
- Amount per month.... | | | | | | | | | |      ⇒ Please go to **I 19**  
(National currency)
- Does not know.....  (999999)      ⇒ Please continue with **I 18**
- Refuses to answer .....  (999998)      ⇒ Please continue with **I 18**

*(TUS mandatory)*

---

**I 18 Perhaps you can provide the approximate net range of your monthly net income of your business after deducting all expenses and wages as well as taxes.**

**Is the monthly amount ...?**

- Col 43-44
- less than P12.5 .....  (01)
- P12.5 to under P25.0.....  (02)
- P25.0 to under P37.5.....  (03)
- P37.5 to under P50.0.....  (04)
- P50.0 to under P62.5.....  (05)
- P62.5 to under P75.0.....  (06)
- P75.0 to under P87.5.....  (07)
- P87.5 or more.....  (08)
- Don't know .....  (99)
- Refuses to answer .....  (98)

*(TUS mandatory. NSI, please adopt the income categories according to income distribution in your country, using registers or other available sources)*

---

---

FOR ALL EMPLOYED (Employed/Self-employed/Family workers) (I 19 - I 23)

**I 19 Do you have more than one job/work, sideline activity or any other paid spare time occupation?**

- Col 45
- Yes.....  (1) ⇒ Please continue with I 20
  - No.....  (2) ⇒ Please go to I 29

(TUS mandatory. Compare LFS, ECHP)

---

**I 20 What does the business/organisation mainly produce or do at the place where you work in your second job (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 46-47  
(NSI, code NACE/ 2 digits)

(TUS voluntary. Compare LFS, ECHP)

---

**I 21 Are you employed, self-employed or are you working without payment as a family worker with this business/organisation?**

- Col 48
- Employed .....  (1)
  - Self-employed .....  (2)
  - Family worker .....  (3)

(TUS voluntary. Compare LFS)

---

**I 22 What is the net income of this second job?**

**Hint:** The amount after tax and social insurance contributions. Please include any regular earnings from overtime.

**What is the average monthly net amount of this second job?**

- Col 49-54
- Amount per month ....          
(National currency) ⇒ Please go to I 29
  - Does not know .....  (999999) ⇒ Please continue with I 23
  - Refuses to answer .....  (999998) ⇒ Please continue with I 23

(TUS mandatory)

---

**I 23 Perhaps you can provide the approximate net range of your monthly net amount from this second job, that is the amount after tax and social insurance.**

**Is the average monthly net amount ...?**

Col 55-56

- less than P12.5 .....  (01)
- P12.5 to under P25.0.....  (02)
- P25.0 to under P37.5.....  (03)
- P37.5 to under P50.0.....  (04)
- P50.0 to under P62.5.....  (05)
- P62.5 to under P75.0.....  (06)
- P75.0 to under P87.5.....  (07)
- P87.5 or more.....  (08)
- Don't know* .....  (99)
- Refuses to answer* .....  (98)

*(TUS mandatory. NSI, please adopt the income categories according to income distribution in your country using registers or other available sources)*

⇒ Please go to **I 29**

---

---

FOR NON-EMPLOYED (I 24 - I 28)

**I 24 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 57
- Yes.....  (1) ⇒ Please continue with **I 25**
  - No, already found a job that will start later.....  (2) ⇒ Please go to **I 28**
  - No.....  (3) ⇒ Please go to **I 27**

*(TUS mandatory. Compare LFS)*

---

**I 25 What methods did you use to find a job during the last 4 weeks?**

*Hint: Answer "Yes" or "No" for each alternative and tick the appropriate box.. It is possible to tick more than one "Yes"-box.*

**Have you for example ...**

- |   | Yes                          | No                           |        |
|---|------------------------------|------------------------------|--------|
| - Contacted a public employment office to find work? .....          | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | Col 58 |
| - Contacted a private employment agency to find work? .....         | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | Col 59 |
| - Applied directly to an employer? .....                            | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | Col 60 |
| - Asked friends, relatives, trade unions, etc.? .....               | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | Col 61 |
| - Inserted or answered advertisements in newspapers or journals? .. | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | Col 62 |
| - Taken a test, interview or examination? .....                     | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | Col 63 |
| - Taken steps to start your own business? .....                     | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | Col 64 |
| - Used other methods not mentioned above .....                      | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | Col 65 |

*(TUS mandatory. Compare LFS, ECHP. NSI, please use the wording of LFS. But we only need this more summarised version)*

---

**I 26 If you found a job now, would you be able to start work immediately, that is within 2 weeks?**

- Col 66
- Yes.....  (1) ⇒ Please go to **I 28**
  - No.....  (2) ⇒ Please continue with **I 27**

*(TUS mandatory. Compare LFS)*

---



---

**I 27 Do you consider yourself mainly as ...?**

Col 67

- Carrying out a job or profession, including unpaid work for a family business or holding, including an apprenticeship or paid traineeship etc....  (1) ⇒ Go to **I 29**
  - Unemployed.....  (2) ⇒ Cont. **I 28**
  - In education or training.....  (3) ⇒ Go to **I 29**
  - In retirement or early retirement or given up business .....  (4) ⇒ Cont. **I 28**
  - In compulsory military or community service.....  (5) ⇒ Go to **I 45**
  - Fulfilling domestic tasks (housekeeping, taking care of children or other persons, etc.).....  (6) ⇒ Go to **I 29**
  - Something else.....  (7)
- Please describe:..... ⇒ Go to **I 29**

(TUS mandatory. Compare LFS, ECHP)

---

**I 28 What was your occupation in your last work?**

*Hint: Please be as exact as possible. For example, note "Secretary" instead of "Employee", "Carpenter" instead of "Worker", "Teacher at secondary school", etc. If there is no accurate occupational title, ask the respondent to describe the principal activity she/he performed.*

.....

.....

Col 68-70  
(NSI, ISCO-88, 3 digits)

- Has not had any earlier work.....  (998)

(TUS voluntary. Compare LFS, ECHP)

---

## EDUCATION

ALL RESPONDENTS (I 29 - I 31)

The following questions concern education and training.

---

**I 29** Are you at present receiving any education or training; by attending school, university, vocational education or training, or other courses in general?

- Col 71
- Yes.....  (1) ⇒ Please continue with **I 30**
- No.....  (2) ⇒ Please go to **I 32**

*(TUS mandatory. Compare LFS, ECHP)*

---

**I 30** Please specify the level of this education?

*Hint* In case you are taking more than one course, please indicate the most important one.

- Col 72
- General education:
- Primary or lower secondary (ISCED 1-2).....  (1)
- Upper secondary or post-secondary, not tertiary (ISCED 3-4) .....  (2)
- Pre-vocational or vocational education or training:
- Lower secondary (ISCED 2) .....  (3)
- Upper secondary or post-secondary, not tertiary (ISCED 3-4) .....  (4)
- Tertiary education
- ISCED 5a .....  (5)
- ISCED 5b .....  (6)
- ISCED 6 .....  (7)
- Other training
- Language courses, computer courses, seminars etc. ....  (8)

*(TUS mandatory. Compare LFS, ECHP. Country-specific categories to be coded according to the LFS)*

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**I 31 Do you consider this education to be on a full-time or a part-time basis?**

*Hint: In general the respondent should give her/his own personal assessment, regardless of any given general definitions. The decision about full-time or part-time education should be made with regard to the practicability of doing a job or any other task besides the education according to question I 28. However, school children's general education is regarded as full-time, while students in higher education decide themselves if it is full-time or part-time.*

Col 73

- Full-time .....  (1)
- Part-time .....  (2)

⇒ Respondents 15 years and older continue with **I 32**

⇒ Respondents less than 15 years, please go to **I 33**

*(TUS mandatory. Compare ECHP)*

---

**RESPONDENTS 15 YEARS AND OLDER**

**I 32 Which is the highest level of education or training you have successfully completed?**

*Hint If still in education, please record the highest level completed so far.*

Col 74

- ISCED 1  (1)
- ISCED 2  (2)
- ISCED 3c (shorter than 3 years)  (3)
- ISCED 3c (3 years or longer) or ISCED 4c  (4)
- ISCED 3b or ISCED 4b  (5)
- ISCED 3a or ISCED 4a  (6)
- ISCED 3 or ISCED 4 without distinction a, b or c possible  (7)
- ISCED 5b  (8)
- ISCED 5a  (9)

*(TUS mandatory. Compare LFS. NSI adjust to terminology of your country)*

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## VOLUNTARY WORK, ORGANISATIONAL WORK AND COMMUNITY SERVICE

ALL RESPONDENTS

**The following question concerns possible voluntary work you do. That is work for which you are not paid, except perhaps for expenses. We only want you to include unpaid work you do through or on behalf of a group or an organisation of some kind.**

*Hint: In the table on page 15 you will find a list of different types of organisations via which voluntary work is done. In brackets is given a specification of each type of organisation. This example shows the specification used by the UK. Each country should insert its own specification with each type of organisation.*

**I 33 Have you done any voluntary work through or on behalf of a group or an organisation at any time during the last 4 weeks?**

**A Which organisation(s) or group(s) have you worked with?**

**Show card 2.**

Read the alternatives **a.-n.** on Card 2 aloud to the respondent and tick “Yes” or “No” for each type of organisation in column **A** in the table on page 15.

IF THE ANSWER TO ANY OF THE ALTERNATIVES **a.-n.** IN **I 33 A** IS “YES” (1), THEN CONTINUE WITH **I 33 B**, OTHERWISE GO TO **I 34**.

**B How many times did you work for (*group/organisation*) during the last 4 weeks?**

For each type of organisation where the “Yes”-box has been ticked according to **I 33A**, record in column **B** in the table on page 15 the number of times the respondent did some work for the specific type of organisation.

**C How long did you work last time you did this work for (*group/organisation*)?**

For each type of organisation where the “Yes”-box has been ticked according to **I 33A**, record in column **C** in the table on page 15 the number of minutes the respondent worked last time for the specific type of organisation.

Type of organisation	A Did you work for this type of organisation?		B How many times?	C Duration last time? (in minutes)
	Yes	No		
<b>a. Young people's groups</b> (Youth clubs, Scouts, Guides, Children's groups etc.)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	_____	_____
	Col 75		Col 76-77	Col 78-81
<b>b. Sports clubs and societies</b>	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	_____	_____
	Col 82		Col 83-84	Col 85-88
<b>c. Helping at a place of worship</b> (Church, Mosque, Synagogue etc.)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	_____	_____
	Col 89		Col 90-91	Col 92-95
<b>d. Political groups or clubs</b>	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	_____	_____
	Col 96		Col 97-98	Col 99-102
<b>e. Welfare groups</b> (Shelter, Oxfam, CAB, NSPCC etc.)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	_____	_____
	Col 103		Col 104-105	Col 106-109
<b>f. Groups helping the elderly</b> (Meals on Wheels, Age Concern etc.)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	_____	_____
	Col 110		Col 111-112	Col 113-116
<b>g. Safety/First Aid groups</b> (Red Cross, St. John's Ambulance, RNLI etc.)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	_____	_____
	Col 117		Col 118-119	Col 120-123
<b>h. Environmental groups</b> (Friends of the Earth, RSPCA, Conservation groups etc.)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	_____	_____
	Col 124		Col 125-126	Col 127-130
<b>i. Justice /Human Rights groups</b> (Law Centre, Magistrate, Amnesty etc.)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	_____	_____
	Col 131		Col 132-133	Col 134-137
<b>j. Neighbourhood groups</b> (Resident's Associations, Hospital Radio, Neighbourhood Watch)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	_____	_____
	Col 138		Col 139-140	Col 141-144
<b>k. Citizen's Groups</b> (Women's Institute, Rotary Club, Lion's Club, Round Table etc.)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	_____	_____
	Col 145		Col 146-147	Col 148-151
<b>l. Arts and recreational groups</b> (Amateur dramatics, Photographic Society, Gardening clubs, Choirs, Art societies)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	_____	_____
	Col 152		Col 153-154	Col 155-158
<b>m. Adult education groups</b>	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	_____	_____
	Col 159		Col 160-161	Col 162-165
<b>n. Any other groups or organisations.</b> Please specify: .....	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	_____	_____
	Col 166		Col 167-168	Col 169-172

(TUS voluntary)

## HELP AND SERVICES TO OTHERS

ALL RESPONDENTS (I 34 - I 35)

The following question concerns possible help or services you give to relatives, friends, neighbours or anyone else who does not belong to your household. That is help and services for which you are not paid, except for expenses. This may be shopping for your uncle, helping a neighbour to fix her car, looking after the children of a friend, etc.

**I 34** Have you given help or services to someone who is not a member of your household at any time during the last 4 weeks?

**A** What help or services did you give?

**Show card 3**

Read the alternatives **a.-m.** on Card 3 aloud to the respondent and tick “Yes” or “No” for each type of help or service in column **A** in the table on page 17.

IF THE ANSWER TO ANY OF THE ALTERNATIVES **a.-m.** IN **I 34A** IS “YES” (1), THEN CONTINUE WITH **I 34 B**, OTHERWISE GO TO **I 36**.

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

For each type of help or service where the “Yes”-box has been ticked according to **I 34**, record in column **B** in the table on page 17 the number of times the respondent gave this kind of help or service.

Kind of help or service	A		B
	Did you give this kind of help or service?		
	Yes	No	
<b>a. Child-care</b>	<input type="checkbox"/> (1) Col 173	<input type="checkbox"/> (2)	_____ Col 174-175
<b>b. Food-preparation</b>	<input type="checkbox"/> (1) Col 176	<input type="checkbox"/> (2)	_____ Col 177-178
<b>c. Cleaning, tidying up</b>	<input type="checkbox"/> (1) Col 179	<input type="checkbox"/> (2)	_____ Col 180-181
<b>d. Watering flowers</b>	<input type="checkbox"/> (1) Col 182	<input type="checkbox"/> (2)	_____ Col 183-184
<b>e. Shopping and errands</b>	<input type="checkbox"/> (1) Col 185	<input type="checkbox"/> (2)	_____ Col 186-187
<b>f. Care for elderly and sick</b>	<input type="checkbox"/> (1) Col 188	<input type="checkbox"/> (2)	_____ Col 189-190
<b>g. Repairing and construction</b>	<input type="checkbox"/> (1) Col 191	<input type="checkbox"/> (2)	_____ Col 192-193
<b>h. Vehicle services (car, bike, etc.)</b>	<input type="checkbox"/> (1) Col 194	<input type="checkbox"/> (2)	_____ Col 195-196
<b>i. Work in the garden</b>	<input type="checkbox"/> (1) Col 197	<input type="checkbox"/> (2)	_____ Col 198-199
<b>j. Woodcutting and carrying water</b>	<input type="checkbox"/> (1) Col 200	<input type="checkbox"/> (2)	_____ Col 201-202
<b>k. Taking care of pets</b>	<input type="checkbox"/> (1) Col 203	<input type="checkbox"/> (2)	_____ Col 204-205
<b>l. Transport and removals</b>	<input type="checkbox"/> (1) Col 206	<input type="checkbox"/> (2)	_____ Col 207-208
<b>m. Other help (e.g. ironing clothes)</b> Please specify: .....	<input type="checkbox"/> (1) Col 209	<input type="checkbox"/> (2)	_____ Col 210-211

(TUS voluntary)

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**I 35 Whom did you give help or services to during the last 4 weeks?**

**Show card 4**

Read the alternatives **a.-h.** on Card 4 aloud to the respondent and tick “Yes” or “No” in column **A** in the table below for each group of persons that was given help or service.

Whom outside your own household did you help during the last 4 weeks?	A		
	Yes	No	
<b>a. Parents</b> (own parents or partner’s parents)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	Col 212
<b>b. Grown-up children</b> (own children or partner’s children)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	Col 213
<b>c. Own children aged 0-17 not living in the same household</b>	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	Col 214
<b>d. Sisters/brothers</b> (own sisters/brothers or partner’s sisters/brothers)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	Col 215
<b>e. Grandchildren</b> (own grandchildren or partner’s grandchildren)	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	Col 216
<b>f. Other relatives</b>	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	Col 217
<b>g. Neighbours/friends/colleagues at work</b>	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	Col 218
<b>h. Other people</b>	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	Col 219

*(TUS voluntary)*

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**HEALTH**

ALL RESPONDENTS (I 36 - I 39)

**I 36 What is your general health?**

- | Is it ...         | Col 220                      |                                    |
|-------------------|------------------------------|------------------------------------|
| - Very good ..... | <input type="checkbox"/> (1) | ⇒ Please go to <b>I 40</b>         |
| - Good .....      | <input type="checkbox"/> (2) | ⇒ Please go to <b>I 40</b>         |
| - Fair .....      | <input type="checkbox"/> (3) | ⇒ Please continue with <b>I 37</b> |
| - Bad .....       | <input type="checkbox"/> (4) | ⇒ Please continue with <b>I 37</b> |
| - Very bad .....  | <input type="checkbox"/> (5) | ⇒ Please continue with <b>I 37</b> |

*(TUS voluntary. Compare ECHP)*

---

**I 37 Do you have any chronic physical or mental health problem, illness or disability?**

- |             | Col 221                      |                                    |
|-------------|------------------------------|------------------------------------|
| - Yes ..... | <input type="checkbox"/> (1) | ⇒ Please continue with <b>I 38</b> |
| - No .....  | <input type="checkbox"/> (2) | ⇒ Please go to <b>I 40</b>         |

*(TUS voluntary. Compare ECHP)*

---

**I 38 Are you hampered in your daily activities by this physical or mental health problem, chronic illness or disability?**

- |             | Col 222                      |                                    |
|-------------|------------------------------|------------------------------------|
| - Yes ..... | <input type="checkbox"/> (1) | ⇒ Please continue with <b>I 39</b> |
| - No .....  | <input type="checkbox"/> (2) | ⇒ Please go to <b>I 40</b>         |

*(TUS voluntary. Compare ECHP)*

---

**I 39 Would you say that you are...?**

- |                                 | Col 223                      |  |
|---------------------------------|------------------------------|--|
| - Severely hampered .....       | <input type="checkbox"/> (1) |  |
| - Hampered to some extent ..... | <input type="checkbox"/> (2) |  |

*(TUS voluntary. Compare ECHP)*

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**TIME USE**

RESPONDENTS LESS THAN 15 YEARS

⇒ Please go to **I 43**

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RESPONDENTS 15 YEARS AND OLDER (**I 40 - I 42**)

**I 40 How often do you feel rushed? Would you say that you ...?**

Col 224

- Always feel rushed .....  (1)
- Only sometimes feel rushed .....  (2)
- Almost never feel rushed .....  (3)

*(TUS voluntary)*

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**I 41 Consider the way you spend your time on weekdays. Do you often feel that time is too short for doing all the things you want to do?**

Col 225

- Yes.....  (1)                   ⇒ Please continue with **I 42**
- No.....  (2)                   ⇒ Please go to **I 43**

*(TUS voluntary)*

---

**I 42 On which activity would you like to spend more time, if possible?**

**Hint:** Please mention just one activity.

Col 226-228

.....|

*(TUS voluntary. To be coded according to the activity coding list)*

**BIOGRAPHICAL INFORMATION**

ALL RESPONDENTS (I 43 - I 45)

**I 43 Are you a citizen of this country?**

Col 229

- Yes .....  (1)
- No .....  (2)

*(TUS voluntary. Compare ECHP)*

---

**I 44 What is your present marital status?**

Col 230

- Married .....  (1)      ⇒ Please go to **I 46**
- Single .....  (2)      ⇒ Please continue with **I 45**
- Widowed.....  (3)      ⇒ Please continue with **I 45**
- Divorced or leagally separated.....  (4)      ⇒ Please continue with **I 45**

*(TUS voluntary. NSI, use LFS categories of your country)*

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**I 45 Are you living in a consensual union?**

Col 231

- Yes .....  (1)
- No .....  (2)

*(TUS voluntary. Compare ECHP)*

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**OTHER INFORMATION**

ALL RESPONDENTS (I 46 - I 47)

**I 46 How was this interview carried out?**

- The interviewer in a face to face personal interview Col 232  
 (1)
- The interviewer in a face to face personal interview (CAPI)\*  (2)
- The interviewer in a telephone interview  (3)
- The interviewer in a proxy interview  (4)

\*This will only apply for some countries, using lap-top-assisted face-to-face interviews

*(TUS, voluntary)*

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Col 233-236

**I 47 Please note the time when you finished filling in this questionnaire:**   |   |  
Hh Mm

*(TUS, voluntary)*

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**GUIDELINES ON HARMONISED  
EUROPEAN TIME USE SURVEYS**

**Annex IV**

**Adult Diary**

**September 2000**

**Adapted for CIRCA January 2001**

# 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 04.00am 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 activity on each line. If you did one thing after another within a 10-minute interval, record the activity that took most time. If you were doing something you feel is too private to record, please write “personal”.

