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## **METHODOLOGY REPORT TIME USE SURVEY**

Grant project number GP 12-16: „Preparatory work to review the harmonised European Time Use survey for the implementation in the round 2020“



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## INTRODUCTION

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Time Use Survey (abbr. TUS) is a sample survey focused on data collection on how people spend their time. It is implemented by countries all over the world. Household's members are taking part in survey to provide basic information about household and about yourself. Then they receive special forms i.e. Diaries, in which they record the activities during selected days and also information about activities in the order in which they performed it during day. This is challenging survey, therefore it usually takes place every 10 years.

In Europe, this survey is known as Harmonised European Time Use Surveys (abbr. HETUS). Upcoming wave of survey is planned by European Statistical Office (hereinafter referred to as „Eurostat“) in 2020 and on voluntary basis of member states. In 2030 the implementation of the survey is assumed according to the new framework regulation IESS. The latest guidelines for this survey were issued by Eurostat in 2008 [1].

On this basis Eurostat announced call for grant project „Preparatory work to revise the harmonised European Time Use Survey for the implementation in the round 2020“ in 2016, where also Statistical office of the Slovak Republic (hereinafter referred to as „SO SR“) get involved in it.

SO SR has only minimal experience with this kind of survey. Therefore, one of the aims of participation in the grant project was to study the available literature about realization of this survey in member states of the European Union (hereinafter referred to as „EU“), also in the other countries and prepared methodology report.

The report is divided into two section. The first section is focused on implementation of Time Use Survey in selected countries. Within European Union member states in particular regarding the survey done after second wave of harmonization HETUS, i.e. after year 2008. Within countries outside EU, we focused on survey realized in Australia and New Zealand because of methodology of data collection in these countries is similar to European countries. It means the data from respondents are obtained directly during fieldwork by filling out paper Diary<sup>1</sup>. Annex 1 contains Overview table about implementation Time Use Survey in selected countries.

The second section deals communication strategies and respondents addressing in sample surveys in Slovak republic. Also contains ways of addressing respondents in TUS in selected countries and new options of addressing respondents such as video on youtube and social networks. Annex 2 contains General instructions for interviewers in fieldwork. The Statistical Office of the Slovak Republic besides the letters to the households sent letters to representatives of towns and municipalities based on the positive experiences with addressing respondents and spreading information about survey. Annex 3 contains template of letter

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<sup>1</sup> Canada and USA wasn't included to the report, where the data are obtained from respondent by controlled telephone communication – Computer Assisted Telephone interviews (CATI).

sending to representatives of town and municipalities. Annex 4 consist of template of letter sending to households.

# I. IMPLEMENTATION OF TIME USE SURVEY IN SELECTED COUNTRIES

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## 1. HISTORY OF SURVEYING

Studies based on time use survey are dating back up to 1900, when there was realizing a social survey about living conditions of families of working class. Information about use of time were used mainly by researchers till year 1960. Since year 1970 more and more attention has been drawn by policy makers to these data [2].

More information about history of surveying TUS can be found in a publication by a Finnish expert on TUS Mrs. Iiris Niemi: Time use of woman in Europe and North America [3].

The first international harmonised study on Time Use Survey was coordinated by Alexander Szalai<sup>2</sup> in 1960. Harmonised methodology of the year 1965 and 1966 was adopted by countries in Europe, North America and South America [5].

In the 90's of the last century has begun discussion EU Member States on the need for comparability between national Time Use Survey data. In December 1994 the Statistical Programme Committee (SPC) made a decision to harmonise these surveys and prompted Eurostat to preparation guidelines for Time Use Survey in EU countries. On that basis, in the year 1996 a series pilot surveys were carried out in nine EU Member States and nine Central Eastern European countries. The final report was represented in autumn 1998. Planning a pilot surveys was mainly carried out in cooperation with Finland, Sweden and UK. The results showed that the harmonisation of Time Use Survey is feasible despite the differences between countries [6].

Based on pilot surveys, discussions with experts from national statistical offices and with the support of the Economic Commission for Europe, the first version of the HETUS has been available since 2000. It has become a cornerstone of the harmonisation process. In June 2005 was created TUS working group due to request of EU Member States for a guidelines revision. The outcome of the consultation process with national statistical offices was a revised guidelines document issued in 2008 [1].

The upcoming wave of the HETUS survey is scheduled in year 2020. In this regard is prepared the revision to capture trends resulting from lifestyle changes, new technologies, and also the revision classification of activities.

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<sup>2</sup> Alexander Szalai – an internationally regarded mathematician, who had the vision to understand how applying the full measurement properties of the classic quantitative variable of time to how people spend it, it had a huge scientific, policy and philosophical implications. [4]

## 2. OBJECTIVE OF THE SURVEY

Time Use survey is statistical survey with aim to determine how people spend time and how they divide it between activities such as pay work, household and family care, personal care, voluntary work, social life, travel and hobbies [7].

Time Use survey results are used by workers within policy, science and economic, in sphere such as gender equality, family, social area, transport policy and cultural policy, etc.

The literature shows that this survey can be source of data, especially:

1. Leisure time,
2. Unpaid housework,
3. Gender disparities in the use of time
4. Volunteering
5. Subjective well-being.

SO SR has only minimal experience with this kind of survey. Issues of the above mentioned topics are concerned by newer researches and surveys on national level. The best known in Slovakia is interdisciplinary survey of unpaid work. Details of this survey shows relevant literature [8, 9, 10].

Within gender disparities is necessary to focus primarily on understanding how women and men are using time and identify way of gender differences in time using during various areas of life cycle.

### 2.1 Measurement of unpaid work

Topic of unpaid work in households in Slovakia was dealt with Matej Bel University in Banská Bystrica. They realized the survey within project VEGA 10935/13<sup>3</sup> *Unpaid work as a potential source of socio-economic development and determinant of individual well-being* in years 2012-2016. According [8] it was a household survey, Table 1 shows more details.

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<sup>3</sup> Project VEGA 10935/13 is available online: <https://lms2.umb.sk/course/view.php?id=974> [14. 3. 2017]

**Table 1** *The survey objectives and content of Unpaid work as a potential source of socio-economic development and determinant of individual well-being, 2012-2016*

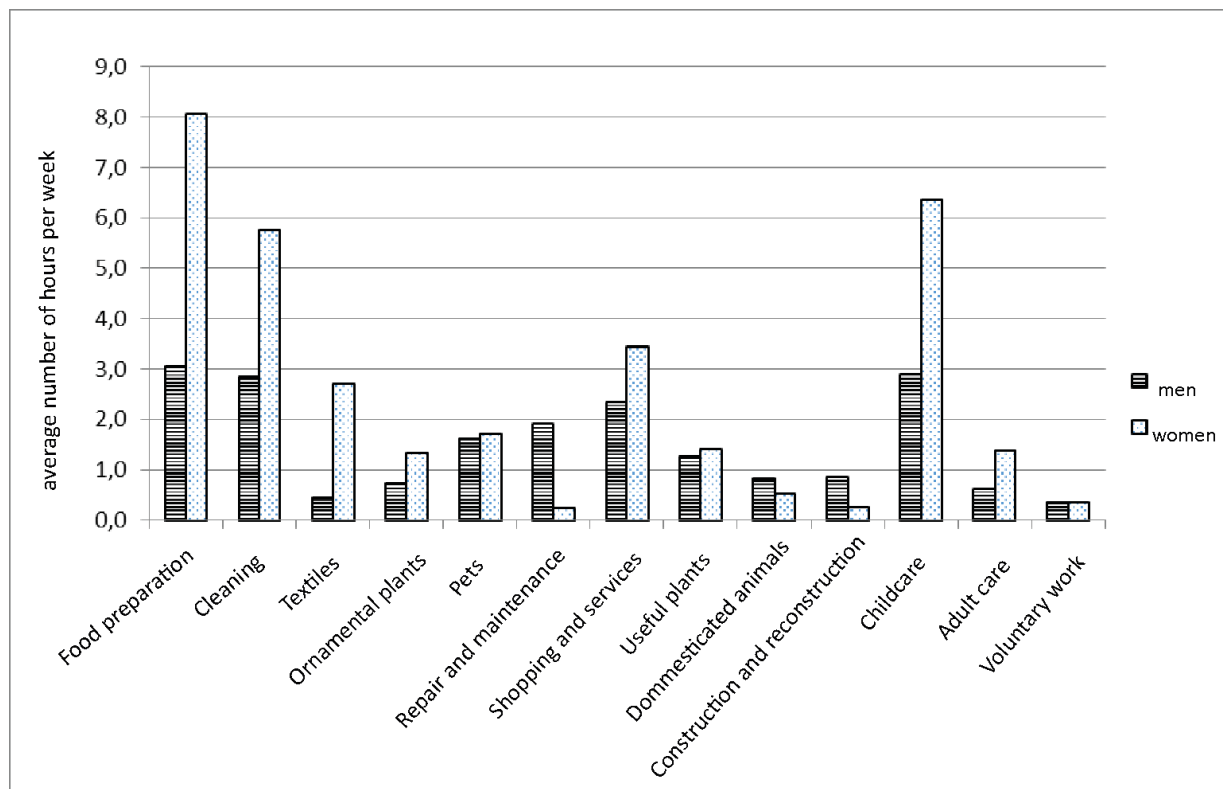
Year of data collection	Number of interviewed households	Number of interviewed respondents	Objectives and content of the survey
2012	1 564	4 435	basic knowledge of volume, structure of unpaid work of individuals as well as households as a whole, motives, attitudes and expectations of its development
2013	861	2 247	volume and structure of unpaid work of households, determination of households attitudes to the possibility to substitute unpaid work in household by market services
2014	1 143	-	usage alternatively disuse of paid market services, frequency of use and reasons that lead to this households attitude; separate module was intended to potential demand on scale specification and financial subsidy that households would be willing to pay for a specific service
2015	1 854	5 120	structure and scale of unpaid work, motives for its implementation, attitude towards existing status, material equipment of household and individual well-being of individuals
2016	1 753	4 855	structure and scale of unpaid work, use of services, potential demand on services, attitude and motives of households towards refusal to substitute unpaid work in household by market services

Unpaid work in the widest sense included wide range of activities which are performed by household's members for their own needs or for needs of outside household and for which households members do not receive a financial reward. Exceptions may include activities related to breeding livestock, growing of useful plants, building and repairing house, whose results may become subject of sale on market under certain circumstances. In [9] there are show another definitions of unpaid work, e.g. Picchiová (2003), Antonopoulus (2009), Glossary of gender terminology (2012).

Chart 1 shows a structure of weekly volume of unpaid work according individual activities and gender in Slovakia in year 2013 [9].



**Chart 1 Structure of weekly volume of unpaid work according individual activities and gender in Slovakia in year 2013**



According to Kika and Martinkovičová, obtained data calculated on whole population and year quantify the value of unpaid work done in households and its share in the total volume of GDP created in Slovakia in the corresponding year [9, p. 479].

## 2.2 Voluntary work

According to survey methodology described in voluntary monograph in Slovakia [12], the voluntary activities can be divided into informal and formal voluntary activities.

The document sets following typologies and categories:

**A Typologies of formal voluntary works (number next to the activity represents category number):**

- Organization or assistance with the realization of activity or event (2)
- Administrative activities, office work (2)
- Obtaining financial resources, addressing donors, active participation in the implementation of the public collection (2)
- Lecturing activity, implementation of education, training (1)
- Providing advice (social, psychological, legal), providing information (1)
- Organization and coordination of leisure activities of children, youth, seniors, social services facilities clients (1)

- Accompanying and visiting people – social-psychological support of people in households, hospitals, hospices, social services facilities (1)
- Personal assistance (for people with severe disabilities ) – free of charge (1)
- Provide first aid, firefighting works, search and rescue (1)
- Involvement in activities focused on preserving, protecting and restoring the environment (3)
- Animal care and protection of wild animals (3)
- Works relating to maintenance, repairs or construction of equipment, real estates or cultural monuments (3)
- Providing transport/removal of material, people
- Collecting, providing and delivering food or other goods
- Actively performing function of a member of a committee or of the board of directors (2)
- Performing a trainee or referee function (1)
- Active participation in the campaign (e.g. promotion of organization, of its mission or selected topic) (4)
- Advocacy, defending the rights of certain group of people, support, help to people who have been oppressed or those who did not to know how to reach what they were entitled to (3)
- Interpreting and translating (2)
- Publicizing and public relations, e.g. preparation of press conference, preparation of reports for media, communication with media, contacting media, performing in media (2)
- graphic works, e.g. creation of promotional materials, invitations, annual reports (2)
- Preparing and managing web pages, facebook pages, searching information through internet (2)
- Participation – free participation in public decision-making in solving public issues, interests and/ or policy making at local, regional, national and European level (4)
- Any other form of help, which is not covered by the above

#### **B. Categories of formal voluntary works:**

1. Provide direct personal help to individuals and groups within organization, in households, in the streets;
2. Assistance in keeping the organization and meet its mission
3. Protection, care and defense of the interests of the group of people, the environment, animals and cultural heritage;
4. Participation

**C. Typology of informal** voluntary works (number next to the activity represents category number):

- Keeping in touch with someone who needs it (personal visits, phone calls, emailing) (2)
- Help with housework – e.g. cooking, cleaning, washing, painting, help with repairs in households, works in garden or other housework (1)
- Assistance with shopping, with transporting to the shop or in meeting (1)
- Repair and maintenance within small housing repairs (1)
- Childcare, providing a supervision of children (1)
- Providing personal care and accompanying someone who is sick, old or need this kind of help for some others reasons (e.g. providing emotional support, hygiene, visiting, assistance with dressing, ...) (2)
- Property care or pet care at a time when its owner is travelling (1)
- Help with small administrative work such as writing a letters, filling the tax return, filling some other forms, help with bank interest, paying bills or searching for information (2)
- Representing ( e.g. representing a person in an office or in an institution) (3)
- Transporting or accompanying someone (e.g. to hospital, at some event) (2)
- Help to people who have been oppressed, threatened, who did not to know how to reach what they were entitled to (3)
- Work in favor of the environment, surroundings, community, animals (4)
- Any other activity

**D. Categories of informal** voluntary works:

1. Help of neighbors;
2. Providing services, service activity;
3. Advocacy activities;
4. Work in favor of the environment, community, animals

## 3. SURVEY METHODOLOGY

### 3.1 Reporting unit

According to the HETUS 2008 [1] guidelines, reporting units are households and members of households. The aim is to collect data of time use of each household member in age 10 years and more. If it is not possible to keep this recommendation, the minimum age limit is 15 years. Members of households are people living at the same address, sharing the household budget, especially food and housing expenses.

Despite the Eurostat recommendations, the minimum age limit is different in each countries. For example in Finland [13], Greece [14], Germany [15, 16], Poland [17], Austria [18], Spain [19], there were interviewed households member in age 10 years and more, in France [20, 21] in age 11 years and more, in United Kingdom [22] in age 8 years and more, while the

respondents in age from 8 to 13 years filled out simpler version of Diary and Individual Diary in the United Kingdom ( in some cases they used a proxy interview with another member of household). In Italy were participated in survey households members from 3 years and parents could fill out the Diary instead of children in age from 3 to 10 years. The sample in Swedish survey [25] consisted of individuals registered in Sweden aged 15 to 84 years. These people were addressed and if they have wife/husband/partner were also included in survey. The survey was not attended by all household's members.

In Australian Time Use Survey [26] the reporting unit is defined as the usual residents of private dwelling aged 15 and more over across the Australia with the exception of very faraway dwellings. The private dwellings are considered also houses, apartments, housing units, caravans, motorhomes, garages, tents and other structures that were used as residential place at the time of the interview.

In Time Use Survey in New Zealand [27] the reporting units were residents aged 12 and more years residing in the household. The household was composed of one person (usually a single resident) or two and more people, whose were living together and sharing equipment of private household (e.g. food, bathroom, living room, etc.) The condition was that at least one household member was aged over 15 years.

Excluding of the Time Use Survey in selected countries were members of collective, institutional facilities such as hospitals, psychiatric hospitals, correctional facility, guest house, college and etc.

In HETUS 2008 guidelines [1] it is recommended that a cost-effective form of reward be given to each household for all participating members a pen as a gift. In United Kingdom [22] the respondents were motivated by 5 and 10 pound shopping voucher<sup>4</sup> for the delivery of completed Diary. In Australian survey [26] every respondents received a small gift – notepad and pen, which also were used to record their activities.

From the experience of the sample survey in Slovak republic it shows that the motivation of respondents is enormously important for participation in the survey. Except for informing citizens and providing reliable information about survey e.g. through web page of statistical office, newspapers and radio, well-designed promotional materials such as leaflets, as an effective form of reward in surveys in Slovak Republic proved a financial reward of respondents or small gifts with the logo of statistical office such as pens, keychains etc.

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<sup>4</sup> In the survey of United Kingdom respondents received 5 pounds per person as reward; if there were more households members and all of them aged 8 and more years and they delivered completed Diary, then they received 10 pounds. After reassessing the response rate of the fieldwork survey in 1st quarter of 2014, the shopping voucher of 10 pounds was offered to each respondent from July 2014.

## 3.2 Data collection tools

Household's data and data of households members are surveyed by trained interviewers through PAPI and CAPI data collection. Specific information on the use of time is recorded by each household's members into special forms – Diaries.

Countries such as Finland [13], France [20, 21], Greece [14], Germany [15, 16], Poland [17], Austria [18], Spain [19], Sweden [25], Italy [23, 24], United Kingdom [22] collected data on time use according to Eurostat (HETUS 2008) guidelines through forms:

- **Household questionnaire**, where the interviewer records household data through face-to-face interview with person who knows the situation well in household. Questionnaire has a simple structure, group of topics are indicated by specific titles; questionnaire has a core variables, other questions are voluntary i.e. it is on consideration of each country whether they will involve these questions to the survey.
- **Individual questionnaire**, where the interviewer records data of individual household members through face-to-face interview; if the household member was absent at day of interview, the questionnaire could be filled through phone interview or through proxy interview (less suitable solution). Questionnaire has more complicated structure, there are also open questions and under the each question is corresponding coding system.
- **Diary** is the main tool of data collection, respondents record data of their activities into this diary, which they performed during specific days, called diary days.
- **Weekly schedule of working time**, it is filled by all household members aged 15 and over, who carried on paid job during the reference week, work for themselves or in family business, or they were missing at work during all days of reference week or part of reference week. The schedule consists of one page which can be a part of Diary (generally added at the back of the first day of diary) or on a separate page (TUS Greece, Italy). The first day of the weekly schedule of working time should be the same as the first day intended to fill Diary, regardless whether it was a working day or weekend day.

In Italian survey [23, 24], the forms are colour differentiated and accordingly also named:

- **Modello ARANCIO** contained questionnaire of family and questionnaires for four people, if there were more people the questionnaires were added,
- **Modello AZZURRO** – Diary,
- **Modello BLU** – Weekly schedule of working time

In the weekly schedule of working time respondents recorded the working time of all paid jobs by drawing a line through the relevant time slots. If the job was not performed in specific day, respondent made a cross in a square "I did not work". It was distinguished between information "no work" and "no response". Unpaid breaks was not included in to recording ( e.g. lunch break) or time spent travelling to work and from work. The page contained also the information box whether the weekly schedule of working time was usual or unusual (e.g. working person – temporarily absent at work due to temporary incapacity for work, etc.)

In Sweden [25] the basic household data and individual data were surveyed through phone call,

activities were recorded into the Diary by respondents.

In New Zealand [27] the data of time use were surveyed through three questionnaires:

- **Household questionnaire** collects socio-demographic data about each household member and about relations in household.
- **Individual questionnaire** contains questions related to topics such as the highest qualifications and job of each person, performing unpaid work (for someone in own household, for someone in another household or organisation, group for the last four weeks), names of organisations or groups for which unpaid work has been done, information on if someone was paid for any cleaning or washing laundry, garden works or lawn mowing for household for last four weeks, or on the day of filling the Diary someone was paid for childcare in household, or whether the household members have been eating together at outside for last seven days.
- **Diary** in which respondent records activity data, which he/she performed during diary day. Details about who any unpaid work activities were being done for. This data was captured by the interviewer in the follow-up diary interview.

