Guidelines on harmonised European Time Use surveys
A great deal of additional information on the European Union is available on the Internet. It can be accessed through the Europa server (http://europa.eu.int).

Luxembourg: Office for Official Publications of the European Communities, 2004

ISSN 1725-065X
ISBN 92-894-8169-2

© European Communities, 2004
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.

Lothar Jensen
Director of Social and Regional Statistics
and Geographical information System
Eurostat - September 2000
1. HARMONISATION APPROACH ................................................................. 7
2. RECOMMENDATIONS FOR HARMONISED EUROPEAN TIME USE SURVEYS ........................................................................................................................ 8
   2.1. Sample design .................................................................................. 8
   2.1.1. Population .................................................................................. 8
   2.1.2. Sample .................................................................................... 8
   2.2. Diary days ..................................................................................... 9
   2.2.1. Number of diary days ............................................................... 9
   2.2.2. Selection of diary days and coverage of the year ....................... 9
   2.3. Survey forms ................................................................................. 10
   2.3.1. Questionnaires ......................................................................... 10
   2.3.2. Diaries .................................................................................... 10
   Time slots .......................................................................................... 11
   Secondary activities ........................................................................ 11
   With whom column .......................................................................... 11
   Location ............................................................................................ 11
   2.4. Activity coding list ........................................................................ 11
   2.5. Fieldwork .................................................................................... 11
   2.6. Basic tables ................................................................................ 11
   2.7. Estimators ................................................................................... 12
   2.8. Required meta-information ........................................................... 12
   2.8.1. National contact persons ......................................................... 12
   2.8.2. Main concepts and definitions .................................................. 13
   2.8.3. Sample .................................................................................. 13
   2.8.4. National adaptations of survey forms ....................................... 13
   2.8.5. Data collection ......................................................................... 14
   2.8.6. Data quality ........................................................................... 15
   2.8.7. Estimators ............................................................................. 16
3. LIST OF ANNEXES ........................................................................................................ 16
   3.1.1. Annex I Directions for the Survey Forms ...................................................... 16
   3.1.2. Annex II Household Questionnaire ............................................................ 16
   3.1.3. Annex III Individual Questionnaire .......................................................... 16
   3.1.4. Annex IV Adult Diary .............................................................................. 16
   3.1.5. Annex V Child Diary ................................................................................ 16
   3.1.6. Annex VI Activity Coding List ................................................................. 16
   3.1.7. Annex VII Fieldwork ............................................................................... 16
   3.1.8. Annex VIII Basic Tables .......................................................................... 16
   3.1.9. Annex IX Estimators ............................................................................... 16
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 dairy, 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*

3.1.5. Annex V  *Child Diary*

3.1.6. Annex VI  *Activity Coding List*

3.1.7. Annex VII  *Fieldwork*

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
# Content

1  INTRODUCTION........................................................................................................... 5

2  ADAPTATION OF SURVEY FORMS ........................................................................... 5
   2.1  HARMONISATION .................................................................................................... 5
   2.2  THE HOUSEHOLD AS UNIT ..................................................................................... 5

3  ADAPTATION OF THE QUESTIONNAIRES ................................................................. 6
   3.1  BASIC CONCEPT OF ADAPTATION ....................................................................... 6
   3.2  ADAPTING THE HOUSEHOLD QUESTIONNAIRE ....................................................... 6
   3.3  ADAPTING THE INDIVIDUAL QUESTIONNAIRE ...................................................... 6

4  ADAPTATION OF THE DIARIES ................................................................................. 7

5  THE HOUSEHOLD QUESTIONNAIRE ............................................................................ 7
   5.1  COVER PAGE ........................................................................................................... 7
   5.2  WHO SHOULD ANSWER THE HOUSEHOLD QUESTIONNAIRE? ......................... 8
   5.3  DEFINITION OF THE HOUSEHOLD ......................................................................... 8
       Temporarily absent persons ..................................................................................... 8
       Lodgers, servants .................................................................................................... 8
       Students .................................................................................................................. 9
       Persons on business trips, holidays etc. ................................................................... 9
       Persons temporarily institutionalised ..................................................................... 9
   5.4  QUESTIONS H 1 – H 22 .......................................................................................... 9
       H 1  Starting time ....................................................................................................... 9
       H 2  Household grid .................................................................................................. 9
       H 3-H 4  Long-term arrangements for childcare ....................................................... 9
       H 5  Place of residence .............................................................................................. 10
       H 6  Number of rooms .............................................................................................. 10
       H 7  Property of the dwelling ................................................................................... 10
       H 8  Dwelling amenities ........................................................................................... 11
       H 9  Items the household has in use ........................................................................ 11
       H10  Building a house ............................................................................................... 11
       H 11  Making extensive repairs ............................................................................... 11
       H 12  Growing plants ............................................................................................... 12
       H 13  Keeping/breeding domestic animals ................................................................. 12
       H 14  Keeping/breeding pets ..................................................................................... 12
       H 15  Selling agricultural products on the market .................................................... 12
       H 16  Sources of income .......................................................................................... 12
       H 17  Largest source of income ............................................................................... 13
       H 18  Net income ...................................................................................................... 13
       H 19  Net income ...................................................................................................... 13
       H 20  Receiving help ................................................................................................. 13
       H 21  Respondent ...................................................................................................... 14
       H 22  Ending time ..................................................................................................... 14

6  THE INDIVIDUAL QUESTIONNAIRE ............................................................................ 14
   6.1  COVER PAGE .......................................................................................................... 14
   6.2  QUESTIONS I 1 – I 47 ............................................................................................ 14
       I 1  Starting time ....................................................................................................... 14
       I 2-I 3  Gainfully employed ..................................................................................... 14
       I 4  Reason for being absent from work .................................................................. 16
       I 5  Main activity of the local unit Main job ............................................................. 16
       I 6  Private or public sector ..................................................................................... 17
       I 7  Occupation ....................................................................................................... 17
       I 8  Professional status in main job ......................................................................... 17
       I 9  Working full time or part time ......................................................................... 17
       I 10  Fixed starting and finishing hours ................................................................... 18
       I 11-I 12  Weekly contracted working hours ............................................................ 18
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 H 13 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.

16 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).

17 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.

18 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.

19 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.
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.

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.

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'.

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.
130 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’.

131 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.

132 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.
Organised voluntary work

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.

Informal help

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.

To whom was help given

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

Daily tasks and time use

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.

Citizenship
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


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

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
H 1  Please note the time when you start filling in this questionnaire:
(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).

<table>
<thead>
<tr>
<th>Household member No.</th>
<th>First name (10 digits)</th>
<th>Year of birth (4 digits)</th>
<th>Sex</th>
<th>Relationship to</th>
<th>Activity status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Col 20-21</td>
<td>Col 22-31</td>
<td>Col 32-35</td>
<td>Col 36</td>
<td>Col 37-38</td>
<td></td>
</tr>
<tr>
<td>Col 39-40</td>
<td>Col 41-50</td>
<td>Col 51-54</td>
<td>Col 55</td>
<td>Col 56</td>
<td>Col 57-58</td>
</tr>
<tr>
<td>Col 59-60</td>
<td>Col 61-70</td>
<td>Col 71-74</td>
<td>Col 75</td>
<td>Col 76</td>
<td>Col 77-79</td>
</tr>
<tr>
<td>Col 80-81</td>
<td>Col 82-91</td>
<td>Col 92-95</td>
<td>Col 96</td>
<td>Col 97</td>
<td>Col 98-100</td>
</tr>
<tr>
<td>Col 102-103</td>
<td>Col 104-113</td>
<td>Col 114-117</td>
<td>Col 118</td>
<td>Col 119</td>
<td>Col 120-122</td>
</tr>
<tr>
<td>Col 125-126</td>
<td>Col 127-136</td>
<td>Col 137-140</td>
<td>Col 141</td>
<td>Col 142</td>
<td>Col 143-146</td>
</tr>
<tr>
<td>Col 149-150</td>
<td>Col 151-160</td>
<td>Col 161-164</td>
<td>Col 165</td>
<td>Col 166</td>
<td>Col 167-171</td>
</tr>
<tr>
<td>Col 174-175</td>
<td>Col 176-185</td>
<td>Col 186-189</td>
<td>Col 190</td>
<td>Col 191</td>
<td>Col 192-197</td>
</tr>
<tr>
<td>Col 200-201</td>
<td>Col 202-211</td>
<td>Col 212-215</td>
<td>Col 216</td>
<td>Col 217</td>
<td>Col 218-222</td>
</tr>
<tr>
<td>Col 227-228</td>
<td>Col 229-238</td>
<td>Col 239-242</td>
<td>Col 243</td>
<td>Col 244</td>
<td>Col 245-250</td>
</tr>
</tbody>
</table>

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
10. fulfilling domestic tasks
11. other inactive person

(ECHP, 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
**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.