**Gainful employment.** You don’t need to record what you are doing during working time. Please distinguish between first and second job, if any. 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 the studies are part of paid work, please say so.

**Travel.** Record the mode of transport. 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” - “Caught bus home”.

**House work and childcare.** Record what you were really doing; for example “Cooked supper”, “Baked bread”, “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 non-fiction”.

**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 secondary activity. *You* decide which is the main and which is the secondary activity. Please remember to mark the duration of secondary activities, which might differ from the duration of the main activity.

Don’t forget to report on secondary activities during lunch breaks or coffee breaks and other breaks during work.

### 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. 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. You don’t have to answer this question for sleeping time.

### 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 now and then, when you have a spare moment, e.g. on the bus or train, at lunchtime or whilst waiting for someone!**

Time, am	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 07.00 to 10.00 am!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling. Do not forget the mode of transportation. Distinguish between first and second job, if any.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Were you alone or together with somebody you know?</b> <i>Mark "yes" by crossing</i>				
			Alone	Children up to 9 living in your household	Other household members	Other persons that you know	
07.00-07.10	<i>Woke up the children</i>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
07.10-07.20	<i>Had breakfast</i>	<i>Talked with my family</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EE
07.20-07.30	--"	--"	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EE
07.30-07.40	<i>Cleared the table</i>	<i>Listened to the radio</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
07.40-07.50	<i>Helped the children dressing</i>	<i>Talked with my children</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
07.50-08.00	<i>Went to the day care centre, on foot</i>	--"	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
08.00-08.10	<i>By bus to job</i>	<i>Read the newspaper</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
08.10-08.20	<i>By bus to job</i>	--"	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
08.20-08.30	<i>Regular work (first job)</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
08.30-08.40			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
08.40-08.50			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
08.50-09.00			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
09.00-09.10			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
09.10-09.20			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
09.20-09.30			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
09.30-09.40			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
09.40-09.50			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
09.50-10.00			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE

Use an arrow, citation marks or the like to mark that an activity lasts longer than 10 minutes.



Time, am-pm	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 10.00 am to 01.00 pm!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling. Do not forget the mode of transportation. Distinguish between first and second job, if any.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Were you alone or together with somebody you know?</b> <i>Mark "yes" by crossing</i>				
			Alone	Children up to 9 living in your household	Other household members	Other persons that you know	
10.00-10.10	<i>Break: had coffee</i>	<i>Talked with a colleague</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	FF
10.10-10.20	<i>Regular work (first job)</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	FF
10.20-10.30			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	FF
10.30-10.40			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	FF
10.40-10.50			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	FF
10.50-11.00			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	FF
11.00-11.10			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	FF
11.10-11.20			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	FF
11.20-11.30	↓		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	FF
11.30-11.40	<i>Lunch break: had lunch in the canteen</i>	<i>Talked with colleagues</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	FF
11.40-11.50	--"	--"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	FF
11.50-12.00	--"	--"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	FF
12.00-12.10	<i>Lunch break: went to the supermarket, on foot</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	FF
12.10-12.20	<i>Lunch break: bought food</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	FF
12.20-12.30	<i>Lunch break: went back to work, on+B86 foot</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	FF
12.30-12.40	<i>Regular work (first job)</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	FF
12.40-12.50			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	FF
12.50-01.00	↓		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	FF

— — — — —

Time, pm	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 04.00 pm to 07.00 am!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling. Do not forget the mode of transportation. Distinguish between first and second job, if any.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Were you alone or together with somebody you know?</b>			
			<i>Mark "yes" by crossing</i>			
			Alone	Children up to 9 living in your household	Other household members	Other persons that you know
04.00-04.10	<i>Bus from work to the day care centre</i>	<i>Planned a birthday party for my son</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04.10-04.20	--"	--"	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04.20-04.30	<i>Talked with the child minder</i>	<i>Helped the children dressing</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
04.30-04.40	<i>Went to the grocery, on foot</i>	<i>Talked with my children</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04.40-04.50	<i>Bought food for my family and my neighbour</i>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04.50-05.00	<i>Went home on foot</i>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05.00-05.10	<i>Delivered food to my neighbour</i>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
05.10-05.20	<i>Put own food in fridge</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05.20-05.30	<i>Cooked supper</i>	<i>Listened to the radio</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05.30-05.40	--"	--"	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
05.40-05.50	<i>Had supper</i>	<i>Talked with my family</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
05.50-06.00	--"	--"	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
06.00-06.10	--"	--"	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
06.10-06.20	<i>Cleared the table</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
06.20-06.30	<i>Had a rest</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06.30-06.40	<i>Watched TV with my children</i>	<i>Knitted</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
06.40-06.50	--"	--"	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
06.50-07.00	--"	--"	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Time, am	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 04.00 to 07.00 am!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling. Do not forget the mode of transportation. Distinguish between first and second job, if any.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Were you alone or together with somebody you know?</b>  <i>Mark "yes" by crossing</i>				
			Alone	Children up to 9 living in your household	Other household members	Other persons that you know	
04.00-04.10			<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"/>
04.20-04.30			<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"/>
04.40-04.50			<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"/>
05.00-05.10			<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"/>
05.20-05.30			<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"/>
05.40-05.50			<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"/>
06.00-06.10			<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"/>
06.20-06.30			<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"/>
06.40-06.50			<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"/>

Time, am	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 07.00 to 10.00 am!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling. Do not forget the mode of transportation. Distinguish between first and second job, if any.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Were you alone or together with somebody you know?</b>  <i>Mark "yes" by crossing</i>				
			Alone	Children up to 9 living in your household	Other household members	Other persons that you know	
07.00-07.10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
07.10-07.20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
07.20-07.30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
07.30-07.40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
07.40-07.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
07.50-08.00			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
08.00-08.10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
08.10-08.20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
08.20-08.30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
08.30-08.40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
08.40-08.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
08.50-09.00			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
09.00-09.10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
09.10-09.20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
09.20-09.30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
09.30-09.40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
09.40-09.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
09.50-10.00			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE

Time, am-pm	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 10.00 am to 01.00 pm!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling. Do not forget the mode of transportation. Distinguish between first and second job, if any.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Were you alone or together with somebody you know?</b>  <i>Mark "yes" by crossing</i>				
			Alone	Children up to 9 living in your household	Other household members	Other persons that you know	
10.00-10.10			<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"/>
10.20-10.30			<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"/>
10.40-10.50			<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"/>
11.00-11.10			<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"/>
11.20-11.30			<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"/>
11.40-11.50			<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"/>
12.00-12.10			<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"/>
12.20-12.30			<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"/>
12.40-12.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.50-01.00			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Time, pm	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 01.00 to 04.00 pm!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling. Do not forget the mode of transportation. Distinguish between first and second job, if any.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Were you alone or together with somebody you know?</b>  <i>Mark "yes" by crossing</i>				
			Alone	Children up to 9 living in your household	Other household members	Other persons that you know	
01.00-01.10			<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"/>
01.20-01.30			<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"/>
01.40-01.50			<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"/>
02.00-02.10			<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"/>
02.20-02.30			<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"/>
02.40-02.50			<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"/>
03.00-03.10			<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"/>
03.20-03.30			<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"/>
03.40-03.50			<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"/>

Time, pm	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 04.00 pm to 07.00 am!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling. Do not forget the mode of transportation. Distinguish between first and second job, if any.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Were you alone or together with somebody you know?</b>  <i>Mark "yes" by crossing</i>				
			Alone	Children up to 9 living in your household	Other household members	Other persons that you know	
04.00-04.10			<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"/>	
04.20-04.30			<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"/>	
04.40-04.50			<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"/>	
05.00-05.10			<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"/>	
05.20-05.30			<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"/>	
05.40-05.50			<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"/>	
06.00-06.10			<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"/>	
06.20-06.30			<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"/>	
06.40-06.50			<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"/>	

Time, pm	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 07.00 to 10.00 pm!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling. Do not forget the mode of transportation. Distinguish between first and second job, if any.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Were you alone or together with somebody you know?</b>  <i>Mark "yes" by crossing</i>				
			Alone	Children up to 9 living in your household	Other household members	Other persons that you know	
07.00-07.10			<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"/>
07.20-07.30			<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"/>
07.40-07.50			<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"/>
08.00-08.10			<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"/>
08.20-08.30			<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"/>
08.40-08.50			<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"/>
09.00-09.10			<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"/>
09.20-09.30			<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"/>
09.40-09.50			<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"/>



Time, pm-am	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 10.00 pm to 01.00 am!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling. Do not forget the mode of transportation. Distinguish between first and second job, if any.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Were you alone or together with somebody you know?</b>  <i>Mark "yes" by crossing</i>				
			Alone <input type="checkbox"/>	Children up to 9 living in your household <input type="checkbox"/>	Other household members <input type="checkbox"/>	Other persons that you know <input type="checkbox"/>	
10.00-10.10			<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"/>
10.20-10.30			<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"/>
10.40-10.50			<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"/>
11.00-11.10			<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"/>
11.20-11.30			<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"/>
11.40-11.50			<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"/>
12.00-12.10			<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"/>
12.20-12.30			<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"/>
12.40-12.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.50-01.00							

Time, am	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 01.00 to 04.00 am!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling. Do not forget the mode of transportation. Distinguish between first and second job, if any.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Were you alone or together with somebody you know?</b>  <i>Mark "yes" by crossing</i>				<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
			Alone	Children up to 9 living in your household	Other household members	Other persons that you know	
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"/> <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"/> <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"/> <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"/> <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"/> <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"/> <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"/> <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"/> <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"/> <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"/> <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"/> <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"/> <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"/> <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"/> <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"/> <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"/> <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"/> <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"/> <input type="checkbox"/> <input type="checkbox"/>



<b>1</b>	<b>When did you fill in the diary?</b>	<input type="checkbox"/>	1	Now and then during the diary day
		<input type="checkbox"/>	2	At the end of the diary day
		<input type="checkbox"/>	3	The day after the diary day
		<input type="checkbox"/>	4	Later, about __ days after the diary day
<b>2</b>	<b>Were you at home or somewhere else at the <u>start</u> of the diary day (04.00am)?</b>	<input type="checkbox"/>	1	At home
		<input type="checkbox"/>	2	Somewhere else
<b>3</b>	<b>Were you at home or somewhere else at the <u>end</u> of the diary day (04.00am)?</b>	<input type="checkbox"/>	1	At home
		<input type="checkbox"/>	2	Somewhere else
<b>4</b>	<b>Did you feel rushed this day?</b>	<input type="checkbox"/>	1	Yes
		<input type="checkbox"/>	2	No
<b>5</b>	<b>Was this an ordinary or an unusual day?</b>	<input type="checkbox"/>	1	An ordinary day
		<input type="checkbox"/>	2	An unusual day
<b>6a</b>	<b>Are you employed or a student</b>	<input type="checkbox"/>		Yes
		<input type="checkbox"/>		No
<b>6b</b>	<b>If yes: What kind of day was this day?</b>	<input type="checkbox"/>	1	An ordinary workday
		<input type="checkbox"/>	2	An ordinary schoolday
		<input type="checkbox"/>	3	A day off due to weekend/holiday or work schedule
		<input type="checkbox"/>	4	A sick leave day
		<input type="checkbox"/>	5	A vacation day
		<input type="checkbox"/>	6	On leave for other reasons

<b>7a</b>	<b>Were you on a trip e.g. to another locality(town) during the diary day? (Disregard regular trips to work or school or trips lasting less than two hours in total.)</b>	<input type="checkbox"/>	1	No
		<input type="checkbox"/>	2	Yes, on a single day trip within the country
		<input type="checkbox"/>	3	Yes, on a single day trip abroad
		<input type="checkbox"/>	4	Yes, on an overnight trip within the country
		<input type="checkbox"/>	5	Yes, on an overnight trip abroad
<b>7b</b>	<b>If yes: How far from home did you travel? Note the approximate distance from home (one way). If several trips, note the longest.</b>			<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 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 recorded all travel and modes of transportation?

⇒ 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!**

Time, am	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 07.00 to 10.00 am!</i>  Only one main activity on each line! Do not forget travel and mode of transportation. Distinguish between travel and the activity that is the reason for travelling. Distinguish between first and second job, if any.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Were you alone or together with somebody you know?</b>  <i>Mark "yes" by crossing</i>					
			Alone	Children up to 9 living in your household	Other household members	Other persons that you know		
07.00-07.10	<i>Got out of bed</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.10-07.20	<i>Took a shower</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.20-07.30	--"		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.30-07.40	<i>Made breakfast</i>	<i>Listened to the radio</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.40-07.50	--"	--"	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.50-08.00	<i>Had breakfast</i>	<i>Read the newspaper</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.00-08.10	--"	--"	<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 type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.20-08.30	<i>Cleared the table</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.30-08.40	<i>Dressed</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.40-08.50	--"		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.50-09.00	<i>Waited for a taxi to go to the doctor</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.00-09.10	<i>Went to the doctor, by taxi</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.10-09.20	<i>Waiting in the doctor's waiting room</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.20-09.30	<i>Had a medical examination</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
09.30-09.40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
09.40-09.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
09.50-10.00			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Use an arrow, citation marks or the like to mark that an activity lasts longer than 10 minutes.

Time, am-pm	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 10.00 am to 01.00 pm!</i>  Only one main activity on each line! Do not forget travel and mode of transportation. Distinguish between travel and the activity that is the reason for travelling. Distinguish between first and second job, if any.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Were you alone or together with somebody you know?</b>  <i>Mark "yes" by crossing</i>				
			Alone	Children up to 9 living in your household	Other household members	Other persons that you know	
10.00-10.10	<i>Waited for a taxi to go back home</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	LL
10.10-10.20	<i>Went home by taxi</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
10.20-10.30	<i>Resting on the sofa</i>	<i>Listened to the radio</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
10.30-10.40			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
10.40-10.50			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
10.50-11.00			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
11.00-11.10	↓	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
11.10-11.20	<i>Talked with my daughter on the phone</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
11.20-11.30	--"		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
11.30-11.40	<i>Made lunch</i>	<i>Listened to the radio</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
11.40-11.50	--"	--"	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
11.50-12.00	<i>Had lunch</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
12.00-12.10	--"		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
12.10-12.20	<i>Washed up the dishes</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
12.20-12.30	--"		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
12.30-12.40	<i>Took a nap</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
12.40-12.50	↓		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
12.50-01.00	↓		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL

**GUIDELINES ON HARMONISED  
EUROPEAN TIME USE SURVEYS**

**Annex V**

**Child Diary**

**September 2000**

**Adapted for CIRCA January 2001**

# SURVEY ON TIME USE

## TIME USE DIARY

(For persons aged 10 to 14 years)

**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 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 three 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 activity on each line. If you did one thing after another within a 10-minute period, record the activity that 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. 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.** Record the mode of transport. 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.

**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 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 secondary activities, which might differ from the duration of the main activity.

### 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 you are in the same place or room. If you were together with your parent(s), mark it in the column “Other household members”. If you were together with brothers or sisters 9 years or younger, mark it in the column “Children up to 9...”. If you were together with brothers or sisters older than 9 years, use the column “Other household members”. 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”. You don’t have to answer this question for sleeping time.

### 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 now and then, when you have a spare moment, e.g. on the bus or train, at lunchtime or whilst waiting for someone!**



Time, am	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 07.00 to 10.00 am!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling. Do not forget the mode of transportation. Distinguish between first and second job, if any.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Were you alone or together with somebody you know?</b> <i>Mark "yes" by crossing</i>				
			Alone	Children up to 9 living in your household	Other household members	Other persons that you know	
07.00-07.10	<i>Slept</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
07.10-07.20	<i>Woke up</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
07.20-07.30	<i>Had a shower</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
07.30-07.40	<i>Had breakfast</i>	<i>Listened to the radio</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EE
07.40-07.50	--"	--"	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EE
07.50-08.00	<i>Dressed</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
08.00-08.10	<i>Went to bus stop, on foot</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
08.10-08.20	<i>By bus to school</i>	<i>Talked with a friend</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
08.20-08.30	--"	--"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
08.30-08.40	<i>Class</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
08.40-08.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
08.50-09.00			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
09.00-09.10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
09.10-09.20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
09.20-09.30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
09.30-09.40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
09.40-09.50	<i>Break, had a snack</i>	<i>Talked with a friend</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
09.50-10.00	<i>Break</i>	--"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE

Use an arrow, citation marks or the like to mark that an activity lasts longer than 10 minutes.