In Australia [26] the data collection was performed through two questionnaires:

- **Paper questionnaire** in which interviewer records demographic and socio-economic information about household to the extent necessary to identify population groups. It is done through interview with responsible person. Questions are divided into modules such as ethnic group, education, labour force, income, childcare, disability, Household items/services (HOUS) and IT use. To ensure compliance, the interviewers are instructed to ask questions exactly as they are formulated in the questionnaire.
- **Diary** in which respondent records information on activities performed, their nature, timing and duration.

### **3.2.1 Diary for activity recording**

Diary for activity recording is the main tool of data collection about time use. Respondents recorded all of the activities which they were performing during day to the diary. They also recorded other information related to these activities such as place where the activity was performed, presence of other persons during performing the activity, use a PC or the internet.

Name, structure and design of Diary for activity recording is slightly different in each countries. In the guidelines for HETUS 2008 [1] Eurostat recommends that the structure and content of the Diary to be fixed, i.e. that any modified version is kept to wording guideline recommendations as close as possible.

According Eurostat recommendations, the Diary consists of:

- **The cover page of Diary** with administrative items
- **Two pages of instructions on how to fill the Diary**, which should not to be too long and should be easily legible and comprehensible

- **Three pages of examples on recording activities**, which should be geared to country-specific activities and should include all relevant information on how to write down activities and fill columns
- **24-hours Diary**, divided into 10-minute period
- **Few questions at the end of the Diary**, in which respondents record additional information into the Diary at the end of the day, e.g. whether they filled the Diary correctly, whether the day of the recording was usual or unusual and questions of subjective perception of time
- **Checklist** to purpose to improve quality of the data

Format and instructions on how to fill the Diary can be adapted to the needs and specifics of each countries, but the content should be retained, i.e. formulation can be changed but not the topic or the level of detail.

The Diary will be received by respondents after data collection for the Household questionnaire and Individual questionnaire, i.e. after face-to-face interviews. Interviewer hand over the Diary to respondents and explain how to fill it. If one of the household members is not present, the interviewer hand over the required number of Diaries to the household and ask the representative of the household to hand over Diaries to missing household members and also explain how to fill it.

In the UK survey [22], the respondents were asked to complete a few test pages of Diary (including sleep). The objective was to identify any areas where further explanation is required or to encourage and motivate participants. Interviewer let household his working phone number, so that the respondent could contact interviewer in case of some questions during recording activities to the Diary.

If the interview is carried out several days before the first diary day, the guidelines HETUS 2008 [1] recommends that is appropriate to do something that helps the household remember the first diary day e.g. phone call, text messages or leave at the household a reminder card with the actual diary dates. In the UK survey [22], the interviewers asked respondents for consent to sending them a text messages (reminders), during face-to-face interview. The text message was sending by central, at the morning of the recording day. If respondents did not provide a mobile phone number, then interviewers tried to contact them through fixed phone line.

Eurostat [1] recommend **to survey data from respondents during two-diary days, one of which** should be **weekday** (Monday to Friday) and **one weekend day** (Saturday and Sunday). Respondent receives two Diaries, the selected days are written on the cover of the Diaries, it cannot be changed by respondent. In Spain survey [19], the weekday were considered Monday to Thursday and the weekend day Friday to Sunday.

Countries have generally surveyed data according recommendations, i.e. during two diary days. For example in Germany [15, 16], the data was collected during three days (two weekdays and one weekend day). In Australia [26] are used for survey two consecutive

specific days. This design allows to monitor how people behave after their intensive days, intensive day is considered the first diary day while some of the diaries days include combinations of days Sunday-Monday, Thursday-Friday, Friday-Saturday [2, p. 58].

In guidelines HETUS 2008 [1] it is strongly recommended that household's members fill Diaries for the same specified days. If one of the household members is not present at the diary day, it is recommended to postpone a filling out Diary of that household member, but no more than three weeks.

**Diary data are collected at time intervals.** The reference period of Diary is 24 hours. According guidelines HETUS 2008 [1], the Diary starts at 04.00 a.m.<sup>5</sup> and it is divided into 10-minute intervals and *respondents record activities in order in which they performed them during the day, in their own words, legible, comprehensible and sufficiently detailed.* In Spain [19] the reference period starts at 06.00 am; in Australian time use survey [26] is 24-hours divided into 5-minute intervals and the reference period starts at 12.00 am., as well as in New Zealand time use survey [27] they use 5-minute intervals. In Austria [18] the Diary is in time from 23.30 till 04.00 divided into 30-minute intervals, then followed by 15-minute intervals.

Respondent uses the „vertical arrow“ marking to identify the duration of activity in time intervals. It is recommended that respondent fills out Diary continuously, not just at the end of the day, to get quality and accurate data. It is also recommended to read guidelines and see examples on how to fill Diary before the beginning of filling out Diary [1].

Diary **contains columns** for recording **main activity** („What were you doing?“) and **secondary activity** („What else were you doing?“). The respondent decides which activity is the main and which one the secondary. Respondent records only one main activity in each line.

*The main activity* is activity performed by the respondent as primary at a certain point in time, usually it takes more time than secondary activity.

*Secondary activity* is activity performed by respondent simultaneously with the main activity.

*Location* – respondent records where he/she was at the time of activity, e.g. “at home”, “in car” etc.

*The presence of another person* – at every 10-minute interval the respondent indicates one or more boxes whether he was alone or together with somebody he/she knows.

The Diary contains also columns that record **data of location** („Where were you?“) and **presence of another person** during performing activity („Were you alone or together with somebody you know?“). The presence of another person does not necessarily meant also the performing activity together [1]. In Spain time use survey 2009/2010 [19], in Sweden 2010/2011 [25], there was a column in Diary to indicate whether the activity was done

through PC or the Internet. In UKTUS 2014/2015 in United Kingdom [22], there was added a separate field in Diary for the use of mobile devices such as smartphone, tablet, PC and

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<sup>5</sup> In English, time is perceived as a 12 hours time convention. A.m. (Ante meridiem from Latin, before midday) indicates time from midnight to noon, p.m. (post meridiem) indicates time from noon to midnight.



separate field to recording enjoyment of the activities performed <sup>6</sup>. In Italian time use survey 2013/2014 [23, 24] there was also added a column in Diary, in which respondents aged 11 and more recorded level of enjoyment of activities through scale from -3 to +3, how was the activity for them pleasant or unpleasant.

Completed Diaries were picked-up from households personally by interviewers. If it was not possible then the Diaries were sent in envelope with pre-printed address by post.

Experiences from time use survey in Greece [14] show there are some cases in which the Diaries are not completed. This is especially an older people, when they did not write down the activity sufficiently detailed or with big difficulties due to problems such as writing, language, health etc. In such cases a telephone interview or text message was needed. In the UK [22] at least 10% of the total interview were back-checked by telephone. If there were significant deviations from the standards set, a supervisor was asked to revisit the relevant address. Back-checking was carried out a maximum of 4 weeks after the interview.

Additional notes, corrections etc. are coded in the Diaries, it is recommended to use a pencil of a distinct colour [1]. For example, in UK time use survey [22] it is recommended to use pen with green colour for this purpose.

### **3.2.2 Interviewers**

The interviewers have a key role in data collection. According the guidelines HETUS 2008 [1] the interviewers who carried out Household Budget Survey could be advantage. Australian time use survey [26] was carried out by interviewers with previous experiences of surveying in households.

The interviewer's task is mainly to pass training, detailed familiarization with material of survey (guidelines and questionnaires), communication with households (addressing households, keeping in touch with the household, providing help with recording activities in Diary), check the recorded activities.

In the HETUS 2008 guidelines [1] it is recommended that all interviewers be trained on techniques of argumentation and persuasion members of selected households to participate in the survey, to study the material of survey and testing of questionnaire filling in. Good experience from other statistical offices show that it is appropriate to provide the interviewers in advance all relevant documents including envelopes (if the diaries to be send back), letters of thanks etc. During the first month of fieldworks it is recommended to check Diaries and questionnaires of each interviewer (e.g. two participating households) and provide the immediate feedback to avoid repeating mistakes, appoint a coordinator to arrange meetings with interviewers and to provide feedback to the central team to create another instructions and procedures that will be send to all interviewers.

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<sup>6</sup> Diary provided a column with a scale from 1 to 7, in which respondents indicated level of enjoyment of activities, 1 meant "not at all" and 7 "very much". This type of Diary was given only to some households in April – June 2014, after the year 2014 this type of Diary was delivered to all households.

In Spanish time use survey [19] the interviewers carried out preparatory work before the first visit in household, which involved studying the selected section, preparing material, travelling into the corresponding municipalities and locating the dwellings to be surveyed. The letter of information about selection of the household in the survey and interviewer's visit was sent to selected households in advance. The interviewers were directed by survey inspector who were appointed for each major area. Their task was manage the interviewers including the provision of training with practical part, distributing questionnaires, monitoring of receiving information from households, controlling of quality of gathered information (control of coding, recording Diaries, etc.). There were also an inspector of interviewers to support the task of the survey inspectors. They could also replace the interviewers in case of illness, holidays or another incident. The survey inspectors and interviewers inspectors have been visited the dwellings from selected section to checking the correction of specific questions for comparing the response with the original interview.

In surveys in the Slovak republic has proven that it is good idea to provide materials to the interviewers (questionnaires, guidelines, etc.) before start of the training. So interviewers can familiarize with material in advance, which facilitates the course of training and creates more space for solving methodological issues and consolidating information. As part of the training the interviewers receive detailed guidelines for compliance the methodology, visit time, discreteness, ethics of data collection and submissions of questionnaires file. Currently, training is also done through videoconferencing. Any questions of interviewers, which have not solution in guidelines and occur during the survey itself are consulted with administrator of the relevant survey. Questions with responses collected this way are displayed in the Knowledge Base to which every interviewer has access. Each survey is guided by its timetable and deadlines that must be followed by interviewers. Many sample surveys have developed its monitoring on the basis of which interviewers can see how many households have examined, how many households they still have to visit, etc.

Interviewers of SO SR have experiences from interview with respondents from different types of surveys, they know the way of asking questions, way of explaining methodology to respondent and they also know how to deal with difficult situation such as when respondent refuses to answer or respondent behaves insensitively to interviewer. For each surveys, the SO SR prepared internal material named "*General guide for fieldwork of interviewers*" (Annex 2), which serve as working aid for interviewers and also solves the mentioned situations and facts. The material contains detailed information and instructions among other things, also a section on addressing respondents.

### 3.3 Activity coding

After recording activities by respondent and collecting Diaries from households the next step is activity coding. Activity coding means assigning numeric codes to activities, which were

recorded by respondents in their own words. Codes are assigned by trained interviewers according Activity coding list<sup>7</sup>.

Since it is a demanding work and recorded activities should be coded uniformly as much as possible, according guidelines HETUS 2008 [1] it is recommended to create and train a separate team of staff. It is not recommended that activities to be coded by employees in regions or by interviewers. Activity coding is preceded by detailed familiarization with guidelines, questionnaires, employee team training including test of activity coding. Coded Diaries should be inspected until the required and acceptable quality is achieved. Consultations employees of coding team with superior are also important as well as solving methodical questions, some ambiguities, changes in coding list, etc.

In Austrian time use survey [18], there were realized regular meetings due to feedback and unified coding. Specific questions have solved at these meetings. Coordinated Diary processing allows to Activity Coding List continuously supplement examples with detailed description which led to create a more detailed and expanded list. In order to keeping the full objectivity of coded activities, it was recommended that data in Diary to be received as they were recorded, without interpreting information or situation which employees who assigning codes to activities know from their own life.

Also in Australian time use survey [26] there was intended employee whose task was inspecting activity codes to improve the quality of activity coding and knowledge of the rules. Differences between coded activities were compared and feedback were provided regularly to employees who assigning coded to activities.

In order to avoid mistakes in survey in Sweden [25] (e.g. it could happen that the coder did not correctly understand described activity and so assigned a wrong activity code) data passed through the special audit.

In UK time use survey [22] in order to assess the quality of the coding process a few coders were asked to code the same diary with more than 1 100 entries. The dummy diary contained false data that coders were not aware that are not genuine. This test allowed to evaluate different aspects such as the consistency amongst the coders and accuracy of the coding.

Based on the materials studied, it shows there are codes where it can be easy to make mistake and exchange the codes. To reduce coding mistakes, it is important training of activity coding and experiences of coders. Practical exercise like activity coding, feedback and communication between coder and superiors are effective.

### **3.3.1 Activity Coding List**

Activity Coding List is one of the basic elements of time use survey. Inclusion of activities into each categories of Activity Coding List is important for creating image of activities which respondents record through their own records in Diaries.

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<sup>7</sup> It was created Activity Coding List 2008 for HETUS 2008 [1].

Harmonised Activity Coding List for HETUS was created on basis of pilot surveys, as part of harmonisation of European Time Use Survey, completed in 2000, the revised version was issued in 2008.

The list consists of activities organized into categories. In the Activity Coding List HETUS 2008 [1] is 10 categories. Categories have an assigned numeric code according the level, in HETUS 2008 is three level category.

**Example of three level activity coding, HETUS 2008:**

0 PERSONAL CARE  
01 SLEEP  
011 Sleep  
012 Sick in bed  
02 EATING  
021 Eating

*Categories of Activity Coding,  
HETUS 2008 (the first level)*

- 0 Personal care
- 1 Employment
- 2 Study
- 3 Household and family care
- 4 Voluntary work and meetings
- 5 Social life and entertainment
- 6 Sports and outdoor activities
- 7 Hobbies and computing
- 8 Massmedia
- 9 Travel and unspecified time use

Activity Coding List in United Kingdom [22] was prepared on the basis of the HETUS 2008, the category level is three, the third level is coded with 4-digit numeric code.

Australian time use survey 2006 [26] also use classification of activities with ten categories of three-level activities. This classification differs from Activity Coding List HETUS 2008 in the organization of activities. The first level contains also codes of the second level related to communication and associated traveling.

*Categories of activity coding  
Australian time use survey 2006 (the  
first level)*

- 0 No activity
- 1 Personal care activities
- 2 Employment related activities
- 3 Education activities
- 4 Domestic activities
- 5 Child care activities
- 6 Purchasing goods and services
- 7 Voluntary work and care activities
- 8 Social and community interactions
- 9 Recreation and leisure

## II. COMMUNICATION METHODS OF RESPONDENT ADDRESSING

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The success of the survey, quantity and quality of the data depends on the willingness of the respondents to take part in the survey, especially their willingness to provide true and complete data. This part of the study focuses on method and evaluation of procedures and experiences related to communication strategies and addressing of respondents that are used in household sample surveys conducted in the Slovak Republic and describes the experience of countries with addressing of respondent within of the implementation Time Use Survey.

The rights and responsibilities of the respondents, respectively reporting units in the Slovak Republic are regulated by Act No. 540/2001 of Legal Code. Law on State Statistics, Section § 18 Reporting Units [28].

Under this Act [ibid.], reporting units, included in the statistical survey have the right to be informed about purpose and scope of the survey, about the measures of the data protection provided within statistical survey and about their rights and obligations. They are also obliged completely, truthfully, in the established deadlines to provide the data required for statistical surveys included in the program of state statistical surveys free of charge.

The state statistics, according to valid legislation, have the possibility to impose sanctions for respondents not providing information, but sanctions is not solution from point of view of the need to obtain information, because they do not replace the necessary data but they are only a repressive tool against the respondent.

A more effective way as seeking data through the law, is to disseminate information about survey, i.e. to inform both respondents and the general public about survey through various

### 4. RESPONDENT ADDRESSING OF SAMLPE SURVEYS IN THE SLOVAK REPUBLIC

In surveys carried out in the Slovak Republic, the Statistical Office of the Slovak Republic uses several communication strategy tools towards respondents, which have proven themselves in practice.

#### 4.1 Informative Report

Before implementation of fieldwork related to survey, the Statistical Office of the Slovak Republic give an information report about the survey on its website in advance. The notice about informational message is located at the top of the home page of the SO SR, so called "Headline". After clicking of the notice, the full text of the informative message will open and, in the case of major projects such as census, a separate website will open with information. The report contains basic information about the survey, such as its characteristic, course,

deadlines in which it will be taken place and contacts on the Statistical Office of the Slovak Republic, the speaker of the Statistical Office and the Information Service. The text of the report is compiled in such a way, to be understandable not only for the professional public and for the media, which often use it, but primarily for the general public. The text is compiled by the survey coordinators together with speaker of the Statistical Office. This form of information and communication with the public and the media has proved very good in practice. On the one hand, it serves as a notice for the survey, on the other hand it is easily accessible to users, it provides them basic information and characteristics about the survey, and contacts on responsible staff for answering other possible questions.

**Illustration 1 Notice about informative message on the website of the Statistical Office of the Slovak Republic**

The screenshot shows the website of the Statistical Office of the Slovak Republic. At the top, there is a header with the logo and name of the office, and a navigation menu with categories like Statistics, Databases, Products, Services, Metadata, Surveys, and About us. A search bar is also present. The main content area features a featured article titled "Eurostat's user satisfaction survey on Energy Statistics" with a sub-headline "The Satisfaction Survey for Users of Energy Statistics". The article text states: "European Statistical Office Eurostat has launched the satisfaction survey for users of energy statistics with the aim to assess, ... More". To the right, there is a sidebar with a bar chart titled "GDP growth rate" showing data for 2012, 2013, 2014, 2015, and 2016. Below the chart are links for "Unemployment", "Inflation rate", and "Average monthly wage". At the bottom of the sidebar is an "Event calendar" for July 2017.

Year	GDP growth rate (%)
2012	1.8
2013	1.5
2014	2.5
2015	3.8
2016	3.2

July 2017						
Mo	Tu	We	Th	Fr	Sa	Su
26	27	28	29	30	1	2

Source: [www.statistics.sk](http://www.statistics.sk)

## Illustration 2 A demonstrative example of an informative report on the website of the Statistical Office of the Slovak Republic

The screenshot shows the website of the Statistical Office of the Slovak Republic. At the top, there is a navigation bar with links for 'Slovensky', 'Contact', 'Write to us', 'Links', 'Help', and 'Text version'. There are also 'Sign Up' and 'Log In' buttons. Below the navigation bar is a header with the logo of the Statistical Office of the Slovak Republic and a background image of a bar chart and a line graph. A secondary navigation bar contains links for 'Home', 'Statistics', 'Databases', 'Products', 'Services', 'Metadata', 'Surveys', and 'About us', along with a search bar. The main content area displays a news article titled 'Eurostat's user satisfaction survey on Energy Statistics'. The article includes a small image of a wind turbine, the publisher information (Headquarters Bratislava, Publish Date: 10.07.2014), and a brief description of the survey. A sidebar on the left contains a menu with various categories like 'Contact', 'Organizational Structure', 'Certificates and rating', 'Key documents', 'History of statistics in Slovakia', 'Activities of Statistics', 'Slovak Presidency of the Council of the EU 2016', 'Open Day 2015', 'Conference "Statistics – a Mirror of Society"', 'National Statistical System', 'European Statistical System', 'Legislation', 'Disbursement of funds from the EU', and 'Website'. At the bottom of the article, there is contact information for the issuer, spokesperson, and information services.

Source: [www.statistics.sk](http://www.statistics.sk)

### 4.2 Letters for towns and municipalities

Within preparing of the sample survey implementation, a file of reporting units (households) is selected by statistical methods. A database of dwelling households of the Population and Housing Census is sample frame. In this way, a sample is obtained, representing a file of reporting units - i.e. households, which will be addressed by the interviewers within this survey.

From the file of reporting units a list of the towns and municipalities, in which the survey will be carried out, is created and these ones are centrally addressed by the letter, formulated for this purpose, so called "Letter for towns and municipalities". The example of the letter is showed in Annex 3.