<table>
<thead>
<tr>
<th>Child-care</th>
<th>Public</th>
<th>Private</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youngest child</td>
<td>☐ (1)</td>
<td>☐ (2)</td>
</tr>
<tr>
<td>Second youngest child</td>
<td>☐ (1)</td>
<td>☐ (2)</td>
</tr>
<tr>
<td>Third child</td>
<td>☐ (1)</td>
<td>☐ (2)</td>
</tr>
</tbody>
</table>

(TUS, voluntary. NSI, please adopt the question to the conventional childcare system of your country.)
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**
  - and detached
  - and semi-detached or terraced

- **an apartment or a flat in a building**
  - with less than 10 dwellings
  - with 10 or more dwellings

- **another accommodation**

(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...........................................  
- is the tenant...........................................  
- gets the accommodation rent free ..... .....

(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.

- A place to sit outside,
  e.g. terrace, balcony or yard ........................................... □ (1) □ (2) Col 263
- A place used as a workshop
  e.g. garage, shed, special room............................... □ (1) □ (2) Col 264
  (not in use for business)

(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 ...?

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

(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.

<table>
<thead>
<tr>
<th>Col 281</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes…………………</td>
<td>(1)</td>
</tr>
<tr>
<td>No…………………</td>
<td>(2)</td>
</tr>
</tbody>
</table>

*(TUS mandatory)*

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

<table>
<thead>
<tr>
<th>Col 282</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes…………………</td>
<td>(1)</td>
</tr>
<tr>
<td>No…………………</td>
<td>(2)</td>
</tr>
</tbody>
</table>

*(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.

<table>
<thead>
<tr>
<th>Does your household receive …?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Wages or salaries ...............................................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Income from self-employment or farming ........................................................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Pensions .......................................................................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Unemployment benefit .................................................................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Other types of social benefits and grants and other pensions ........................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Income from investment, savings or property ....................................................................</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Income from other sources (e.g. private transfers) .......................................................</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*(TUS voluntary. Compare ECHP)*

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

Col 294

\[
\underline{\text{Enter the number of the source of income, which is the largest for the household}}
\]

*(TUS voluntary. Compare ECHP)*
H 18 If you add up the amount of all incomes you mentioned earlier, could you provide the net monthly amount, that is the amount after tax and social insurance contributions?

Col 295-300
- Amount per month . [___|___|___|___|___]  ⇒  Please go to H 20
  (National currency)

  Does not know .......................... (999999)  ⇒  Continue with H19

  Refuses to answer ...................... (999998)  ⇒  Continue with H19

(TUS mandatory)

H 19 Perhaps you can provide the approximate net range of your household’s total income.
Is the monthly amount, after tax and social insurance contributions…?

Col 301-302
- 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 the income distribution of your country using registers or other available sources. 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.
<table>
<thead>
<tr>
<th>Kind of help or services</th>
<th>A Did you receive help?</th>
<th>B How many times during the last 4 weeks?</th>
<th>C Did you pay for the help the last time?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td>Col 303</td>
</tr>
<tr>
<td>a. Child-care</td>
<td></td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>b. Food-preparation</td>
<td></td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>c. Cleaning, tidying up</td>
<td></td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>d. Watering flowers</td>
<td></td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>e. Shopping and errands</td>
<td></td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>f. Care for elderly and sick</td>
<td></td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>g. Repair and construction</td>
<td></td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>h. Vehicle services (car, bike etc.)</td>
<td></td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>i. Work in the garden</td>
<td></td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>j. Woodcutting and carrying water</td>
<td></td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>k. Taking care of pets</td>
<td></td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>l. Transport and removals</td>
<td></td>
<td></td>
<td>(1)</td>
</tr>
<tr>
<td>m. Other help</td>
<td></td>
<td></td>
<td>(1)</td>
</tr>
</tbody>
</table>

(please specify: ___________________________)

(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)

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
### EMPLOYMENT

<table>
<thead>
<tr>
<th>Column 7-10</th>
</tr>
</thead>
<tbody>
<tr>
<td>TUS voluntary</td>
</tr>
</tbody>
</table>

#### I 1  Please note the time when you start filling in this questionnaire:

<table>
<thead>
<tr>
<th>Hh</th>
<th>Mm</th>
</tr>
</thead>
</table>

#### 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.

<table>
<thead>
<tr>
<th>Column 11</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ...........................................</td>
</tr>
<tr>
<td>No ...........................................</td>
</tr>
</tbody>
</table>

⇒ Please go to I 5

⇒ 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.

<table>
<thead>
<tr>
<th>Column 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes .........................</td>
</tr>
<tr>
<td>No .........................</td>
</tr>
</tbody>
</table>

⇒ Please continue with I 4

⇒ Please go to I 24

(TUS mandatory. Compare LFS)
I 4  What was the reason for your not working at all that week?

*Hint: Please note the main reason.*

- 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.*

- 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.

<table>
<thead>
<tr>
<th>__</th>
<th>__</th>
<th>__</th>
<th>Col 17-19</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>(NSI, ISCO-88, 3 digits)</td>
</tr>
</tbody>
</table>

(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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Enter the number of weekly contracted working hours)</td>
<td></td>
</tr>
</tbody>
</table>

(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

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>(Enter the number of days a year)</td>
<td></td>
</tr>
</tbody>
</table>

(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)

  \[\Rightarrow\] Please go to **I 19**

*Does not know* ........................ [ ] (999999)  \[\Rightarrow\] Please continue with **I 16**

*Refuses to answer* ........................ [ ] (999998)  \[\Rightarrow\] 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)  \[\Rightarrow\] Please go to **I 19**

*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)*

\[\Rightarrow\] 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?**

<table>
<thead>
<tr>
<th>Col 37-42</th>
<th>Amount per month...</th>
<th>Please go to I 19</th>
</tr>
</thead>
<tbody>
<tr>
<td>(National currency)</td>
<td>__________</td>
<td></td>
</tr>
</tbody>
</table>

*Does not know* ................. ☐ (999999)

*Refuses to answer* ................. ☐ (999998)

*(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 ...?**

<table>
<thead>
<tr>
<th>Col 43-44</th>
<th>less than P12.5 .............................................................. ☐ (01)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>P12.5 to under P25.0............................................................ ☐ (02)</td>
</tr>
<tr>
<td></td>
<td>P25.0 to under P37.5............................................................. ☐ (03)</td>
</tr>
<tr>
<td></td>
<td>P37.5 to under P50.0............................................................. ☐ (04)</td>
</tr>
<tr>
<td></td>
<td>P50.0 to under P62.5............................................................. ☐ (05)</td>
</tr>
<tr>
<td></td>
<td>P62.5 to under P75.0............................................................. ☐ (06)</td>
</tr>
<tr>
<td></td>
<td>P75.0 to under P87.5............................................................. ☐ (07)</td>
</tr>
<tr>
<td></td>
<td>P87.5 or more........................................................................... ☐ (08)</td>
</tr>
<tr>
<td></td>
<td><em>Don’t know</em> ........................................................................ ☐ (99)</td>
</tr>
<tr>
<td></td>
<td><em>Refuses to answer</em> ............................................................. ☐ (98)</td>
</tr>
</tbody>
</table>

*(TUS mandatory. NSI, please adopt the income categories according to income distribution in your country, using registers or other available sources)*
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 ....[___ |___ |___ |___ |___ |___ |]  ⇒ Please go to I 29
  (National currency)

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 …?

<table>
<thead>
<tr>
<th>Category</th>
<th>Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than P12.5</td>
<td>01</td>
</tr>
<tr>
<td>P12.5 to under P25.0</td>
<td>02</td>
</tr>
<tr>
<td>P25.0 to under P37.5</td>
<td>03</td>
</tr>
<tr>
<td>P37.5 to under P50.0</td>
<td>04</td>
</tr>
<tr>
<td>P50.0 to under P62.5</td>
<td>05</td>
</tr>
<tr>
<td>P62.5 to under P75.0</td>
<td>06</td>
</tr>
<tr>
<td>P75.0 to under P87.5</td>
<td>07</td>
</tr>
<tr>
<td>P87.5 or more</td>
<td>08</td>
</tr>
<tr>
<td>Don’t know</td>
<td>99</td>
</tr>
<tr>
<td>Refuses to answer</td>
<td>98</td>
</tr>
</tbody>
</table>

(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 ...

<table>
<thead>
<tr>
<th>Method</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contacted a public employment office to find work?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contacted a private employment agency to find work?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied directly to an employer?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asked friends, relatives, trade unions, etc.?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inserted or answered advertisements in newspapers or journals?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taken a test, interview or examination?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taken steps to start your own business?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Used other methods not mentioned above</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Col 58 Col 59 Col 60 Col 61 Col 62 Col 63 Col 64 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 …?

- 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) Go to I 29

Please describe:..................................................................................................................

(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.

..........................................................................................................................................
..........................................................................................................................................

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

(TUS voluntary. Compare LFS, ECHP)
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?

<table>
<thead>
<tr>
<th>Col 71</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes............................</td>
<td>(1)</td>
</tr>
<tr>
<td>No.............................</td>
<td>(2)</td>
</tr>
</tbody>
</table>

(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.