Time, am-pm	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 01.00 to 04.00 pm!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling. Do not forget the mode of transportation. Distinguish between first and second job, if any.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Were you alone or together with somebody you know?</b> <i>Mark "yes" by crossing</i>				
			Alone	Children up to 9 living in your household	Other household members	Other persons that you know	
01.00-01.10	<i>Class</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
01.10-01.20	↓		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
01.20-01.30	↓		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
01.30-01.40	↓		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
01.40-01.50	<i>Break</i>	<i>Talked with friends</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
01.50-02.00	<i>Class</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
02.00-02.10	<i>Class</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
02.10-02.20	↓		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
02.20-02.30	↓		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
02.30-02.40	↓		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
02.40-02.50	<i>Waited for the bus</i>	<i>Talked with friends</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
02.50-03.00	<i>Went by bus from school</i>	<i>Read a comic</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
03.00-03.10	--"		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
03.10-03.20	<i>Went from bus stop to home, on foot</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
03.20-03.30	<i>Had a snack</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
03.30-03.40	--"		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
03.40-03.50	<i>Talked to a friend on the phone</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
03.50-04.00	--"		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE

Time, pm	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 04.00 to 07.00 pm!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling. Do not forget the mode of transportation. Distinguish between first and second job, if any.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Were you alone or together with somebody you know?</b>  <i>Mark "yes" by crossing</i>				
			Alone	Children up to 9 living in your household	Other household members	Other persons that you know	
04.00-04.10	<i>Changed clothes</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
04.10-04.20	<i>Played football with friends</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
04.20-04.30	--"		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
04.30-04.40	--"		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
04.40-04.50	<i>Had a rest at home</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
04.50-05.00	<i>Did homework</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
05.00-05.10	--"		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
05.10-05.20	--"		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
05.20-05.30	<i>Had supper</i>	<i>Listened to the radio</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EE
05.30-05.40	--"	<i>Talked with my mum and dad</i>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EE
05.40-05.50	--"	--"	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	EE
05.50-06.00	<i>Walked the neighbour's dog</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
06.00-06.10	--"		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
06.10-06.20	<i>Went to the youth centre, on foot</i>	<i>Talked with my friends</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
06.20-06.30	<i>Played guitar, training with a band</i>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
06.30-06.40	--"		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
06.40-06.50	--"		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE
06.50-07.00	<i>Went back home, on foot</i>	<i>Talked with my friends</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	EE

Time, am	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 04.00 to 07.00 am!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling. Do not forget the mode of transportation. Distinguish between first and second job, if any.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Were you alone or together with somebody you know?</b>  <i>Mark "yes" by crossing</i>				
			Alone	Children up to 9 living in your household	Other household members	Other persons that you know	
<b>04.00-04.10</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
04.10-04.20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
04.20-04.30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
04.30-04.40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
04.40-04.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
<b>04.50-05.00</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
<b>05.00-05.10</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
05.10-05.20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
05.20-05.30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
05.30-05.40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
05.40-05.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
<b>05.50-06.00</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
<b>06.00-06.10</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
06.10-06.20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
06.20-06.30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
06.30-06.40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
06.40-06.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE
<b>06.50-07.00</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	EE

Time, am	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 07.00 to 10.00 am!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling. Do not forget the mode of transportation. Distinguish between first and second job, if any.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Were you alone or together with somebody you know?</b> <i>Mark "yes" by crossing</i>				
			Alone	Children up to 9 living in your household	Other household members	Other persons that you know	
<b>07.00</b> -07.10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
07.10-07.20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
07.20-07.30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
07.30-07.40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
07.40-07.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
07.50- <b>08.00</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
<b>08.00</b> -08.10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
08.10-08.20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
08.20-08.30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
08.30-08.40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
08.40-08.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
08.50- <b>09.00</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
<b>09.00</b> -09.10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
09.10-09.20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
09.20-09.30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
09.30-09.40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
09.40-09.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
09.50- <b>10.00</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL

Time, am-pm	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 10.00 am to 01.00 pm!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling. Do not forget the mode of transportation. Distinguish between first and second job, if any.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Were you alone or together with somebody you know?</b> <i>Mark "yes" by crossing</i>				
			Alone	Children up to 9 living in your household	Other household members	Other persons that you know	
10.00-10.10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
10.10-10.20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
10.20-10.30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
10.30-10.40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
10.40-10.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
10.50-11.00			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
11.00-11.10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
11.10-11.20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
11.20-11.30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
11.30-11.40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
11.40-11.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
11.50-12.00			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
12.00-12.10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
12.10-12.20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
12.20-12.30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
12.30-12.40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
12.40-12.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
12.50-01.00			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL

Time, pm	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 01.00 to 04.00 pm!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling. Do not forget the mode of transportation. Distinguish between first and second job, if any.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Were you alone or together with somebody you know?</b> <i>Mark "yes" by crossing</i>				
			Alone	Children up to 9 living in your household	Other household members	Other persons that you know	
<b>01.00</b> -01.10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
01.10-01.20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
01.20-01.30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
01.30-01.40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
01.40-01.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
01.50- <b>02.00</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
<b>02.00</b> -02.10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
02.10-02.20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
02.20-02.30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
02.30-02.40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
02.40-02.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
02.50- <b>03.00</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
<b>03.00</b> -03.10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
03.10-03.20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
03.20-03.30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
03.30-03.40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
03.40-03.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
03.50- <b>04.00</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL

Time, pm	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 04.00 to 07.00 pm!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling. Do not forget the mode of transportation. Distinguish between first and second job, if any.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Were you alone or together with somebody you know?</b> <i>Mark "yes" by crossing</i>				
			Alone	Children up to 9 living in your household	Other household members	Other persons that you know	
<b>04.00-04.10</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
04.10-04.20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
04.20-04.30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
04.30-04.40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
04.40-04.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
<b>04.50-05.00</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
<b>05.00-05.10</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
05.10-05.20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
05.20-05.30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
05.30-05.40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
05.40-05.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
<b>05.50-06.00</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
<b>06.00-06.10</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
06.10-06.20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
06.20-06.30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
06.30-06.40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
06.40-06.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
<b>06.50-07.00</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL



Time, pm	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 07.00 to 10.00 pm!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling. Do not forget the mode of transportation. Distinguish between first and second job, if any.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Were you alone or together with somebody you know?</b>  <i>Mark "yes" by crossing</i>				
			Alone	Children up to 9 living in your household	Other household members	Other persons that you know	
<b>07.00-07.10</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
07.10-07.20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
07.20-07.30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
07.30-07.40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
07.40-07.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
<b>07.50-08.00</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
<b>08.00-08.10</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
08.10-08.20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
08.20-08.30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
08.30-08.40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
08.40-08.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
<b>08.50-09.00</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
<b>09.00-09.10</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
09.10-09.20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
09.20-09.30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
09.30-09.40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
09.40-09.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
<b>09.50-10.00</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL

Time, pm-am	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 10.00 pm to 01.00 am!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling. Do not forget the mode of transportation. Distinguish between first and second job, if any.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Were you alone or together with somebody you know?</b> <i>Mark "yes" by crossing</i>				
			Alone	Children up to 9 living in your household	Other household members	Other persons that you know	
10.00-10.10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
10.10-10.20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
10.20-10.30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
10.30-10.40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
10.40-10.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
10.50-11.00			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
11.00-11.10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
11.10-11.20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
11.20-11.30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
11.30-11.40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
11.40-11.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
11.50-12.00			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
12.00-12.10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
12.10-12.20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
12.20-12.30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
12.30-12.40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
12.40-12.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
12.50-01.00			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL

Time, am	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 01.00 to 04.00 am!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling. Do not forget the mode of transportation. Distinguish between first and second job, if any.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Were you alone or together with somebody you know?</b>  <i>Mark "yes" by crossing</i>				
			Alone	Children up to 9 living in your household	Other household members	Other persons that you know	
01.00-01.10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
01.10-01.20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
01.20-01.30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
01.30-01.40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
01.40-01.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
01.50-02.00			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
02.00-02.10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
02.10-02.20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
02.20-02.30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
02.30-02.40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
02.40-02.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
02.50-03.00			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
03.00-03.10			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
03.10-03.20			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
03.20-03.30			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
03.30-03.40			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
03.40-03.50			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL
03.50-04.00			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	LL

<b>1</b>	<b>When did you fill in the diary?</b>	<input type="checkbox"/>	1 Now and then during the diary day
		<input type="checkbox"/>	2 At the end of the diary day
		<input type="checkbox"/>	3 The day after the diary day
		<input type="checkbox"/>	4 Later, about __ days after the diary day
<b>2</b>	<b>Were you at home or somewhere else at the <u>start</u> of the diary day (04.00am)?</b>	<input type="checkbox"/>	1 At home
		<input type="checkbox"/>	2 Somewhere else
<b>3</b>	<b>Were you at home or somewhere else at the <u>end</u> of the diary day (04.00am)?</b>	<input type="checkbox"/>	1 At home
		<input type="checkbox"/>	2 Somewhere else
<b>4</b>	<b>Did you feel rushed this day?</b>	<input type="checkbox"/>	1 Yes
		<input type="checkbox"/>	2 No
<b>5</b>	<b>Was this an ordinary or an unusual day?</b>	<input type="checkbox"/>	1 An ordinary day
		<input type="checkbox"/>	2 An unusual day
<b>6a</b>	<b>Are you employed or a student</b>	<input type="checkbox"/>	Yes
		<input type="checkbox"/>	No
<b>6b</b>	<b>If yes: What kind of day was this day?</b>	<input type="checkbox"/>	1 An ordinary workday
		<input type="checkbox"/>	2 An ordinary schoolday
		<input type="checkbox"/>	3 A day off due to weekend/holiday or work schedule
		<input type="checkbox"/>	4 A sick leave day
		<input type="checkbox"/>	5 A vacation day
		<input type="checkbox"/>	6 On leave for other reasons

<b>7a</b>	<b>Were you on a trip e.g. to another locality(town) during the diary day? (Disregard regular trips to work or school or trips lasting less than two hours in total.)</b>	<input type="checkbox"/>	1 No
		<input type="checkbox"/>	2 Yes, on a single day trip within the country
		<input type="checkbox"/>	3 Yes, on a single day trip abroad
		<input type="checkbox"/>	4 Yes, on an overnight trip within the country
		<input type="checkbox"/>	5 Yes, on an overnight trip abroad
<b>7b</b>	<b>If yes: How far from home did you travel? Note the approximate distance from home (one way). If several trips, note the longest.</b>		<input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> 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 recorded all travel and modes of transportation?

⇒ 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!**

**GUIDELINES ON HARMONISED EUROPEAN  
TIME USE SURVEYS**

**Annex VI**

**Activity Coding List**

September 2000

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## 1 Introduction

The activity coding list is based on previous experience in time use research, the *Multinational Comparative Time-Budget Research Project* (Szalai 1972) and 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>1</sup>

Since then several workshops and expert groups have discussed the coding system and the activity coding list. 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. In October 1995 a further improvement of the list, prepared by Ms. I. Niemi and Ms. M. Pietiläinen, was presented at the first Working Group on Time Use Surveys at Eurostat. Influenced by remarks from participants and additional feedback from other experts, Eurostat made efforts to improve the list. The code system for the Time Use pilot surveys was worked out in close collaboration by Prof. J. Gershuny, University of Essex, Ms. I. Niemi, Statistics Finland, Mr. K. Rydenstam, Statistics Sweden and Ms. K. Blanke, formerly Eurostat.

The pilot activity code system and coding index were revised on the basis of the Time Use pilot survey results, coding indices transmitted by participating countries and a proposal by Ms. I. Niemi for a revised activity list. The final revision of the activity coding list including instructions, etc., was done by Ms. C. Österberg, Eurostat and Ms. E. Belak, formerly Eurostat, in collaboration with Ms. I. Niemi and Mr. K. Rydenstam. Chapters 2-6 were originally written by Mr. K. Rydenstam.

## 2 General remarks

This annex to the *Guidelines on harmonised European Time Use Surveys* covers the coding of the Time Use diaries, i.e. preparing them for data entry. In order to increase consistency and comparability between surveys, both internationally on the cross-sectional level and nationally on the longitudinal level, **it is recommended** that the diaries are centrally coded in the national survey agencies.

The major part of the coding concerns assigning codes to main and secondary activities and to location. Another task is to determine the start and the end of episodes<sup>2</sup>.

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

- Primary (main) activity
- Secondary (simultaneous) activity
- With whom time is spent and
- Location where time is spent, also including mode of transport.

---

<sup>1</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 Reunion of the International Association for Time Use Research, Amsterdam June 1993*. Eds. N. Kalfs and A. Harvey.

<sup>2</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.

The pilot surveys offered a suitable starting point for creating national *coding indices* with descriptions of activities, as they were recorded by the respondents, included for the separate activity categories. These national coding indices have been very useful when working out section 8 *Activity coding list with definitions, notes and examples*.

The activity coding list presented in sections 7 and 8 **is recommended** to be used as a minimum common denominator for coding the harmonised European Time Use surveys. Countries that need more specified categories can always extend the coding list according to their needs.

### 3 Main activities

The respondents record their activities in their own words in the diaries. The main activities are recorded in the activity column to the left in the diary. There should be only one main activity on each line.

In the coding process the respondent's written descriptions of her/his activities are translated into numeric codes. These numeric codes are found in section 7 *Activity coding list*.

#### 3.1 The code system

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

##### *Example*

```
3 HOUSEHOLD AND FAMILY CARE
  300 Unspecified household and family care
    31 FOOD MANAGEMENT
      310 Unspecified food management
      311 Food preparation
      312 Baking
      .
      . More third level categories
      .
    319 Other specified food management
  32
  .
  . MORE SECOND LEVEL CATEGORIES
  .
  39
```

##### *End of example*

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 code 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 a little more than 30 second-level, or 2-digit activity categories, in the activity code 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 **310 Unspecified food management**.

Concerning the main activities, the principal task in the coding process is to assign 3-digit codes to them (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**, 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.

## 3.2 Characteristics of the code system

### 3.1.1 3-digit Other codes (xy9)

The 3-digit code ending with **9** should be used in case there is no other proper 3-digit code (or 4-digit country-specific code) except the **Other** category (e.g. **319 Other specified food management**). This means that the activity should be coded **xy9**, when it is well enough specified to be given the correct 2-digit (**xy**) code, and none of the specified 3-digit codes is suitable.

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

If there is a need to introduce country specific codes you can

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

**It is recommended** that all new codes are documented.

#### *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 to have it included in **031 Wash and dress**. One way of doing this is to create a new 3-digit country specific code. As **032** is an unused code, it can be used to code *Sauna bathing*. As a result the code system would include:

**031 Wash and dress**  
**032 Sauna bath**

When it comes to international comparisons the code **032** has to be transformed into **031**.

- b. In the case of *Sauna bathing* Finland has 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 code system includes:

**031 Wash and dress**  
**0311 Sauna bath**

#### *End of example*

### 3.1.3 Insufficient information for coding to 3 digits

In case there is insufficient information in the diary for coding to 3 digits but just sufficient for coding to 2 digits, the 3-digit code **xy0** should be used.

#### *Example*

The activity *Reading* is recorded in a diary. There is no hint on what was read. It could have been a book, a newspaper, a magazine or something else. Therefore it is not possible to select a specific 3-digit code (or 4-digit code). The activity *reading* is then coded on the 3-digit level with a zero as last digit i.e. **810 Unspecified reading**. Thus when an activity is well specified only on the 2-digit level (**xy**) and it can belong to any of the 3-digit categories then the correct code is **xy0**.

#### *End of example*

### 3.1.4 Insufficient information for coding to 2 digits

In case there is insufficient information in the diary for coding to 2 digits, but just sufficient for coding to 1 digit, the 3-digit code (**x00**) ending with two zeros should be used.

### 3.1.5 Summarised rules for coding of 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 to code at a more detailed level than the proposed activity code system permits, then insert a new 3 or 4-digit code as demonstrated in section 3.1.2.

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 a 3-digit code **xy0** ending with one zero.
- Rule 5** If there is insufficient information for coding at the 2-digit level, then code to 1 digit using a 3-digit code **x00** ending with two zeros.
- Rule 6** If there is insufficient information for coding even at the 1-digit level, then select a suitable code **900 or 999**, see section 3.1.8.
- Rule 7** If the activity is a journey defined by purpose according to the definitions in section 3.1.6 then select a suitable code from the coding list, section 7 starting on page 18.

### 3.1.6 Definition and coding of journeys.

A journey can be described as a 'circle' with a common *starting-* and *ending-point* and a *turning-point*. The coding of a journey starts with the identification of this 'circle'. The number of circles found in one diary depends on how the respondent travels around during the diary day.

On pages 9 - 13 are given five examples showing:

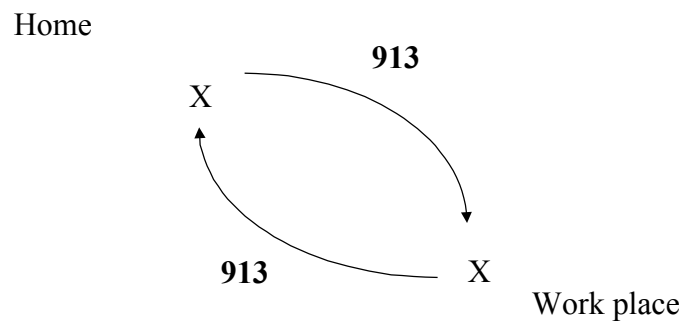
1. A straightforward journey to work and back home
2. A journey to and from work interrupted by an errand
3. An errand during lunch break at work
4. Leaving home to do different errands at different places before returning back to home
5. Leaving home to go to another locality in order to do several different activities before returning back to home

***Example 1***

A straightforward journey to work and back home

Many persons in paid work start from home in the morning and return home in the evening.

*Chart 1*



The dwelling is a 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 the purpose of it, which in this case is to go to work. This is a journey in connection with 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 in connection with work. The reason is that 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.