The letter together with the promotional material (e.g. with survey leaflet) is sent directly municipal authority to mayors of towns and mayors of municipalities included in the survey, approximately 14 days before the date of the survey implementation. The letter provides an

information on what surveys will be conducted in the given city or municipality, under what legislation, what sense it has, the reference period and the city or municipality are asked to cooperate in conducting the survey through this letter. The conclusion of the letter includes the thanks to mayors of towns and mayors of municipalities for willingness, patience and understanding.

This way of communication with the representatives of towns and municipalities proved in practice. Towns and municipalities are helpful to the interviewers, they provide data on selected households, in order the selected household could have been addressed by the interviewer through "household letter" (Annex 4) sent by mail.

The addressed towns and municipalities use information from letters and leaflets to inform population about survey implementation through their websites, local radio, notice boards on the official boards of the authorities, local newspapers, and local or regional televisions.

Informing citizens about inclusion their town or municipality in the survey increases the credibility of the survey, facilitates the work of the interviewers and thus ensures more efficient data collection.

### 4.3 Letter for household

The letter contains the same requisites as a letter for towns and municipalities, further to the households under the laws in force guarantees confidentiality about the collected data, provides telephone and e-mail contact on the interviewer, the date on which the interviewer will visit the selected household and also the contact on the responsible person, respectively head of data collection department from the fieldwork surveys<sup>8</sup>, where respondents can verify the credibility of statistical survey. The letter is sent to the household for approximately 5 to 7 days before the first visit of the interviewer and together with letter, a promotional leaflet about survey is also sent to the household. The example of the letter is stated in Annex 4.

In practice, telephone contact with the head of staff and sending of promotional leaflets with information about survey and contacts on the Statistical Office of the SR proved to be good, as respondents (especially older people) quite often verify the credibility of the survey.

Phone contact on the owner enables households, respectively respondents to agree on the date of the visit at a convenient time, what also increases the efficiency of data collection.

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<sup>8</sup> The Slovak Republic is administratively divided into the eight autonomous regions; in each region is established the Department of sample surveys statistics of the Statistical Office of the SR, which belongs to the Section of data collection and data recording in industry and sample surveys in Banská Bystrica.



## 4.4 Households addressing through the media

Another tool used for informing the public about surveys at the national level is informing through press conferences, discussion sessions and interviews on television and radio, whether public, local or regional.

Experience shows that after sending a letter to towns and municipalities and publishing information about the survey on the website of the Statistical Office of the SR, editors of local or regional newspaper and television, contacts the Office regarding the interview or the provision of further information into a report or message. This collaboration increases citizens' awareness and facilitates the fieldwork of interviewers.

## 4.5 Conclusion

Appropriate communication tools for interviewers, but also for the Statistical Office itself, respectively its credibility as an institution, are important, to some extent they contributed to facilitating the fieldwork of interviewers.

Interviewers experiences from fieldwork point to a worsening situation in data collection. They meet with problems already on the first contact with the respondent, because respondents often do not let in interviewers into their apartment for fear about their security, possibly they are not willing to communicate with them at all. Many of them, despite ongoing information campaign on the survey, are afraid of leakage or misuse of personal data if they are provided.

After finishing of the survey, some selected households are subsequently addressed by return letter, by which the Office obtains the feedback from respondents on the survey and their possible comments and suggestions can be used for further surveys.

After finishing of every survey, an evaluation report is being elaborated according to the standardized outline in which information about the entire survey in the following sections are comprehensively processes:

- **Fieldwork preparation of the survey** - ensuring of the interviewers network for surveys in individual workplaces, promotion of surveys at regional level, training of interviewers, other opinions, knowledge and experience gained during the preparation of surveys.
- Fieldwork data collection - overall evaluation of questionnaires, questions that caused negative reactions, were little understandable, time consuming, etc., overall evaluation of the manuals (instructions) for interviewers, proxy interview, follow-up of moving households or their members, the reliability of the data provided, issues related to new questions or modules, using of demonstration cards, other opinions, knowledge and experiences from fieldwork data collection.
- **Data recording to APV, overall assessment of APV, CAPI data collection, other opinions, knowledge and experiences**, gained in the survey implementation, suggestions for improvement, and so on

## 5. THE WAYS OF ADDRESSING OF RESPONDENTS IN SURVEY ON TIME USE IN SELECTED COUNTRIES

On the basis of experiences of other Statistical Offices best practices it is recommended in guideline HETUS 2008 [1] to support a participation in survey by sending letter to the selected household together with information about survey and a catchy information brochure and information how addressing of respondent. As cost effective form of reward is recommended to give a present – a ballpoint.

The letter to household in Great Britain [22] was sent several days before interviewer visit. Its contents explained purpose of survey about time use and included information about interviewer visit in a few days. In the letter for purpose of fieldwork was used the simplified title of survey „Everyday life“ for prevention of emphasis on „diary element“, which could seem like burdensome for respondents. Moreover the letter included information about selection of household into survey, about voluntariness of participation in survey, assurance about confidentiality of provided data as well as contact data and link to the web-site. The letters were sent centrally, interviewers had at disposal template of letter and several reserves copies of letters.

In Spain the letters for households [19] included information about selection of household into survey and information about interviewer visit.

The households in France [20, 21] were addressed by letter in which were informed about implementation of survey and its importance.

Italian families [23, 24] also received letter several days before the first visit firstly, so called „letter for family“. The letter was signed by president of Istat. The letter contained information about survey and phone free line, on which families could provide information about their availability and obtain information about survey. The free-line was always active on Tuesday and Thursday from 10.00 to 13.00 h.

Information, or introductory letter in Greece [14] was sent to household approximately one month before beginning survey and included information about survey and a request for cooperation and reliable providing of information.

In Poland [17] interviewers hand „letter for family „over to respondents during visit in a week, which preceded week of the beginning of survey. During this visit. Interviewer also tried to obtain an agree with participation in survey from families.

Also in survey on time use in Australia [26] firstly, selected households were addressed by letter. Through letter the households were informed about their selection into survey and they were instructed to arrange a suitable date for interviewing. Together with letter they received a booklet including information about survey, course of introductory interview and data confidentiality guarantee.

## 6. THE NEW POSSIBILITIES OF ADDRESSING OF RESPONDENTS

From the point of view of the possibilities of disseminating information and addressing of respondents, media such as social networks (Facebook, Twitter, LinkedIn, etc.) and video channels such as YouTube are got to the forefront of interest.

### 6.1 Video (YouTube)

In March 2017 conference “New Techniques and Technologies for Statistics 2017” held in Brussels where M. Jokinen from Statistics Finland presented pilot project about new mode of addressing or capture of young people regarding participation in survey [29].

In 2015 Statistisches Bundesamt showed video on Youtube from survey of time use 2012/2013 [30], in which was, by graphically understandable and attractive way, presented way of use of time of two mothers. Immediately below video there is information about survey and hypertext link on website of Statistical Office - survey on time use. The video is available on: <https://www.youtube.com/watch?v=4hpR5->

In presentation “*Tackling against non-response – new ideas in survey design in attracting respondents*” she presented pilot project, which addresses new possibilities of attracting of respondents in survey with focus on people who do have no interest or lesser interest in participation in survey, which is realized by traditional mode such as filling up paper questionnaire and so on and on young people who ignored often letters sent to households.

The author is opinion of that at the present time traditionally sent letters in household in advance or their web versions are insufficient and she asks a question how to be different in this diverse media flood? She see a solution in possibility to go in places where these people are found – internet network. For these objective the pilot project was implemented focused on group of young people. In the period before the beginning of fieldwork the new approach was used as communication through video on Youtube besides communication on websites and social networks such as Facebook, Twitter and Instagram. The group of young people were received letter. The same message, which includes letter, was dressed up into video (Youtube). The idea was to put together contents and pictures, which speak to target group, music which is composed by somebody of the same age as respondents in target group and to use language characterizing people, who spend the most of their time with mobile phones.

During fieldwork the statisticians involved in survey to get information that an interviewer sent respondents link to video through e-mail or mobile phone. Information about the sex, age, education and living area was collected among those, who got familiarize with video, and after that it was evaluated the number of video viewing and kind of video comments from the respondents and also was evaluated whether respondents, who do not want to participate, saw video at all?

At the same time information about rest of sample who did not link from interviewer was collected.

By author there are number of questions that needs to be answered, for example whether there are some signs that the video helped to get more people for survey, whether video motivated interviewers, whether it was for example easier to approach young people or someone else from sample or whether respondents, who do not want to participate, saw video at all? Another goal of video was propagation so that people make more aware of statistics and research activity. By Jokinen should be a proposal of presenting of survey for respondents modern and attractive so that there was not loss and lack of interest of respondents.

Many Statistical Offices have already used possibility publishing information about statistics through videos on Youtube. Videos are easy to access and share through social networks of Statistical Offices and so they are easy disseminated among users of Statistical Offices and potential respondents.

Below video there can be located informative text and link to website, and so another information are available for users.

The use of video has also another advantage – easy and fast dissemination of information among users via smartphones and applications intended for communication as example Viber, Messenger, WhatsApp, which interconnected users in real time.

But to do that, video had satisfactory audience, it must fulfil specific criteria:

- Video content and design should correspond with goal group, for which was created,
- Video should be able to catch attention, i.e. to be interesting in something, appealing, for example by means of interesting graphical design, interesting provided information and positive tuning.

The potential could be seen in addressing popular celebrities for cooperation (for example from area of culture, sport etc.) who can attracts interest of users or addressing popular youtubers, who popularity is increasing among young people.

## 6.2 Social network

The other possibility how to communicate with respondents or how to address them are social networks. The social networks enable connection of people, companies, institutions in actual time and so simple and quick dissemination of and sharing of information also for working and marketing purpose. At the present time the social network are available not only in computers but also in mobile smartphone applications and so users can be informed practically in any time.

Almost all Statistical Offices from countries which was included in this methodical study used for communication with users social networks as Facebook, Twitter, LinkedIn.

**Table 2 Overview of social network and videochannel used by Statistical Offices included in methodical study**

Country	Social network			Chanel Youtube	Chanel SlideShare
	Facebook	Twitter	LinkedIn		
<b>Australia</b>	Yes	Yes	-	-	-
<b>Finland</b>	Yes	Yes	Yes	-	-
<b>France</b>	-	Yes	-	-	Yes
<b>Greece</b>	-	Yes	Yes	-	-
<b>Germany</b>	-	Yes	-	Yes	-
<b>New Zealand</b>	Yes	Yes	Yes		
<b>Poland</b>	-	Yes	-	Yes	-
<b>Austria</b>	-	-	-	-	-
<b>Spain</b>	-	Yes	-	-	-
<b>Sweden</b>	Yes	Yes	-	-	-
<b>Italy</b>	-	Yes	-	Yes	Yes
<b>Great Britain</b>	Yes	Yes	Yes	-	-

*Source: Webpages of national statistical offices*

## 7. SUMMARY

Communication and addressing of respondents is not always easy, but success of survey or acquisition of respondents for inclusion in survey depends largely on communication strategy.

On the basis of good practices of addressing respondents from survey in Slovak republic it follows, the more information, respondent has about Statistical Office or survey before the first survey or the first addressing, the more survey seems trustworthily and increases to willingness of respondents to participate in survey.

In this respect, well prepared brochures and leaflets with mentioned contact and responsible persons of Statistical Office of the Slovak Republic are very helpful. These contacts are suitable to annex to letter by which is addressed household or these ones are handed over to household during first visit. The well worked out, interesting and mainly transparent leaflet provides respondents of necessary information and contacts about realization of survey.

In the condition of Slovak republic it works well the sending of letters including information on survey jointly with leaflet to authority of municipalities which are included in survey. These authorities inform citizens about realization survey through local radio, television, local press or signboards and so survey on the one hand is propagated and on the second hand it increases awareness about survey among citizens. This practice substantially make easier the work of interviewers in field or in particular municipality.

The other well working communication strategy relating respondents it is display information on survey on “headline” on websites of the Statistical Office. It is necessary to information was understandable, well visible and gripping. A display on information on “headline” enables a quick access to information about survey. On the basis of experiences of Slovak republic results that these information often uses by journalists who subsequently communicate with press spokesman of Statistical office on the basis of this published informative report.

Other experience of Slovak republic is easier addressing and acquiring respondent in survey who live in village as in large city or city districts.

From point of view of more reachable access to internet (personal computers, notebooks, tablets, smartphones, smart TV) appropriate modes of addressing of respondents through internet network are more discussed. This mode of addressing can be appropriate for addressing especially young people. The young people use for communication with friends, family (conversation, text reports, sending of videos and photos) social network (for example Facebook, Instagram and so on) and application in smartphones (for example Viber, WhatsApp etc.) and spend time on social networks or internet daily. Companies and enterprises also find a potential of social networks and use them for marketing purposes, communication or addressing of potential clients, costumers and users. During searching of information we found out that most Statistical Offices which are referenced in this report have created account on social networks as example on Facebook or they displayed videos concerning statistics on YouTube. In our opinion, in order the addressing of respondents be successful through internet (publishing and sharing information, pictures with information and video) namely, to address the greatest part of target group, it should be aimed directly on this group and created directly for it.

**ANNEX 1: SUMMARIZING TABLE ABOUT IMPLEMENTATION OF SURVEY ABOUT TIME USE IN  
SELECTED COUTRIES**

**Australia: TUS 2006** (the third national survey in order previously implemented in 1997 and in 1992)

Period of implementation	Sample size	Reporting unit	Data collection / Questionnaire	List of Activity codes (classification)
<ul style="list-style-type: none"> <li>• In 2006</li> <li>• During four 13-day period selected way, that included the representative share of public holiday and school holiday</li> </ul>	<ul style="list-style-type: none"> <li>• 3 870 households</li> </ul>	<ul style="list-style-type: none"> <li>• Usual residents of private dwellings across whole Australia with the exception of very distant dwellings (coverage 98% population living of Australia)</li> <li>• For private dwellings was considered houses, flats, caravans, garages, tents and other structures, which are used for place of residence in time of interview</li> <li>• From survey population of non-private flats (pensions, retirement homes, hostels etc.) were excluded</li> </ul>	<ul style="list-style-type: none"> <li>• At first households addressed by post (letter + brochure)</li> <li>• Letter includes information for respondents about date of visit agree with interviewer</li> <li>• Respondents 15+</li> <li>• <b>Household questionnaire</b> <ul style="list-style-type: none"> <li>○ Interviewers collects data by interviewing face to face</li> <li>○ Includes information about household and its members, demographical and socio-economic data</li> </ul> </li> <li>• <b>Diary</b> <ul style="list-style-type: none"> <li>○ Filled in individually all persons in household at age 15+</li> <li>○ Two consecutive days by way writing down activities by own words – this construction make possible to record people behaviour day after intensive day (diary includes some combinations days (Sunday-Monday, Thursday-Friday, Friday-Saturday)</li> <li>○ Record in 5 minute time interval covering 24 h with beginning at 12.00 a.m.</li> <li>○ Front part of questionnaire includes instruction about filling in and page with examples</li> <li>○ Respondents got pen and writing pad, which enable continuous recording activities</li> <li>○ Activities were coded employees of office with use of detail classification</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• In 2006 there was used classification TUS from 1997 with small adaptations</li> <li>• Activities are divided into four main categories of time use</li> <li>• Classification used 9 main activity groups, which are ordered to related to 4 main categories of time use</li> </ul>



**Finland: 2009/2010** (in order fourth survey; is implemented from 1979 approximately every 10 years; from 1999/2000 harmonized at level EU)

Period of implementation	Sample size	Reporting unit	Data collection / Questionnaire	List of Activity codes (classification)
<ul style="list-style-type: none"> <li>• 12 months: April 2009 up to May 2010</li> <li>• On the basis of HETUS 2008</li> </ul>	<ul style="list-style-type: none"> <li>• Sample was determined on 4 500 households;</li> <li>• Sample included 4 499 households;</li> <li>• Diary was delivered to 3 795 persons and their records about time use cover 7 480 days. Response rate was 41 %.</li> </ul>	<ul style="list-style-type: none"> <li>• Households and their members</li> <li>• Excluded collective households</li> <li>• On the basis of Eurostat recommendations <i>household</i> was defined as independently living person or group of persons who live in the same dwelling and shares in expenditures including expenditures on food and housing; <i>reference person</i> is usually member of household with the highest income.</li> </ul>	<ul style="list-style-type: none"> <li>• Face to face or phone interview</li> <li>• Respondents 10+</li> <li>• <b>Diary</b> <ul style="list-style-type: none"> <li>○ Filled in member of at age 10+</li> <li>○ Two diary days: one in week (Monday-Friday), one weekend day (Saturdays – Sunday),</li> <li>○ Diary day: 24 hours divided into 10 minute intervals</li> <li>○ Respondents write down activities (main and secondary) with own words</li> </ul> </li> </ul> <p><i>Eurostat manual makes possible formulation of questions at national level as well as addition of categories of time use at national level to basic classification. However, Diary format which was used, was fully harmonised.</i></p>	<ul style="list-style-type: none"> <li>• ACL 2008</li> </ul>

**France: 2009/2010** (previous implemented in 1998/1999, 1985/1986, 1974/1975, 1966)

Period of implementation	Sample size	Reporting unit	Data collection / Questionnaire	List of Activity codes (classification)
<ul style="list-style-type: none"> <li>• Every 10 years</li> <li>• September 2009 up to December 2010</li> </ul> <p><i>Geographic range:</i> Metropolitan France and overseas departments</p> <ul style="list-style-type: none"> <li>• The survey was carried out from:               <ul style="list-style-type: none"> <li>○ September 2009 to September 2010 for Metropolitan France</li> <li>○ January 2010 to December 2010 for Reunion Island</li> <li>○ and July 2010 to December 2010 for Guadeloupe and Martinique.</li> </ul> </li> <li>• On the basis of HETUS 2008</li> </ul>	<ul style="list-style-type: none"> <li>• 12 000 households (11 000 in Metropolitan France and 1 000 in the Over-seas Departments).</li> <li>• 12 000 households (11 000 in Metropolitan France and 1 000 in the Over-seas Departments).</li> </ul>	<ul style="list-style-type: none"> <li>• Households and individuals in common apartments</li> <li>• Excluded mobile dwellings (caravans, houseboats and collective dwellings)</li> <li>• One person at age over 11 at the first January 2010 in particular dwelling (main residence); if this person has spouse, this spouse was also included in survey</li> </ul>	<ul style="list-style-type: none"> <li>• Data were collected during two household visits through face-to face interview using CAPI mode (the second visit was realized after filling in Diaries).</li> <li>• Respondents 11+</li> <li>• Phone interview was scheduled for respondents to the „Decisions making within couple“ module (selected couples by professional activity; financial decisions making in family, sharing responsibility, personal activities and social relationship etc. were collected)</li> <li>• Persons at age 11+</li> <li>• <b>Questionnaire</b> <ul style="list-style-type: none"> <li>○ Collects regular and irregular (occasional) performed activities</li> </ul> </li> <li>• <b>Diary</b> <ul style="list-style-type: none"> <li>○ Diary day: 24 hours divided into 10 minutes intervals</li> <li>○ Respondents recorded details about their activities during one day in week and one weekend day</li> </ul> </li> <li>• <b>Weekly schedule of working hours</b> <ul style="list-style-type: none"> <li>○ Recording of working hours during one week</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Activities coding on the basis of guide „HETUS“</li> <li>• 95 % of main activities were automatically coded via SICOR</li> </ul>