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

(TUS mandatory. Compare LFS, ECHP. Country-specific categories to be coded according to the LFS)
**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)*
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.
<table>
<thead>
<tr>
<th>Type of organisation</th>
<th>A Did you work for this type of organisation?</th>
<th>B How many times?</th>
<th>C Duration last time? (in minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>a. <strong>Young people’s groups</strong> (Youth clubs, Scouts, Guides, Children’s groups etc.)</td>
<td>☐ (1)</td>
<td>☐ (2)</td>
<td>Col 75</td>
</tr>
<tr>
<td>b. <strong>Sports clubs and societies</strong></td>
<td>☐ (1)</td>
<td>☐ (2)</td>
<td>Col 82</td>
</tr>
<tr>
<td>c. <strong>Helping at a place of worship</strong> (Church, Mosque, Synagogue etc.)</td>
<td>☐ (1)</td>
<td>☐ (2)</td>
<td>Col 89</td>
</tr>
<tr>
<td>d. <strong>Political groups or clubs</strong></td>
<td>☐ (1)</td>
<td>☐ (2)</td>
<td>Col 96</td>
</tr>
<tr>
<td>e. <strong>Welfare groups</strong> (Shelter, Oxfam, CAB, NSPCC etc.)</td>
<td>☐ (1)</td>
<td>☐ (2)</td>
<td>Col 103</td>
</tr>
<tr>
<td>f. <strong>Groups helping the elderly</strong> (Meals on Wheels, Age Concern etc.)</td>
<td>☐ (1)</td>
<td>☐ (2)</td>
<td>Col 110</td>
</tr>
<tr>
<td>g. <strong>Safety/First Aid groups</strong> (Red Cross, St. John’s Ambulance, RNLI etc.)</td>
<td>☐ (1)</td>
<td>☐ (2)</td>
<td>Col 117</td>
</tr>
<tr>
<td>h. <strong>Environmental groups</strong> (Friends of the Earth, RSPCA, Conservation groups etc.)</td>
<td>☐ (1)</td>
<td>☐ (2)</td>
<td>Col 124</td>
</tr>
<tr>
<td>i. <strong>Justice /Human Rights groups</strong> (Law Centre, Magistrate, Amnesty etc.)</td>
<td>☐ (1)</td>
<td>☐ (2)</td>
<td>Col 131</td>
</tr>
<tr>
<td>j. <strong>Neighbourhood groups</strong> (Resident’s Associations, Hospital Radio, Neighbourhood Watch)</td>
<td>☐ (1)</td>
<td>☐ (2)</td>
<td>Col 138</td>
</tr>
<tr>
<td>k. <strong>Citizen’s Groups</strong> (Women’s Institute, Rotary Club, Lion’s Club, Round Table etc.)</td>
<td>☐ (1)</td>
<td>☐ (2)</td>
<td>Col 145</td>
</tr>
<tr>
<td>l. <strong>Arts and recreational groups</strong> (Amateur dramatics, Photographic Society, Gardening clubs, Choirs, Art societies)</td>
<td>☐ (1)</td>
<td>☐ (2)</td>
<td>Col 152</td>
</tr>
<tr>
<td>m. <strong>Adult education groups</strong></td>
<td>☐ (1)</td>
<td>☐ (2)</td>
<td>Col 159</td>
</tr>
<tr>
<td>n. <strong>Any other groups or organisations. Please specify:</strong> ................................</td>
<td>☐ (1)</td>
<td>☐ (2)</td>
<td>Col 166</td>
</tr>
</tbody>
</table>

*(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.
<table>
<thead>
<tr>
<th>Kind of help or service</th>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Did you give this kind of help or service?</td>
<td>How many times during the last 4 weeks?</td>
</tr>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>a. Child-care</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Food-preparation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Cleaning, tidying up</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Watering flowers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Shopping and errands</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Care for elderly and sick</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Repairing and construction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>h. Vehicle services (car, bike, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>i. Work in the garden</td>
<td></td>
<td></td>
</tr>
<tr>
<td>j. Woodcutting and carrying water</td>
<td></td>
<td></td>
</tr>
<tr>
<td>k. Taking care of pets</td>
<td></td>
<td></td>
</tr>
<tr>
<td>l. Transport and removals</td>
<td></td>
<td></td>
</tr>
<tr>
<td>m. Other help (e.g. ironing clothes)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Please specify: ________________________

(TUS voluntary)
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.

<table>
<thead>
<tr>
<th>Whom outside your own household did you help during the last 4 weeks?</th>
<th>A</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>a. Parents (own parents or partner’s parents)</td>
<td>□ (1)</td>
<td>□ (2)</td>
</tr>
<tr>
<td>b. Grown-up children (own children or partner’s children)</td>
<td>□ (1)</td>
<td>□ (2)</td>
</tr>
<tr>
<td>c. Own children aged 0-17 not living in the same household</td>
<td>□ (1)</td>
<td>□ (2)</td>
</tr>
<tr>
<td>d. Sisters/brothers (own sisters/brothers or partner’s sisters/brothers)</td>
<td>□ (1)</td>
<td>□ (2)</td>
</tr>
<tr>
<td>e. Grandchildren (own grandchildren or partner’s grandchildren)</td>
<td>□ (1)</td>
<td>□ (2)</td>
</tr>
<tr>
<td>f. Other relatives</td>
<td>□ (1)</td>
<td>□ (2)</td>
</tr>
<tr>
<td>g. Neighbours/friends/colleagues at work</td>
<td>□ (1)</td>
<td>□ (2)</td>
</tr>
<tr>
<td>h. Other people</td>
<td>□ (1)</td>
<td>□ (2)</td>
</tr>
</tbody>
</table>

(TUS voluntary)
HEALTH

ALL RESPONDENTS (I 36 - I 39)

I 36  What is your general health?

Is it ... Col 220
- Very good ........................................... □ (1)  ➔ Please go to I 40
- Good ................................................... □ (2)  ➔ Please go to I 40
- Fair..................................................... □ (3)  ➔ Please continue with I 37
- Bad..................................................... □ (4)  ➔ Please continue with I 37
- Very bad.............................................. □ (5)  ➔ Please continue with I 37

(TUS voluntary. Compare ECHP)

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

Col 221
- Yes ..................................................... □ (1)  ➔ Please continue with I 38
- No ..................................................... □ (2)  ➔ Please go to I 40

(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 ..................................................... □ (1)  ➔ Please continue with I 39
- No ..................................................... □ (2)  ➔ Please go to I 40

(TUS voluntary. Compare ECHP)

I 39  Would you say that you are…?

Col 223
- Severely hampered............................... □ (1)
- Hampered to some extent ....................... □ (2)

(TUS voluntary. Compare ECHP)
TIME USE

RESPONDENTS LESS THAN 15 YEARS

⇒ Please go to I 43

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)

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)
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 legally separated......... (4) ➔ Please continue with I 45

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

I 45 Are you living in a consensual union?

Col 231
- Yes .................................................... (1)
- No .................................................... (2)

(TUS voluntary. Compare ECHP)
ALL RESPONDENTS (I 46 - I 47)

I 46  How was this interview carried out?

- The interviewer in a face to face personal interview  □ (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)

I 47  Please note the time when you finished filling in this questionnaire: [___] [___] [___] [___]

(Hh Mm) (TUS, voluntary)
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 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!
<table>
<thead>
<tr>
<th>Time, am</th>
<th>What were you doing?</th>
<th>What else were you doing?</th>
<th>Were you alone or together with somebody you know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>07.00-07.10</td>
<td>Woke up the children</td>
<td></td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>07.10-07.20</td>
<td>Had breakfast</td>
<td>Talked with my family</td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>07.20-07.30</td>
<td></td>
<td></td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>07.30-07.40</td>
<td>Cleared the table</td>
<td>Listened to the radio</td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>07.40-07.50</td>
<td>Helped the children dressing</td>
<td>Talked with my children</td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>07.50-08.00</td>
<td>Went to the day care centre, on foot</td>
<td></td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>08.00-08.10</td>
<td>By bus to job</td>
<td>Read the newspaper</td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>08.10-08.20</td>
<td>By bus to job</td>
<td></td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>08.20-08.30</td>
<td>Regular work (first job)</td>
<td></td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>08.30-08.40</td>
<td></td>
<td></td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>08.40-08.50</td>
<td></td>
<td></td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>08.50-09.00</td>
<td></td>
<td></td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>09.00-09.10</td>
<td></td>
<td></td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>09.10-09.20</td>
<td></td>
<td></td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>09.20-09.30</td>
<td></td>
<td></td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>09.30-09.40</td>
<td></td>
<td></td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>09.40-09.50</td>
<td></td>
<td></td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>09.50-10.00</td>
<td></td>
<td></td>
<td>□ □ □ □</td>
</tr>
<tr>
<td>Time, am-pm</td>
<td>What were you doing?</td>
<td>What else were you doing?</td>
<td>Were you alone or together with somebody you know?</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------</td>
<td>---------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>10.00-10.10</td>
<td>Break: had coffee</td>
<td>Talked with a colleague</td>
<td>□</td>
</tr>
<tr>
<td>10.10-10.20</td>
<td>Regular work (first job)</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>10.20-10.30</td>
<td></td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>10.30-10.40</td>
<td></td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>10.40-10.50</td>
<td></td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>10.50-11.00</td>
<td></td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>11.00-11.10</td>
<td></td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>11.10-11.20</td>
<td></td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>11.20-11.30</td>
<td></td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>11.30-11.40</td>
<td>Lunch break: had lunch in the canteen</td>
<td>Talked with colleagues</td>
<td>□</td>
</tr>
<tr>
<td>11.40-11.50</td>
<td>.-.</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>11.50-12.00</td>
<td>.-.</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>12.00-12.10</td>
<td>Lunch break: went to the supermarket, on foot</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>12.10-12.20</td>
<td>Lunch break: bought food</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>12.20-12.30</td>
<td>Lunch break: went back to work, on+B86 foot</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>12.30-12.40</td>
<td>Regular work (first job)</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>12.40-12.50</td>
<td></td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>12.50-1:00</td>
<td></td>
<td></td>
<td>□</td>
</tr>
</tbody>
</table>