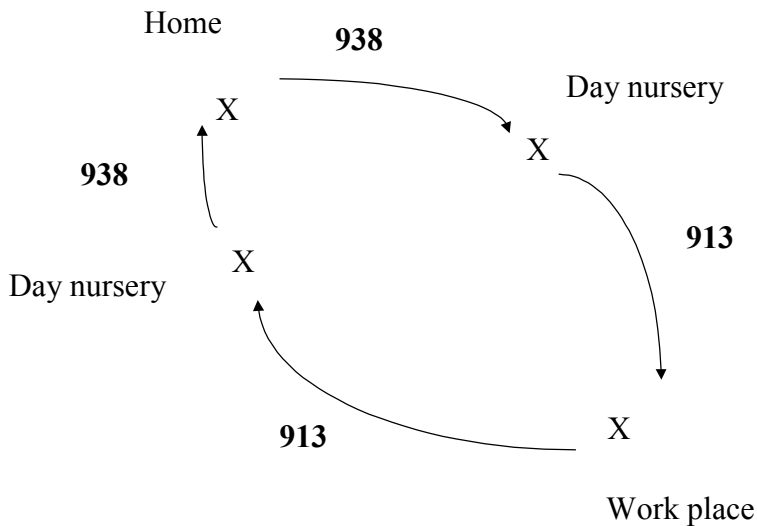
***End of example 1***

### **Example 2**

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

Suppose now that an errand is carried out 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 whether the stop at the day nursery will lengthen the journey or not.

#### **End of example 2**

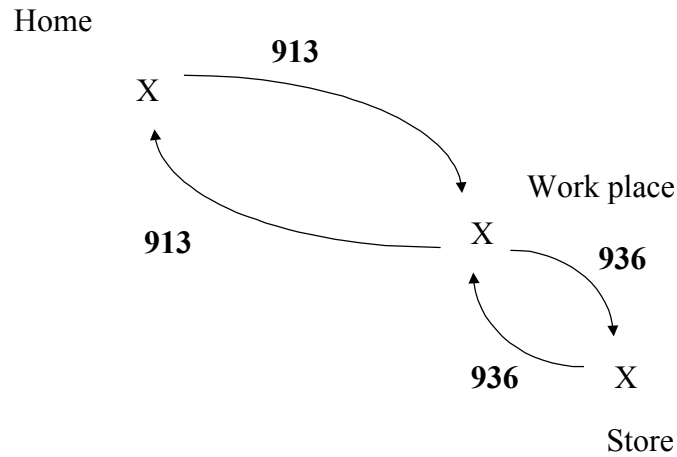
*Note: If an errand is done after work, at or close to the work place, the immediate journey back home is coded **913 Travel from work**.*

***Example 3***

An errand during lunch break at work

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

*Chart 3*



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 is the turning point.

In some cases there will be a problem to determine the turning point of the journey, e.g. when many different errands are carried out. The respondent might have indicated it in the diary. If not, the coder must find out which errand took the longest time to carry out. This defines the turning point of the journey.

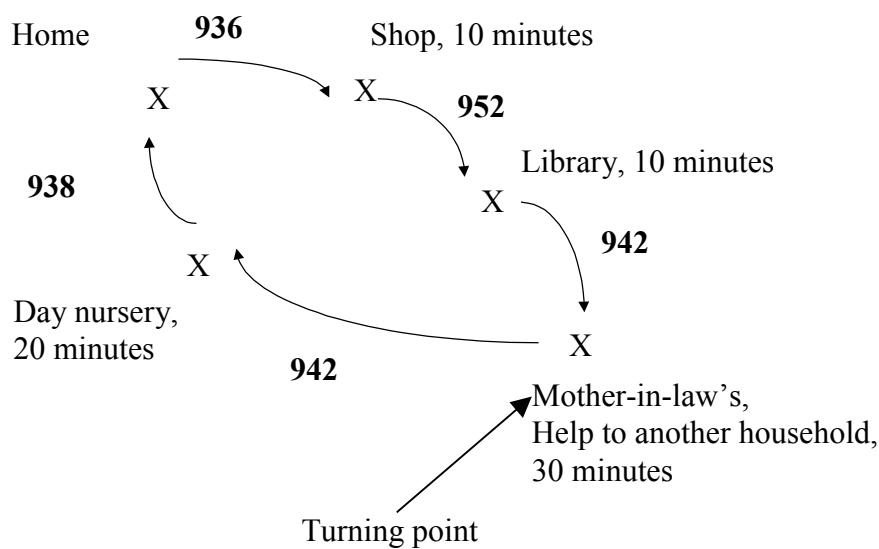
***End of example 3***

**Example 4**

Leaving home doing different errands at different places before returning back to home

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 to help her with some cooking. This takes 30 minutes. Then he goes to the day nursery to pick up his child. It takes 20 minutes to convince the child to go with him. As the visit to his mother-in-law took the longest time it becomes the turning point and the journey should be coded as is shown in Chart 4.

Chart 4



Note that when Mr X is going from the library to his mother-in-law and from her to the day nursery, this is a journey in connection with help to another household. It is noted in the diary that he is cooking for his mother-in-law and this activity is to be coded **421 Food management as help**.

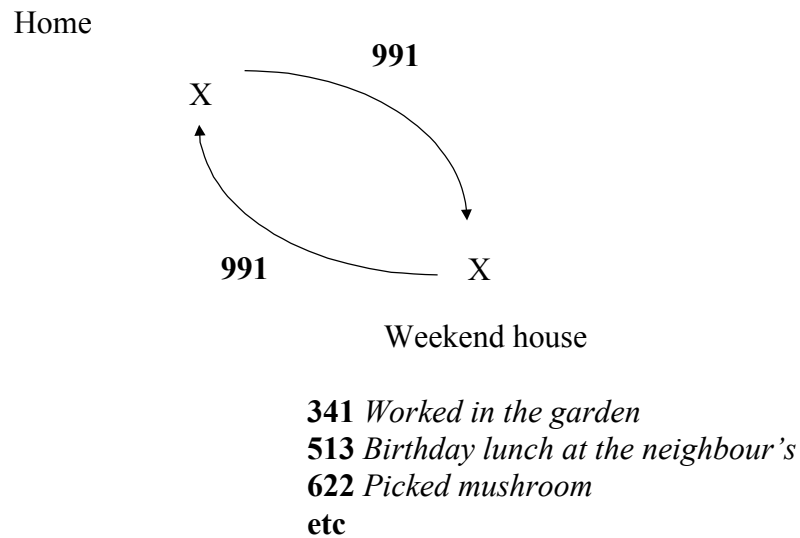
**End of example 4**

**Example 5**

Leaving home to go to another locality in order to do several different activities before returning back to 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 an other locality e.g. at the weekend house or at relatives doing several different activities.

*Chart 5*



This journey is done for the purpose to spend a day or more at the weekend house, where several different activities are performed, such as working in the garden, having birthday lunch at the neighbour's, picking mushrooms, etc. This is a multipurpose journey related to change of locality.

**End of example 5**

### 3.1.7 Coding of multiple main activities

It is not possible to code more than one main activity per time episode. If there is more than one activity recorded as the main activity inside one 10-minute interval, then one of them must be selected as the main activity. The other should be 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 this activity is coded as the secondary activity and the other activity is coded as the main activity.

**Example 1**

*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* is coded as the main activity.

**End of example 1**

**Example 2**

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

**End of example 2**

**Rule 2** If the activities are simultaneous, and none of the activities is likely to be the consequence of the other, then the activity mentioned first is coded as the main activity. The other activity is coded as the secondary activity.

**Rule 3** If the activities are sequential, and one of them is clearly longer than the other, then the longest activity is coded as the main activity.

**Rule 4** If the activities are sequential, and none of them is clearly longer than the other, then the activity mentioned first is coded as main activity. The other activity is not coded at all.

### 3.1.8 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 mode is specified, then code **900**.
- 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 Secondary activities

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

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

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



## 5 Other episode dimensions

### 5.1 With whom time is spent

In this section of the diary, there should be at least one column marked for each row. If not, it is a matter of non-response (refusal or the respondent forgot to tick in the proper box). An example of the latter is when 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 such a situation code as if the ticking in the 'With whom' box on the first row is valid for the entire episode. This means that corrections can be done when it is perfectly 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.

### 5.2 Location and mode of transport

In the diary there is no column for the respondent to record the location of the activity. The location is coded on the basis of information on the main and secondary activities.

Codes for mode of transport and location can be recorded in the open boxes at the very right in the diary.

It might be especially hard to determine the place(s) where the diary day starts and ends. Questions 2 and 3 at the end of the diary aim at helping to settle this. Response category 1 indicates that the day starts/ends at home, and category 2 that it starts/ends at some other place.

## 6 Further remarks and comments

### 6.1 Important comment on the numerical coding

It is most important that the code system with its different levels of coding, 1, 2, or 3 digits (depending on the level of detail reported in the diary), is used exactly the way it is described. The codes in the first activity group, **Personal care**, begin with a **0**. This first **0** is part of the code and can not be dropped because it has 'no value'.

#### *Example*

The activity 'Eating a meal' has to 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 completely wrong.

#### *End of example*

## 6.2 Monitoring the coding procedure

1. The activity coding list **is recommended** to be used as lowest common denominator. The list can be extended following the rules proposed in section 3.1.2.
2. For further development of the code system, it **is recommended** to keep a coding index including new descriptions of activities assigned to the different activity categories. **It is recommended** that a supervisor takes responsibility for updating the coding index and for continuously informing the coders. 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.

## 6.3 Definition of an episode

What defines an episode and when does it turn into a new episode? The answer is that when there is a change in the main activity, the secondary activity, presence of other persons, or the location, there is also a change of episode. In other words, within an episode all lines are identical with regard to the main activity code, the secondary activity code, person(s) present, and the location code.

It sometimes happens that the respondent has recorded e.g sleep as main activity on only one line in the diary, and that this is followed by empty lines for the whole night. It is then reasonable to assume that the main activity 'sleep' did go on until a new main activity is recorded.

If there is an on-going 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.

### 6.3.1 Marking codes

In order 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.

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

Also the codes are to be recorded in the diaries<sup>3</sup>. If there is no designated space for the codes in the diary, they may 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.

If and when notes, corrections and codes are recorded in the diaries it is recommended to use a pencil of a distinct colour in order to simplify the work of the data entry personnel.

---

<sup>3</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. The last mentioned alternative, however, is not recommended for the harmonised European Time Use surveys.

One way to improve coding reliability is to use verbal codes (words) such as SLEEP, MEALS, RADIO, etc., and programming them to be automatically converted into 3-digit codes.

### **6.3.2 Delimiting episodes**

Given that ‘the *one* record per episode’ kind of file is used, the information in the diary can not be transferred into data files unless the start and the end of the *unique* episodes of each diary are settled and marked. This can be done only when the coding of all dimensions in the diary is completed.

### **6.3.3 Coding episodes**

The diary example in Section 8 demonstrates the principle that one episode ends and turns into a new episode, when there is a change in either the main activity, the secondary activity, presence of persons, or the location code.

## **6.4 Data file format**

Diary data may be transferred into data files using different formats and principles. As the diary has a fixed 10-minute interval format, one alternative is to create files where each data record consists of one diary day, with a number of variables for each time interval, indicating the main activity and other dimensions measured. This kind of data file would have as many records as diary days, i.e. two records per respondent. Another alternative is the use of a format where each episode forms one record, containing the starting and ending time of the episode, in addition to the information on main activity and other dimensions measured. This data file would have as many records as there are episodes. Consequently, there will be a varying number of records for diary days and respondents. The BLAISE system provided for data entry in the pilot was of this kind. This instruction presumes that BLAISE or some other system for recording episodes rather than the content of fixed time intervals will be used. Hence, the start and end of the episodes need to be settled.

## **6.5 Organisation and supervision of coding and data entry**

The coding exercise is very sensitive and open to individual coders’ influences causing a decrease in reliability and leading to other measurement errors. This may be somewhat counteracted by taking certain measures.

It is of vital importance that the coders code in the same way, i.e. that reliability is high and that they have the same information about any modifications of the coding list. Thorough training, intensive supervising and monitoring might achieve this.

Therefore **it is strongly recommended** that the supervisor takes a firm grip of the coding process and takes responsibility for:

- suggesting and documenting solutions to problems that occur,
- documentation of the coding index,
- regularly checking the coding made by the coders.

## **7 Activity coding list**

### **7.1 Main and secondary activities**

#### **0 PERSONAL CARE**

**000 Unspecified personal care**

#### **01 SLEEP**

**010 Unspecified sleep**

**011 Sleep**

**012 Sick in bed**

#### **02 EATING**

**021 Eating**

#### **03 OTHER PERSONAL CARE**

**030 Unspecified other personal care**

**031 Washing and dressing**

**039 Other specified personal care**

#### **1 EMPLOYMENT**

**100 Unspecified employment**

#### **11 MAIN JOB**

**111 Working time in main job**

**112 Coffee and other breaks in main job**

#### **12 SECOND JOB**

**121 Working time in second job**

**122 Coffee and other breaks in second job**

#### **13 ACTIVITIES RELATED TO EMPLOYMENT**

**130 Unspecified activities related to employment**

**131 Lunch break**

**139 Other specified activities related to employment**

#### **2 STUDY**

**200 Unspecified study**

#### **21 SCHOOL OR UNIVERSITY**

**210 Unspecified activities related to school or university**

**211 Classes and lectures**

**212 Homework**

**219 Other specified activities related to school or university**

#### **22 FREE TIME STUDY**

**221 Free time study**

- 3 HOUSEHOLD AND FAMILY CARE**
  - 300 Unspecified household and family care**
  - 31 FOOD MANAGEMENT**
    - 310 Unspecified food management**
    - 311 Food preparation**
    - 312 Baking**
    - 313 Dish washing**
    - 314 Preserving**
    - 319 Other specified food management**
  - 32 HOUSEHOLD UPKEEP**
    - 320 Unspecified household upkeep**
    - 321 Cleaning dwelling**
    - 322 Cleaning yard**
    - 323 Heating and water**
    - 324 Various arrangements**
    - 329 Other specified household upkeep**
  - 33 MAKING AND CARE FOR TEXTILES**
    - 330 Unspecified making and care for textiles**
    - 331 Laundry**
    - 332 Ironing**
    - 333 Handicraft and producing textiles**
    - 339 Other specified making and care for textiles**
  - 34 GARDENING AND PET CARE**
    - 340 Unspecified gardening and pet care**
    - 341 Gardening**
    - 342 Tending domestic animals**
    - 343 Caring for pets**
    - 344 Walking the dog**
    - 349 Other specified gardening and pet care**
  - 35 CONSTRUCTION AND REPAIRS**
    - 350 Unspecified construction and repairs**
    - 351 House construction and renovation**
    - 352 Repairs of dwelling**
    - 353 Making, repairing and maintaining equipment**
    - 354 Vehicle maintenance**
    - 359 Other specified construction and repairs**
  - 36 SHOPPING AND SERVICES**
    - 360 Unspecified shopping and services**
    - 361 Shopping**
    - 362 Commercial and administrative services**
    - 363 Personal services**
    - 369 Other specified shopping and services**
  - 37 HOUSEHOLD MANAGEMENT**
    - 371 Household management**

- 38 CHILDCARE**
  - 380 Unspecified childcare**
  - 381 Physical care and supervision**
  - 382 Teaching the child**
  - 383 Reading, playing and talking with child**
  - 384 Accompanying child**
  - 389 Other specified childcare**
  
- 39 HELP TO AN ADULT FAMILY MEMBER**
  - 391 Help to an adult family member**
  
- 4 VOLUNTEER WORK AND MEETINGS**
  - 400 Unspecified volunteer work and meetings**
  
- 41 ORGANISATIONAL WORK**
  - 410 Unspecified organisational work**
  - 411 Work for an organisation**
  - 412 Volunteer work through an organisation**
  - 419 Other specified organisational work**
  
- 42 INFORMAL HELP TO OTHER HOUSEHOLDS**
  - 420 Unspecified informal help**
  - 421 Food management as help**
  - 422 Household upkeep as help**
  - 423 Gardening and pet care as help**
  - 424 Construction and repairs as help**
  - 425 Shopping and services as help**
  - 426 Help in employment and farming**
  - 427 Childcare as help**
  - 428 Help to an adult of another household**
  - 429 Other specified informal help**
  
- 43 PARTICIPATORY ACTIVITIES**
  - 430 Unspecified participatory activities**
  - 431 Meetings**
  - 432 Religious activities**
  - 439 Other specified participatory activities**
  
- 5 SOCIAL LIFE AND ENTERTAINMENT**
  - 500 Unspecified social life and entertainment**
  
- 51 SOCIAL LIFE**
  - 510 Unspecified social life**
  - 511 Socialising with family**
  - 512 Visiting and receiving visitors**
  - 513 Feasts**
  - 514 Telephone conversation**
  - 519 Other specified social life**
  
- 52 ENTERTAINMENT AND CULTURE**
  - 520 Unspecified entertainment and culture**
  - 521 Cinema**
  - 522 Theatre and concerts**
  - 523 Art exhibitions and museums**
  - 524 Library**
  - 525 Sports events**
  - 529 Other specified entertainment and culture**

- 53      **RESTING – TIME OUT**
  - 531    Resting – Time out
  
- 6        **SPORTS AND OUTDOOR ACTIVITIES**
  - 600    Unspecified sports and outdoor activities
  
  - 61      **PHYSICAL EXERCISE**
    - 610    Unspecified physical exercise
    - 611    Walking and hiking
    - 612    Jogging and running
    - 613    Biking, skiing and skating
    - 614    Ball games
    - 615    Gymnastics
    - 616    Fitness
    - 617    Water sports
    - 619    Other specified physical exercise
  
  - 62      **PRODUCTIVE EXERCISE**
    - 620    Unspecified productive exercise
    - 621    Hunting and fishing
    - 622    Picking berries, mushrooms and herbs
    - 629    Other specified productive exercise
  
  - 63      **SPORTS RELATED ACTIVITIES**
    - 631    Sports related activities
  
- 7        **HOBBIES AND GAMES**
  - 700    Unspecified hobbies and games
  
  - 71      **ARTS**
    - 710    Unspecified arts
    - 711    Visual arts
    - 712    Performing arts
    - 713    Literary arts
    - 719    Other specified arts
  
  - 72      **HOBBIES**
    - 720    Unspecified hobbies
    - 721    Collecting
    - 722    Computing – programming
    - 723    Information by computing
    - 724    Communication by computing
    - 725    Other computing
    - 726    Correspondence
    - 729    Other specified hobbies
  
  - 73      **GAMES**
    - 730    Unspecified games
    - 731    Solo games and play
    - 732    Parlour games and play
    - 733    Computer games
    - 734    Gambling
    - 739    Other specified games

- 8**        **MASS MEDIA**
- 800**    **Unspecified mass media**
  
- 81**        **READING**
- 810**    **Unspecified reading**
- 811**    **Reading periodicals**
- 812**    **Reading books**
- 819**    **Other specified reading**
  
- 82**        **TV AND VIDEO**
- 821**    **Watching TV**
- 822**    **Watching video**
  
- 83**        **RADIO AND MUSIC**
- 830**    **Unspecified listening to radio and music**
- 831**    **Listening to radio**
- 832**    **Listening to recordings**
  
- 9**         **TRAVEL AND UNSPECIFIED TIME USE**
- 900**    **Unspecified travel purpose**
  
- 901**    **Travel related to personal care**
- 911**    **Travel as part of/during main job**
- 912**    **Travel as part of/during second job**
- 913**    **Travel to/from work**
- 921**    **Travel to/from school or university**
- 922**    **Travel related to free time study**
- 931**    **Travel related to household care**
- 936**    **Travel related to shopping and services**
- 938**    **Transporting a child**
- 939**    **Transporting an adult family member**
- 941**    **Travel related to organisational work**
- 942**    **Travel related to informal help**
- 943**    **Travel related to participatory activities**
- 951**    **Travel related to social life**
- 952**    **Travel related to entertainment and culture**
- 961**    **Travel related to sports and outdoor activities**
- 971**    **Travel related to hobbies**
- 981**    **Travel related to changing locality**
- 982**    **Driving for pleasure**
  
- 995**    **Filling in the time use diary**
  
- 998**    **Unspecified leisure time**
- 999**    **Other unspecified time use**

## **7.2 With whom time is spent**

**Alone**

**Children up to 9, living in the household**

**Other household members**

**Other persons, known to the respondent**



### **7.3 Location and mode of transport**

- 00 Unspecified location**
- 10 Unspecified location (not travelling)**
- 11 Home**
- 12 Second home or weekend house**
- 13 Working place or school**
- 14 Other people's home**
- 15 Restaurant, café or pub**
- 19 Other specified location (not travelling)**
  
- 20 Unspecified private transport mode**
- 21 Travelling on foot**
- 22 Travelling by bicycle**
- 23 Travelling by moped, motorcycle or motorboat**
- 24 Travelling by passenger car**
- 25 Travelling by lorry, van or tractor**
- 29 Other specified private travelling mode**
  
- 30 Unspecified public transport mode**
- 31 Travelling by taxi**
- 32 Travelling by bus or coach**
- 33 Travelling by tram or underground**
- 34 Travelling by train**
- 35 Travelling by aeroplane**
- 36 Travelling by boat or ship**
- 39 Other specified public transport mode**
  
- 40 Unspecified transport mode**

## 8 Activity coding list with definitions, notes and examples

### 8.1 Main and secondary activities

*Note: Secondary activities are coded according to the same activity list as main activities.*

#### 0 PERSONAL CARE

##### 000 Unspecified personal care

#### 01 SLEEP

##### 010 Unspecified sleep

##### 011 Sleep

###### Definition

Sleep at night or daytime.