**Greece: 2013/2014** (2013/2014 – the first survey; in 1996 pilot survey was realized)

Period of implementation	Sample size	Reporting unit	Data collection / Questionnaire	List of Activity codes (classification)
<ul style="list-style-type: none"> <li>• 12 months: March 2013 up to February 2014</li> <li>• On the basis of HETUS 2008</li> </ul>	<ul style="list-style-type: none"> <li>• Initial sample size was set at 3 737 households equally spread within whole year into four sub-sample, which correspond four quarters of year</li> <li>• Final sample size 3 371 households; number of household members who were interviewed was 7 137, of which 379 belong to age category 10-14 years , rest 6802 belongs to age category 15 and over.</li> </ul>	<ul style="list-style-type: none"> <li>• Households and their members</li> <li>• Excluded collective households and households members at diplomatic missions</li> <li>• On the basis of Eurostat recommendations <i>household</i> was defined as independently living person or group of persons who live in the same dwelling and shares in expenditures including expenditures on food and housing.; usually member of household with the highest income.</li> </ul>	<ul style="list-style-type: none"> <li>• ca. months before survey the letter with information about survey and asking for cooperation was delivered to households</li> <li>• Interviewer visits households minimally three times</li> <li>• Recommendation: to provide households a reminder card with actual diary deadlines</li> <li>• Respondents 10+</li> <li>• <b>Household questionnaire</b> <ul style="list-style-type: none"> <li>○ Data about household</li> <li>○ Face to face interview with household person (underneath question was stated recommendation for interviewer)</li> </ul> </li> <li>• <b>Individual questionnaire</b> <ul style="list-style-type: none"> <li>○ Face to face interview with member of household at age 15+</li> <li>○ <b>Individual questionnaire for household members at age 10 up to 14</b> (the same wording of questionnaire as questionnaire mentioned above)</li> </ul> </li> <li>• <b>Weekly schedule of working hours</b> <ul style="list-style-type: none"> <li>○ Filled in working persons at age 15+</li> </ul> </li> <li>• <b>Diary</b> <ul style="list-style-type: none"> <li>○ Received household members at age 10+</li> <li>○ Two diary days: one day in week, one weekend day (Saturday – Sunday),</li> <li>○ Diary days: 24 hours divided into 10 minute intervals with beginning at 04.00 a.m.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• ACL 2008</li> </ul>

**Germany: 2012/2013** (the third national survey; previous implemented in 2001/2002 and 1991/1992)

Period of implementation	Sample size	Reporting unit	Data collection / Questionnaire	List of Activity codes (classification)
<ul style="list-style-type: none"> <li>• 12 months: August 2012 up to July 2013</li> <li>• On the basis of HETUS 2008</li> </ul>	<ul style="list-style-type: none"> <li>• 5 000 households, ca. 12 000 persons</li> </ul>	<ul style="list-style-type: none"> <li>• Households and their members</li> </ul>	<ul style="list-style-type: none"> <li>• Respondents at age 10+</li> <li>• <b>Household questionnaire</b> <ul style="list-style-type: none"> <li>○ Includes 24 questions about household</li> </ul> </li> <li>• <b>Individual questionnaire</b> <ul style="list-style-type: none"> <li>○ ca. 40 questions, on which answer respondents at age 10+</li> </ul> </li> <li>• <b>Diary</b> <ul style="list-style-type: none"> <li>○ Household member at age 10+</li> <li>○ 3 diary days (72hours) (consecutive day, in week at least one working day and one weekend day)</li> <li>○ Diary day: capturing all activities during 24 hours with own words in 10 minutes intervals</li> <li>○ Includes guide and examples</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Created on basis of recommendations HETUS 2008</li> <li>• Covers 200 activities</li> <li>• Includes sporadic occurrence (frequencies combines with other codes) and new policy needs, for example schools subjects (the division of the school subjects).</li> </ul>

**New Zealand: 2009/2010** previous implemented in 1998/1999 as the first such survey)

Period of implementation	Sample size	Reporting unit	Data collection / Questionnaire	List of Activity codes (classification)
<ul style="list-style-type: none"> <li>September 2009 up to August 2010</li> </ul>	<ul style="list-style-type: none"> <li>8 543 households</li> <li>At least 8 500 persons, achieved sample 9 159 persons</li> </ul>	<ul style="list-style-type: none"> <li>Residents living in household</li> <li>Respondents of institutional facilities</li> <li>Household formed one (usually one person or two or more persons, who lived together and share equipment in private household (for example catering, cooking, bathroom and toilet and sitting room)</li> <li>At least one household was at age 15+</li> </ul>	<ul style="list-style-type: none"> <li>Respondents at age 12+</li> <li>Combination of face-to-face interviewing via CAPI trained interviewers and self-completed questionnaires</li> <li>Interviewer addressed household three times</li> <li><b>Household Questionnaire</b> <ul style="list-style-type: none"> <li>Socio-demographic data about relationships in household</li> <li>Answer one adult member (at age over 15)</li> </ul> </li> <li><b>Personal questionnaire</b></li> <li><b>Diary</b> <ul style="list-style-type: none"> <li>2 randomly selected persons at age 12+ were asked for self-completing Diary during two consecutive specified diary days (48 hours) divided into 5 minute intervals</li> <li>Included instructions and examples</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Activities divided into four main categories or kind of time use (as in Australian TUS)</li> </ul>

**Poland: 2013** (previous implemented in 2003/2004, 1984, 1976, 1968)

Period of implementation	Sample size	Reporting unit	Data collection / Questionnaire	List of Activity codes (classification)
<ul style="list-style-type: none"> <li>• 12 months: from 1. January to 31. December 2013</li> <li>• On the basis of methodology and recommendations HETUS 2008</li> </ul>	<ul style="list-style-type: none"> <li>• 28 209 households</li> </ul>	<ul style="list-style-type: none"> <li>• Households and their members</li> </ul>	<ul style="list-style-type: none"> <li>• There were collected also data about characteristics respondents and their household</li> <li>• Respondents at age 10+</li> <li>• <b>Diary</b> <ul style="list-style-type: none"> <li>○ Respondents at age 10+</li> <li>○ One working day (Monday up Friday) and one weekend day (Saturday, Sunday)</li> <li>○ Diary day: 24 hours divided into 10 minute intervals</li> <li>○ Respondent with own words noted down activities which carried out during day</li> </ul> </li> <li>• <b>Individual questionnaire</b> <ul style="list-style-type: none"> <li>○ Respondents at age 15+</li> </ul> </li> <li>• <b>Weekly schedule of working hours</b> <ul style="list-style-type: none"> <li>○ Respondents at age 15+</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• ACL 2008</li> </ul>

**Austria: 2008/2009** (previous implemented in 1992, 1981)

Period of implementation	Sample size	Reporting unit	Data collection / Questionnaire	List of Activity codes (classification)
<ul style="list-style-type: none"> <li>• 12 months: end of March 2008 – April 2009</li> <li>• It was implemented within population micro-census</li> </ul>	<ul style="list-style-type: none"> <li>• 4 757 households</li> <li>• 8 234 persons</li> </ul>	<ul style="list-style-type: none"> <li>• Households and their members</li> <li>• Excluded institutional households</li> </ul>	<ul style="list-style-type: none"> <li>• Respondents at age 10+</li> <li>• <b>Diary</b> <ul style="list-style-type: none"> <li>○ Divided into 15 minute intervals; from 23.30. to 04.00 divided into 30 minute intervals</li> <li>○ Respondent with own words noted down main and secondary activities which carried out during day</li> <li>○ If it was not possible, activities noted down other household member</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Activity coding was by guideline HETUS – ACL 2008</li> <li>• Word description activities was coded by Employees of Austrian Statistical Office coded</li> <li>• Noted data by the respondents in Diary did not had be modified by subjective interpretations of staff who recorded code activities</li> </ul>

**Spain: 2009/2010** (implemented irregular, previous implemented in 2002/2003)

Period of implementation	Sample size	Reporting unit	Data collection / Questionnaire	List of Activity codes (classification)
<ul style="list-style-type: none"> <li>• 12 months: October 2009 up 30. September 2010</li> </ul>	<ul style="list-style-type: none"> <li>• Ca. 5000 households</li> <li>• More as 9500 persons</li> </ul>	<ul style="list-style-type: none"> <li>• Households and their members</li> <li>• Excluded collective households</li> <li>• Household was characterized as one or more persons who lives together with the same dwelling and share common expenditures including expenditures on food and housing.</li> <li>• If persons lived in dwelling who did have common budget and expenditures, they were considered as separate households – every person was necessary interviewed as separate household</li> <li>• If more than 5 persons lived in dwelling and those persons did have a common budget and expenditures, this household were considered as collective household and was not interviewed</li> </ul>	<ul style="list-style-type: none"> <li>• Selected household received letter in advance</li> <li>• Respondents at age 10+</li> <li>• <b>Household questionnaire</b></li> <li>• <b>Individual questionnaire</b></li> <li>• <b>Weekly schedule of working hours</b> <ul style="list-style-type: none"> <li>○ One page add to Diary</li> <li>○ Employed respondents (at age 16 and over) during reference week (week ended on the day allocated for completion of Diary) recorded workflow</li> <li>○ For this purpose the weekly working schedule were displayed using grid represented 24 hours within 7 days in 15 minute intervals</li> </ul> </li> <li>• <b>Diary</b> <ul style="list-style-type: none"> <li>○ Included also weekend days</li> <li>○ Days for filling in: week (Monday up Thursday) and weekend (Friday up Sunday)</li> </ul> </li> </ul> <p>1 diary day represent 24 hours divided into 10 minute intervals with beginning at 06.00 a.m.</p>	<ul style="list-style-type: none"> <li>• Harmonized activity list 2008 was completed with list of activities which was discovered in survey 2002/2003 as characteristic activities carried out in Spain</li> <li>• New code was assign to some above mentioned activities and others were included into existing ACL 2008; it was required considerable effort to define the theoretically activities. The insertion of new codes in conformity with local needs was enabled on basis of flexibility Eurostat guideline for HETUS 2008</li> </ul>



**Sweden: 2010/2011** (previous implemented in May/1991, March 2010/ April 2011)

Period of implementation	Sample size	Reporting unit	Data collection / Questionnaire	List of Activity codes (classification)
<ul style="list-style-type: none"> <li>• 12 months: March 2010 up April 2011</li> </ul>	<ul style="list-style-type: none"> <li>• 7 366 persons at age 15 up to 84</li> <li>• Gross sample was specified for 6 000 persons uniformly divided into four quarter</li> </ul>	<ul style="list-style-type: none"> <li>• Household and their members</li> <li>• Excluded collective households</li> </ul>	<ul style="list-style-type: none"> <li>• Respondents at age 15 up to 84 were asked to answer questions through phone interview and ran Diary on activity recording</li> <li>• <b>In phone interview there were asked questions concerning:</b> <ul style="list-style-type: none"> <li>- Vehicles in household</li> <li>- Children care</li> <li>- Employment</li> <li>- Profession</li> <li>- Salaries</li> <li>- Health</li> <li>- Care</li> <li>- Free time</li> </ul> </li> <li>• <b>Diary</b> <ul style="list-style-type: none"> <li>○ Filled in two randomly selected individuals</li> <li>○ Two diaries: one for day in week (Monday – Friday) and one for weekend day</li> <li>○ Diary day: 24 hours divided into 10 minute intervals</li> <li>○ Respondent with own words noted down activities which carried out during day</li> <li>○ Diaries were divided among all days of year so that it was prevented from calendar effect; no days of year was excluded</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Information were classified by hierarchical coding system recommended by Eurostat ACL 2008</li> </ul>

Italy: 2013/2014 (previous implemented in 2008/2009, 2002/2003)				
Period of implementation	Sample size	Reporting unit	Data collection / Questionnaire	List of Activity codes (classification)
<ul style="list-style-type: none"> <li>• 12 months: 1. November 2013 up 31. October 2014</li> </ul>	<ul style="list-style-type: none"> <li>• 26 000 households</li> </ul>	<ul style="list-style-type: none"> <li>• Families living in Italy and family members, and family is considered as family de facto it means that it is based on partner cohabitation, family cohabitation etc.</li> <li>• Excluded collective households</li> </ul>	<ul style="list-style-type: none"> <li>• Selected families received in advance letters, so called „Letter of Family“</li> <li>• Signed Head of Statistical Office</li> <li>• Included information about survey and free phone line</li> <li>• Respondents at age 3+</li> <li>• 3 questionnaire colour differentiated: <ul style="list-style-type: none"> <li>• <b>Modello ARANCIO</b> included <b>Family Questionnaire</b> and <b>Personal Questionnaire</b> for four persons, if there was more persons in family, so additional questionnaires were added</li> <li>• <b>Modello BLU – Weekly schedule of working time</b></li> <li>• <b>Modello AZZURRO – Diary</b> <ul style="list-style-type: none"> <li>○ Two diary days</li> <li>○ Diary day: 24 hours divided into 10 minute intervals with beginning at 04.00 a.m.</li> <li>○ Respondents with own words noted down activities which they carried during day; in Diary was added column in which respondents at age 11 and over through scale from -3 to +3 recorded how the activity for them was pleasant or unpleasant</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Information were coded by means harmonised system of classification at European level</li> </ul>

**Great Britain: 2014/2015** (previous implemented 2000/2001)

Period of implementation	Sample size	Reporting unit	Data collection / Questionnaire	List of Activity codes (classification)
<ul style="list-style-type: none"> <li>• April 2014 up December 2015</li> <li>• On the basis methodology and recommendations of Eurostat HETUS 2008</li> </ul>	<ul style="list-style-type: none"> <li>• A total of 11,860 sampled households resulted in 4,238 household interviews with 10,208 eligible respondents of whom 9,388 answered the individual interview</li> </ul>	<ul style="list-style-type: none"> <li>• Households and their members</li> </ul>	<ul style="list-style-type: none"> <li>○ Respondents at age 8+, and persons at age 8 up 13 had more easily version of individual questionnaire and Diary</li> <li>○ Data on characteristics respondent and its household was collected</li> <li>• <b>Household questionnaire</b> <ul style="list-style-type: none"> <li>○ Personal interview using CAPI with person from household at age 16+</li> </ul> </li> <li>• <b>Individual Diary</b> <ul style="list-style-type: none"> <li>○ Personal interview using CAPI with persons at age 8 and over (data for persons at age 11 and less were interviewed via proxy interview)</li> </ul> </li> <li>• <b>Weekly schedule of working time</b></li> <li><b>Diary</b> <ul style="list-style-type: none"> <li>○ Reward for filling in – Voucher in value of 5 up 10 pounds</li> <li>○ One working day (Monday up Friday) and one weekend day (Saturday up Sunday)</li> <li>○ Added column for record of using mobile device and in part of Diaries there was added column for collecting information about satisfaction from performed activities</li> <li>○ Diary day: 24 hours divided in 10 minute intervals</li> <li>○ Respondents with own words noted down activities which carried out during day</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• ACL 2008, modified on four digit codes</li> </ul>

## ANNEX 2: GENERAL GUIDE FOR FIELDWORK OF INTERVIEWERS<sup>9</sup>

### Task of interviewer in Statistical survey

The task of interviewer in survey of the SO SR is very important. The interviewers exclusively come in the contact with respondents directly in field and successfulness survey depends to large extent from their ability to communicate with households and to acquire them for cooperation. Every interviewer should learn persuasion technics and to have effort constantly to improve its own abilities at holding talk with household.

Every survey means some challenge for interviewers in two basic areas. The first area is to obtain of trust and cooperation with respondents in survey. For fulfilment of this challenge it is necessary to explain respondent a purpose of survey which respondent should realize. It is important as well responsibly to treat answers of respondents (including personal data). The second area is professional approach of interviewers to their work. It means to record every answer of respondent such way, to correspond reality. Simultaneously every interviewer is responsible for safe transfer of collected data for further data processing.

Every interviewer of the Department of Sample Surveys Statistics of Statistical Office of the Slovak republic has a rich practical experiences from other survey and has specified his/her tasks and responsibilities. The tasks of interviewer results from character of particular survey which he/she carries out. The interviewer has a duty to approach survey responsibly and professionally. The specific list of responsibilities of interviewer is described in the points mentioned below:

#### 1. Interviewer tasks during data collection

- To find household address by list of selected household which were selected for survey (the file of reporting units). The households are usually visited personally but personal visit precedes contacting in the form of letter or by phone, where is provided information about planned visit of the interviewer,
- To convince household/respondents to participate in survey and collect, record and check data,
- To submit collected data for following data processing by survey schedule.

Before beginning of survey we recommends to contact the municipal authority of municipality in which is planned statistical survey. If it is possible to find out information in advance, which can facilitate survey and which are necessary for contacting with dwelling household (for example to verify occupancy of dwelling, to identify the name of dwelling owner etc.)

During looking for particular dwelling in field, interviewer uses exact address mentioned in "File of Reporting units".

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<sup>9</sup> Methodical document of the SO SR.

## **2. Responsibilities of interviewer during data collection**

### Interviewer:

- Should have prepared set of reasons for respondent why to participate in survey and should be prepared for various reactions of respondents and be able to adapt his/her convincing tactics for these various situation,
- Have to master all instructions, manuals and practices of survey which he/she implements
- Have to understand content of questionnaire and general definitions of principal concepts,
- Reads, alternatively explains questions in questionnaire, actively listens to respondents and does all for it so that respondents understand questions,
- Must not have influence on answer of respondents in any way,
- Records answers, makes remarks and if it is necessary he/she verifies correctness of the answer,
- Supervises safety and confidentiality of collected data, safety of questionnaires, remarks and electronic devices used for survey (tablet, notebook),
- By means manuals and trainings strives to improve his/her convincing tactics and technical professionalism during performing of interview,

Regularly communicates with their superiors about successfulness of survey, to be possible to take operative decisions concerning survey.

## **3. Manners of successful interviewer**

Except professional approach for implementation of successful interview, interviewer should create adequate conditions, namely by following activities:

- gives a favourable impression from beginning interview (introduces him/herself suitable manner, is appropriate dressed and keeps smile),
- Articulates correctly, speaks friendly, is respectful, polite and tactful,
- Waits in front of entrance of dwelling as long as he/she is not invite to come in inside,
- Does not show that he/she is disgusted with lack of confidence of respondent and tries to understand his/her concerns and mitigates possible unsettlement,
- At the end of the interview thanks respondent for his/her participation in survey and his/her showed interest.

During fieldwork can interviewer to face various situations. In every case the interviewer should keep calm and stay cool-headed. It is recommended interviewer should not take personally some respondent reactions and should try to create trustworthy conditions by pointing out purpose of survey to respondents during interviewing with them.

#### **4. The basic kind of unsuccessful data collection and method of their solution**

If interviewer is not able to collect data for selected household, it is necessary to differentiate reasons for unsuccessful data collection and to select another method:

- If household refuses cooperation, household is unable to respond, dwelling is unoccupied or household is not interviewed for other reasons – interviewer writes down in section of questionnaire “contact information” date of visit and in column “result of visit” one of the relevant codes: (“Refusal of cooperation”, “Household is unable to respond”, Dwelling is unoccupied”, “Other reason”) and survey for relevant household is finished,
- If interviewer does not contact household during visit – fill in date of visit and time of visit, writes down code (“Household is not contacted”) and repeats visit of household at other time the second or third times. If he/she does not contact household even after three visits, finished survey for particular household without obtaining of required information and assigns relevant code of this household.

#### **5. Respondents contacting**

In most survey implemented with Department of Sample Surveys Statistics of Statistical Office of the Slovak republic, the initial contact of the interviewer with respondent is realized in household dwelling. Within primary contact of the interviewer with household is necessary introduction of him/herself as well as institution which the interviewer represents (SO SR). The response of respondent can be different depending on particular situation. The interviewer should manage various situation which can theoretically occur:

- In case of refusal to explain again a purpose of survey and magnitude of information obtained in survey for formation of the economic and financial policy of the state,
- To propose appointment on another day or time, which is more suitable for respondent (if evening hours are more suitable for respondent, interviewer should adapt,
- During personal appointment the interviewer carries ID employee of SO SR, authorisation of interviewer, ID card and other documents concerning particular survey as leaflets, brochures, contact data of competent employee of SO SR (phone, e-mail) at who can respondent verify information about survey.

Before the interview it is necessary to contact household by means of letter in which is mentioned date of the first visit of interviewer in household, a purpose and an objective of implemented survey, contact data of competent employee at who it is possible to verify belonging interviewer to SO SR. Household can contact interviewer and agree on suitable date of the visit. The similar letters sends Department of Sample Surveys Statistics of Statistical Office of the Slovak republic also to municipalities, where informs about implementation of survey on the territory of particular municipality. The local administration can also via its means to inform citizens about potential visit of interviewers in household.