**Notes:**
- 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.
- Mark "yes" by crossing.
- Time, am-pm
- Record your main activity for each 10-minute period from 10.00 am to 01.00 pm!
<table>
<thead>
<tr>
<th>Time, pm</th>
<th>What were you doing?</th>
<th>What else were you doing?</th>
<th>Were you alone or together with somebody you know?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Record your main activity for each 10-minute period from 04.00 pm to 07.00 am!</td>
<td>Record the most important parallel activity.</td>
<td>Mark &quot;yes&quot; by crossing</td>
</tr>
<tr>
<td></td>
<td>Only one main activity on each line!</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Distinguish between travel and the activity that is the reason for travelling.</td>
<td></td>
<td>Annotate whether you were alone or together with others.</td>
</tr>
<tr>
<td></td>
<td>Do not forget the mode of transportation.</td>
<td></td>
<td>Annotate the number of household members and other persons you know.</td>
</tr>
<tr>
<td>04.00-04.10</td>
<td><strong>Bus from work to the day care centre</strong></td>
<td><strong>Planned a birthday party for my son</strong></td>
<td>☒</td>
</tr>
<tr>
<td>04.10-04.20</td>
<td>---</td>
<td>---</td>
<td>☒</td>
</tr>
<tr>
<td>04.20-04.30</td>
<td><strong>Talked with the child minder</strong></td>
<td><strong>Helped the children dressing</strong></td>
<td>☒</td>
</tr>
<tr>
<td>04.30-04.40</td>
<td><strong>Went to the grocery, on foot</strong></td>
<td><strong>Talked with my children</strong></td>
<td>☒</td>
</tr>
<tr>
<td>04.40-04.50</td>
<td><strong>Bought food for my family and my neighbour</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04.50-05.00</td>
<td><strong>Went home on foot</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05.00-05.10</td>
<td><strong>Delivered food to my neighbour</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05.10-05.20</td>
<td><strong>Put own food in fridge</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05.20-05.30</td>
<td><strong>Cooked supper</strong></td>
<td><strong>Listened to the radio</strong></td>
<td>☒</td>
</tr>
<tr>
<td>05.30-05.40</td>
<td>---</td>
<td>---</td>
<td>☒</td>
</tr>
<tr>
<td>05.40-05.50</td>
<td><strong>Had supper</strong></td>
<td><strong>Talked with my family</strong></td>
<td>☒</td>
</tr>
<tr>
<td>05.50-06.00</td>
<td>---</td>
<td>---</td>
<td>☒</td>
</tr>
<tr>
<td>06.00-06.10</td>
<td>---</td>
<td>---</td>
<td>☒</td>
</tr>
<tr>
<td>06.10-06.20</td>
<td><strong>Cleared the table</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06.20-06.30</td>
<td><strong>Had a rest</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06.30-06.40</td>
<td><strong>Watched TV with my children</strong></td>
<td><strong>Knitted</strong></td>
<td>☒</td>
</tr>
<tr>
<td>06.40-06.50</td>
<td>---</td>
<td>---</td>
<td>☒</td>
</tr>
<tr>
<td>06.50-07.00</td>
<td>---</td>
<td>---</td>
<td>☒</td>
</tr>
</tbody>
</table>
**What were you doing?**
Record your main activity for each 10-minute period from 04.00 to 07.00 am!

Only one 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.

<table>
<thead>
<tr>
<th>Time, am</th>
<th>What else were you doing?</th>
<th>Were you alone or together with somebody you know?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Record the most important parallel activity.</td>
<td>Mark &quot;yes&quot; by crossing</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Alone</td>
</tr>
<tr>
<td>04.00-04.10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>04.10-04.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>04.20-04.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>04.30-04.40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>04.40-04.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>04.50-05.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>05.00-05.10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>05.10-05.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>05.20-05.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>05.30-05.40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>05.40-05.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>05.50-06.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>06.00-06.10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>06.10-06.20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>06.20-06.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td>06.30-06.40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>06.40-06.50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>06.50-07.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### What were you doing?
Record your main activity for each 10-minute period from 07.00 to 10.00 am!

- Only one activity on each line!
- Distinguish between travel and the activity that is the reason for travelling.
- Do not forget the mode of transportation.

### What else were you doing?
Record the most important parallel activity.

### Were you alone or together with somebody you know?
Mark "yes" by crossing

<table>
<thead>
<tr>
<th>Time, am</th>
<th>Alone</th>
<th>Children up to 9 living in your household</th>
<th>Other household members</th>
<th>Other persons that you know</th>
</tr>
</thead>
<tbody>
<tr>
<td>07.00-07.10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07.10-07.20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07.20-07.30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07.30-07.40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07.40-07.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07.50-08.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.00-08.10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.10-08.20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.20-08.30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.30-08.40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.40-08.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.50-09.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.00-09.10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.10-09.20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.20-09.30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.30-09.40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.40-09.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.50-10.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**What were you doing?**
Record your main activity for each 10-minute period from 10.00 am to 01.00 pm!

Only one activity on each line!
Distinguish between travel and the activity that is the reason for travelling.
Do not forget the mode of transportation.

<table>
<thead>
<tr>
<th>Time, am-pm</th>
<th>What were you doing?</th>
<th>What else were you doing?</th>
<th>Were you alone or together with somebody you know?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>Mark &quot;yes&quot; by crossing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Alone</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>up to 9 living in your household</td>
</tr>
<tr>
<td>10.00-10.10</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>10.10-10.20</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>10.20-10.30</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>10.30-10.40</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>10.40-10.50</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>10.50-11.00</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>11.00-11.10</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>11.10-11.20</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>11.20-11.30</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>11.30-11.40</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>11.40-11.50</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>11.50-12.00</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>12.00-12.10</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>12.10-12.20</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>12.20-12.30</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>12.30-12.40</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>12.40-12.50</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>12.50-01.00</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
</tbody>
</table>
### What were you doing?
Record your main activity for each 10-minute period from 01.00 to 04.00 pm!

Only one activity on each line!
Distinguish between travel and the activity that is the reason for travelling.
Do not forget the mode of transportation.

### What else were you doing?
Record the most important parallel activity.

### Were you alone or together with somebody you know?
Mark "yes" by crossing

<table>
<thead>
<tr>
<th>Time, pm</th>
<th>Alone</th>
<th>Children up to 9 living in your household</th>
<th>Other household members</th>
<th>Other persons that you know</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.00-01.10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01.10-01.20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01.20-01.30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01.30-01.40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01.40-01.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01.50-02.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.00-02.10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.10-02.20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.20-02.30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.30-02.40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.40-02.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.50-03.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.00-03.10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.10-03.20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.20-03.30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.30-03.40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.40-03.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.50-04.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time, pm</td>
<td>What were you doing?</td>
<td>What else were you doing?</td>
<td>Were you alone or together with somebody you know?</td>
<td></td>
</tr>
<tr>
<td>---------</td>
<td>----------------------</td>
<td>--------------------------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Record your main activity for each 10-minute period from 04.00 pm to 07.00 am!</td>
<td>Record the most important parallel activity.</td>
<td>Mark &quot;yes&quot; by crossing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Only one activity on each line!</td>
<td></td>
<td>Alone</td>
<td>Children up to 9 living in your household</td>
</tr>
<tr>
<td>04.00-04.10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04.10-04.20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04.20-04.30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04.30-04.40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04.40-04.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04.50-05.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05.00-05.10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05.10-05.20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05.20-05.30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05.30-05.40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05.40-05.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05.50-06.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06.00-06.10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06.10-06.20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06.20-06.30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06.30-06.40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06.40-06.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06.50-07.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Distinguish between travel and the activity that is the reason for travelling. Do not forget the mode of transportation. Only one main activity on each line!
**What were you doing?**
Record your main activity for each 10-minute period from 07.00 to 10.00 pm!

Only one activity on each line!
Distinguish between travel and the activity that is the reason for travelling.
Do not forget the mode of transportation.