Time in bed before and after sleep, when no other activity is specified.

*Note: Resting is included in 531 Resting - Time out.*

###### Examples

Changed bed during night (from one bed to another bed)

Fell asleep on the couch

My parent woke me up, still in bed

Nap

Waiting for sleep to come

Waiting to get out of bed after awakening

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.

###### Examples

In hospital, under anaesthetic

Lying in bed because of sickness, old age

#### 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.

###### 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**

**030 Unspecified other personal care**

**031 Wash and dress**

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 011 Sleep.*

Examples

Brushing teeth

Changing clothes

Evening, morning chores

Feet massage (done by her/himself)

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

**039 Other specified personal care**

Definition

Personal care for health reasons for her/himself.

Receiving health care from a family member or friend.

Sexual activities.

'Private activities' as suggested in the diary instructions.

*Note: Paid services for personal care (e.g. visits to a doctor, etc.) are included in 363 Personal services.*

*Note: Services given to somebody else e.g. cutting hair or medical care are included in 381 Childcare: Physical care and supervision and 391 Help to an adult family 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

Put weekly consumption of medicine/pills in a medicine cassette

Took a sun-bath in the solarium (at home)

Wound treatment

# 1

## EMPLOYMENT

*Note:* According to ILO actual hours worked should **include** (ILO 1993, 84):

1. Hours actually worked during normal periods of work
2. Time worked in addition, and generally paid at higher than normal rates (overtime)
3. Time spent at the place of work on activities such as preparation of the workplace, repairs and maintenance, preparation and cleaning of tools, and preparation of receipts, time sheets and reports;
4. 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; and
5. Time corresponding to short rest periods at the workplace, including tea and coffee breaks.

*Note:* Working time applies to work done in paid job 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

*Note:* Select the appropriate category according to the following rules:

1. If the respondent has **no** second job according to the individual questionnaire, code under **111 Main job**.
2. If the respondent has a second job according to the individual questionnaire, but indicates in the diary that the work in fact concerns the main job, code under **111 Main job**.
3. If the respondent has a second job according to the individual questionnaire and indicates in the diary that the work concerns the second job, code under **121 Second job**.
4. If the respondent has a second job according to the individual questionnaire, but doesn't indicate in the diary if the work concerns the main job or second job, code under **111 Main job**.

### 100 Unspecified employment

### 11 MAIN JOB

#### 111 Working time in main job

##### Definition

Time spent on main job, including: working over-time, work brought home, paid practical training, training during work. Unspecified main job is also included in this category.

*Note:* Travelling due to work, during or outside working hours, is included in **911 Travel as part of/during main job**. Trips to/from work are included in **913 Travel to/from work**.

*Note:* Unpaid practical training in connection with studies and school-based part of an apprenticeship is included in **211 Classes and lectures**.

##### Examples

Accident at work  
Business meeting during lunch break  
Corrected written tests (teacher)  
Inevitable break, e.g. because of shortage of material, power-supply failure  
Meeting with a business partner after working hours  
Phone-call at home concerning work  
Planning tomorrow's lessons (teacher)  
Preparations for work  
Student's work or contractual work, when paid.  
Taking and giving back work-material, tools, etc.

## 112 Coffee and other breaks in main job

### Definition

Breaks during working hours due to personal reasons, e.g. need for rest, smoking, personal phone call, using Internet for personal reasons. The activity during the break is coded as secondary activity.

*Note:* Breaks due to working conditions are included in **111 Working time in main job**.

### Examples

Had a rest and read newspapers

Phoned my child

Used computer to pay personal bills

## 12 SECOND JOB

### Definition

Second job; work on own account when it is secondary job.

Extra work which is paid for.

*Note:* Work for an organisation is included in **411 Work for an organisation** even if some minor fee is paid.

## 121 Working time in second job

### Definition

Time spent on second job including: working over-time, work brought home, paid practical training, training during work.

*Note:* Travelling due to work, during or outside working hours, is included in **912 Travel as part of/during second job**. Trips to/from work are included in **913 Travel to/from work**.

*Note:* Unpaid practical training in connection with studies and school-based part of an apprenticeship is included in **211 Classes and lectures**.

### Examples

Selling at a flea-market stall

## 122 Coffee and other breaks in second job

## 13 ACTIVITIES RELATED TO EMPLOYMENT

### Definition

Activities connected with own employment but not the actual work, which is included in **11 Main job** or **12 Second job**.

## 130 Unspecified activities related to employment

## 131 Lunch break

### Definition

Lunch break (at work), to be coded in the main activity column only if no other activity is specified.

*Note:* People can do different things during their lunch breaks. The respondent is asked to report on her/his activities during lunch break (e.g. eating lunch, shopping, etc.). Each such activity is coded with the appropriate code in the 'Main activity' column, and we use the contextual code **131** in the 'Secondary activity' column to indicate that the activity was performed during 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, this calculation will be facilitated if they are marked.

*Note:* If it is not specified in the diary what the respondent did during the lunch break, then the code **131** should be used also in the main activity column.

### *Example*

In this example you can see how to use code **131**.

	<b>Main activity</b>	<b>Secondary activity</b>		
	Main job 111			
	Lunch break: eating lunch 021	131		
	Lunch break: eating lunch 021	131		
	Lunch break: shopping 361	131		
	Main job 111			

### *End of example*

## **139 Other specified 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 or visiting a labour office or agency
- Reading and replying to job advertisements
- Presentation at the new employer

**Note:** *Work brought home is included in 111 Main job or 121 Second job.*

**Note:** *Packing a bag at home for work next day or putting out clothes is included in 324 Various arrangements.*

### Examples

Changed clothes, showered before/after work at the place of work

Reading job announcements

Visiting a future working place

- 2 STUDY**
- 200 Unspecified 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.
- 210 Unspecified activities related to school or university**
- 211 Classes and lectures**
- Definition  
Besides classes and lectures also is included laboratory work, unpaid practical training, retraining courses, and short breaks at school/university are also included.
- Note: Does not include lunch breaks 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
- 212 Homework**
- Definition  
Homework, study in library. Reading for exam.
- Note: Preparing for school, e.g. arranging the bag is included in 324*
- Various arrangements.**
- Examples  
Gathering plants for school  
Preparing for a test  
Studying together with a school mate  
Was tested on the homework
- 219 Other specified activities related to school or university**
- Definition  
School related activities not including studying, e.g. waiting in the schoolyard for school to start, when other activities are not mentioned.
- Examples  
Appointment at school  
Called my teacher  
Visited the studies supervisor  
Waiting in the school yard for a ride home
- 22 FREE TIME STUDY**
- 221 Free time study**
- Definition  
Studies during free time.
- Note: Does not include studies during working hours, which are included in 111 or 121 Working time in main/second job.*
- Examples  
Administrative courses (typing, accounting)  
Artistic courses (painting, music, etc.)  
Exercising for piano lesson  
Correspondence studies  
Driving school  
Language courses, incl. courses on TV or radio (**821 TV** or **831 Radio** should be coded as secondary activities)  
Music lessons  
Preparing for courses: homework related with these courses  
Professional training courses, not in connection with work  
Sewing class  
Talked with the supervisor

### 3 HOUSEHOLD AND FAMILY CARE

*Note: Includes work done for the respondent's own household, which at the same time is possibly also done for another household.*

- *If the 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 remaining outside the SNA production boundary.*
- *All paid activities or activities connected with employment are included in **1 EMPLOYMENT**, e.g. purchasing or repairing for the family enterprise.*
- *If help is provided to a family member in a family enterprise then this activity is coded as **Work (111 or 121)**.*

#### 300 Unspecified household and family care

##### Examples

Doing housework

Working outdoors

### 31 FOOD MANAGEMENT

#### 310 Unspecified food management

#### 311 Food preparation

##### Definition

All activities in connection with food preparation. Also includes setting the table.

##### Examples

Brewed coffee

Cleaning fish

Cooking

Heated up some food

Made meals, snacks, drinks for own children

Preparation of coffee, snacks, aperitifs, meals, etc.

Prepared a lunch box

Serving food to other people

Turned on the oven

#### 312 Baking

##### Definition

All activities in connection with baking.

##### Examples

Making a pie, pastry, tart, sweets, etc.

#### 313 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



**314 Preserving**

Definition

All activities in connection with preserving, freezing and canning, e.g. cleaning berries, boiling jam or fruit-syrup. Preparing food, when only for later use.

Examples

Churn milk to make cheese, etc.

Cleaned mushrooms

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

**319 Other specified food management**

**32 HOUSEHOLD UPKEEP**

**320 Unspecified household upkeep**

Examples

Cleaning, with no distinction if it is dwelling, cellar, garage or yard

**321 Cleaning dwelling**

Definition

Vacuuming, washing/waxing floors, washing windows, making beds, tidying, arranging the home, etc.

Separating papers, bottles, tins, etc.

Examples

Airing of bedclothes

Beating rugs

Collected the children's toys

Putting away the cleaning kits

Tidied up wardrobes

Took out rubbish, waste

**322 Cleaning yard**

Definition

Cleaning yard or pavement, clearing away snow, also composting waste etc.

Examples

Cleaned around garden pool area

Cleaned patio furniture

Power washed the roof or the walls of the house

Raking together dead leaves

Swept the entrance

**323 Heating and water**

Definition

Supply of heating and water.

Woodcutting and collecting firewood.

*Note: Repairs of appliances are included in 353 Making and repairing 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 Various arrangements**

#### Definition

Various kinds of arrangements of tasks at home, in a weekend house, in a hotel etc.

Call for goods and putting in order. Relates to own goods or those belonging to household members.

#### Examples

Arranging clothes for the morning  
Arranging purchases  
Carrying out garden furniture  
Checking of mousetraps  
Collecting mail from the post 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  
Papered books  
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

### **329 Other specified household upkeep**

#### Definition

Activities of short duration that do not fit into the previous categories.

#### Examples

Closed curtains and blinds  
Closed/opened doors or windows  
Locked the door

## **33 MAKING AND CARE FOR TEXTILES**

### **330 Unspecified making and 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

### 333 Handicraft and producing textiles

#### Definition

Includes only making new products – not repairing clothes etc. – as this distinction is needed for household satellite accounts. Includes manual 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

### 339 Other specified making and care for textiles

#### Definition

Repairing clothes

Repairing and polishing shoes

Putting seasonal clothes to storage

#### 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.

#### *Note: Guidelines on how to code borderline farming activities*

*There could be a problem coding activities connected with **Gardening or Tending domestic animals**, when they are on the borderline to farm work. Therefore a set of additional questions has been included in the household questionnaire, asking if the household grows any plants/cereals/crops/vegetables or keeps/breeds any animals in order to sell products, which are the outcome of such activities. Select the appropriate category according to the following rules:*

- 1. If farm work for different reasons is not reported in the individual questionnaire as main or second job (E.g. formal status is student, pensioner, etc.; the farm does not make enough profit; fear of tax authorities), **but** according to the household questionnaire the household sells the products on the market **then** farming activities connected with tending plants are included in **Work (111 or 121)** for all members of the household.*
- 2. If farm work is reported as main or second job by at least one household member and according to the household questionnaire the household sells the products, which are the outcome of farming activities, on the market **then** farming activities for all members of the household are included in **Work (111 or 121)**.*
- 3. Unpaid help provided to a farmer by a non-household member (the respondent) is included in **426 Help in employment and farming**.*

**340 Unspecified gardening and pet care**

**341 Gardening**

Definition

Kitchen gardening - tending vegetables, potatoes, tomatoes, etc. Also harvesting.

Tending outdoor flowers, mowing the lawn, etc.

Also tending flowers on a grave.

*Note: Tending indoor flowers is included in 324 Various arrangements.*

*Note: Raking together dead leaves is included in 322 Cleaning yard.*

Examples

Collecting rose hips

Forestry for private use (not for firewood)

Planting vegetables

Ploughing

Pulling weeds

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 619 Other specified physical exercise.*

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 specified gardening and pet care**

**35 CONSTRUCTION AND REPAIRS**

**350 Unspecified 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 dwelling, garage, outhouse, etc.

Includes only activities inside the SNA production boundary.

*Note: Activities concerning farm buildings are included in Work (111 or 121).*

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 of dwelling**

Definition

Minor changes of the house, not belonging to SNA.  
Various repairs of the dwelling, 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 Work (111 or 121).*

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.

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 specified 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 371 Household management.*

## 360 Unspecified shopping and services

### 361 Shopping

#### Definition

Shopping for **consumer goods**, such as drinks, newspapers, magazines, cigarettes, candies, etc.

Including also half-durable consumer goods.

Buying clothes, shoes, books, etc.

Purchasing for maintenance and repair.

Also circling round and looking at things at shops, flea markets, etc.

Purchasing **capital goods**, such as a dwelling, a car, furniture, and household appliances.

*Note: Shopping for farming goods is included in Work (111 or 121).*

#### 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 store

Looked at an apartment for sale

Looked at clothes

Purchasing medicines

Purchasing tickets (for the cinema, swimming pool, etc.)

Rented a video film

Tried on clothes in a shop

Was at a food store

Was at estate agents

Was at the market

## 362 Commercial and administrative services

### Definition

Commercial services like laundry, tailor, shoemaker, etc.

Visiting post office, bank, bank advisor, accountant, lawyer, insurance adviser, municipality authorities, police station, centre for car inspection, travel agency, labour office or agency, etc.

Auto services, automatic car wash, repair and other auto services

*Note: Phone calls to institutions etc. are included in 371 Household management.*

*Note: Own work on car done in a garage or at home is included in 354 Vehicle maintenance.*

*Note: Activities (calling the veterinary, talking to veterinary, etc.) in connection with Veterinary services for cattle (if it is on a farm) are included in Work (111 or 121).*

#### Examples

Car inspection at car inspection centre

Check-in to the hotel

Fetches a package from the post office

Fetches shoes from the shoemaker's

Had oil change and greasing of the car 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

### 363 Personal services

#### Definition

Individual services that do not belong to household production according to the 3<sup>rd</sup> party criterion, i.e. tasks that can not be delegated to anybody else, and that should not be included in household production.

Visiting a doctor, dentist, physiotherapist, etc. for own medical care.

Visit to a saloon, beauty parlour, barber shop, for own personal services such as haircut or hair styling, solarium, manicure, pedicure, etc. (as paid service). Also includes waiting.

#### Examples

Doctor visited me at home

Facial care

Having one's navel pierced

Visited the maternity ward

Waiting in the doctor's waiting-room

Was at the hospital (as a patient)

### 369 Other specified 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, etc.

Shopping by phone.

Computing for household management.

*Note:* Visiting the bank, post office, etc. is included in **362 Commercial and administrative services**.

*Note:* Management in connection with farming is included in **Work (111 or 121)**.

*Note:* Visiting the shop etc. is included in **361 Shopping**.

*Note:* Shopping for farming goods is included in **Work (111 or 121)**.

#### Examples

Attendance during repairs (supervision)

Bank services by phone or Internet

Booking cinema tickets from home

Called the paint shop

Checking of bookkeeping

Filling in of bank giro forms

Ordered a pizza by phone

Ordered goods by Internet

Planned a journey

Planned a party

Planned food purchases, meals

Planned weekend program for the family

Made reservation for air tickets by Internet

Made reservation for theatre tickets by Internet

## 38 CHILDCARE

#### Definition

Care given by parents, and older children taking care of younger siblings.

*Note:* The upper age limit of a child is 17 years.

*Note:* Childminding for another household **only** is included in informal help to other households, **428 Childcare as help**.

### 380 Unspecified childcare

#### Examples

Helped the children

**381 Physical care and supervision**

Definition

Feeding, dressing, washing and preparing children for bed, etc.  
Supervision indoors or outdoors.

Examples

Babysitting my younger sister  
Breast-fed my child  
Changed diapers  
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, on the yard  
Watching my child's physical training

**382 Teaching the child**

Definition

Help with homework, guiding in doing things.

Examples

Checked homework

**383 Reading, playing and talking with child**

*Note:* Siblings talking with each other is included in **511 Socialising with family**.

*Note:* Siblings playing together is included in **732 Parlour games**.

Examples

Entertained the children  
Playing games with the children  
Read a story for the children/for 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 Transporting a child**.