On the basis of experiences of interviewers is known that way to realization of successful interview is feasible only through inducing of good cooperation of contact person and respondents. The correct mutual communication facilitates quality data collection from

respondents. Every interviewer must find own style and approach to different respondent's personalities. The main objective for obtaining of cooperation is effective prevention of every refusal. The respondents, who refuses participation in survey at the first contact with interviewers, in principle can be interested in participation in survey, but they do not understand its purpose. Maybe they would want to participate but at the moment they have no time for it. They can be disgusted by some importunate marketing activities and they thinks that realized survey is one of these activities. They can be afraid of safety of confidentiality of provided data. These concerns are characteristic mainly for survey concerning finances of individuals and households. The win of respondent for cooperation is not to make respondent do it, what he/she does not want to do. The interviewer must correctly understand concern of respondent, must listen to concerns and according to it further correctly to direct interview. If interviewer correctly identifies potential concerns and he/she is able to swiftly react, he/she raises feeling of trust and understanding and he/she will be successful at obtaining respondent for fruitful cooperation.

## **6. Guides and strategies to getting cooperation with respondents**

### ***Be prepared and familiar with materials:***

- Know the role of survey,
- Know the answers to the most frequently asked questions.

### ***Improve the initial approach to respondents:***

- Listen carefully to the respondent and adapt arguments to him/her,
- Show enthusiasm and interest in creating a successfull survey,
- avert rejection.

### ***The interviewer should respect the respondent's mistrust:***

- To speak kindly and with respect,
- Be polite and patient,
- Listen actively,
- Respond promptly to the respondent's concerns,
- Do not show your irritability in the respondent's mistrust,
- Try to understand the respondent's mistrust,
- Have psychological apporach,
- Get professional behavior.

Experiences shows, that respondents who ask questions, mostly are interested in survey and in fact, large group of respondents who are "very busy" eventually also participate in the survey because they are only busy at the moment. If the interviewer is willing to respond to individual questions then more than half of respondents with negative attitude at the beginning will be willing to participate in the survey.

Important tasks of interviewer during the initial contact with respondent are active listening and perception of surroundings. Active listening means focusing on words and tone the respondents are talking. Taking notice of surroundings and using it in interview is also very

important. Respondent was leaving or he/she was disturbed in some activity. In that case it is necessary to provide basic information instead of burdening by information which respondent does not need to hear. Demonstrating to the respondent that the interviewer really understands what the respondent saying and that his/her opinion is respected, it is prerequisite for a successful interview. As suddenly the respondent shows a hint of hesitation, the interviewer have to use ability to identify his/her main ambiguities and concerns and then show to the respondent by adapting his/her words that interviewer understands him/her.

***Concerns and reservations of respondents mostly fall into the following areas:***

- Lack of time,
- Concerns about confidentiality,
- Questions about privacy, personal information,
- Fear of sampling,
- Concerns about the use of information against respondents,
- Lack of interest.

***Allow household sufficiently decide enough on participation in the survey:***

- Respondent has the right to think about his/her participation in the survey, discuss it with partner or relatives,
- To provide them sufficient information related on questions about survey,
- To know the return time of the interviewer to the respondent.

If the respondent still refuses to participate in the survey, the interviewer should express regretting that respondent will not contribute the survey, but understand his/her doubts and busyness. The interviewer should try to get opportunity for later contacting the respondent in the future. It is also appropriate to leave a business card or other contact in the respondent's household.

## **7. Performing interview**

Data collection is realized by two modes – CAPI and PAPI, or a combination thereof. In CAPI mode, the interviewer records respondent's responses directly to the tablet. The advantage of the CAPI mode is continuous checking of correctness entered data. In rare cases, where the use of CAPI mode is not possible, the interviewer can record the respondent's answers to a paper questionnaire (PAPI mode). It is expected that the interviewer will be actively involved into the interview. Also in case of some lack of understanding of questions by respondent, the interviewer will provide some additional information to him/her. Therefore, it is very important to provide expert advice for respondents during interview, also to provide a various ways how to answer to individual questions. It is important to follow the rule of try to not intrude the respondent the answer, each respondent must respond by himself/herself. It is appropriate to choose a proxy interview as little as possible.



The experienced interviewer should follow certain rules to ensure a proper and dignified interview. It concerns e.g. how to read questions or how to avoid influencing the responses, etc. The following rules must be followed:

- Introduce yourself, prove your service card, establish contact,
- To present the purpose of survey (briefly, to the point, convincingly),
- To explain need of participation of respondent in survey,
- To stress anonymity and data protection,
- Inform about the expected length of interview,
- Speak clearly, overcome possible speech barriers,
- Read clearly the questions, use neutral tone and wait for respondent's answer,
- If respondent does not understand the question to provide him/her definition of complex expressions, but without influencing the answer and let the respondent focus only on questions,
- Listen to the respondent actively, closely monitor respondent's behavior, words and tone the respondent speaks for secure understanding the question and responds to its correctly,
- The question always read the whole with a correctly intone punctuation (could be explained in various ways),
- To pay increased attention when asking negative questions and make sure that the respondent correctly understands them and thus correctly answer them.

During the interview may be situations where interviewer has to keep deliberation. For example situations, when respondent refuses to answer some questions, refuses to complete the interview or interrupt the interview. In such cases, the interviewer:

- Must stay calm,
- Ask for focused attention,
- Should not take personally respondent's arguments,
- Create a trustworthy environment, remind the respondent a purpose of the survey.

***At the end of the interview, interviewer should:***

- To appreciate willingness and meaning of household participation with SO SR,
- In case of need a repeated interview with a household member agree on term or way of additional contact (e.g. by phone),
- Thanks for the interview and the time devoted to the survey.

***General rules of interview:***

- If it is not appropriate situation (household members are leaving, having quests, etc.), to apologize them and agree on new term,
- Know the exactly meaning of questions, do not say "I don't know",

- Know to advise the right answer (after the question on description of specific situation),
- Note the respondent's reaction and then notify the relevant employee of the SO SR office about the inappropriateness of question that the respondents do not like to answer,
- Note obtained knowledge and notify it through relevant employee of the Department of Sample Surveys Statistics SO SR.

### ***Telephone interview with respondent***

If the household make condition its participation in the survey by telephone interview, then it is possible to use this method of interview taking into account the scope of the survey. However, a personal interview should always be preferred. The telephone survey is accessible by mutual agreement with the respondent at the time proposed.

## **8. Data quality assurance**

The objective of survey is to ensure data quality. Fulfilment of this objective leads through the most trusted and most truthful data. It may happen that the respondent provides a false information not only from negligence but from unknowingness, but also because of the respondent does not want to tell true answer. In these cases, it is necessary to note unnatural behavior of respondent or refusal to answer truthfully. The interviewer is responsible for the credibility of the data collected which correspond to the character of the surveyed household and the real situation in which the household is. In order to assess whether the respondent answers the questions truthfully and comprehensible, it is necessary to know the reasons that might lead to another actions.

Several surveys require to inspect the necessary documents before providing responses. The respondent must not provide the respons immediately. The respondent immediately does not provide the response.

The length of the interview can cause respondent's disgust to provide data. In this case, it is on the interviewer to stress the purpose of the survey and importance of the respondent's role in the survey. The interviewer should do everything to facilitate respondent's role and try to speed up the interview.

## **9. Ensuring the protection of confidential data**

Confidentiality of providing data is key for the respondents. The basic task of the interviewer is protect personal data of respondent. It is necessary the interviewer assure the respondents that their personal data will kept secret, before beginning the interview. It means that their names and addresses will never be associated with their responses. Assurance of protection a personal data provided in appropriate way could help to prevent the household or respondent rejecting participation in the survey.

All of collected information will be used for statistical and research purposes of noncommercial character and all of the responses will be considered as strictly confidential. Protecting confidential data is legally established by the Act No.540/2001 Code of Acts on State

Statistics, and personal data are protecting by the Act No. 122/2013 Code of Acts on Personal Data Protection.

***Each interviewer should follow the following principles to ensure the confidential data:***

- Don't write the personal data on paper,
- Don't write the respondent's name, address and other contact data in text notes during the interview with respondent or in personal notes at the end of the interview,
- Not to mention the name of the respondent,
- Do not to leave notes with identificational data unsecured,
- Do not to leave tablet or another documents containing respondent's identificational data on places where it could be unauthorized access,
- Do not use personal email on receiving or sending respondent's identificational data (names, address, phone numbers).

All persons who come into contact with personal data have a duty of confidentiality and observe the strict principles of safe behavior when handling with personal data. This ensures the protection of the provided data.

## **10. Application software**

Application software created in Blaise environment for interviewer serve as a tool for uploading questionnaires actually interviewed in field. Each interviewer work with the file of reporting units, which are assigned to him/her according to determined criteria. After the performing a survey in a specified set of dwellings (households) and data compilation into the application software within the term set by the survey time schedule, then is performed a check of collected data.

Application software for interviewers contain defined checks, which are indicated at the stage of recording the questionnaires by program. The interviewer must respect these checks, followed and in case of errors the data must be recorded.

After completion recording in application software, the interviewer is obligated to activate "Error records", which is another control tool and it informs about incorrect data in application software.

The interviewer is responsible for quality of his/her completed questionnaires and for observing the methodological instructions. After exporting and copying its export files to the network storage, it makes data available at a higher level of processing. The phase of merging each files is assumed completing records from all interviewers.

The interviewers must always work with current application software in his own interest. Regularly back-up data on communication server. They must know all functionality and way of using the application software.

## ANNEX 3: EXAMPLE OF THE LETTER FOR TOWN

**ŠTATISTICKÝ ÚRAD SLOVENSKEJ REPUBLIKY**  
**Sekcia zberu a spracovania dát v priemysle a terénnych**  
**zistovaní v Banskej Bystrici**  
Trieda SNP 75, 974 89 Banská Bystrica

Vážený pán primátor /  
Vážená pani primátorka

Váš list číslo/zo dňa

Naše číslo  
16600-0021/2017

Vybauje/linka  
Đuricová/0484323214

Banská Bystrica  
5.4.2017

Vec: Zisťovanie SILC

Slovenská republika sa prostredníctvom Štatistického úradu SR zapojila do realizácie **Zisťovania o príjmoch a životných podmienkach domácností (EU SILC)** v rámci projektu európskych štatistických zisťovaní. Svojím obsahom a zameraním nadväzuje na predchádzajúce zisťovania, ktoré boli uskutočnené v domácnostiach už v rokoch 2005 až 2016 (EU SILC 2005 - 2016). Cieľom tohto projektu je vytvoriť spoločný rámec na systematickú tvorbu štatistik krajín Európskej únie o príjmoch a životných podmienkach domácností. Jeho realizáciou sa získava harmonizovaný zdroj údajov o príjmoch, úrovni a štruktúre chudoby a sociálnom vylúčení v krajinách Európskej únie. To umožňuje z dlhodobého hľadiska nielen analyzovanie životnej úrovne domácností na Slovensku, ale i medzinárodné porovnanie Slovenska v rámci Európskej únie.

Na Slovensku bolo do zisťovania pre rok 2017 vybraných takmer 500 obcí, medzi nimi aj Vaše mesto. Do zisťovania je zaradených cca 6 000 domácností.

### **Zisťovanie sa uskutoční od 10. apríla do 29. mája 2017.**

V tomto období vybrané domácnosti vo Vašom meste navštívi pracovník poverený funkciou opytovateľa, ktorý je povinný preukázať sa v domácnostiach osobitným poverením. Všetky informácie a názory, ktoré nám v rámci tohto zisťovania domácnosti poskytnú, sú chránené, nezverejňujú sa a slúžia výlučne pre potreby štátnej štatistiky. Ochranu dôverných údajov upravuje zákon č. 540/2001 Z. z. o štátnej štatistike. Za ochranu dôverných údajov zodpovedá Štatistický úrad SR. Podrobnejšie informácie sa môžete dozvedieť na stránke ŠÚ SR na adrese [www.susr.sk](http://www.susr.sk) alebo telefonicky na t. č. 02/ 69250 410 – Ing. Silvia Tomkovičová.

Vážený pán primátor / vážená pani primátorka, obraciam sa na Vás s prosbou o spoluprácu pri realizácii uvedeného zisťovania. Uvítali by sme, keby ste aj Vy pomohli prispieť k úspešnému zrealizovaniu tohto projektu, či už formou šírenia tejto informácie medzi obyvateľmi Vášho mesta (spôsobom v mieste obvyklým), ale aj - v prípade potreby - poskytnutím pomoci našim opytovateľom.

Za Vašu ochotu, ústretovosť i porozumenie Vám ďakujeme.

  
Ing. Zlata Jakubovic, CSc.  
generálna riaditeľka sekcie  
Štatistický úrad SR v Banskej Bystrici



ŠTATISTICKÝ  
ÚRAD  
SLOVENSKEJ  
REPUBLIKY

Telefón: +421 484323111 | E-mail: [AdministratorBB@statistics.sk](mailto:AdministratorBB@statistics.sk)  
[www.statistics.sk](http://www.statistics.sk) | IČO: 00166197

## ANNEX 4: EXAMPLE OF THE LETTER FOR HOUSEHOLD

ŠTATISTICKÝ ÚRAD SLOVENSKEJ REPUBLIKY  
Sekcia zberu a spracovania dát v priemysle a terénnych  
zistovaní v Banskej Bystrici  
Trieda SNP 75, 974 89 Banská Bystrica

V Banskej Bystrici  
7. apríl 2017

Vážená domácnosť,

Slovenská republika sa prostredníctvom Štatistického úradu SR zapojila do realizácie **Zisťovania o príjmoch a životných podmienkach domácností (EU SILC)** v rámci európskeho projektu štatistiky chudoby a sociálneho vylúčenia. Svojím obsahom a zameraním nadväzuje na predchádzajúce zisťovania, ktoré boli uskutočnené v domácnostiach už v rokoch 2005 až 2016 (EU SILC 2005 - 2016). Cieľom tohto zisťovania je vytvoriť harmonizovaný zdroj údajov o príjmoch, úrovni a štruktúre chudoby a sociálnom vylúčení domácností nielen na Slovensku, ale aj v ostatných krajinách Európskej únie. To umožňuje nielen analyzovanie životnej úrovne domácností na Slovensku, ale i medzinárodné porovnanie Slovenska v rámci Európskej únie.

Vaša domácnosť bola náhodným výberom zaradená do tohto zisťovania, ktoré sa uskutoční v takmer 6 tisíc domácnostiach a 500 obciach na Slovensku. Zisťovanie sa bude realizovať v období **od 10. apríla do 29. mája 2017**.

Keďže jedným z prioritných cieľov zisťovania je získavanie **dlhodobých údajov** o distribúcii príjmov vo vzťahu k chudobe a sociálnemu vylúčeniu a zmien na úrovni jednotlivca, je možné, že napriek tomu, že Vaša domácnosť už poskytla údaje v prechádzajúcich rokoch trvania zisťovania (EU SILC 2014, 2015, prípadne 2016), bude opakovane navštívená a požiadaná o spoluprácu aj v tomto roku.

V tomto období navštívi Vašu domácnosť pracovník poverený funkciou opytovateľa, ktorý je povinný preukázať sa Vám osobitným poverením. Všetky údaje, ktoré nám v rámci tohto zisťovania poskytnete, sú chránené, nezverejňujú sa a **výlučne budú slúžiť pre potreby štátnej štatistiky**. Ochranu dôverných údajov upravuje zákon č. 540/2001 Z. z. o štátnej štatistike. Za ochranu dôverných údajov zodpovedá Štatistický úrad Slovenskej republiky.

Dovoľujeme si Vás osloviť týmto listom s prosbou o (opätovnú) spoluprácu pri realizácii uvedeného zisťovania. Úspešnosť tohto zisťovania vo veľkej miere závisí aj od Vami poskytnutých informácií.

Na Vaše prípadné otázky Vám odpovie vedúca oddelenia Štatistického úradu SR – Odbor štatistiky terénnych zisťovaní v Bratislave (Ing. Silvia Tomkovičová) na telefónnom čísle 02/ 69250 410.

Za Vašu ochotu, ústretovosť i porozumenie Vám ďakujeme.



Ing. Zlata Jakubovic, CSc.  
generálna riaditeľka sekcie  
Štatistický úrad SR v Banskej Bystrici



ŠTATISTICKÝ  
ÚRAD  
SLOVENSKEJ  
REPUBLIKY

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## Time Use survey

### Questionnaire about household and its members

Year 2017

Interviewer code:

Reporting unit number:



Date of visit:

Day	Month	Year	
<input type="text"/>	<input type="text"/>	0	7
<input type="text"/>	<input type="text"/>	1	7

Your confidential data is protected, not published and serve exclusively for the purpose of state statistics. Confidential data is protected by the Act No. 540/2001 Code of Acts on State Statistics in wording of late regulations. Personal data is protected by the Act No 122/2013 Code of Acts on Personal Data Protection and about amendment of other acts.

The Statistical Office of the Slovak Republic is responsible for the protection of confidential and personal data

#### A. Household data

##### A1. Dwelling, where we live is:

(please mark the answer with cross)

Detached house  1

Apartment house  2

Other kind of dwelling  3

A2. Care for garden and animals	I. r.	1 - Yes 2 - No
1	2	3
Does your household grow any plants, cereals, crops, vegetables?	1	
Does your household keep/breed any pets? (for example dog, cat, parrot etc.)?	2	
Does your household keep/breed domestic animals? (for example hens, pigs, cows, horses, bees etc.)?	3	

##### A3. Household contact:

## B. Data about household members

Serial number of household	Identification of household member <i>(it serves for easier identification during the interview, name and surname of the person is not recorded)</i>		Sex	Year of birth	Month of birth	Current economic activity	The highest education level
1	2	l.r.	3	4	5	6	7
01		1					
02		2					
03		3					
04		4					
05		5					
06		6					
07		7					
08		8					
09		9					
10		10					
11		11					
12		12					

### Sex (column 3):

- 1 - Man
- 2 - Woman

### Current economic activity (column 6):

- 1 - Working
- 2 - Employed but temporarily out of work
- 3 - Unemployed
- 4 - Old age pensioner
- 5 - Student
- 6 - Economic inactive person in household
- 7 - Disabled person
- 8 - Working Old age pensioner
- 9 - Non-applicable

### The highest education level (column 7)

- 0 - Without school education (attending kindergarten)
- 1 - Primary school - the first and the second level
- 2 - Secondary school (vocational) without graduation
- 3 - Secondary school with graduation
- 4 - University Bachelor or equivalent
- 5 - University Master or equivalent
- 6 - Research qualification

Serial number of household member which provided data:

--	--

GP 12-16

## Time Use survey

### Time Use Diary

Year 2017

#### A. Identification data

Interviewer code:

Reporting unit number:

Serial number of household  
member:

Identification of household  
member:

Contact of interviewer:

## B. Instructions on how to fill Diary

*Dear respondent,*

*Please read instructions on how to fill Diary and see following pages with examples. If you have any uncertainty, please contact interviewer.*

*Diary is filled by household members in age 16 and more.*

**Diary is divided into 10-minute intervals, starts at 04.00 (am) and it covers 24 hours.** Sheets of each days are marked as „1st day“, 2nd day“ to „7th day“. To the top row of 1st Diary day – cell „Date:“, „Day of week:“ – record date and day in which you started to fill Diary. To the rows of Diary **record activities in order in which you performed them, in your own words, in detail, readably and regularly** (not only at the end of the day). **Activities start to record from 1<sup>st</sup> row in Diary i.e. from 04.00.** For example: if you were sleeping at that time, to the row 04.00. - 04.10, column “What were you doing” record “I was sleeping”. For the level of detailed activity recording, please see the examples. Please to avoid recording activities simplified e.g. “I was going”. It is more suitable when you record “I was going to bus stop” and etc. If you need to make a **correction of record**, please strikethrough the record and correct record write down to column “Corrections/Notes”

### **Column „Time“**

Column contains 24 hours divided in 10-minute intervals and it refers to the time during which activity was performed.