**What else were you doing?**
Record the most important parallel activity.

**Were you alone or together with somebody you know?**
Mark "yes" by crossing

<table>
<thead>
<tr>
<th>Time, pm</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>07.00-07.10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07.10-07.20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07.20-07.30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07.30-07.40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07.40-07.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07.50-08.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.00-08.10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.10-08.20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.20-08.30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.30-08.40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.40-08.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.50-09.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.00-09.10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.10-09.20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.20-09.30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.30-09.40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.40-09.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.50-10.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time, pm-am</td>
<td>What were you doing? Record your main activity for each 10-minute period from 10.00 pm to 01.00 am!</td>
<td>What else were you doing? Record the most important parallel activity.</td>
<td>Were you alone or together with somebody you know? Mark &quot;yes&quot; by crossing</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>10.00-10.10</td>
<td></td>
<td></td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>10.10-10.20</td>
<td></td>
<td></td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>10.20-10.30</td>
<td></td>
<td></td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>10.30-10.40</td>
<td></td>
<td></td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>10.40-10.50</td>
<td></td>
<td></td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>10.50-11.00</td>
<td></td>
<td></td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>11.00-11.10</td>
<td></td>
<td></td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>11.10-11.20</td>
<td></td>
<td></td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>11.20-11.30</td>
<td></td>
<td></td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>11.30-11.40</td>
<td></td>
<td></td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>11.40-11.50</td>
<td></td>
<td></td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>11.50-12.00</td>
<td></td>
<td></td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>12.00-12.10</td>
<td></td>
<td></td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>12.10-12.20</td>
<td></td>
<td></td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>12.20-12.30</td>
<td></td>
<td></td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>12.30-12.40</td>
<td></td>
<td></td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>12.40-12.50</td>
<td></td>
<td></td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>12.50-01.00</td>
<td></td>
<td></td>
<td>□</td>
<td></td>
</tr>
<tr>
<td>Time, am</td>
<td>What were you doing?</td>
<td>What else were you doing?</td>
<td>Were you alone or together with somebody you know?</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
<td>---------------------------</td>
<td>--------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>01.00-01.10</td>
<td>Record your main activity for each 10-minute period from 01.00 to 04.00 am! Only one activity on each line! Distinguish between travel and activity that is the reason for travelling. Do not forget the mode of transportation.</td>
<td>Record the most important parallel activity.</td>
<td><strong>Mark “yes” by crossing:</strong> <strong>Alone</strong></td>
<td><strong>Children up to 9 living in your household</strong></td>
</tr>
<tr>
<td>01.10-01.20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01.20-01.30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01.30-01.40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01.40-01.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01.50-02.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.00-02.10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.10-02.20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.20-02.30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.30-02.40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.40-02.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.50-03.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.00-03.10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.10-03.20</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.20-03.30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.30-03.40</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.40-03.50</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.50-04.00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1. When did you fill in the diary?
   - 1. Now and then during the diary day
   - 2. At the end of the diary day
   - 3. The day after the diary day
   - 4. Later, about __ days after the diary day

2. Were you at home or somewhere else at the start of the diary day (04.00am)?
   - 1. At home
   - 2. Somewhere else

3. Were you at home or somewhere else at the end of the diary day (04.00am)?
   - 1. At home
   - 2. Somewhere else

4. Did you feel rushed this day?
   - 1. Yes
   - 2. No

5. Was this an ordinary or an unusual day?
   - 1. An ordinary day
   - 2. An unusual day

6a. Are you employed or a student
   - Yes
   - No

6b. If yes: What kind of day was this day?
   - 1. An ordinary workday
   - 2. An ordinary schoolday
   - 3. A day off due to weekend/holiday or work schedule
   - 4. A sick leave day
   - 5. A vacation day
   - 6. On leave for other reasons

7a. 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.)
   - 1. No
   - 2. Yes, on a single day trip within the country
   - 3. Yes, on a single day trip abroad
   - 4. Yes, on an overnight trip within the country
   - 5. Yes, on an overnight trip abroad

7b. If yes: How far from home did you travel? Note the approximate distance from home (one way). If several trips, note the longest. ___ km

Please go through the diary once again and check the following:

⇒ Please check that you have noted only one main activity at each line and that there are no empty time periods.

⇒ Have you marked clearly your working hours of employment even if you worked at home?

⇒ Have you 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!
<table>
<thead>
<tr>
<th>Time, am</th>
<th>What were you doing?</th>
<th>What else were you doing?</th>
<th>Were you alone or together with somebody you know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>07.00-07.10</td>
<td>Got out of bed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07.10-07.20</td>
<td>Took a shower</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07.20-07.30</td>
<td>Made breakfast</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07.30-07.40</td>
<td>Listened to the radio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07.40-07.50</td>
<td>Dressed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>07.50-08.00</td>
<td>Had breakfast</td>
<td>Read the newspaper</td>
<td></td>
</tr>
<tr>
<td>08.00-08.10</td>
<td>Cleared the table</td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.10-08.20</td>
<td>Dressed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.20-08.30</td>
<td>Waited for a taxi to go to the doctor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.30-08.40</td>
<td>Went to the doctor, by taxi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.40-08.50</td>
<td>Waiting in the doctor’s waiting room</td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.50-09.00</td>
<td>Had a medical examination</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.00-09.10</td>
<td>Use an arrow, citation marks or the like to mark that an activity lasts longer than 10 minutes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.10-09.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.20-09.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.30-09.40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.40-09.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.50-10.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Record the most important parallel activity.**

- 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.

**Mark "yes" by crossing**

- Alone
- Children up to 9 living in your household
- Other household members
- Other persons that you know

---

1 Adult diary Elderly example
<table>
<thead>
<tr>
<th>Time, am-pm</th>
<th>What were you doing?</th>
<th>What else were you doing?</th>
<th>Were you alone or together with somebody you know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.00-10.10</td>
<td>Waited for a taxi to go back home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.10-10.20</td>
<td>Went home by taxi</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.20-10.30</td>
<td>Resting on the sofa</td>
<td>Listened to the radio</td>
<td></td>
</tr>
<tr>
<td>10.30-10.40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.40-10.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.50-11.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.00-11.10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.10-11.20</td>
<td>Talked with my daughter on the phone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.20-11.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.30-11.40</td>
<td>Made lunch</td>
<td>Listened to the radio</td>
<td></td>
</tr>
<tr>
<td>11.40-11.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.50-12.00</td>
<td>Had lunch</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.00-12.10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.10-12.20</td>
<td>Washed up the dishes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.20-12.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.30-12.40</td>
<td>Took a nap</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.40-12.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.50-01.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: 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.
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: |__|__|__|__|

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 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!
<table>
<thead>
<tr>
<th>Time, am</th>
<th>What were you doing?</th>
<th>What else were you doing?</th>
<th>Were you alone or together with somebody you know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>07.00-07.10</td>
<td>Slept</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>07.10-07.20</td>
<td>Woke up</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>07.20-07.30</td>
<td>Had a shower</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>07.30-07.40</td>
<td>Had breakfast</td>
<td>Listened to the radio</td>
<td>□</td>
</tr>
<tr>
<td>07.40-07.50</td>
<td></td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>07.50-08.00</td>
<td>Dressed</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>08.00-08.10</td>
<td>Went to bus stop, on foot</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>08.10-08.20</td>
<td>By bus to school</td>
<td>Talked with a friend</td>
<td>□</td>
</tr>
<tr>
<td>08.20-08.30</td>
<td></td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>08.30-08.40</td>
<td>Class</td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>08.40-08.50</td>
<td></td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>08.50-09.00</td>
<td></td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>09.00-09.10</td>
<td></td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>09.10-09.20</td>
<td></td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>09.20-09.30</td>
<td></td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>09.30-09.40</td>
<td></td>
<td></td>
<td>□</td>
</tr>
<tr>
<td>09.40-09.50</td>
<td>Break, had a snack</td>
<td>Talked with a friend</td>
<td>□</td>
</tr>
<tr>
<td>09.50-10.00</td>
<td>Break</td>
<td></td>
<td>□</td>
</tr>
</tbody>
</table>