Examples

Attending end of term celebration at school  
At school with my child  
Talking with a carer, teacher etc.  
Visiting babysitter

**389 Other specified childcare**

Examples

Listened to my daughter playing the piano at home

**39 HELP TO AN ADULT FAMILY MEMBER**

**391 Help to an adult family member**

Definition

Adult assistance and care (except housework). Physical care of a sick or elderly adult; Washing, cutting hair, massaging; Mental help, information and advice; Accompanying an adult to a doctor. Visits to hospitals.

*Note:* Housework tasks are coded according to the activity, e.g. cooking for a family member is included in **311 Food preparation**.

*Note:* Help to an adult belonging to another household is included in **423**.

Examples

Cut my husband's hair  
Waking up adults (husband, wife, etc.)



## 4 VOLUNTEER WORK AND MEETINGS

### 400 Unspecified volunteer work and meetings

### 41 ORGANISATIONAL WORK

#### Definition

Working as a volunteer free of charge or for a minor fee.

### 410 Unspecified organisational work

### 411 Work for an organisation

#### Definition

Work done for an organisation, not directly for an individual.

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.

*Note: If volunteer work is done directly for the individual (e.g. delivering meals) then it is included in **412 Volunteer work through an organisation**.*

#### Examples

Board meeting

Checked an order list for the bandy team

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

Fetches/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

### 412 Volunteer work through an organisation

#### Definition

Work is directed to people via an 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 **42 Informal help to other households** and is coded according to the actual activity.*

#### Examples

Activities as member of religious helping groups: hospital visitation, feeding the poor, support groups, etc.

Coached handball team

Coaching sports

Donating blood

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

**419 Other specified organisational work**

**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.*

**420 Unspecified informal help**

Examples

Helping a neighbour  
Helping a relative

**421 Food management as help**

Definition

Help to another household with cooking, baking, preserving, dishwashing and other activities that are included in **31**.

Examples

Baked for my elderly parents  
Helped the hostess with the cooking  
Washed dishes during the visit

**422 Household upkeep as help**

Definition

Help to another household with indoor and outdoor cleaning, laundry and ironing, and other activities that are included in **32** and **33**

Examples

Helped with removal  
Watered indoor flowers at the neighbour's

**423 Gardening and pet care as help**

Definition

Help to another household with walking the dog, gardening, and other activities that are included in **34**.

Examples

Feeding a neighbour's dog  
Mowing the lawn for my elderly mother

**424 Construction and repairs as help**

Definition

Help to another household with constructing a house, repairing a car, and other activities that are included in **35**.

Examples

Helped with repairing the neighbour's roof  
Made a toy for the grand children

**425 Shopping and services as help**

Definition

Help to another household with activities that are included in **36**.

Examples

Went with my mother to the doctor  
Went with the neighbour to buy a car

**426 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

**427 Childcare as help**

Definition

Help to another household with activities that are included in **38**.

Examples

Unpaid childminding

**428 Help to an adult of another household**

Definition

Adult assistance and care and other activities that are included in **39**.

Examples

Assistance offered by lending money

Giving mental support to a friend

Visiting an old people's home, hospital, etc.

**429 Other specified informal help**

Definition

Help to another household with activities that are included in **33 Making and care for textiles**, and in **37 Household management**, and also with other specified activities that are not included in **421-428**.

**43 PARTICIPATORY ACTIVITIES**

Definition

Attending meetings free of charge or for a minor fee.

**430 Unspecified participatory activities**

**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: Parent's meeting is included in **384 Accompanying child**.*

Examples

Organised program in a Scout camp

Political party meeting

**432 Religious activities**

Definition

Visiting church, synagogue, mosque or other temple.

Participating in religious ceremonies like wedding ceremonies, funerals.

Religious practise, 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 **513 Feasts**.*

*Note: Singing in church in a choir is included in **712 Performing arts**.*

Examples

Attended mass

Attending Sunday school, confirmation class

Listening to recordings of religious ceremonies

Participating in ceremonies of baptism, confirmation, first communion

Religious meeting

Religious practice carried out in a small group

Studying the bible with family

**439 Other specified participatory activities**

Examples

Voting

Witness in court

## 5 SOCIAL LIFE AND ENTERTAINMENT

### 500 Unspecified social life and entertainment

#### 51 SOCIAL LIFE

##### 510 Unspecified social life

##### 511 Socialising with family

###### Definition

Socialising with family 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.**

###### Examples

Argued with my big sister

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. Family members can also be present.

*Note:* The respondent is asked to report on her/his activities during visiting/receiving visitors time (e.g. eating, watching TV, playing games, etc.). Each such activity is coded with the appropriate code in the 'Main activity' column.

The code **512** is used in the 'Secondary activity' column, to indicate that the activity was performed during visiting/receiving visitors time.

If it is not specified in the diary what the respondent did during visiting/receiving visitors, or if only socialising is mentioned, then the code **512** should be used in the main activity column.

###### **Example**

In this example you can see how to use code **512**.

	Main activity		Secondary activity		
	Went for lunch to my sister	901			
	Eating lunch	021	Talked with my sister	512	
	Eating lunch	021	- " -	512	
	Washed the dishes	421	- " -	512	
	Discussed	512	- " -	512	
	Walked home	901			

###### **End of example**

###### Examples

My family came to visit

Had a visitor

Visited my friend

##### 513 Feasts

###### Definition

Together with family members, friends, relatives, etc.

Private occasions at or outside home

Weddings, funerals, confirmation parties, graduations and big anniversaries.

Parties of working place, organisations, etc.

*Note:* Occasions in church, synagogue, mosque or other temple are included in **432 Religious activities.**

*Note:* Attending children's parties at school or nursery is included in **384 Accompanying child.**

**514 Telephone conversation**

Definition

Conversations with members of the family, friends, relatives, etc.

*Note: Phone calls to institutions, shops, etc. are included in 371 Household management. Phone calls in connection with job are included in 111 Employment.*

Examples

Listened to the messages on the answering machine

Reading, writing, sending text messages by mobile phone

**519 Other specified social life**

Definition

Together with friends, relatives, etc. Family 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.

**520 Unspecified entertainment and culture**

**521 Cinema**

Definition

Watching movies in cinema or movie club.

Waiting for the doors to open.

*Note: Ordering a ticket is included in 371 Household management, and buying the ticket is included in 361 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 and museums**

**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 212 Homework or in 221 Free time study and courses.*

Examples

Borrowed a book from the school library

Searching for a book (also with the help of computer)

**525 Sports events**

Definition

Attending a sports event, e.g. car race, trotting race, football game, etc. (including breaks).

*Note: Watching sports events on TV is included in 821 TV. Accompanying own child at a sports centre is included in 384 Accompanying child if just for exercising, not competition.*

Examples

Boxing, Wrestling, Martial arts

Cricket

Horse and dog sports (horse racing, show jumping, polo, dressage, greyhound racing, etc.)

Watched friends playing indoors bandy

Watched the tournament of the child.

Motor sports (car/motorcycle racing, rallying, scrambling, time trials, etc.)

Rugby union, Rugby league

Soccer, American football

**529 Other specified entertainment and culture**

Examples

Botanical garden, arboretum

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

Zoos (Wildlife park, sea-life centre, animal park, safari park)

**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 family member is shopping is coded*  
**369 Other specified shopping and services.**

*Note: Waiting at the doctor's, the dentist's, in a line at the bank, etc. is given the same code as the main activity connected with the waiting.*

Examples

Admiring a full-blown flower

Being bored

Cooling off

Did not do anything special

Gathering strength

Just let the time pass

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 within 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).*
- 600 Unspecified sports and outdoor activities**
- 61 PHYSICAL EXERCISE**
- 610 Unspecified physical exercise**  
Examples  
 Attended a sports course  
 Attended training  
 Exercised a little
- 611 Walking and hiking**  
Definition  
 Walking in town, in the countryside, etc.  
 Looking into shop windows during a walk.  
*Note: Walking the dog is coded **344 Walking the dog**.*  
Examples  
 Picked wild flowers during a nature walk  
 Strolled in town  
 Taking a walk with the child in the neighbourhood  
 Took a nature walk  
 Watched birds during the walk
- 612 Jogging and running**
- 613 Cycling, skiing and skating**  
Definition  
 For exercise.  
Examples  
 Alpine skiing, snow boarding  
 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 land hockey  
 Playing soccer
- 615 Gymnastics**  
Definition  
 Organised program or at home. All types of gymnastics, aerobic, yoga, etc.  
Examples  
 Back gymnastics  
 Aerobics  
 Qi Gong  
 Morning gymnastics at home  
 Stretching
- 616 Fitness**  
Definition  
 Exercise in fitness centre/gym or at home using equipment.  
Examples  
 Body building  
 Treading an exercise bike  
 Weight-lifting

**617 Water sports**

Definition

Rowing, sailing, windsurfing, etc.

Examples

Swimming in the pool

Water gymnastics

**619 Other specified physical exercise**

Examples

Archery

Carting

Dancing

Exercised judo, karate, etc.

Go-cart racing

Motor sports

Mountain climbing

Riding

**62 PRODUCTIVE EXERCISE**

**620 Unspecified productive exercise**

**621 Hunting and fishing**

Examples

Gutting and skinning in the forest

Sprat-nets into the lake

Waited for the moose

**622 Picking berries, mushroom and herbs**

Examples

Picking aromatic plants

**629 Other specified productive exercise**

Definition

Other productive activities of monetary value belonging to SNA.

**63 SPORTS RELATED ACTIVITIES**

**631 Sports related activities**

Definition

Activities related to sports and physical exercise, e.g. assembling and preparing sports equipment or changing clothes at the sports centre. Does not include active sports and travel.

*Note: Packing equipment, clothes, etc. at home is coded 324 Various arrangements.*

Examples

Waited for the gymnastics to start

Chose a horse

Cleaned nets

Cleaning of hunting gear

Unpacked jogging/training equipment at the sports centre

Working at the stables (not for own horse)



- 7 HOBBIES AND GAMES**
- 700 Unspecified hobbies and games**
- 71 ARTS**
- 710 Unspecified arts**
- 711 Visual arts**
- Definition  
 Activities connected with creating paintings, photography, sculpture, ceramics, graphics, pottery, etc. at home or in a club.  
 Also visual arts created by the help of a computer.
- Note: Studying arts during free time is included in 221 Free time study.*
- Examples  
 Painted china  
 Video-filmed children
- 712 Performing arts**
- Definition  
 Singing, acting, playing alone or in a group.  
 Producing music.  
 Also performing arts created with help of a computer.
- Examples  
 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
- 713 Literary arts**
- Definition  
 Writing novels, poetry, personal diary, etc.  
 Literary arts, also when use of computer is mentioned.
- Examples  
 Wrote a book  
 Wrote down memorable moments (concerts, etc.)
- Note: Filling in the Time Use diary is coded 995 Filling in the time use diary.*
- 719 Other specified arts**
- 72 HOBBIES**
- 720 Unspecified hobbies**
- 721 Collecting**
- Definition  
 Collecting stamps, coins, etc.
- Examples  
 Exchanged ice hockey cards  
 Sorting stamps
- 722 Computing – programming**
- Definition  
 Programming, fixing and repairing the computer.
- Examples  
 Assembling of computer  
 Fixed the computer  
 Installing a computer game

**723 Information by computing**

Definition

Seeking, reading information by means of a computer, via network (e.g. net-surfing) or other data medium (e.g. encyclopaedia on CD Rom).

*Note:* Household management computing is included in **371 Household management**.

Examples

Called Internet

Surfed on Internet

Used the modem

**724 Communication by computing**

Definition

Reading, writing and sending e-mail messages

Chatting on Internet

Examples

Checked the mail in the computer

**725 Other 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)

**726 Correspondence**

Definition

Writing and reading personal letters, faxes, etc.

*Note:* e-mail is included in **724 Communication by computing**.

*Note:* Reading old letters is included in **819 Other specified reading**.

Examples

Audio letters

Writing Christmas cards

**729 Other specified hobbies**

Definition

Hobbies not included in the previous categories, research as hobby, genealogy, assembling apparatus, watching and sorting photos, slides, etc.

*Note:* Handicraft is included in **333 Handicraft and producing textiles**.

*Note:* Woodcraft is included in **353 Making and repairing 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

**73 GAMES**

**730 Unspecified games**

Examples

Played a game

**731 Solo games and play**

Definition

Crosswords, patience, etc. solo games.

Playing alone with dolls, toys, cats, dogs, etc.

Examples

Assembled a jigsaw puzzle (when alone)

Pinball (playing machine)

Practised card tricks

**732 Parlour games and play**

Definition

Plays and games indoors and outdoors.

Children playing with each other or adults

*Note: Games as gambling are included in 735 Gambling.*

*Note: Live role games are included in 712 Performing arts.*

*Note: Parent playing with own child aged up to 17 is included in 383*

**Reading, playing, talking with child.**

Examples

Cards, dice, dominoes, chess and other board games.

Billiards, snooker, darts

Outdoor games such as boules, and petanque.

Noughts and crosses

Backgammon

Bridge

**733 Computer games**

Definition

Computer and video games.

Examples

Playing Nintendo, Play-station

Playing patience on the computer

**734 Gambling**

Definition

Lotto, tote, etc.

Also playing cards specified as gambling.

Examples

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

**739 Other specified games**

- 8 MASS MEDIA**
- 800 Unspecified mass media**
- 81 READING**
- 810 Unspecified reading**  
Examples  
 Reading of post  
 Read in bed
- 811 Reading periodicals**  
Definition  
 Reading daily, weekly, monthly, quarterly, etc. publications - newspapers, magazines.  
 Reading local/national/international newspapers.  
*Note: Reading, strictly connected with work, is included in **Work (111 or 121)**.*  
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
- 812 Reading books**  
Definition  
 Novels, life stories, instructional books, etc.  
*Note: Reading, strictly connected with work, is included in **Work (111 or 121)**.*  
*Note: Reading for an exam is included in **212 Homework**.*  
*Note: Reading the Bible is included in **432 Religious activities**.*  
Examples  
 Looking in the encyclopaedia  
 Reading a biography  
 Reading a romance
- 819 Other specified 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
- 82 TV AND VIDEO**
- 821 Watching TV**  
*Note: Following courses (language courses, etc.) on TV is included in **221 Free time study**. Watching TV is coded as secondary activity.*  
*Note: Watching religious services on TV is included in **432 Religious activities**. Watching TV is coded as secondary activity.*  
Examples  
 Listened to music on TV  
 Teletext  
 Watched movies  
 Watched TV with the children

**822 Watching video**

Definition

Watching video when specified.

Includes videotaped TV-programs and borrowed films.

Examples

Video recording

Watched a DVD film

Watched a home video

Watched a video film

**83 RADIO AND MUSIC**

**830 Unspecified listening to radio and music**

Examples

Listened to music

**831 Listening to radio**

Definition

Listening to the radio: music, news, commentaries, etc.

*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.*

**832 Listening to recordings**

Definition

Listening to CDs, cassettes, tapes, and records.

Examples

Recording music

Taping, audio books

## 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 can not be classified as belonging to any of the groups 0-8.

*Note:* Also included in this group is **995 Filling in the Time Use diary.**

### 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 part 2.2.6.

#### **Definition and coding of journeys.**

*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 **951 Travel related to social life**, in connection with help to another household is coded **942 Travel related to informal help**, and in connection with eating is coded **901 Travel related to personal care**.

*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**.

#### **900 Unspecified purpose**

#### **901 Travel related to personal care**

##### Definition

Travel related to:

**01** Sleep

**02** Eating

**03** Other personal care.

#### **911 Travel as part of/during main job**

##### Definition

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.

##### Examples

Working as bus driver

#### **912 Travel as part of/during second job**

#### **913 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.

#### **921 Travel to/from school or university**

##### Definition

Travel to or from school or university

Other travel related to school/university, e.g. excursions

#### **922 Travel related to free time study**

#### **931 Travel related to household care**

##### Definition

Travel related to:

**31** Food management

**32** Household upkeep

**33** Making and care of textiles

**34** Gardening and pet care

**35** Construction and repairs

**936 Travel related to shopping and services**

Definition

Travel related to:

**36** Shopping and services

**37** Household management

Examples

By car to the shopping centre

**938 Transporting a child**

Examples

Taking own children to school, practise, etc.

**939 Transporting an adult family member**

Examples

Driving spouse to work

**941 Travel related to organisational work**

**942 Travel related to informal help to other households**

**943 Travel related to participatory activities**

**951 Travel related to social life**

Examples

Went to chat with a neighbour

**952 Travel related to entertainment and culture**

**961 Travel related to sports and outdoor activities**

Definition

Travel related to:

**61** Physical exercise

**62** Productive exercise

**63** Sports related activities

**971 Travel related to hobbies**

Definition

Travel related to:

**71** Arts

**72** Hobbies

**73** Games

**81** Reading

**82** TV and video

**83** Radio and music

**53** Resting – Time out

**981 Travel related to changing locality**

Definition

Going to the weekend house, going on a vacation trip, etc. for a longer stay (e.g. over night), and for several different activities.

Also applies to one-day trips to e.g. the weekend house, 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 activity that is the purpose of the trip.*

Examples

By train to spend a night in a hotel

Interrail to Germany

Went to my sister's home for vacation

## 982 **Driving for pleasure**

### Definition

Driving, when not in connection with any special activity.

### Examples

Drove around the village with the car  
Going for a drive - with no purpose whatsoever  
Sight seeing  
Travelling around, car tours, etc.  
Went to sea/was at sea

## **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:* Activities in **5 Social life and entertainment**, **6 Sports and outdoor activities**, **7 Hobbies and games** and **8 Mass media** are all leisure time activities. The code **998** should be used only when no specific activity is mentioned that makes it possible to use one of the codes **500, 600, 700** or **800**.

#### Examples

Leisure time  
Occupied myself with different 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)

## **8.2 With whom time is spent**

*Note:* Each group of persons is regarded as a single variable in the 'with whom' variable.

**Alone** (also together with unknown persons, alone in crowd)

**Children up to 9, living in the household**

**Other household members**

**Other persons, known to the respondent**



### 8.3 Location and mode of transport

Location is travel when the main activity is also coded as travel.