### **Column „What were you doing?“ (The main activity)**

To this column record all of the activities which you was performed. Please record only one main activity to each row. In case the activity lasted for more than 10 minutes, marked it by “vertical arrow” until the activity lasted and then continue to record next activity (see examples). If you perform more than one activity at the same time, record that one which you regard as the main activity – usually it is the activity which takes a more time. If were doing something you feel is too private to record, please write “Personal” or “Private”

### **Column „What else were you doing?“ (The parallel activity)**

To this column write all of the activities which you was performed at the same time as the main activity i.e. parallel activity. You can perform several parallel activity, please record each parallel activity to individual row. In case the activity lasted for more than 10 minutes, marked it by “vertical arrow” until the activity lasted and then continue to record next activity. If were doing something you feel is too private to record, please write “Personal” or “Private”

### **Column „Corrections/Notes“**

If you wrote a wrong record in previous columns, please strikethrough the record and write a correct record to this column. If you need to write some notes for the recorded activity, please also write it to this column.

**Column „Activity code“** – it fills by interviewer

### **Explanatory notes for recording activities**

**Gainful employment:** In case the time and activity recording “I was at work”, don’t record what you were doing during working time nor whether you used the internet. Record what you were doing during breaks. For example: “Lunch break: I had a lunch”, “Lunch break: I went for a walk.” “Lunch break: Shopping”. Also mention work you brought home and done at home.

**Study:** Write whether you studied at home or at school/university. If the study are a part of paid work, please also mention it. Examples: “I had a lesson at school”, “Preparation for lesson (at home)”.

**Travel:** Write a way of travel and purpose of travel. For examples: “I was going to bus stop”, “I went by bus to shop”, “I went by bus from school to my friend”, “I was going from bus stop to home”

**Housework and childcare:** For example: “I cooked dinner”, “I washed the dishes”, “I put my child to bed”, “I mowed the lawn”, “I cleaned the car”, “I cleaned the dwelling”.

**Care and assistance to dependent adult household member:** Record, if you cared or assisted to adult member of household, who suffers long-term physical or mental illness or a problem limiting his/her daily activities. For examples: “Bathing an invalid husband”, “Feeding an invalid adult daughter”.

**Reading (excluding studies):** Record what you read. For example: “I read a newspaper on the internet”, “I read a novel”, “I read a magazine”, “I read a non-fiction”.

**Help to other households:** If the main activity was help of some kind (totally or in part) given to some person outside your own household then record this activity in the Diary. For example, if you helped your friends with repairing their house, record it as “Helped friends repairing their house”. “Helped to brother in the garden” “Played with sisters kids”. Also record if you helped a neighbor or relative by buying food for them. Record on the help even if you bought food for your own household as well, for example: “Bought food for our household, also for neighbor/mother-in-law etc.”.

**Go to visit/ have a visit:** Write it e.g. “I went to visit my sister”, “I had a visit” and then also record activities which you were doing, e.g. “Drinking coffee with my sister”, “Talks with friends”, “Snacks preparation for a visit”.

### **Recording use of internet, smartphone, PC, tablet, smart TV**

If you use a internet, smartphone, computer, tablet, smart TV during the performing activity, mention it together with activity or to brackets. For example: “Played the games on tablet” or “Played the games (tablet)”, “Chat with my friend using Viber (smartphone)”, “Watched videos on smartphone”.

*Thank you for your time*

## C. Examples of recording activities to Diary

1/4

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interviewer	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interviewer	Corrections/ Notes
1	2	3	4	5	6
07.00-07.10	Woke up kids	<b>381</b>			
07.10-07.20	<del>Talked with my family</del>	<b>021</b>	Talked with my family	<b>511</b>	Had a breakfast (correction)
07.20-07.30	Cleaned the table and washed dishes	<b>312</b>	↓		
07.30-07.40	Helped to dress kids	<b>381</b>	Talked with kids	<b>383</b>	
07.40-07.50	Put children to kindergarten (by foot)	<b>938</b>	↓		
07.50-08.00	Traveled by bus to work	<b>910</b>	Read the newspaper	<b>811</b>	
08.00-08.10	↓		Texting my wife (smartphone)	<b>514</b>	
08.10-08.20	Work	<b>111</b>			
08.20-08.30					
08.30-08.40					
08.40-08.50					
08.50-09.00					
09.00-09.10					
09.10-09.20					
09.20-09.30					
09.30-09.40					
09.40-09.50					
09.50-10.00	↓				

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
10.00-10.10					
10.10-10.20					
10.20-10.30					
10.30-10.40					
10.40-10.50					
10.50-11.00					
11.00-11.10					
11.10-11.20					
11.20-11.30					
11.30-11.40	Lunch break: Had a lunch	021	Talked with my colleagues	121	
11.40-11.50					
11.50-12.00					
12.00-12.10	Lunch break: Went to the shop	936		121	
12.10-12.20	Lunch break: Shopping	361		121	
12.20-12.30	Lunch break: Went back to work	936		121	
12.30-12.40	Work	111			
12.40-12.50					
12.50-13.00					

Time	<b>What were you doing? (Main activity)</b> <b>One main activity on each line.</b> <i>In case travelling, record a way of travel and purpose of travel.</i>	<b>Activity code</b>  <b>It fills by interview er</b>	<b>What else were you doing? (Parallel activity)</b> <b>Write the most important parallel activity.</b>	<b>Activity code</b>  <b>It fills by interview er</b>	<b>Corrections/ Notes</b>
1	2	3	4	5	6
16.00-16.10					
16.10-16.20					
16.20-16.30					
16.30-16.40					
16.40-16.50					
16.50-17.00	↓				
17.00-17.10	Went to kindergarten from work (by car with colleague)	<b>938</b>	Talked with colleague	<b>519</b>	
17.10-17.20	↓		↓		
17.20-17.30	Talked with teacher	<b>384</b>	Helped to dress kids	<b>381</b>	
17.30-17.40	Went for an ice-cream with kids (bought for neighbor too)	<b>936</b>		<b>429</b>	
17.40-17.50	Sat with children and ate ice-cream	<b>381</b>	Talked with kids	<b>383</b>	
17.50-18.00	Went home with kids (by foot)	<b>938</b>	↓		
18.00-18.10	Brought ice-cream to the neighbor	<b>429</b>			
18.10-18.20	Hygiene	<b>031</b>			
18.20-18.30	Unpacked and placed the purchase	<b>324</b>			
18.30-18.40	Prepared dinner	<b>311</b>	Listened radio	<b>831</b>	
18.40-18.50	↓		↓		
18.50-19.00	Had dinner with my family	<b>021</b>	Talked with my wife	<b>511</b>	

Time	<b>What were you doing? (Main activity)</b> <b>One main activity on each line.</b> <i>In case travelling, record a way of travel and purpose of travel.</i>	<b>Activity code</b>  <b>It fills by interview er</b>	<b>What else were you doing? (Parallel activity)</b> <b>Write the most important parallel activity.</b>	<b>Activity code</b>  <b>It fills by interview er</b>	<b>Corrections/ Notes</b>
1	2	3	4	5	6
19.00-19.10	↓			↓	
19.10-19.20	↓			↓	
19.20-19.30	Watched TV with my family	<b>821</b>			
19.30-19.40	↓				
19.40-19.50	↓				
19.50-20.00	↓		Checked emails (tablet)	<b>723</b>	
20.00-20.10	↓		Phoned with my mum (smartphone)	<b>514</b>	
20.10-20.20	Bathed my children	<b>381</b>	Talked with children	<b>383</b>	
20.20-20.30	Helped to dress kids	<b>381</b>	↓		
20.30-20.40	Read a book to my children	<b>383</b>			
20.40-20.50	Put children to sleep	<b>381</b>			
20.50-21.00	Seeking and reading information on the internet	<b>722</b>			
21.00-21.10	Read a book	<b>812</b>			
21.10-21.20	↓				
21.20-21.30	↓				
21.30-21.40	Hygiene	<b>031</b>			
21.40-21.50	↓				
21.50-22.00	Went to bed	<b>031</b>			



## D. Diary for recording activities

Date:

Day of week:

Day 1

1/8

(Write down date and day of week in which you started to fill out Diary.)

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
04.00-04.10					
04.10-04.20					
04.20-04.30					
04.30-04.40					
04.40-04.50					
04.50-05.00					
05.00-05.10					
05.10-05.20					
05.20-05.30					
05.30-05.40					
05.40-05.50					
05.50-06.00					
06.00-06.10					
06.10-06.20					
06.20-06.30					
06.30-06.40					
06.40-06.50					
06.50-07.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code It fills by interviewer	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code It fills by interviewer	Corrections/ Notes
1	2	3	4	5	6
07.00-07.10					
07.10-07.20					
07.20-07.30					
07.30-07.40					
07.40-07.50					
07.50-08.00					
08.00-08.10					
08.10-08.20					
08.20-08.30					
08.30-08.40					
08.40-08.50					
08.50-09.00					
09.00-09.10					
09.10-09.20					
09.20-09.30					
09.30-09.40					
09.40-09.50					
09.50-10.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code It fills by interviewer	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code It fills by interviewer	Corrections/ Notes
1	2	3	4	5	6
10.00-10.10					
10.10-10.20					
10.20-10.30					
10.30-10.40					
10.40-10.50					
10.50-11.00					
11.00-11.10					
11.10-11.20					
11.20-11.30					
11.30-11.40					
11.40-11.50					
11.50-12.00					
12.00-12.10					
12.10-12.20					
12.20-12.30					
12.30-12.40					
12.40-12.50					
12.50-13.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code It fills by interviewer	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code It fills by interviewer	Corrections/ Notes
1	2	3	4	5	6
13.00-13.10					
13.10-13.20					
13.20-13.30					
13.30-13.40					
13.40-13.50					
13.50-14.00					
14.00-14.10					
14.10-14.20					
14.20-14.30					
14.30-14.40					
14.40-14.50					
14.50-15.00					
15.00-15.10					
15.10-15.20					
15.20-15.30					
15.30-15.40					
15.40-15.50					
15.50-16.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code It fills by interviewer	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code It fills by interviewer	Corrections/ Notes
1	2	3	4	5	6
16.00-16.10					
16.10-16.20					
16.20-16.30					
16.30-16.40					
16.40-16.50					
16.50-17.00					
17.00-17.10					
17.10-17.20					
17.20-17.30					
17.30-17.40					
17.40-17.50					
17.50-18.00					
18.00-18.10					
18.10-18.20					
18.20-18.30					
18.30-18.40					
18.40-18.50					
18.50-19.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code It fills by interviewer	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code It fills by interviewer	Corrections/ Notes
1	2	3	4	5	6
19.00-19.10					
19.10-19.20					
19.20-19.30					
19.30-19.40					
19.40-19.50					
19.50-20.00					
20.00-20.10					
20.10-20.20					
20.20-20.30					
20.30-20.40					
20.40-20.50					
20.50-21.00					
21.00-21.10					
21.10-21.20					
21.20-21.30					
21.30-21.40					
21.40-21.50					
21.50-22.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code It fills by interviewer	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code It fills by interviewer	Corrections/ Notes
1	2	3	4	5	6
22.00-22.10					
22.10-22.20					
22.20-22.30					
22.30-22.40					
22.40-22.50					
22.50-23.00					
23.00-23.10					
23.10-23.20					
23.20-23.30					
23.30-23.40					
23.40-23.50					
23.50-00.00					
00.00-00.10					
00.10-00.20					
00.20-00.30					
00.30-00.40					
00.40-00.50					
00.50-01.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code It fills by interviewer	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code It fills by interviewer	Corrections/ Notes
1	2	3	4	5	6
01.00-01.10					
01.10-01.20					
01.20-01.30					
01.30-01.40					
01.40-01.50					
01.50-02.00					
02.00-02.10					
02.10-02.20					
02.20-02.30					
02.30-02.40					
02.40-02.50					
02.50-03.00					
03.00-03.10					
03.10-03.20					
03.20-03.30					
03.30-03.40					
03.40-03.50					
03.50-04.00					



Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
04.00-04.10					
04.10-04.20					
04.20-04.30					
04.30-04.40					
04.40-04.50					
04.50-05.00					
05.00-05.10					
05.10-05.20					
05.20-05.30					
05.30-05.40					
05.40-05.50					
05.50-06.00					
06.00-06.10					
06.10-06.20					
06.20-06.30					
06.30-06.40					
06.40-06.50					
06.50-07.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
07.00-07.10					
07.10-07.20					
07.20-07.30					
07.30-07.40					
07.40-07.50					
07.50-08.00					
08.00-08.10					
08.10-08.20					
08.20-08.30					
08.30-08.40					
08.40-08.50					
08.50-09.00					
09.00-09.10					
09.10-09.20					
09.20-09.30					
09.30-09.40					
09.40-09.50					
09.50-10.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
10.00-10.10					
10.10-10.20					
10.20-10.30					
10.30-10.40					
10.40-10.50					
10.50-11.00					
11.00-11.10					
11.10-11.20					
11.20-11.30					
11.30-11.40					
11.40-11.50					
11.50-12.00					
12.00-12.10					
12.10-12.20					
12.20-12.30					
12.30-12.40					
12.40-12.50					
12.50-13.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
13.00-13.10					
13.10-13.20					
13.20-13.30					
13.30-13.40					
13.40-13.50					
13.50-14.00					
14.00-14.10					
14.10-14.20					
14.20-14.30					
14.30-14.40					
14.40-14.50					
14.50-15.00					
15.00-15.10					
15.10-15.20					
15.20-15.30					
15.30-15.40					
15.40-15.50					
15.50-16.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
16.00-16.10					
16.10-16.20					
16.20-16.30					
16.30-16.40					
16.40-16.50					
16.50-17.00					
17.00-17.10					
17.10-17.20					
17.20-17.30					
17.30-17.40					
17.40-17.50					
17.50-18.00					
18.00-18.10					
18.10-18.20					
18.20-18.30					
18.30-18.40					
18.40-18.50					
18.50-19.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interviewer	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interviewer	Corrections/ Notes
1	2	3	4	5	6
19.00-19.10					
19.10-19.20					
19.20-19.30					
19.30-19.40					
19.40-19.50					
19.50-20.00					
20.00-20.10					
20.10-20.20					
20.20-20.30					
20.30-20.40					
20.40-20.50					
20.50-21.00					
21.00-21.10					
21.10-21.20					
21.20-21.30					
21.30-21.40					
21.40-21.50					
21.50-22.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
22.00-22.10					
22.10-22.20					
22.20-22.30					
22.30-22.40					
22.40-22.50					
22.50-23.00					
23.00-23.10					
23.10-23.20					
23.20-23.30					
23.30-23.40					
23.40-23.50					
23.50-00.00					
00.00-00.10					
00.10-00.20					
00.20-00.30					
00.30-00.40					
00.40-00.50					
00.50-01.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
01.00-01.10					
01.10-01.20					
01.20-01.30					
01.30-01.40					
01.40-01.50					
01.50-02.00					
02.00-02.10					
02.10-02.20					
02.20-02.30					
02.30-02.40					
02.40-02.50					
02.50-03.00					
03.00-03.10					
03.10-03.20					
03.20-03.30					
03.30-03.40					
03.40-03.50					
03.50-04.00					



Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
04.00-04.10					
04.10-04.20					
04.20-04.30					
04.30-04.40					
04.40-04.50					
04.50-05.00					
05.00-05.10					
05.10-05.20					
05.20-05.30					
05.30-05.40					
05.40-05.50					
05.50-06.00					
06.00-06.10					
06.10-06.20					
06.20-06.30					
06.30-06.40					
06.40-06.50					
06.50-07.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interviewer	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interviewer	Corrections/ Notes
1	2	3	4	5	6
07.00-07.10					
07.10-07.20					
07.20-07.30					
07.30-07.40					
07.40-07.50					
07.50-08.00					
08.00-08.10					
08.10-08.20					
08.20-08.30					
08.30-08.40					
08.40-08.50					
08.50-09.00					
09.00-09.10					
09.10-09.20					
09.20-09.30					
09.30-09.40					
09.40-09.50					
09.50-10.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
10.00-10.10					
10.10-10.20					
10.20-10.30					
10.30-10.40					
10.40-10.50					
10.50-11.00					
11.00-11.10					
11.10-11.20					
11.20-11.30					
11.30-11.40					
11.40-11.50					
11.50-12.00					
12.00-12.10					
12.10-12.20					
12.20-12.30					
12.30-12.40					
12.40-12.50					
12.50-13.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
13.00-13.10					
13.10-13.20					
13.20-13.30					
13.30-13.40					
13.40-13.50					
13.50-14.00					
14.00-14.10					
14.10-14.20					
14.20-14.30					
14.30-14.40					
14.40-14.50					
14.50-15.00					
15.00-15.10					
15.10-15.20					
15.20-15.30					
15.30-15.40					
15.40-15.50					
15.50-16.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
16.00-16.10					
16.10-16.20					
16.20-16.30					
16.30-16.40					
16.40-16.50					
16.50-17.00					
17.00-17.10					
17.10-17.20					
17.20-17.30					
17.30-17.40					
17.40-17.50					
17.50-18.00					
18.00-18.10					
18.10-18.20					
18.20-18.30					
18.30-18.40					
18.40-18.50					
18.50-19.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
19.00-19.10					
19.10-19.20					
19.20-19.30					
19.30-19.40					
19.40-19.50					
19.50-20.00					
20.00-20.10					
20.10-20.20					
20.20-20.30					
20.30-20.40					
20.40-20.50					
20.50-21.00					
21.00-21.10					
21.10-21.20					
21.20-21.30					
21.30-21.40					
21.40-21.50					
21.50-22.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
22.00-22.10					
22.10-22.20					
22.20-22.30					
22.30-22.40					
22.40-22.50					
22.50-23.00					
23.00-23.10					
23.10-23.20					
23.20-23.30					
23.30-23.40					
23.40-23.50					
23.50-00.00					
00.00-00.10					
00.10-00.20					
00.20-00.30					
00.30-00.40					
00.40-00.50					
00.50-01.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
01.00-01.10					
01.10-01.20					
01.20-01.30					
01.30-01.40					
01.40-01.50					
01.50-02.00					
02.00-02.10					
02.10-02.20					
02.20-02.30					
02.30-02.40					
02.40-02.50					
02.50-03.00					
03.00-03.10					
03.10-03.20					
03.20-03.30					
03.30-03.40					
03.40-03.50					
03.50-04.00					



Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
04.00-04.10					
04.10-04.20					
04.20-04.30					
04.30-04.40					
04.40-04.50					
04.50-05.00					
05.00-05.10					
05.10-05.20					
05.20-05.30					
05.30-05.40					
05.40-05.50					
05.50-06.00					
06.00-06.10					
06.10-06.20					
06.20-06.30					
06.30-06.40					
06.40-06.50					
06.50-07.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
07.00-07.10					
07.10-07.20					
07.20-07.30					
07.30-07.40					
07.40-07.50					
07.50-08.00					
08.00-08.10					
08.10-08.20					
08.20-08.30					
08.30-08.40					
08.40-08.50					
08.50-09.00					
09.00-09.10					
09.10-09.20					
09.20-09.30					
09.30-09.40					
09.40-09.50					
09.50-10.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
10.00-10.10					
10.10-10.20					
10.20-10.30					
10.30-10.40					
10.40-10.50					
10.50-11.00					
11.00-11.10					
11.10-11.20					
11.20-11.30					
11.30-11.40					
11.40-11.50					
11.50-12.00					
12.00-12.10					
12.10-12.20					
12.20-12.30					
12.30-12.40					
12.40-12.50					
12.50-13.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
13.00-13.10					
13.10-13.20					
13.20-13.30					
13.30-13.40					
13.40-13.50					
13.50-14.00					
14.00-14.10					
14.10-14.20					
14.20-14.30					
14.30-14.40					
14.40-14.50					
14.50-15.00					
15.00-15.10					
15.10-15.20					
15.20-15.30					
15.30-15.40					
15.40-15.50					
15.50-16.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
16.00-16.10					
16.10-16.20					
16.20-16.30					
16.30-16.40					
16.40-16.50					
16.50-17.00					
17.00-17.10					
17.10-17.20					
17.20-17.30					
17.30-17.40					
17.40-17.50					
17.50-18.00					
18.00-18.10					
18.10-18.20					
18.20-18.30					
18.30-18.40					
18.40-18.50					
18.50-19.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
19.00-19.10					
19.10-19.20					
19.20-19.30					
19.30-19.40					
19.40-19.50					
19.50-20.00					
20.00-20.10					
20.10-20.20					
20.20-20.30					
20.30-20.40					
20.40-20.50					
20.50-21.00					
21.00-21.10					
21.10-21.20					
21.20-21.30					
21.30-21.40					
21.40-21.50					
21.50-22.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
22.00-22.10					
22.10-22.20					
22.20-22.30					
22.30-22.40					
22.40-22.50					
22.50-23.00					
23.00-23.10					
23.10-23.20					
23.20-23.30					
23.30-23.40					
23.40-23.50					
23.50-00.00					
00.00-00.10					
00.10-00.20					
00.20-00.30					
00.30-00.40					
00.40-00.50					
00.50-01.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
01.00-01.10					
01.10-01.20					
01.20-01.30					
01.30-01.40					
01.40-01.50					
01.50-02.00					
02.00-02.10					
02.10-02.20					
02.20-02.30					
02.30-02.40					
02.40-02.50					
02.50-03.00					
03.00-03.10					
03.10-03.20					
03.20-03.30					
03.30-03.40					
03.40-03.50					
03.50-04.00					



Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
04.00-04.10					
04.10-04.20					
04.20-04.30					
04.30-04.40					
04.40-04.50					
04.50-05.00					
05.00-05.10					
05.10-05.20					
05.20-05.30					
05.30-05.40					
05.40-05.50					
05.50-06.00					
06.00-06.10					
06.10-06.20					
06.20-06.30					
06.30-06.40					
06.40-06.50					
06.50-07.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
07.00-07.10					
07.10-07.20					
07.20-07.30					
07.30-07.40					
07.40-07.50					
07.50-08.00					
08.00-08.10					
08.10-08.20					
08.20-08.30					
08.30-08.40					
08.40-08.50					
08.50-09.00					
09.00-09.10					
09.10-09.20					
09.20-09.30					
09.30-09.40					
09.40-09.50					
09.50-10.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
10.00-10.10					
10.10-10.20					
10.20-10.30					
10.30-10.40					
10.40-10.50					
10.50-11.00					
11.00-11.10					
11.10-11.20					
11.20-11.30					
11.30-11.40					
11.40-11.50					
11.50-12.00					
12.00-12.10					
12.10-12.20					
12.20-12.30					
12.30-12.40					
12.40-12.50					
12.50-13.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
13.00-13.10					
13.10-13.20					
13.20-13.30					
13.30-13.40					
13.40-13.50					
13.50-14.00					
14.00-14.10					
14.10-14.20					
14.20-14.30					
14.30-14.40					
14.40-14.50					
14.50-15.00					
15.00-15.10					
15.10-15.20					
15.20-15.30					
15.30-15.40					
15.40-15.50					
15.50-16.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
16.00-16.10					
16.10-16.20					
16.20-16.30					
16.30-16.40					
16.40-16.50					
16.50-17.00					
17.00-17.10					
17.10-17.20					
17.20-17.30					
17.30-17.40					
17.40-17.50					
17.50-18.00					
18.00-18.10					
18.10-18.20					
18.20-18.30					
18.30-18.40					
18.40-18.50					
18.50-19.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
19.00-19.10					
19.10-19.20					
19.20-19.30					
19.30-19.40					
19.40-19.50					
19.50-20.00					
20.00-20.10					
20.10-20.20					
20.20-20.30					
20.30-20.40					
20.40-20.50					
20.50-21.00					
21.00-21.10					
21.10-21.20					
21.20-21.30					
21.30-21.40					
21.40-21.50					
21.50-22.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
22.00-22.10					
22.10-22.20					
22.20-22.30					
22.30-22.40					
22.40-22.50					
22.50-23.00					
23.00-23.10					
23.10-23.20					
23.20-23.30					
23.30-23.40					
23.40-23.50					
23.50-00.00					
00.00-00.10					
00.10-00.20					
00.20-00.30					
00.30-00.40					
00.40-00.50					
00.50-01.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
01.00-01.10					
01.10-01.20					
01.20-01.30					
01.30-01.40					
01.40-01.50					
01.50-02.00					
02.00-02.10					
02.10-02.20					
02.20-02.30					
02.30-02.40					
02.40-02.50					
02.50-03.00					
03.00-03.10					
03.10-03.20					
03.20-03.30					
03.30-03.40					
03.40-03.50					
03.50-04.00					



Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
04.00-04.10					
04.10-04.20					
04.20-04.30					
04.30-04.40					
04.40-04.50					
04.50-05.00					
05.00-05.10					
05.10-05.20					
05.20-05.30					
05.30-05.40					
05.40-05.50					
05.50-06.00					
06.00-06.10					
06.10-06.20					
06.20-06.30					
06.30-06.40					
06.40-06.50					
06.50-07.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
07.00-07.10					
07.10-07.20					
07.20-07.30					
07.30-07.40					
07.40-07.50					
07.50-08.00					
08.00-08.10					
08.10-08.20					
08.20-08.30					
08.30-08.40					
08.40-08.50					
08.50-09.00					
09.00-09.10					
09.10-09.20					
09.20-09.30					
09.30-09.40					
09.40-09.50					
09.50-10.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
10.00-10.10					
10.10-10.20					
10.20-10.30					
10.30-10.40					
10.40-10.50					
10.50-11.00					
11.00-11.10					
11.10-11.20					
11.20-11.30					
11.30-11.40					
11.40-11.50					
11.50-12.00					
12.00-12.10					
12.10-12.20					
12.20-12.30					
12.30-12.40					
12.40-12.50					
12.50-13.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
13.00-13.10					
13.10-13.20					
13.20-13.30					
13.30-13.40					
13.40-13.50					
13.50-14.00					
14.00-14.10					
14.10-14.20					
14.20-14.30					
14.30-14.40					
14.40-14.50					
14.50-15.00					
15.00-15.10					
15.10-15.20					
15.20-15.30					
15.30-15.40					
15.40-15.50					
15.50-16.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
16.00-16.10					
16.10-16.20					
16.20-16.30					
16.30-16.40					
16.40-16.50					
16.50-17.00					
17.00-17.10					
17.10-17.20					
17.20-17.30					
17.30-17.40					
17.40-17.50					
17.50-18.00					
18.00-18.10					
18.10-18.20					
18.20-18.30					
18.30-18.40					
18.40-18.50					
18.50-19.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
19.00-19.10					
19.10-19.20					
19.20-19.30					
19.30-19.40					
19.40-19.50					
19.50-20.00					
20.00-20.10					
20.10-20.20					
20.20-20.30					
20.30-20.40					
20.40-20.50					
20.50-21.00					
21.00-21.10					
21.10-21.20					
21.20-21.30					
21.30-21.40					
21.40-21.50					
21.50-22.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
22.00-22.10					
22.10-22.20					
22.20-22.30					
22.30-22.40					
22.40-22.50					
22.50-23.00					
23.00-23.10					
23.10-23.20					
23.20-23.30					
23.30-23.40					
23.40-23.50					
23.50-00.00					
00.00-00.10					
00.10-00.20					
00.20-00.30					
00.30-00.40					
00.40-00.50					
00.50-01.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
01.00-01.10					
01.10-01.20					
01.20-01.30					
01.30-01.40					
01.40-01.50					
01.50-02.00					
02.00-02.10					
02.10-02.20					
02.20-02.30					
02.30-02.40					
02.40-02.50					
02.50-03.00					
03.00-03.10					
03.10-03.20					
03.20-03.30					
03.30-03.40					
03.40-03.50					
03.50-04.00					



Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interviewer	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interviewer	Corrections/ Notes
1	2	3	4	5	6
04.00-04.10					
04.10-04.20					
04.20-04.30					
04.30-04.40					
04.40-04.50					
04.50-05.00					
05.00-05.10					
05.10-05.20					
05.20-05.30					
05.30-05.40					
05.40-05.50					
05.50-06.00					
06.00-06.10					
06.10-06.20					
06.20-06.30					
06.30-06.40					
06.40-06.50					
06.50-07.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
07.00-07.10					
07.10-07.20					
07.20-07.30					
07.30-07.40					
07.40-07.50					
07.50-08.00					
08.00-08.10					
08.10-08.20					
08.20-08.30					
08.30-08.40					
08.40-08.50					
08.50-09.00					
09.00-09.10					
09.10-09.20					
09.20-09.30					
09.30-09.40					
09.40-09.50					
09.50-10.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
10.00-10.10					
10.10-10.20					
10.20-10.30					
10.30-10.40					
10.40-10.50					
10.50-11.00					
11.00-11.10					
11.10-11.20					
11.20-11.30					
11.30-11.40					
11.40-11.50					
11.50-12.00					
12.00-12.10					
12.10-12.20					
12.20-12.30					
12.30-12.40					
12.40-12.50					
12.50-13.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
13.00-13.10					
13.10-13.20					
13.20-13.30					
13.30-13.40					
13.40-13.50					
13.50-14.00					
14.00-14.10					
14.10-14.20					
14.20-14.30					
14.30-14.40					
14.40-14.50					
14.50-15.00					
15.00-15.10					
15.10-15.20					
15.20-15.30					
15.30-15.40					
15.40-15.50					
15.50-16.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
16.00-16.10					
16.10-16.20					
16.20-16.30					
16.30-16.40					
16.40-16.50					
16.50-17.00					
17.00-17.10					
17.10-17.20					
17.20-17.30					
17.30-17.40					
17.40-17.50					
17.50-18.00					
18.00-18.10					
18.10-18.20					
18.20-18.30					
18.30-18.40					
18.40-18.50					
18.50-19.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
19.00-19.10					
19.10-19.20					
19.20-19.30					
19.30-19.40					
19.40-19.50					
19.50-20.00					
20.00-20.10					
20.10-20.20					
20.20-20.30					
20.30-20.40					
20.40-20.50					
20.50-21.00					
21.00-21.10					
21.10-21.20					
21.20-21.30					
21.30-21.40					
21.40-21.50					
21.50-22.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
22.00-22.10					
22.10-22.20					
22.20-22.30					
22.30-22.40					
22.40-22.50					
22.50-23.00					
23.00-23.10					
23.10-23.20					
23.20-23.30					
23.30-23.40					
23.40-23.50					
23.50-00.00					
00.00-00.10					
00.10-00.20					
00.20-00.30					
00.30-00.40					
00.40-00.50					
00.50-01.00					

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code  It fills by interview er	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code  It fills by interview er	Corrections/ Notes
1	2	3	4	5	6
01.00-01.10					
01.10-01.20					
01.20-01.30					
01.30-01.40					
01.40-01.50					
01.50-02.00					
02.00-02.10					
02.10-02.20					
02.20-02.30					
02.30-02.40					
02.40-02.50					
02.50-03.00					
03.00-03.10					
03.10-03.20					
03.20-03.30					
03.30-03.40					
03.40-03.50					
03.50-04.00					





STATISTICAL  
OFFICE  
OF THE SLOVAK  
REPUBLIC



Section of Social Statistics and Demography

GP 12-16

Department of Population Living Standards Statistics

## **M A N U A L**

**for survey and data processing**

**of grant project No. GP 12-16:**

***„Preparatory work to revise the harmonised European Time  
Use survey for the implementation in the round 2020“***

Bratislava, June 2017



# **M A N U A L**

**for survey and data processing  
of grant project No. GP 12-16:**

***„Preparatory work to revise the harmonised European Time  
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# 1. INTRODUCTION

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The Statistical Office of the Slovak Republic took part in project of European Statistical Office (hereinafter referred to as "Eurostat") The objective of project is improvement of **Harmonised European time use surveys**, hereinafter referred to as "**HETUS**"), which is focused on getting of data on time use of Europeans. .

**The objective of survey within this project** is to collect information on kind of activities to which households and individuals devote for use their time in Slovakia; to identify new activities i.e. those which are not part of Activity Coding List HETUS and on the basis of those new ones to revise this list and to propose National Activity Coding List. The description of the survey course and experience from the field will be reflected in conclusions and recommendations for implementation HETUS 2020 and provided to EUROSTAT.

Time Use Survey realized counties all over the world. In the nineties last century the EU member states started to discuss the growing need of data comparability among national survey on time use The first version guidelines of the harmonized European Time Use survey was available in Eurostat from 2000 (HETUS 2000). On the basis of requirements of member states and experiences from survey was initialized the second revision of guidelines in 2005 and result of this revision were revised guidelines HETUS 2008.<sup>1</sup>

As it is a demanding survey, it is implemented every ten years. The next wave of survey Eurostat is going to realize in 2020 on voluntary base of member countries and in 2030 it is assumed that survey will be implemented under the Regulation.

The Manual for data collection and data processing from grant project GP 12-16 arise from Eurostat guidelines HETUS 2008, and from experiences of countries with survey on time use and from experiences of Statistical Office of the Slovak republic with realization of sample survey in Slovak Republic.

**Reporting unit** of survey are private households and their members.

**The private household** is formed by person, who live together and pay expenditures on basic necessity of life chiefly (chiefly food and housing).

**The member of household** is every person, who fulfil previous condition regardless of family relationship. The persons, who live temporarily in household (minimally half year) and fulfil condition of joint household management (catering and housing), for example relative etc., are also included among household members.

**Respondents** are all member of household **at the age of 16 and more.**

**Subject of survey** is mainly to get data on activities, which respondents carry out during reference period and also some data on households and theirs members are collected. Within survey the data from 50 private households will be collected.

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<sup>1</sup> Eurostat, Harmonised European Time Use Surveys, 2008, available on the internet: <http://ec.europa.eu/eurostat/en/web/products-manuals-and-guidelines/-/KS-RA-08-014> (internet access to 5. 5. 2017)

**Reference period** of data collection is 24 hours of every day (so called “diary day”) during 1 week (7 consecutive days).

**Fieldwork** carries training interviewers.

**Tools of data collection are questionnaires:**

- **Questionnaire about household and its members**, to which interviewer via face to face interviewers records data on household and its members,
- **Diary on record of activities**, to which respondent in his (her) own words records activities as he (she) did them during “diary days”.

**The Diary fill out all members of household at age 16 and over**

**In case, that respondent:**

- **Is in the household long-term absent** (for example student studying outside of home, person on holiday outside of home in period of reference week) and will not able to fill out and submit Diary in the scheduled date, **so this respondent do not fill out Diary and Diary will not be provide him**
- **Is absent during reference week in household** (for example holiday outside of home) and is not able to fill out and submit Diary in the scheduled date, **so this respondent do not fill out Diary and Diary will not be provide him**
- **Is present in household only part reference week** and after that he/she leaves for long period outside of household (for example on holiday) and he/she is not able to finish and filling out of Diary and submit in in the scheduled date, he/she **fills out Diary only during days in reference week when he/she is in household present and Diary submits member of household** who was specified as contact person

The persons, who take part in data collection and data processing, are according Act no. 540/2001 of legal code on State Statistics bound by confidentiality concerning all identified facts, they must not use them for personal need, publish and provide or make accessible them to anybody. Anybody apart from interviewers and relevant employees of state statistics is not authorized to manipulate with printed forms of the SO SR.



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## 2. SCHEDULE

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### 1. Training interviewers

Deadline: June 2017

Responsible: employees of the SO SR

### 2. Fieldwork

- a) Household addressing, concluding Working agreements according to Labour Code of the Slovak Republic with household and (follow up Delivering of Working agreements given worked of the SO SR), filling out questionnaire namely, *Questionnaire about Household and its members*, instruction of household members how to fill out Diary for activity recording, leaving Diaries in households.

Deadline: after training interviewers

Responsible: interviewers

- b) Recording activities to Diaries

Deadline: reference week

Responsible: reference persons

- c) Collection of filling out Diaries

Deadline: in week after reference week

Responsible: interviewers

### 3. Activities coding which were recorded by respondents in Diaries and data recording to File on data record from TUS survey

Deadline: after collecting filled out Diaries

Responsible: interviewers

### 4. Delivery of File with data record from TUS survey with recorded data by employees of the SO SR in Banská Bystrica

Deadline: after data record to program

Responsible: interviewers; employees of the SO SR in BB

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### 3. TRAINING INTERVIEWERS

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Before data collection in field interviewers take part in training interviewers, who realized employees of the SO SR.

**Before training interviewers are obliged to inform with:**

Manual for survey and data processing for Grant project no. GP 12-16: „*Preparatory work to revise the harmonised European Time Use survey for the implementation in the round 2020* “,

- Activity coding list (Annex 1)
- Questionnaire *about Household and its members*
- Questionnaire *Diary for activity recording*
- File on data record from TUS survey TUS (MS Excel) a manual
- Presentation to training interviewers

**Documents will be available for interviewers on the server [\\1BBDC1\TER\\_zis\TUS\](#)**

On the training interviewers will be inform about goals of survey, methodology, questionnaires, will be familiarized with Activity Coding List, File on data record from survey TUS, way of delivering file with recorded data and deadlines of individual tasks. The part of training will be also **practical exercise**. During of this exercise, every interviewer tries to fill out questionnaire, to code particular activities and record data from questionnaire into File on data record.

**After training** interviewers gets following documents which need for survey:

- Manual for survey and data processing of grant project GP 12-16: „*Preparatory work to revise the harmonised European Time Use survey (TUS) for the implementation in the round 2020* “ in printed version
- Questionnaires *Questionnaire about Household and its members*
- Questionnaires *Diary for activity recording*
- File on data record from TUS survey TUS

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## 4. CONTACT WITH REPORTING HOUSEHOLD

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**During household visit** interviewer identify him/herself by service card of the SO SR. The interviewer emphasize to respondents, that provided data are considered as confidential and their protection against misuse is guaranteed by the Act on State Statistics (No. 540/2001) as amended and their usage is exclusively for statistical purpose.

For obtaining the most accurate data and the number of household which refuses answer was minimal, **interview in household** should be held tactfully with respect to age and social status of respondent.

In case that **household agrees with cooperation**, it will be **visited by interviewer minimally twice** (if necessary several times).

### Interviewer:

- Ask household for cooperation (face to face)
- Shortly explains the meaning of survey<sup>2</sup> to respondents (person at age of 16 and more)
- Shortly explains the kind of required information
- Provides household contact on SO SR and on him/herself;
- Records contact on household (phone, e-mail...)
- Signs the Working agreements (according to Labour Code of the Slovak Republic) (signed Working agreement is delivered to Department of Sample Surveys Statistics of the SO SR in Banská Bystrica);
  - The Working agreements (for the whole household) concludes interviewer with one household member
  - **During concluding Working agreement is important:**
    - Person with who is concluded the Working agreement must be at age minimally of 18 and must be legally competent,
    - To be aware of possible problems at concluding an agreement and for this reason **not to conclude** the Working agreement with person, who is:
      - Person in early retirement (Act 461/2003 legal code., § 67, section. 5),
      - Person on maternity or parental leave – if this person make extra on working agreement, the state do not pay for this person pension insurance,
      - Person long-term sick,
      - Civil servant with identical job contents (Act no. 55/2017 legal code - Act on the Civil Service and on amendment of some Acts, § 112),
      - Professional soldier (Act no. 281/2015 legal code - Act on the Civil Service of Professional Soldiers and on amendments of some Acts, § 13),

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<sup>2</sup> It is Grand project of European Statistical Office in which Slovak Republic takes part. The objective of this project is to improve TUS. Within of this survey there are collected data about activities as European households and individuals spent their time. Data are important for actualization of European Classification of Activities and for proposal of National Classification of Activities.