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

Mark "yes" by crossing

- Alone
- Children up to 9 living in your household
- Other household members
- Other persons that you know
<table>
<thead>
<tr>
<th>Time, am-pm</th>
<th>What were you doing?</th>
<th>What else were you doing?</th>
<th>Were you alone or together with somebody you know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>01.00-01.10</td>
<td>Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>01.10-01.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01.20-01.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01.30-01.40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01.40-01.50</td>
<td>Break</td>
<td>Talked with friends</td>
<td></td>
</tr>
<tr>
<td>01.50-02.00</td>
<td>Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.00-02.10</td>
<td>Class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.10-02.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.20-02.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.30-02.40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.40-02.50</td>
<td>Waited for the bus</td>
<td>Talked with friends</td>
<td></td>
</tr>
<tr>
<td>02.50-03.00</td>
<td>Went by bus from school</td>
<td>Read a comic</td>
<td></td>
</tr>
<tr>
<td>03.00-03.10</td>
<td>--&quot;--</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.10-03.20</td>
<td>Went from bus stop to home, on foot</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.20-03.30</td>
<td>Had a snack</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.30-03.40</td>
<td>--&quot;--</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.40-03.50</td>
<td>Talked to a friend on the phone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.50-04.00</td>
<td>--&quot;--</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time, pm</td>
<td>Activity</td>
<td>Mark <em>yes</em> by crossing</td>
<td>Alone</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------------------------------------------</td>
<td>-------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>04.00-04.10</td>
<td>Changed clothes</td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>04.10-04.20</td>
<td>Played football with friends</td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>04.20-04.30</td>
<td>--&quot;--</td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>04.30-04.40</td>
<td>--&quot;--</td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>04.40-04.50</td>
<td>Had a rest at home</td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>04.50-05.00</td>
<td>Did homework</td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>05.00-05.10</td>
<td>--&quot;--</td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>05.10-05.20</td>
<td>--&quot;--</td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>05.20-05.30</td>
<td>Had supper</td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>05.30-05.40</td>
<td>--&quot;--</td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>05.40-05.50</td>
<td>--&quot;--</td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>05.50-06.00</td>
<td>Walked the neighbour's dog</td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>06.00-06.10</td>
<td>--&quot;--</td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>06.10-06.20</td>
<td>Went to the youth centre, on foot</td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>06.20-06.30</td>
<td>Played guitar, training with a band</td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>06.30-06.40</td>
<td>--&quot;--</td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>06.40-06.50</td>
<td>--&quot;--</td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>06.50-07.00</td>
<td>Went back home, on foot</td>
<td></td>
<td>☒</td>
</tr>
<tr>
<td>Time, am</td>
<td>What were you doing?</td>
<td>What else were you doing?</td>
<td>Were you alone or together with somebody you know?</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------</td>
<td>---------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Record your main activity for each 10-minute period from 04.00 to 07.00 am!</td>
<td>Record the most important parallel activity.</td>
<td>Mark &quot;yes&quot; by crossing</td>
</tr>
<tr>
<td></td>
<td>Only one main activity on each line!</td>
<td></td>
<td>Alone</td>
</tr>
<tr>
<td></td>
<td>Distinguish between travel and the activity that is the reason for travelling.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do not forget the mode of transportation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Distinguish between first and second job, if any.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>04.00-04.10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04.10-04.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04.20-04.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04.30-04.40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04.40-04.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>04.50-05.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05.00-05.10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05.10-05.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05.20-05.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05.30-05.40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05.40-05.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>05.50-06.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06.00-06.10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06.10-06.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06.20-06.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06.30-06.40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06.40-06.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>06.50-07.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Child diary
<table>
<thead>
<tr>
<th>Time, am</th>
<th>What were you doing?</th>
<th>What else were you doing?</th>
<th>Were you alone or together with somebody you know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>07.00-07.10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07.10-07.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07.20-07.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07.30-07.40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07.40-07.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07.50-08.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.00-08.10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.10-08.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.20-08.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.30-08.40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.40-08.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.50-09.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.00-09.10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.10-09.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.20-09.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.30-09.40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.40-09.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.50-10.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*What were you doing?*
Record your main activity for each 10-minute period from 07.00 to 10.00 am!
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.

*What else were you doing?*
Record the most important parallel activity.

*Were you alone or together with somebody you know?*
Mark "yes" by crossing

<table>
<thead>
<tr>
<th></th>
<th>Alone</th>
<th>Children up to 9 living in your household</th>
<th>Other household members</th>
<th>Other persons that you know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
<tr>
<td></td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
<td>☐</td>
</tr>
</tbody>
</table>

Child diary
<table>
<thead>
<tr>
<th>Time, am-pm</th>
<th>What were you doing?</th>
<th>What else were you doing?</th>
<th>Were you alone or together with somebody you know?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What were you doing?</strong> Record your main activity for each 10-minute period from 10.00 am to 01.00 pm! 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.</td>
<td><strong>What else were you doing?</strong> Record the most important parallel activity.</td>
<td>Mark &quot;yes&quot; by crossing</td>
<td></td>
</tr>
<tr>
<td><strong>10.00-10.10</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>10.10-10.20</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>10.20-10.30</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>10.30-10.40</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>10.40-10.50</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>10.50-11.00</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>11.00-11.10</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>11.10-11.20</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>11.20-11.30</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>11.30-11.40</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>11.40-11.50</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>11.50-12.00</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>12.00-12.10</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>12.10-12.20</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>12.20-12.30</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>12.30-12.40</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>12.40-12.50</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>12.50-01.00</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Alone</th>
<th>Children up to 9 living in your household</th>
<th>Other household members</th>
<th>Other persons that you know</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time, pm</td>
<td>What were you doing?</td>
<td>What else were you doing?</td>
<td>Were you alone or together with somebody you know?</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------------------------------</td>
<td>---------------------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Record your main activity for each 10-minute period from 01.00 to 04.00 pm!</td>
<td>Record the most important parallel activity.</td>
<td>Mark &quot;yes&quot; by crossing</td>
</tr>
<tr>
<td></td>
<td>Only one main activity on each line!</td>
<td></td>
<td>Alone</td>
</tr>
<tr>
<td></td>
<td>Distinguish between travel and the activity that is the reason for travelling.</td>
<td></td>
<td>Children up to 9 living in your household</td>
</tr>
<tr>
<td></td>
<td>Do not forget the mode of transportation.</td>
<td></td>
<td>Other household members</td>
</tr>
<tr>
<td></td>
<td>Distinguish between first and second job, if any.</td>
<td></td>
<td>Other persons that you know</td>
</tr>
<tr>
<td>01.00-01.10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01.10-01.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01.20-01.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01.30-01.40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01.40-01.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01.50-02.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.00-02.10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.10-02.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.20-02.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.30-02.40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.40-02.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.50-03.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.00-03.10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.10-03.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.20-03.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.30-03.40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.40-03.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.50-04.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time, pm</td>
<td>What were you doing?</td>
<td>What else were you doing?</td>
<td>Were you alone or together with somebody you know?</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------</td>
<td>--------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td></td>
<td>Record your main activity for each 10-minute period from 04.00 to 07.00 pm!</td>
<td>Record the most important parallel activity.</td>
<td>Mark &quot;yes&quot; by crossing</td>
</tr>
<tr>
<td></td>
<td>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.</td>
<td></td>
<td>Alone</td>
</tr>
<tr>
<td>04.00-04.10</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>04.10-04.20</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>04.20-04.30</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>04.30-04.40</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>04.40-04.50</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>04.50-05.00</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>05.00-05.10</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>05.10-05.20</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>05.20-05.30</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>05.30-05.40</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>05.40-05.50</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>05.50-06.00</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>06.00-06.10</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>06.10-06.20</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>06.20-06.30</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>06.30-06.40</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>06.40-06.50</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>06.50-07.00</td>
<td></td>
<td></td>
<td>[ ]</td>
</tr>
<tr>
<td>Time, pm</td>
<td>What were you doing?</td>
<td>What else were you doing?</td>
<td>Were you alone or together with somebody you know?</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------</td>
<td>--------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>07.00-07.10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07.10-07.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07.20-07.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07.30-07.40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07.40-07.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>07.50-08.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.00-08.10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.10-08.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.20-08.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.30-08.40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.40-08.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>08.50-09.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.00-09.10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.10-09.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.20-09.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.30-09.40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.40-09.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>09.50-10.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**What were you doing?**
Record your main activity for each 10-minute period from 10.00 pm to 01.00 am!

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.

<table>
<thead>
<tr>
<th>Time, pm-am</th>
<th>What were you doing?</th>
<th>What else were you doing?</th>
<th>Were you alone or together with somebody you know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.00-10.10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.10-10.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.20-10.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.30-10.40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.40-10.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.50-11.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.00-11.10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.10-11.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.20-11.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.30-11.40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.40-11.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.50-12.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.00-12.10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.10-12.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.20-12.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.30-12.40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.40-12.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.50-01.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mark "yes" by crossing

- **Alone**
- **Children up to 9 living in your household**
- **Other household members**
- **Other persons that you know**
<table>
<thead>
<tr>
<th>Time, am</th>
<th>What were you doing?</th>
<th>What else were you doing?</th>
<th>Were you alone or together with somebody you know?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Record your main activity for each 10-minute period from 01.00 to 04.00 am!</td>
<td>Record the most important parallel activity.</td>
<td>Mark &quot;yes&quot; by crossing</td>
</tr>
<tr>
<td></td>
<td>Only one main activity on each line!</td>
<td>Distinguish between travel and the activity that is the reason for travelling.</td>
<td>Alone</td>
</tr>
<tr>
<td></td>
<td>Do not forget the mode of transportation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>01.00-01.10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01.10-01.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01.20-01.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01.30-01.40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01.40-01.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>01.50-02.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.00-02.10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.10-02.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.20-02.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.30-02.40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.40-02.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>02.50-03.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.00-03.10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.10-03.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.20-03.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.30-03.40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.40-03.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>03.50-04.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Question</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>---</td>
<td>-------------------------------------------------------------------------</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>1</td>
<td>When did you fill in the diary?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Were you at home or somewhere else at the start of the diary day (04.00am)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Were you at home or somewhere else at the end of the diary day (04.00am)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Did you feel rushed this day?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Was this an ordinary or an unusual day?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6a</td>
<td>Are you employed or a student</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6b</td>
<td>If yes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>What kind of day was this day?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7a</td>
<td>Were you on a trip e.g. to another locality(town) during the diary day?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Disregard regular trips to work or school or trips lasting less than two hours in total.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7b</td>
<td>If yes:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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
Content