*Note: Codes 20-29 are reserved for private transport and codes 30-36 for public transport.*

- 00 Unspecified location**
- 10 Unspecified location (not travelling)**
- 11 Home**  
At home, in the yard, in the garden of a one-family or a terraced house.  
Work place if working at home.
- 12 Second home or weekend house**  
Own or rented
- 13 Working place or school**  
Own work place or school  
For a farmer when working outside the yard, in the field or forest.
- 14 Other people's home**  
Also weekend house of another household
- 15 Restaurant, café or pub**
  
- 19 Other specified location (not travelling)**  
Beach, swimming pool  
Child's school  
Commercial centre  
Country (side)  
Green market  
In the office  
In the shop  
In the street  
Sports centre  
Spouse's work place
  
- 20 Unspecified private transport mode**
- 21 Travelling on foot**  
Also waiting for a bus, train, etc.
- 22 Travelling by bicycle**
- 23 Travelling by moped, motorcycle or motorboat**  
Examples  
Snowmobile
- 24 Travelling by passenger car**
- 25 Travelling by lorry, van or tractor**
- 29 Other specified private travelling mode**  
Examples  
Kick-sledge  
Roller-skating  
Rowing  
Travelling by horse
  
- 30 Unspecified public transport mode**
- 31 Travelling by taxi**
- 32 Travelling by bus or coach**
- 33 Travelling by tram or underground**
- 34 Travelling by train**
- 35 Travelling by aeroplane**
- 36 Travelling by boat or ship**
- 39 Other specified public transport mode**
  
- 40 Unspecified transport mode**

## 9 Coding diary example

On the next three pages you will find an example showing how to code the diary.

In section 5.3.1 it is said that 'in order 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. Instead bold figures indicate the start of an episode.

Time, am	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 07.00 to 10.00 am!</i>	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Were you alone or together with somebody you know?</b>				
	Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling. Do not forget the mode of transportation. Distinguish between first and second job, if any.		<i>Mark "yes" by crossing</i>				
			Alone	Children up to 9 living in your household	Other household members	Other persons that you know	
07.00-07.10	<i>Woke up the children</i> <b>381</b>		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>11</b>
07.10-07.20	<i>Had breakfast</i> <b>021</b>	<i>Talked with my family</i> <b>511</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
07.20-07.30	--"--	--"--	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
07.30-07.40	<i>Cleared the table</i> <b>313</b>	<i>Listened to the radio</i> <b>831</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
07.40-07.50	<i>Helped the children dressing</i> <b>381</b>	<i>Talked with my children</i> <b>383</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
07.50-08.00	<i>Went to the day care centre, by foot</i> <b>938</b>	--"--	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>21</b>
08.00-08.10	<i>By bus to job</i> <b>913</b>	<i>Read the newspaper</i> <b>811</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>32</b>
08.10-A50	<i>By bus to job</i> <b>913</b>	--"--	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
08.20-08.30	<i>Regular work (first job)</i> <b>111</b>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>13</b>
08.30-08.40			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
08.40-08.50			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
08.50-09.00			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
09.00-09.10			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
09.10-09.20			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
09.20-09.30			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
09.30-09.40			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
09.40-09.50			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
09.50-A68			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Time, am-pm	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 10.00 am to 01.00 pm!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling. Do not forget the mode of transportation. Distinguish between first and second job, if any.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Were you alone or together with somebody you know?</b> <i>Mark "yes" by crossing</i>				
			Alone	Children up to 9 living in your household	Other household members	Other persons that you know	
10.00-10.10	<i>Break: had coffee</i> <b>112</b>	<i>Talked with a colleague</i> <b>021</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>13</b>
10.10-10.20	<i>Regular work (first job)</i> <b>111</b>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.20-10.30			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.30-10.40			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.40-10.50			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10.50-11.00			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.00-11.10			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.10-11.20			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.20-11.30	▼	▼	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11.30-11.40	<i>Lunch break: had lunch in the canteen</i> <b>021</b>	<i>Talked with colleagues</i> <b>131</b>	<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 checked="" type="checkbox"/>	
11.50-12.00	--"	▼	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	▼
12.00-12.10	<i>Lunch break: went to the supermarket, by foot</i> <b>936</b>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>21</b>
12.10-12.20	<i>Lunch break: bought food</i> <b>361</b>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>16</b>
12.20-12.30	<i>Lunch break: went back to work, by foot</i> <b>936</b>	▼	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>21</b>
12.30-12.40	<i>Regular work (first job)</i> <b>111</b>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>13</b>
12.40-12.50	▼		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12.50-01.00	▼	▼	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	▼

Time, pm	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 04.00 pm to 07.00 am!</i>		<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>		<b>Were you alone or together with somebody you know?</b>				
	Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling. Do not forget the mode of transportation. Distinguish between first and second job, if any.				<i>Mark "yes" by crossing</i>				
				Alone	Children up to 9 living in your household	Other household members	Other persons that you know		
04.00-04.10	<i>Bus from work to the day care centre</i>	<b>913</b>	<i>Planned a birthday party for my son</i>	<b>371</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>32</b>
04.10-04.20	--"	↓	--"	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	↓
04.20-04.30	<i>Talked with the child minder</i>	<b>384</b>	<i>Helped the children dressing</i>	<b>381</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>19</b>
04.30-04.40	<i>Went to the grocery, by foot</i>	<b>938</b>	<i>Talked with my children</i>	<b>383</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>21</b>
04.40-04.50	<i>Bought food for my family and my neighbour</i>	<b>361</b>		<b>425</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>19</b>
04.50-05.00	<i>Went home by foot</i>	<b>936</b>			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>21</b>
05.00-05.10	<i>Delivered food to my neighbour</i>	<b>425</b>			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<b>14</b>
05.10-05.20	<i>Put own food in fridge</i>	<b>324</b>			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>11</b>
05.20-05.30	<i>Cooked supper</i>	<b>311</b>	<i>Listened to the radio</i>	<b>831</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
05.30-05.40	--"	<b>311</b>	--"	<b>831</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
05.40-05.50	<i>Had supper</i>	<b>021</b>	<i>Talked with my family</i>	<b>511</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
05.50-06.00	--"	↓	--"	↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
06.00-06.10	--"	↓	--"	↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
06.10-06.20	<i>Cleared the table</i>	<b>313</b>			<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
06.20-06.30	<i>Had a rest</i>	<b>531</b>			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
06.30-06.40	<i>Watched TV with my children</i>	<b>821</b>	<i>Knitted</i>	<b>333</b>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
06.40-06.50	--"		--"		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
06.50-07.00	--"		--"	↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	↓

# **GUIDELINES ON HARMONISED EUROPEAN TIME USE SURVEYS**

**Annex VII<sup>1</sup>**

**Fieldwork**

**September 2000**

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<sup>1</sup> This annex to the Guidelines has been produced by Ms Iiris Niemi and Mr Hannu Pääkkönen, Statistics Finland, under a contract with Eurostat.

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# **1 Management of fieldwork by the NSI**

## **1.1 Recruiting interviewers**

Because of the essential role of interviewers in collecting data of high quality, special attention needs to be given to recruiting, remunerating and training interviewers. An opportunity to recruit experienced interviewers would be valuable in carrying out the demanding fieldwork task, including motivating members of the selected households to keep diaries. Interviewers with experience of the household budget survey would be an advantage.

The workload should be optimal taking into account other projects going on at the same time in the field. In some countries it could be better not to use the whole staff of interviewers for the time use survey, but to let a group of interviewers specialise in it. Interviewers seem to prefer a workload that is large enough to keep them familiar with the survey, but not too high because of the extensive time needed for one household interview. Based on experience, the optimal number could be e.g. 2-4 interviews per week. Some weeks need to be left free for vacation.

The payroll system of the interviewers should support a successful fieldwork, an increase of the response rate. An hourly wage, based on actual hours worked, encourages the interviewer to do his/her best in trying to find and convince the household to participate in the survey. When using a lump sum, special attention needs to be given to the influence on the attempts to contact the respondents. There is a risk that a lower compensation for non-respondent households does not motivate to increased efforts in tracing and getting in touch with the household. An hourly wage, in combination with rules on the amount of contacts, is recommended in TUS.

## **1.2 Proposed scheme for training interviewers**

A training course needs to be arranged for all interviewers participating in the fieldwork. The response rate is heavily dependent on the ability of the interviewers to argue for the survey in order to convince the members of selected households to participate in it.

As preparation for the training course, the interviewers read the guidelines, keep a diary of their own, and make a couple of test interviews. In order to make the interviewers carefully read the guidelines, homework could be prepared, including a set of questions on critical aspects of the survey. The answers could then be checked during the course.

To inspire discussion training in small groups, 15 – 20 interviewers would be optimal.



### ***Programme for a short interviewer training course***

(3 - 4 hours)

- The aims of the Time Use Survey. For which purposes will time use data be used?
- How to argue 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

## **1.3 Delivery of materials**

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 compliments etc.

In order to motivate participation in the survey, an advance letter should include information about the survey. The interviewer could attach e.g. a card including more detailed information about the way of contact. Preparing a nice looking informative brochure on TUS is recommended. Giving a pen etc. as a gift to all participating household members could be an economical solution for remuneration.

At least one month before the very first diary day the list of sampled households, addresses and designated days need to be mailed to the interviewers. Samples for different seasons could be sent separately, or together.

## **1.4 Supervising the fieldwork**

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

NSI should continuously ensure that diaries are returned by the interviewers without delay.

Interviewers need to know whom to contact for further questions. Even if there is a strict work division between the interviewer unit and the factual unit it would be reasonable to give the opportunity to contact the time use team directly in questions regarding the content of questionnaires and interview guidelines. For the time use team it is informative to get feedback directly from the field. This may lead to a need for further guidelines to be sent to all interviewers.

One-year fieldwork includes a risk of decreased motivation among the interviewers. This might be avoided by meeting the interviewers a second time, e.g. in the middle of

the fieldwork. Topics for discussions could be quality of diaries; improving response rate, especially interviewer tips for convincing people to participate in the survey; exchange of experiences with regard to fieldwork.

## **2 Interviewer tasks**

### **2.1 Settling a time for the household interview**

In order to carry out the interview before the first designated day, the household should be contacted well enough beforehand by sending an advance letter, which includes information on how the household will be contacted for an interview. The time could be fixed by phone or a time could be proposed in the letter.

The face-to-face interview has to be done 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 special efforts to contact people whose diary days are timed to vacations, at Christmas or Easter. It is desirable to find a day when all family members can be interviewed. A telephone interview could be done only in the case that no face-to-face interview is possible. If it is impossible to do the interview before the first diary day, both diary days have to be postponed by a week.

### **2.2 Postponement of diary days**

Postponing diary days means violating the rules of probability sampling. Therefore, postponement must be reduced to a minimum and must follow certain rules.

Postponement is allowed in the case that the interview cannot be done before the first of the originally designated 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 the household or some member of the household cannot be reached, or that the household cannot arrange time for the interview. The reason for the postponement must be recorded, in order to make it possible to evaluate the quality of the field process and the data.

#### **Basic rules**

- If postponement is necessary, as a general rule the diary days should be postponed to either 7 days or maximum 14 days later, i.e. to the same day of the week, one week or maximum two weeks later.
- All household members should fill in the diaries for the same designated days.
- Three situations in which postponing may be necessary are described below.

#### *No contact before the designated days*

- One basis for postponement is that the interviewer cannot manage to get in contact with the selected household before the first diary day. This cause of postponement must be minimised by careful planning.

#### *No interviewer visit before the designated days*

- Another basis for postponement is that the household cannot arrange time for the interview before the first diary day.

### *Absent household members*

- One household member's absence can be a basis for postponement. If this household member is to return - or can be contacted in order to get a diary - within two weeks from the date of the interviewer's visit, the diary days should be postponed to the same dates for all household members, preferably one week later. If, on the other hand, it is unlikely that an absent household member will return home or can be contacted within two weeks from the date of the interviewer's visit, her/his absence is not a reason for postponing.

## **2.3 The interview**

During the interviewer visit the household questionnaire and individual questionnaires will be filled in. The household questionnaire should be answered by an adult family 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 priority), during a telephone interview for those not present (second priority) or in a proxy-interview (the least favourable solution).

In connection with the individual interview, the diary will be handed over and explained. The aim of this guiding is to motivate the respondent to do the job properly. The instruction can be given simultaneously to the whole household, or individually after the interview. A tentative scheme for guiding the keeping of the diary is presented below. This could be printed on a card as an aid to the interviewer.

## **2.4 Reminding of diary keeping**

If the interview is made several days before the first diary day, it is advisable to do something that helps the household remember the first diary day. In some cases a phone call by the interviewer could be needed. One advisable alternative is to leave a special reminder card with the actual diary dates, to be placed where it can be easily seen e.g. on the door of the refrigerator.

## **2.5 Collection of diaries**

After the diary days the household sends the diaries back to the interviewer, or the interviewer collects them. The interviewer does the first checking and contacts the household if necessary. Finally she/he sends them to the NSI office. An opportunity to send the diaries directly to the statistical office should be given if wished by the respondent.

## **2.6 Checking, completion of the diaries**

The interviewer will do the first 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 date is correct
- all household members kept their diaries for the same days;
- 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 case of serious defaults the respondent should be called back. The interviewer's complements should be marked using a pencil of distinct colour.

## 2.7 Guidelines on diary keeping

### Guiding the respondent in keeping the diary

As interviewer you should pay attention to the following instructions when guiding the respondent as how to keep the diary.

#### *Dates of diary keeping*

- Explain that time use data will be collected using diaries where 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.

#### *Respondent guidelines on filling in the diary*

- It is important to read instructions and examples before diary keeping, as this will make it easier to fill in the diary.
- Main activity
  - Write as detailed 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 equals signs, arrows etc.
  - Do not forget to separate the travel from the activity and also record the mode of transportation
  - Mention help to another household, also when the activity is done simultaneously for the respondent's own household.
- Record the secondary activity when something is done simultaneously with the main activity
- Record whether the time is spent alone or together with people you know. You must not necessarily do the same thing as the other people, but you need to stay in the same place.
- Do not forget to answer the questions at the end of the diary, in order to give necessary background information on the type of day.
- Check your diary, using the checklist at the end of the diary.
- Encourage the respondent to call you if there are any problems in filling in the diary
- **Please, fill in the diary frequently during the diary day.**
- 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 when you would like to pick up the diaries.

## 2.8 Proposed work schedule for the interviewers

A successful fieldwork needs a careful planning of the interviewer work. The crucial point is to capture time use data for the designated days. A well-planned time schedule for the fieldwork is essential in order to achieve this goal. Such a schedule is suggested 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 probability to reach the households in time. The schedule presupposes 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.

### 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 these days an appointment for the interview should be made by phone. This contact must be made as early 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 done during the diary day because of the influence on the time use of the day of the interview.

In households where a member spends only weekends at home, the interview should be carried out on the weekend or on a day before the weekend, prior to the first diary day. This will guarantee that also this family member will 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 could contact the household to ask if they have had any problems in filling in the diaries. This concerns especially the elderly. She/he should also remind about diary day 2.

#### ***Diary day 2***

The second diary day occurs 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 and vice versa.

#### ***One week after Diary day 2***

If the diaries are not sent back within a week from the second diary day, the interviewer should remind the household to return the diaries. Even incomplete or damaged diaries should be sent back.

#### ***After receiving the diaries***

Diaries are checked and, if necessary, completed. In order to confirm the reception of the diaries a thank-you letter should be sent to the household.

## 3 Coding

### 3.1 Proposed scheme for training of coding personnel

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

A training course for the coders needs to be arranged before the actual coding starts. The training scheme proposed below takes a total of six working days. Before the course the coders should be asked to keep their own diaries and to read the TUS guidelines.

#### 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 notified in the media?
- How will this survey be used?

##### *Data collection and processing*

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

##### *Questionnaires*

- Using auxiliary information from the questionnaires for the coding.

##### *Diary*

- Structure of the diary
- Coding of main and secondary activity
  - The Coding list will be discussed in many sessions, category by category
- Coding of 'Location'
- 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.

## 3.2 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 by coders.

For further training and for motivation, it is recommended to arrange coding meetings; at the beginning at least once a week, later on less frequently. Topics for these meetings could be general information on the survey, modifications of the coding list, complementing rules and examples, problems that have appeared. For specific problems it is best if the coders can ask the supervisor and get the immediate answers.

The slowness of coding may cause a problem, especially for personnel who are used to working to perfection. Some ambivalence cannot be avoided in coding based on literal descriptions of daily activities.

Decisions the NSIs make during the coding work will influence the 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 into the logic of the coding list. These are reasons for the decision in the Task Force meeting in December 1999 that a 'coding help desk' should be established.

To begin with, the help desk is situated at Statistics Finland. In order to get an answer as soon as possible, please send your enquiries to **both** Iris Niemi [iiris.niemi@stat.fi](mailto:iiris.niemi@stat.fi) **and** Hannu Pääkkönen [hannu.paakkonen@stat.fi](mailto:hannu.paakkonen@stat.fi).

During vacation periods (esp. July) there will be a delay in answers to your questions.



# **GUIDELINES ON HARMONISED EUROPEAN TIME USE SURVEYS**

**Annex VIII<sup>1</sup>**

**Basic Tables**

**September 2000**

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<sup>1</sup> This annex to the Guidelines has been produced by Mr Klas Rydenstam, Statistics Sweden, under a contract with Eurostat.

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# 1 General views

The basic tables cannot, and do not, aim at satisfying anything but the most general, superficial needs for time use statistics. They aim at awakening interest and indicating the potential utility of the statistics/data, though still illustrating some fundamental national and gender differences in time use and structure of everyday life.

The proposal for basic time use tables is composed of one analysis variable, four classification variables and a few statistics.

## 1.1 Analysis variables

The main focus in time use surveys concern people's activities, which are the main activities during the course of a day, the time at which they take place and their duration. Consequently, the corresponding principal analysis variables in the statistical output concern the main activities. This is clearly reflected in existing statistical reports on time use.

## 1.2 Statistics, measures

The most basic statistics or measures are also undisputed and common in all statistical reports on time use, and there is no reason for proposing anything that is out of line with this. The measures are *mean time* spent on main activities at some level of aggregate and the *proportion* of persons who performed the activities during the course of the diary day. If estimates of the number of objects in the domains are explicitly accounted for in addition to mean time, the total time spent on activities can be estimated.

There is no reasonable way to start building a set of very basic tables other than by including these measures for main activities at some, not too detailed, level of aggregate.

## 1.3 Classification variables, population domains

It is perhaps somewhat less obvious which classification variables should be used for defining the population domains for these measures. One approach here is to favour domains that are commonly used in statistical reports on time use, likely to differ substantially with regard to the use of time and that, from some more general point of view, are policy relevant as well as recognisable and relevant merely to a broader public, rather than the expert users of official statistics.

The first classification variable to select would then be *sex*. In our time, men and women still tend to take on different responsibilities in life (on average) and allocate their time very differently (on average). The magnitude of the gender differences varies significantly between countries. It is highly relevant to family policies and policies on gender equality. Gender is in fact so basic that statistics on time use disregarding this dimension should never be compiled.