1 INTRODUCTION .................................................................................................................................. 5

2 GENERAL REMARKS .......................................................................................................................... 5

3 MAIN ACTIVITIES.................................................................................................................................. 6

3.1 THE CODE SYSTEM.......................................................................................................................... 6

3.2 CHARACTERISTICS OF THE CODE SYSTEM .................................................................................. 7

3.1.1 3-digit Other codes (xy9) .............................................................................................................. 7

3.1.2 Country specific 3 or 4-digit codes ............................................................................................... 7

3.1.3 Insufficient information for coding to 3 digits ............................................................................ 8

3.1.4 Insufficient information for coding to 2 digits ............................................................................ 8

3.1.5 Summarised rules for coding of main activities .......................................................................... 8

3.1.6 Definition and coding of journeys. ............................................................................................... 8

3.1.7 Coding of multiple main activities ............................................................................................. 14

3.1.8 Codes for special situations/activities ...................................................................................... 14

4 SECONDARY ACTIVITIES............................................................................................................. 14

5 OTHER EPISODE DIMENSIONS.................................................................................................... 15

5.1 WITH WHOM TIME IS SPENT ..................................................................................................... 15

5.2 LOCATION AND MODE OF TRANSPORT .................................................................................... 15

6 FURTHER REMARKS AND COMMENTS..................................................................................... 15

6.1 IMPORTANT COMMENT ON THE NUMERICAL CODING .......................................................... 15

6.2 MONITORING THE CODING PROCEDURE ................................................................................ 16

6.3 DEFINITION OF AN EPISODE.................................................................................................... 16

6.3.1 Marking codes ......................................................................................................................... 16

6.3.2 Delimiting episodes ............................................................................................................... 17

6.3.3 Coding episodes .................................................................................................................... 17

6.4 DATA FILE FORMAT .................................................................................................................... 17

6.5 ORGANISATION AND SUPERVISION OF CODING AND DATA ENTRY ................................... 17

7 ACTIVITY CODING LIST............................................................................................................... 18

7.1 MAIN AND SECONDARY ACTIVITIES ....................................................................................... 18

7.2 WITH WHOM TIME IS SPENT .................................................................................................. 22

7.3 LOCATION AND MODE OF TRANSPORT .................................................................................. 23

8 ACTIVITY CODING LIST WITH DEFINITIONS, NOTES AND EXAMPLES ................................. 24

8.1 MAIN AND SECONDARY ACTIVITIES ....................................................................................... 24

8.2 WITH WHOM TIME IS SPENT .................................................................................................. 54

8.3 LOCATION AND MODE OF TRANSPORT .................................................................................. 55

9 CODING DIARY EXAMPLE........................................................................................................... 56
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.

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.

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.

---


2 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 page18.

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)**
- **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. 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.

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

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

<table>
<thead>
<tr>
<th>Main activity</th>
<th>Secondary activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main job</td>
<td>111</td>
</tr>
<tr>
<td>Lunch break: eating lunch</td>
<td>021</td>
</tr>
<tr>
<td>Lunch break: eating lunch</td>
<td>021</td>
</tr>
<tr>
<td>Lunch break: shopping</td>
<td>361</td>
</tr>
<tr>
<td>Main job</td>
<td>111</td>
</tr>
</tbody>
</table>

**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
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
Fetched a package from the post office
Fetched 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 3rd 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
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
Fetched/sold Bingo lottery tickets
Preparing for the council meeting
Recruitment of sponsors
Sorted clothes (sale for the riding club)
Sorted correspondence of the club
Working with the organisation’s newsletter

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
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 neighbours 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.

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).

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
SOCIAL LIFE AND ENTERTAINMENT

Unspecified social life and entertainment

SOCIAL LIFE

Unspecified social life

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

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.

<table>
<thead>
<tr>
<th>Main activity</th>
<th>Secondary activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Went for lunch to my sister</td>
<td>901</td>
</tr>
<tr>
<td>Eating lunch</td>
<td>021</td>
</tr>
<tr>
<td>Eating lunch</td>
<td>021</td>
</tr>
<tr>
<td>Washed the dishes</td>
<td>421</td>
</tr>
<tr>
<td>Discussed</td>
<td>512</td>
</tr>
<tr>
<td>Walked home</td>
<td>901</td>
</tr>
</tbody>
</table>

End of example

Examples
My family came to visit
Had a visitor
Visited my friend

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
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)
HOBBIES AND GAMES

700 Unspecified hobbies and games

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

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
TRAVEL AND UNSPECIFIED TIME USE

Note: This group includes two different types of codes, which are 1) codes for travel related to its main purpose, and 2) auxiliary codes for activities that cannot be classified as belonging to any of the 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.
<table>
<thead>
<tr>
<th>Time, am</th>
<th>Activity</th>
<th>What else were you doing?</th>
<th>Were you alone or together with somebody you know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>07.00-07.10</td>
<td>Woke up the children</td>
<td>Talked with my family</td>
<td>Alone: x, Children up to 9 living in your household: x, Other household members: x, Other persons that you know: x</td>
</tr>
<tr>
<td>07.10-07.20</td>
<td>Had breakfast</td>
<td></td>
<td>Al: x, Ch up to 9 l/y: x, Oth Hld Mbrs: x, Oth Pprs: x</td>
</tr>
<tr>
<td>07.20-07.30</td>
<td></td>
<td></td>
<td>Al: x, Ch up to 9 l/y: x, Oth Hld Mbrs: x, Oth Pprs: x</td>
</tr>
<tr>
<td>07.30-07.40</td>
<td>Cleared the table</td>
<td>Listened to the radio</td>
<td>Al: x, Ch up to 9 l/y: x, Oth Hld Mbrs: x, Oth Pprs: x</td>
</tr>
<tr>
<td>07.40-07.50</td>
<td>Helped the children dressing</td>
<td></td>
<td>Al: x, Ch up to 9 l/y: x, Oth Hld Mbrs: x, Oth Pprs: x</td>
</tr>
<tr>
<td>07.50-08.00</td>
<td>Went to the day care centre, by foot</td>
<td></td>
<td>Al: x, Ch up to 9 l/y: x, Oth Hld Mbrs: x, Oth Pprs: x</td>
</tr>
<tr>
<td>08.00-08.10</td>
<td>By bus to job</td>
<td>Read the newspaper</td>
<td>Al: x, Ch up to 9 l/y: x, Oth Hld Mbrs: x, Oth Pprs: x</td>
</tr>
<tr>
<td>08.10-08.30</td>
<td>By bus to job</td>
<td></td>
<td>Al: x, Ch up to 9 l/y: x, Oth Hld Mbrs: x, Oth Pprs: x</td>
</tr>
<tr>
<td>08.20-08.30</td>
<td>Regular work (first job)</td>
<td></td>
<td>Al: x, Ch up to 9 l/y: x, Oth Hld Mbrs: x, Oth Pprs: x</td>
</tr>
</tbody>
</table>

Annex VI Section 9 Coding diary example
<table>
<thead>
<tr>
<th>Time, am-pm</th>
<th>What were you doing?</th>
<th>What else were you doing?</th>
<th>Were you alone or together with somebody you know?</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.00-10.10</td>
<td>Break: had coffee</td>
<td>Talked with a colleague</td>
<td><em>Yes</em> 13</td>
</tr>
<tr>
<td>10.10-10.20</td>
<td>Regular work (first job)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.20-10.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.30-10.40</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.40-10.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10.50-11.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.00-11.10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.10-11.20</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.20-11.30</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.30-11.40</td>
<td>Lunch break: had lunch in the canteen</td>
<td>Talked with colleagues</td>
<td><em>Yes</em> 13</td>
</tr>
<tr>
<td>11.40-11.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11.50-12.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.00-12.10</td>
<td>Lunch break: went to the supermarket, by foot</td>
<td></td>
<td><em>Yes</em> 21</td>
</tr>
<tr>
<td>12.10-12.20</td>
<td>Lunch break: bought food</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.20-12.30</td>
<td>Lunch break: went back to work, by foot</td>
<td></td>
<td><em>Yes</em> 21</td>
</tr>
<tr>
<td>12.30-12.40</td>
<td>Regular work (first job)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.40-12.50</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12.50-01.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Notes:*
- 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.
- Mark "yes" by crossing up to 9 household persons that you know.
- Distinguish between travel and the activity that is the reason for travelling.
- Only one main activity on each line!
<table>
<thead>
<tr>
<th>Time, pm</th>
<th>Activity 1</th>
<th>Activity 2</th>
<th>Mode of transportation</th>
<th>Mark &quot;yes&quot; by crossing</th>
</tr>
</thead>
<tbody>
<tr>
<td>04.00-04.10</td>
<td>Bus from work to the day care centre</td>
<td>Planned a birthday party for my son</td>
<td>913</td>
<td>371</td>
</tr>
<tr>
<td>04.20-04.30</td>
<td>Talked with the child minder</td>
<td>Helped the children dressing</td>
<td>384</td>
<td>381</td>
</tr>
<tr>
<td>04.30-04.40</td>
<td>Went to the grocery, by foot</td>
<td>Talked with my children</td>
<td>938</td>
<td>383</td>
</tr>
<tr>
<td>04.40-04.50</td>
<td>Bought food for my family and my neighbour</td>
<td>361</td>
<td>425</td>
<td>21</td>
</tr>
<tr>
<td>04.50-05.00</td>
<td>Went home by foot</td>
<td></td>
<td>936</td>
<td></td>
</tr>
<tr>
<td>05.00-05.10</td>
<td>Delivered food to my neighbour</td>
<td></td>
<td>425</td>
<td></td>
</tr>
<tr>
<td>05.10-05.20</td>
<td>Put own food in fridge</td>
<td></td>
<td>324</td>
<td></td>
</tr>
<tr>
<td>05.20-05.30</td>
<td>Cooked supper</td>
<td>Listened to the radio</td>
<td>311</td>
<td>831</td>
</tr>
<tr>
<td>05.40-05.50</td>
<td>Had supper</td>
<td>Talked with my family</td>
<td>021</td>
<td>511</td>
</tr>
<tr>
<td>06.00-06.10</td>
<td>Cleared the table</td>
<td></td>
<td>313</td>
<td></td>
</tr>
<tr>
<td>06.20-06.30</td>
<td>Had a rest</td>
<td></td>
<td>531</td>
<td></td>
</tr>
<tr>
<td>06.30-06.40</td>
<td>Watched TV with my children</td>
<td>Knitted</td>
<td>821</td>
<td>333</td>
</tr>
</tbody>
</table>

**What were you doing?**
Record your main activity for each 10-minute period from 04.00 pm to 07.00 am!

**What else were you doing?**
Record the most important parallel activity.

**Were you alone or together with somebody you know?**
Mark "yes" by crossing.
GUIDELINES ON HARMONISED EUROPEAN TIME USE SURVEYS

Annex VII

Fieldwork

September 2000

1 This annex to the Guidelines has been produced by Ms Iiris Niemi and Mr Hannu Pääkkönen, Statistics Finland, under a contract with Eurostat.
## Content

1. **Management of Fieldwork by the NSI** ............................................................... 5  
   1.1 Recruiting Interviewers .................................................................................. 5  
   1.2 Proposed Scheme for Training Interviewers .................................................. 5  
   1.3 Delivery of Materials .................................................................................... 6  
   1.4 Supervising the Fieldwork .......................................................................... 6  

2. **Interviewer Tasks** .......................................................................................... 7  
   2.1 Setting a Time for the Household Interview ................................................. 7  
   2.2 Postponement of Diary Days ........................................................................ 7  
   2.3 The Interview .............................................................................................. 8  
   2.4 Reminding of Diary Keeping ................................................................-------- 8  
   2.5 Collection of Diaries ..................................................................................... 8  
   2.6 Checking, Completion of the Diaries ............................................................. 8  
   2.7 Guidelines on Diary Keeping ....................................................................... 10  
   2.8 Proposed Work Schedule for the Interviewers ............................................ 11  

3. **Coding** ........................................................................................................ 12  
   3.1 Proposed Scheme for Training of Coding Personnel .................................... 12  
   3.2 Supervising the Coding ............................................................................... 13
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.
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

---

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
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 week, day 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 Iiris Niemi iiris.niemi@stat.fi and Hannu Pääkkönen 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

Basic Tables

September 2000

1 This annex to the Guidelines has been produced by Mr Klas Rydenstam, Statistics Sweden, under a contract with Eurostat.
Content

1 GENERAL VIEWS ........................................................................................................................................... 5
  1.1 ANALYSIS VARIABLES ................................................................................................................................. 5
  1.2 STATISTICS, MEASURES ................................................................................................................................. 5
  1.3 CLASSIFICATION VARIABLES, POPULATION DOMAINS ........................................................................... 5

2 PROPOSAL IN SOME DETAIL ............................................................................................................................ 6
  2.1 TYPE 1 TABLES .................................................................................................................................................. 6
      a. Analysis variable, statistics, temporal units .................................................................................................. 6
      b. Definition of classification variables and domains ...................................................................................... 7
  2.2 TYPE 2 TABLES/GRAPHS ................................................................................................................................. 9
      a. Analysis variable, statistic and domains ....................................................................................................... 9
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 lifetime, 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


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.

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>-24 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25-44 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45-64 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>65- years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>All</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 25 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Living in parents’ household</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Not living in parents' household</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single, no children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married/Cohabiting, no children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25-44 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single, no children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married/Cohabiting, no children</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents, youngest child 0-5 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married/Cohabiting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parents, youngest child 6-17 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married/Cohabiting</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single parents youngest child &lt;18 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45-64 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single, no children &lt;18 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married/Cohabiting, no children &lt;18 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>65 years or more</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single, no children &lt;18 years</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Married/Cohabiting, no children &lt;18 years</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th></th>
<th>Women</th>
<th>Men</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employed</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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):
<table>
<thead>
<tr>
<th>Main activity/ies</th>
<th>Code/s</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleeping</td>
<td>2-digit code 01</td>
</tr>
<tr>
<td>Eating</td>
<td>2-digit code 02</td>
</tr>
<tr>
<td>Other personal care, Resting</td>
<td>2-digit codes 03 and 52</td>
</tr>
<tr>
<td>Employment, Study</td>
<td>1-digit codes 1 and 2, excl. 2-digit code 22, 3-digit codes 911 and 912</td>
</tr>
<tr>
<td>Household and family care, Volunteer work</td>
<td>1-digit codes 3 and 4, excl. 2-digit code 43</td>
</tr>
<tr>
<td>TV</td>
<td>2-digit code 82</td>
</tr>
<tr>
<td>Other mass media</td>
<td>1-digit code 8, excl. 2-digit code 82</td>
</tr>
<tr>
<td>Free time study, Participatory activities, Entertainment and culture, Hobbies and games, Sports</td>
<td>2-digit codes 22, 43, and 52, 1-digit codes 6 and 7</td>
</tr>
<tr>
<td>Social life</td>
<td>2-digit codes 51</td>
</tr>
<tr>
<td>Travel</td>
<td>1-digit code 9, excl. 3-digit codes 911, 912, 995, 999</td>
</tr>
<tr>
<td>Other, unspecified</td>
<td>3-digit codes 995, 999</td>
</tr>
</tbody>
</table>

**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**
Annex IX

Estimators

September 2000

1 This annex to the Guidelines has been produced by Mr Paavo Väisänen, Statistics Finland, under a Eurostat contract.
Content

1 INTRODUCTION ......................................................................................................................... 5

2 WEIGHTING ............................................................................................................................. 5
   HOUSEHOLD WEIGHT .................................................................................................................. 6
   DIARY WEIGHT .......................................................................................................................... 6

3 NON-RESPONSE ADJUSTMENT .............................................................................................. 6
   UNIT NON-RESPONSE OF HOUSEHOLDS .................................................................................. 6
   UNIT NON-RESPONSE OF INDIVIDUALS .................................................................................... 7
   ITEM NON-RESPONSE ................................................................................................................ 7

4 STANDARD ERRORS .................................................................................................................. 7

5 ESTIMATORS OF BASIC CHARACTERISTICS ......................................................................... 7
   AVERAGE TIME PER DAY SPENT ON AN ACTIVITY ................................................................... 7
   PROPORTION OF DOERS I.E. PERSONS WHO PERFORMED AN ACTIVITY ............................ 8
   THE AVERAGE TIME USED ON AN ACTIVITY ON A SPECIFIC DAY OF THE WEEK ............... 8
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 ($\hat{\mu}$-estimator) $\hat{T}_y$ of the total $T_y$ of a variable $y$ $T_y = \sum_i y_i$ is

$$\hat{T}_y = \sum_i \frac{s_{yi}}{\pi_i} = \sum_i w_i y_i$$

where $\pi_i$ 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 \( \hat{\pi}_y \) (Särndal et al., 1992) is

\[
V(\hat{\pi}_y) = \sum \sum (\pi_{kl} - \pi_k \pi_l) (y_k / \pi_k) (y_l / \pi_l)
\]

The unbiased estimator of the variance is

\[
\hat{V}(\hat{\pi}_y) = \sum \sum (1 - \pi_k \pi_l / \pi_{kl}) (y_k / \pi_k) (y_l / \pi_l)
\]

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 \( p \) (\( p_i = 1, 2 \)).
The weighted mean of an activity of a person $i$ in a day is

$$\bar{a}_i = \frac{2}{p=1} v_{pi} a_{pi}$$

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.