Another natural and basic variable, which is hard to disregard, is age. It is therefore proposed for the basic tables.

A third relevant (for multiple purposes) and frequently used classification variable reflects the course of a lifetime and family/household situation. Throughout the course of a life time, the demands on people's time change, having great impact on the use of time. The outcome of this is relevant to many policy areas.

In the discussion on the basic tables another influential and highly relevant classification variable has been proposed, namely employment status.

The proposal for classification variables in the basic tables would then be: *Age, Course of a lifetime, Employment status*, combined with *Sex* throughout. This selection of variables is in accordance with regular statistical reports on time use.

## **2 Proposal in some detail**

Two different sorts of tables are proposed. The first is the standard type of output from time use surveys; i.e. average time for various activities and the percentage of 'doers' in population domains. The second type displays the proportions of persons in population domains that perform various activities at different hours during the course of the day. The results are often presented in graphs giving comprehensive pictures of how populations distribute their activities over the day, e.g. at what time do people get up in the morning and go to bed in the evening, what proportion of the population works for a wage or does unpaid work at different hours, how is the paid and unpaid work distributed over the day. The graphs also give the magnitude of the average time spent on the activities.

The necessary, further details on the estimation are given in Annex IX *Estimators*.

### **2.1 Type 1 tables**

#### **a. Analysis variable, statistics, temporal units**

##### ***Level of aggregation for main activity***

The level of aggregation to be used is the 2-digit level of the activity code system, which can be found in Annex VI *Activity coding list*.

##### ***Estimates***

1. Mean time for activities, hours and minutes per day. (The ratio between total time within a domain and number of objects in the domain.)
2. Percentage of 'doers', i.e. the proportion that performed each activity.
3. Number of objects in the domains
4. Standard deviations for 1. and 2.

##### ***Temporal units***

It is proposed that separate estimates are calculated for weekdays (Monday-Friday), Saturdays, Sunday, and all days of the week (Monday-Sunday). The estimates should refer to the whole year, with no exceptions for specific days.

**b. Definition of classification variables and domains**

In the type 1 tables each of the analysis variables and statistics in the paragraphs above are to be combined with the following classification variables.

***Age and sex***

There is no obvious standard age classification to be found. It varies between countries and contexts. In addition, countries might delimit their survey populations differently, notwithstanding, the recommendation is 10 years and older. This causes problems at the ends of the age scale. A primary objective with grouping of age is to form a few homogenous domains with regard to age of women and men, to compare between countries.

	Women	Men
-24 years		
25-44 years		
45-64 years		
65- years		
All		

The first and last age domains would differ in age composition as the upper and lower age limits vary between countries. The age distributions in these domains must be known and analysed before any final solution can be found. The two domains 20-44 years and 45-64 years are likely to be equally suitable for use in all countries.

Age should be combined with sex throughout.

***Course of a lifetime***

This classification variable comes rather close to what is often denoted 'household type'. Compared to household type, it is less focused on the number of household members but more on at which stage in a sort of 'average' life people are; from being a child living together with the parents, growing older, leaving home, living alone or perhaps getting married/cohabiting, having children who grow older and move out, etc.

Constructing a variable like this – as well as other kinds of variables characterising the household or family – is connected with a number of difficulties. National differences in family structure make such variables more or less adequate in different countries. This is reflected in national statistical reports, where there is a great variety in the composition of these variables. No applied solution seems fully adequate in the present situation. Therefore, an adjusted version is proposed.

It is composed of the following information provided by the household grid in the household questionnaire:

- Respondent's age
- Partnership status: single or married/cohabiting
- Living with own parents: no or yes
- Living with own/spouse's children: no or yes, if yes: age of children
- Sex

	Women	Men
Below 25 years		
Living in parents' household		
Not living in parents' household		
Single, no children		
Married/Cohabiting, no children		
25-44 years		
Single, no children		
Married/Cohabiting, no children		
Parents, youngest child 0-5 years		
Married/Cohabiting		
Parents, youngest child 6-17 years		
Married/Cohabiting		
Single parents youngest child <18 years		
45-64 years		
Single, no children <18 years		
Married/Cohabiting, no children <18 years		
65 years or more		
Single, no children <18 years		
Married/Cohabiting, no children <18 years		

Grey toned cells indicate study domains. The darker the cell is, the less likely it is to obtain a reasonable/sufficient number of objects in the cell – unless the sample is big enough or allocated in order to avoid this.

A general problem here concerns how to handle those who do not quite fit into the categories. As an example, suppose that a person, belonging to the sample, is married, has very small children, and yet lives together with her/his own parents. Then three principal ways of action can be distinguished. The first would be to focus only on the subject's own family, i.e. spouse and children, and disregard the fact that there is a third generation in the household and hence assign the subject to the category 'Married/cohabiting with youngest child 0-5 years'. The second solution would be to double the number of categories in the table above by explicitly including separate categories for those who do not fully fit the qualifications, e.g. 'Married/cohabiting with youngest child 0-5 years, and others'. The third alternative would be to include a single 'Other' category for all objects that do not quite fit.

According to Social Portrait of Europe (Eurostat, 1998) the 'Other' category is likely to vary substantially in size between countries, from a few up to about 20 percent. For comparative purposes it is desirable to keep the categories homogenous. Discussions with representatives of NSIs have indicated some preference for the first of the alternatives above.

### ***Employment status***

The idea here is simply to form domains for women and men that are homogenous with regard to employment status, i.e. to separate those who are employed according to the LFS as single criteria. The proposed questions in the individual questionnaire provide the necessary information for this.

	Women	Men
Employed		

## **2.2 Type 2 tables/graphs**

An example of the type2 kind of graph is found at the end of this annex.

### **a. Analysis variable, statistic and domains**

#### ***Level of aggregation***

The analysis variable is main activity, aggregated as follows (the numbers refer to corresponding numbers in the activity coding list (Annex VI):

<b>Main activity/ies</b>	<b>Code/s</b>
Sleeping	2-digit code <b>01</b>
Eating	2-digit code <b>02</b>
Other personal care, Resting	2-digit codes <b>03</b> and <b>52</b>
Employment, Study	1-digit codes <b>1</b> and <b>2</b> , excl. 2-digit code <b>22</b> , 3-digit codes <b>911</b> and <b>912</b>
Household and family care, Volunteer work	1-digit codes <b>3</b> and <b>4</b> , excl. 2-digit code <b>43</b>
TV	2-digit code <b>82</b>
Other mass media	1-digit code <b>8</b> , excl. 2-digit code <b>82</b>
Free time study, Participatory activities, Entertainment and culture, Hobbies and games, Sports	2-digit codes <b>22</b> , <b>43</b> , and <b>52</b> , 1-digit codes <b>6</b> and <b>7</b>
Social life	2-digit codes <b>51</b>
Travel	1-digit code <b>9</b> , excl. 3-digit codes <b>911</b> , <b>912</b> , <b>995</b> , <b>999</b>
Other, unspecified	3-digit codes <b>995</b> , <b>999</b>

### ***Estimate***

The diary days are divided into 144 intervals of 10 minutes. For every third 10-minute interval the distribution of the individuals' main activities is calculated, i.e. the proportions that are performing the different activities at different hours of the day.

### ***Temporal units***

Separate estimates for

- Monday-Thursday
- Friday
- Saturday, and
- Sunday.

### ***Domains***

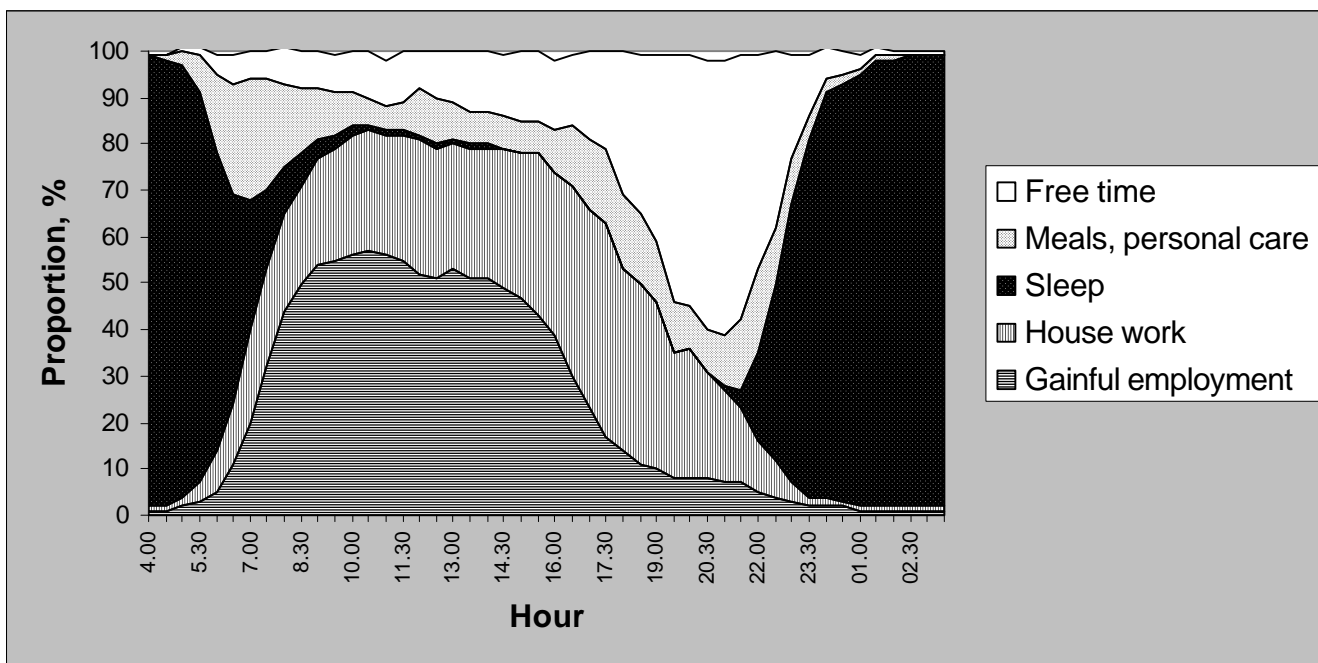
- Women 20-64
- Men 20-64 (or a wider age interval common to all national surveys)



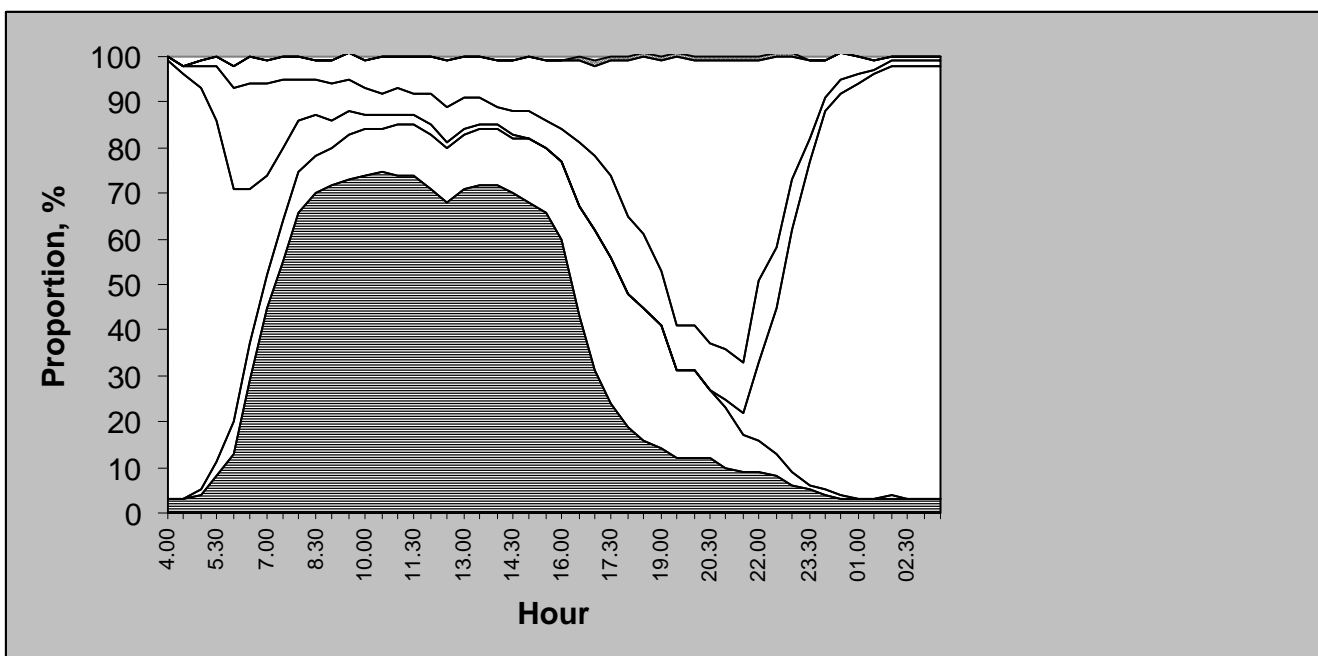
## Graphs

Proportion of the population performing different activities at different hours 1990/91. Sweden. Weekdays.

### Women, 20-64 years



### Men, 20-64 years



# **GUIDELINES ON HARMONISED EUROPEAN TIME USE SURVEYS**

**Annex IX<sup>1</sup>**

**Estimators**

**September 2000**

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<sup>1</sup> This annex to the Guidelines has been produced by Mr Paavo Väisänen, Statistics Finland, under a Eurostat contract.

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## 1 Introduction

Estimation procedures, including the calculation of weights, adjustment of weights and calculations of standard errors, are dependent on sampling design, estimation scheme, analysing programs and practices and policies of the national statistical institutes. In spite of differences in estimation, the TUS data preserve comparability if the procedures are unbiased. In the estimation, the model assisted approach is recommended. The basic theory is presented by Särndal, Swensson and Wretman in the book *Model assisted survey sampling, Springer-Verlag (1992)*.

## 2 Weighting

It is recommended that weighting be performed by using the best current methods. Weights are based on the estimator of the total in the sense that the weight is the coefficient of the study variable. In the estimation procedures, the values of 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 ( $\bullet$ -estimator)  $\hat{t}_{yp}$  of the total  $T_y$  of a variable  $y$   $T_y = \sum y_i$  is

$$\hat{t}_{yp} = \sum y_i / \sum w_i$$

where  $\bullet$  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. Overcoverage and non-response should be kept in the sample to make it possible to evaluate sample and estimation procedures. 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 the estimation of the 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 weight is the same for all the individuals of a household and is missing for non-response and overcoverage. The weight includes non-response adjustments and calibration with auxiliary information.
2. **The inclusion probability weight** is given for all households and individuals. The weight is given for the sample including non-response and excluding overcoverage.
3. **The diary weight** is given for all diaries. It may include non-response adjustment for missing diaries.
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 poststratification of a household sample.

## Household weight

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 be applied in a way that gives an equal weight to all household members. If calibration is not included in the weighting, and poststratification according to the 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 that case, analysts have to accept the inconsistency of results. The calibration of weights increases the accuracy of estimates, and it gives 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 (see Annex VII, section 1.3) correspond to other statistical sources.

The sampling design may vary between countries, ranging from stratified multi-stage cluster sampling to simple random sampling, and it 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.

## Diary weight

The diary weight depends on the number of days an individual keeps a diary. In the Guidelines, main document, section 3.2, it is recommended that two diary days be used, i.e. one weekday and one weekend day, where the basic weight of a weekday is  $5/7$  and the weight for a weekend day is  $2/7$ . 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 correction, if response rates and postponing have changed weekly or daily sample sizes. Seasonal correction can be done by using calibration techniques or a response homogeneity group model (Särndal et al.).

## 3 Non-response adjustment

Auxiliary information is generally available from the sampling frame and it 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.

### Unit non-response of households

It is recommended that non-response adjustment at household level be performed by using a response homogeneity group model (Särndal et al.). 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.

## 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 the calibration of weights. 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.

## Item non-response

The effect of item non-response can be corrected by imputation. Several methods are available. A simple and rather 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 recognized in the estimation process and, if necessary, be left out of the analysis.

## 4 Standard errors

The standard errors of the estimates are obtained by extracting the square root of the estimates of the variance. The variance of the •-estimator (Särndal et al., 1992) is

$$V(\hat{t}_{yp}) = \sum \sum (p_{kl} - p_k p_l)(y_k / p_k)(y_l / p_l)$$

The unbiased estimator of the variance is

$$\hat{V}(\hat{t}_{yp}) = \sum \sum_s (1 - p_k p_l / p_{kl})(y_k / p_k)(y_l / p_l)$$

If the calibration and the non-response adjustments are included in the weighting, the estimator of the variance is more complex and an approximation is generally used to estimate the variances. The standard errors for the calibrated estimates can be calculated e.g. by using the GES program by Statistics Canada or the CLAN by Statistics Sweden. Both programs have been written for the SAS statistical program package.

## 5 Estimators of basic characteristics

The basic characteristics are the means and proportions, which are calculated for the whole population or domain. For diaries, the weight is received in common tabulations by multiplying the weights 1 and 3 of section 1.

### Average time per day spent on an activity

Episodes are aggregated for each day into total time spent on a specific activity on date  $p$  for an individual  $i$

$$a_{pi} = \sum y_{pij}$$

Let  $v_{pi}$  be the diary weight (section 1) of an individual  $i$  on day  $p_i$  ( $p_i = 1, 2$ ).

The weighted mean of an activity of a person  $i$  in a day is

$$\bar{a}_i = \sum_{p=1}^2 v_{pi} a_{pi}$$

The average time of an activity per an individual is now

$$\bar{a} = \frac{\sum w_i \bar{a}_i}{\sum w_i} = \frac{\sum w_i \sum v_{pi} a_{pi}}{\sum w_i}$$

where  $w_i$  is the weight of a person including the non-response adjustment and calibration.

### **Proportion of doers i.e. persons who performed an activity**

Let  $d_i$  indicate whether a person has performed an activity or not ( $d_i = 1$  or  $d_i = 0$ ). The estimator of the proportion of doers is

$$p_a = \frac{\sum w_i d_i}{\sum w_i}$$

### **The average time used on an activity on a specific day of the week**

Let  $d_{Pi}$  be an indicator of a specific day of the week where  $P$  is any of the days from Monday to Sunday. The mean of an activity  $a$  on day  $P$  is then

$$\bar{a}_P = \frac{\sum w_i d_{Pi} a_{Pi}}{\sum w_i}$$

(Note: The diary weight is not used here.)

In the analysis of time use data, several combinations of time periods and activities may appear. They can be handled by calculating the means or totals at individual or household level and by then calculating the mean.