- If Working agreements is concluded with person who is registered jobseeker or plan to register in registry of jobseekers, it is necessary to instruct this person about necessity to notify concluding working agreement on Central Office of Social Affair and Family<sup>3</sup>;

- Explains required records
- Finds out basic data about household and their members, (fill out questionnaire (information about questionnaire are mentioned in section 5, sub-section 5.1)
  - Only member of household provides information (person at age of 18 and more) who is familiar well with situation in household
- Provides respondents *Diary for activity recording* and in detail to give information about it (for information about Diary see section 5, subsection 5.2)
  - Fills out part 1. *Identification data*
  - Explains structure of Diary, i. e. explains, that in Diary there is Guide how to fill out Diary (second page of Diary), examples of activity record (the second page of Diary) and section- *Diary for activity recording*, which comes after pages with examples – Diary fills out respondent during 7 consecutive days in Diary are marked as „1. Day, „2. Day „up to „7. Day
  - Explains need and importance to study guide and examples in Diary,
  - Explains in detail how to record activities in Diary
  - Instruction for Diary is possible to give simultaneously whole household or individually after filling out *Questionnaire about Household and its members*
  - It is recommended presence of all household respondents when guide for filling out Diaries and Diaries are provided
  - In case that some respondent is absent, Diary for this respondent is left in household and:
    - Ask some member of household for providing Diary to absenting respondent and for explaining him/her how to fill out Diary
    - Otherwise records contact with respondent and by phone gives him/her information concerning guide how to fill out Diary
    - Finds out when respondent will be present in household and visits household once again to provide guide him/her
- Asks respondents for look into Dairy, reading guide and example of activity records; verifies whether respondents understood everything and clarifies confusions
- Informs respondents about possibility of contacting interviewer (for example at lack of clarity during activity record etc.)
- Specifies in household contact person who collects Diaries from respondents in household and makes arrangements concerning deadline and way of picking up Diaries

It is expected that the first visit will take the longest time, but it should not take more than one hour.

### **Recommendations for interviewer:**

- To give respondents a ring before the first day of filling out of Diary or contact person in household ;

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<sup>3</sup> By amendment Law No. 5/2004 legal code.

- To contact at least once in reference week (personally or by phone) regarding filling out Diaries or activity records;
- To contacts household (or contact person) after finishing reference period regarding picking up of filled out Diaries;
- To contact following employees of the SO SR with any lack of clarity
  - **Fieldwork and conclusion of working agreements:** Vladimír Trebichavský
    - phone: 048/43 23 217, e-mail: vladimir.trebichavsky@statistics.sk
  - **Methodical issues:** Jana Fillová
    - Phone: 02/50 236 767, e-mail: janka.fillova@statistics.sk
  - **File on data record from TUS survey:** Jozef Kotlár
    - Phone: 02/50 236 767, e-mail: jozef.kotlar@statistics.sk

**Final visit:**

- After finishing reference week, interviewer by arranged way with contact person picks up Diaries from household
- Visually checks records
  - Checks legibility of records
  - Checks whether there are no long time interval without recorded main activity
  - In case of unclear record (for example unreadable, unclear activity record) verifies record and makes correction such way that incorrect record crosses out and correct record writes down in the column „Corrections/Notes“
- Picks out filled out Diaries (number must be identical as number of respondents, who completed Diaries)
- Notifies form and date of reward.

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## 5. QUESTIONNAIRES

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**Two questionnaires will be used:**

1. *Questionnaire about Household and its members,,*
2. *Questionnaire Diary for activity recording,*

### 5.1 Questionnaire about household and its members

Data into this questionnaire records interviewer:

- During household visit, if household agrees with data providing and Working agreement was concluded with household;
- Through face to face interview with member of household at age 18 and more, who knows well situation in household and can provide true data about household and its members;
- It is not possible to record name and surname any household members <sup>4</sup>.

**Contents of questionnaire:**

#### ***Identification data***

- **Interviewer code:** interviewer records single digit code which was assigned him/her; this code serves for identification of interviewer.
- **Number of reporting unit:** interviewer records two digit code of household, this one serves for identification of household during data checking and processing.
- **Date of visit:** month and year are pre-filled; interviewer fills date of day when he/her visits household and records data into questionnaire.

#### ***Section A. Household data***

There are questions here, which serve for the check of recorded activities. .

**A1. Dwelling, where we live is:**

Detached house  1

Apartment house  2

Other kind of dwelling  3

The question collects information about main kind of dwelling, where household usually lives. The answer is marked by cross into given box.

**Detached house (code 1)** is building which is predominantly determined for family housing with the separate entrance from street which has at the most three flats.

**Apartment house (code 2)** is building determined for housing, which consists of four and more flats with the common entrance from street.

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<sup>4</sup> Act. No 122/2013 legal code. About data protection of personal data and on amendments of some laws.

As **other kind of dwelling (code 3)** is taken buildings which are used for other purpose as housing (kindergartens, schools, etc.), mobil houses, caravans, houseboats and so on. If they are primarily used as main dwelling.

## **A.2 Care for garden and animals**

Household answer questions “Yes” / “No”. The interviewer records answer into column 3 using codes: 1 – Yes, 2 – No.

### Formulation of questions:

- Does your household grow any plants/cereals/crops/vegetables?
- Does your household keep/breed any pets? (for example dog, cat, parrot etc.)?
- Does your household keep/breed domestic animals? (for example hens, pigs, cows, horses, bees etc.)?

## **A.3 Household contact**

Interviewer records household contact i.e. contact person (member of household at age of 18 and more).

## **Section B. Data about household members**

- **Serial number of household member:** pre-filled 01, 02, 03...up to 12
- **Identification of household member:** it is recorded identification of household member for example person 1, person 2, person 3, mother, father, child 1, child 2, grandmother, grandfather etc.
- **Sex:** code 1 - man / code 2 - woman
- **Year of birth:** four digit code
- **Month of birth:** two digit code
- **Current economic activity:**
  - It is recorded current economic activity, i.e. economic status – for all persons by following codes:
    - 1 – Working:** person works for pay (employee on the basis working agreement, including professional soldiers), or for profit (entrepreneur, self-employed, freelancer), care person of disabled persons
    - 2 – Employed, but temporarily out of work:** employee, who for reason illness, study leave, unpaid leave etc. out of work, woman on maternity leave
    - 3 – Unemployed:** person no-working, able to work and looking for work (regardless of registration at labour offices, i.e. graduate practice and activation works)
    - 4 – Old age pensioner:** person received pension, retired soldier, and policeman
    - 5 – Student:** without Working Agreement, apprentices (including graduate students)
    - 6 – Economic inactive person in household:** every person who is able to work, but does not work, does not prepare for future profession and does not look for work including parents on parental leave; “voluntary unemployed person”; housewife

- 7 – Disabled person** (totally unable to work)
- 8 – Working Old age pensioner** (also on Working Agreement)
- 9 – Non-applicable:** dependent child, if it is not included in code 5, or it is not indicated.

- **The highest education level:** it is recorded the highest attained education level by following codes:
  - 0** – Without school education
  - 1** – Primary school – the first and the second level
  - 2** – Secondary school (vocational) without graduation
  - 3** – Secondary school with graduation
  - 4** – University Bachelor or equivalent
  - 5** – University Master or equivalent
  - 6** – Research Qualification
- **Serial number of household member which provided data:** it is recorded two digit code of household member, who provides data – two digit code from column “Serial number of household member”.

## 5.2 Diary for activity recording

Diary is main tool of data collection for Time Use Survey. The respondent records in Diary all activities which he/she carried out during 24 hours (so called diary day”).

### Questionnaire contents:

#### **Section A. Identification data** *the first side of Diary*)

This section fills interviewer.

- **Code of interviewer:** interviewer records single digit code, which was assigned him/her, this code is determined for identification of interviewer
- **Number of reporting unit:** two digit code of household; this code is determined for identification of household at data processing and data checking
- **Serial number of household member:** two digit code; serial number of household is identical as in *Questionnaire about Household and its members*. \_ Section B *Data about household members*, column 1 *Serial number of household member*.
- **Identification of household member:** identification of household member (for example. person 1, person 2, person 3, mother, father, child 1, child 2, grandmother, grandfather etc.) from *Questionnaire about Household and its members*, section B. *Data about household members*, column 2 *Identification of household member*.
- **Interviewer contact:** interviewer records your phone contact (phone).



## **Section B. Guidelines on how to fill Diary** (the second page of Diary)

Guidelines given to respondents provides them information on how to fill Diary.

Interviewer pass the Diary to respondents and ask them to read the Instructions on how to fill Diary. So the respondents can consult with interviewer if they have any uncertainty and interviewer can check whether respondents understand the instructions.

### **Contain a text:**

*Dear respondent,*

*Please read instructions on how to fill Diary and see following pages with examples. If you have any uncertainty, please contact interviewer.*

*Diary is filled by household members in age 16 and more.*

**Diary is divided into 10-minute intervals, starts at 04.00 (am) and it covers 24 hours.** Sheets of each days are marked as „1st day“, 2nd day“ to „7th day“. To the top line of 1st Diary day – cell „Date:“, „Day of week:“ – record date and day in which you started to fill Diary. To the lines of Diary **record activities in order in which you performed them, in your own words, in detail, readably and regularly** (not only at the end of the day). **Activities start to record from 1<sup>st</sup> line in Diary i.e. from 04.00.** For example: if you were sleeping at that time, to the line 04.00. - 04.10, column “What were you doing” record “I was sleeping”. For the level of detailed activity recording, please see the examples. Please to avoid recording activities simplified e.g. “I was going”. It is more suitable when you record “I was going to bus stop” and etc. If you need to make a **correction of record**, please strikethrough the record and correct record write down to column “Corrections/Notes”

#### **Column „Time“**

Column contains 24 hours divided in 10-minute intervals and it refers to the time during which activity was performed.

#### **Column „What were you doing?“ (The main activity)**

To this column record all of the activities which you was performed. Please record only one main activity to each line. In case the activity lasted for more than 10 minutes, marked it by “vertical arrow” until the activity lasted and then continue to record next activity (see examples). If you perform more than one activity at the same time, record that one which you regard as the main activity – usually it is the activity which takes a more time. If were doing something you feel is too private to record, please write “Personal” or “Private”

#### **Column „What else were you doing?“ (The secondary activity)**

To this column write all of the activities which you was performed at the same time as the main activity i.e. secondary activity. You can perform several secondary activity, please record each secondary activity to individual line. In case the activity lasted for more than 10 minutes, marked it by “vertical arrow” until the activity lasted and then continue to record next activity. If were doing something you feel is too private to record, please write “Personal” or “Private”

#### **Column „Corrections/Notes“**

If you wrote a wrong record in previous columns, please strikethrough the record and write a correct record to this column. If you need to write some notes for the recorded activity, please also write it to this column.

#### **Column „Activity code“ – it fills by interviewer**

## **Explanatory notes for recording activities**

**Gainful employment:** In case the time and activity recording “I was at work”, don’t record what you were doing during working time nor whether you used the internet. Record what you were doing during breaks. For example: “Lunch break: I had a lunch”, “Lunch break: I went for a walk.” “Lunch break: Shopping”. Also mention work you brought home and done at home.

**Study:** Write whether you studied at home or at school/university. If the study are a part of paid work, please also mention it. Examples: “I had a lesson at school”, “Preparation for lesson (at home)”.

**Travel:** Write a way of travel and purpose of travel. For examples: “I was going to bus stop”, “I went by bus to shop”, “I went by bus from school to my friend”, “I was going from bus stop to home”

**Housework and childcare:** For example: “I cooked dinner”, “I washed the dishes”, “I put my child to bed”, “I mowed the lawn”, “I cleaned the car”, “I cleaned the dwelling”.

**Care and assistance to dependent adult household member:** Record, if you cared or assisted to adult member of household, who suffers long-term physical or mental illness or a problem limiting his/her daily activities. For examples: “Bathing an invalid husband”, “Feeding an invalid adult daughter”.

**Reading (excluding studies):** Record what you read. For example: “I read a newspaper on the internet”, “I read a novel”, “I read a magazine”, “I read a non-fiction”.

**Help to other households:** If the main activity was help of some kind (totally or in part) given to some person outside your own household then record this activity in the Diary. For example, if you helped your friends with repairing their house, record it as “Helped friends repairing their house”. “Helped to brother in the garden” “Played with sisters kids”. Also record if you helped a neighbour or relative by buying food for them. Record on the help even if you bought food for your own household as well, for example: “Bought food for our household, also for neighbor/mother-in-law etc.”.

**Go to visit/ have a visit:** Write it e.g. “I went to visit my sister”, “I had a visit” and then also record activities which you were doing, e.g. “Drinking coffee with my sister”, “Talks with friends”, “Snacks preparation for a visit”.

### **Recording use of internet, smartphone, PC, tablet, smart TV**

If you use a internet, smartphone, computer, tablet, smart TV during the performing activity, mention it together with activity or to brackets. For example: “Played the games on tablet” or “Played the games (tablet)”, “Chat with my friend using Viber (smartphone)”, “Watched videos on smartphone”.

*Thank you for your time*

### Section C. Examples of recording activities to Diary (the third page of Diary)

This part contains 4 pages with examples of recording activities and coding activities to Diary.

#### Example 1:

C. Examples of recording activities to Diary						1/4
Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code It fills by interviewer	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code It fills by interviewer	Corrections/ Notes	
1	2	3	4	5	6	
07.00-07.10	I woke up kids	381				
07.10-07.20	<del>I talked with my family</del>	021	I talked with my family	511	Had a breakfast (correction)	
07.20-07.30	I cleaned the table and washed dishes	312				
07.30-07.40	I helped to dress kids	381	Talked with kids	383		
07.40-07.50	I put children to nursery school (by foot)	938				
07.50-08.00	I traveled by bus to work	910	Read the newspaper	811		
08.00-08.10			I texted my wife (smartphone)	514		
08.10-08.20	Work	111				
08.20-08.30						
08.30-08.40						
08.40-08.50						
08.50-09.00						
09.00-09.10						
09.10-09.20						
09.20-09.30						
09.30-09.40						
09.40-09.50						
09.50-10.00						

### Section D. Diary for recording activities

This is the main part of Diary in which respondent record their activities during seven consecutive days.

#### Recording:

- sheets of each days are marked as “1<sup>st</sup> day”, “2<sup>nd</sup> day”, to “7<sup>th</sup> day”,
- to the top line of 1<sup>st</sup> Diary day – cell “Date:”, “Day of week:” – respondent records date and day in which started to fill Diary,
- Diary starts at 04.00 (am), it covers 24 hours and it is divided into 10-minute intervals (column 1 “Date”),
- respondent records activities, which he/she performed during 24 hours to Diary:
  - **main activities** – activities, which respondent regards as the main, usually the activities which takes a more time (column 2 “What were you doing?”)
  - **secondary activities** – activities, which respondent performed at the same time as the main activity (column 4 “What else were you doing?”)
- respondent write a records of activities into the lines of 10-minute intervals in own words, **in detail, readably and regularly**, not only at the end of a day,

- respondent records only one activity into each line,
- if respondent performed more than one activity at the same time, write that one which he/she regard as the main activity – usually it is activity which takes a more time and others activities write as secondary activities,
- if activity lasted more than 10 minutes, respondent records it by “vertical arrow” until the activity lasted and continue to record next activity (see Example 1 above or B. Examples of recording activities to Diary in Time Use Diary),
- if respondent were doing something he/she felt is too private to record, it can be write as “Personal” or “Private”,
- in case of correction respondent (or interviewer) strikethrough the wrong record and correct record write into column 6 Corrections/Notes,
- activity code (column 3 and 5) is used to write code of main activity and secondary activity; activity codes are assigned by interviewer based on the guidelines (part 6. Activity coding).

**Example 2:**

**D. Diary for recording activities**

**Date:** \_\_\_\_\_ **Day of week:** **Day 1** **1/8**

*(Write down date and day of week in which you started to fill out Diary.)*

Time	What were you doing? (Main activity) One main activity on each line. <i>In case travelling, record a way of travel and purpose of travel.</i>	Activity code It fills by interviewer	What else were you doing? (Parallel activity) Write the most important parallel activity.	Activity code It fills by interviewer	Corrections/ Notes
1	2	3	4	5	6
14.00-04.10					
14.10-04.20					
14.20-04.30					
14.30-04.40					
14.40-04.50					
14.50-05.00					
15.00-05.10					
15.10-05.20					
15.20-05.30					
15.30-05.40					
15.40-05.50					
15.50-06.00					
16.00-06.10					
16.10-06.20					
16.20-06.30					
16.30-06.40					
16.40-06.50					
16.50-07.00					

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## 6. ACTIVITY CODING

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After picking Diaries up from households and checking records (completeness, readably etc.) interviewer coding activities by numeric codes which were recording by respondents. Coding activities are performed based on guidelines and Activity coding list.

### **Code of activities can be recorded in two ways:**

- a) it can be wrote into columns 3 and 5 (“Activity code”) in paper Diary and then rewrite activities with assigned codes into File to record TUS data or
- b) first are activities rewritten from Diary (column 2 and 4) into File to record TUS data and then activities code are recorded directly into this file; in this case it is not necessary to record activities codes into columns 3 and 5 in paper Diary

Unified way of coding and interpretation Activity coding list is important for quality data. Therefore **it is necessary** that interviewer were informed in detail with **Activity coding list, definition of activities, notes and examples** before interviewer begins with coding activities.

**If any uncertainty occurs during activities coding** (e.g. unreadable recorded activity, recorded activity not enough in detail and etc.), interviewer shall contact household, verify data and then make a correction.

### **Correction of data can be recorded in two ways:**

- a) to Diary so that wrong record strikethrough and write down correct record or write information about corrections to column 6 “Corrections/Notes” or
- b) write correct record directly into File to record TUS data.

### 6.1 Code system

System of activities coding is hierarchical with three levels, as shown below.

#### *Example*

- 3**        **HOUSEHOLD AND FAMILY CARE**
- 30**     **UNSPECIFIED HOUSEHOLD AND FAMILY CARE**
- 300**   **Unspecified household and family care**
- 31**     **FOOD MANAGEMENT**
- 311**   **Food preparation, baking and preserving**
- 312**   **Dish washing**
- 32**     **HOUSEHOLD UPKEEP**
- 321**   **Cleaning dwelling**
- 322**   **Cleaning garden**
- 323**   **Heating and water**
- 324**   **Arranging household goods and materials**
- 329**   **Other or unspecified household upkeep**
- 33**
- .
- .
- .
- OTHER CATEGORIES OF SECOND LEVEL**
- .
- 39**

At the highest level, the **1-digit code 3** represents **Household and family care**. In code system **one digit code** indicates **one of 10 first-level categories**; the first digit in code defines the first-level activity category.

Within each **first-level activity category** there can be **1 to 9 second-level activity categories**, **it is defined by the first two digits**. In the example above, code **31** defines the second-level activity category „**Food management**“.

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

**The main task in the coding process** is to assign a 3-digit codes to the main activities (in case there is enough information in Diary for doing this). When the main activity is assigned a 3-digit code it is automatically classified also to 1-digit and 2-digit level. If the activity was coded to 3-digit code **311 Food preparation, baking and preserving**, it was also allocated to 2-digit and 1-digit code, namely **31 Food management** or **3 Household and family care**. This makes the system hierarchical.

**3-digit code ending with 9** should be used in case there isn't any other proper 3-digit code except for Others category.

A similar approach was also chosen in case there aren't enough information for coding to 2-digit but there is enough information for coding on 1-digit; although in this case was retained two specific **x00** codes, this is about: **200 Unspecified study** and **300 Unspecified household and family care**.

## 6.2 Summary of rules for coding main activities

**Rule 1** Code to 3 digits according to the activity coding list.

**Rule 2** In case the activity is well described in Diary, but there is no proper 3-digit code in Activity coding list or in case there is insufficient information about activity, then code **xy9 „Other or unspecified ...“** category (039, 129, 329, 339, 349, 359, 369, 389, 429, 439, 519, 529, 619, 719, 729, 739, 819, 900). If there is insufficient information for coding at 2-digit code in category **2 Study** or **3 Household and family care**, then code to one digit using a 3-digit code ending with two zeros **x00**, i.e. **200 Unspecified study** and **300 Unspecified household and family care**.

**Rule 3** **Code 999 Other unspecified time use** from category Auxiliary codes can be used if:

- there is insufficient information about activity for coding not even at 1-digit code,
- recorded activity is not cover in any code from Activity coding list,
- the main activity is clearly recorded but it is not specified and so it is not possible to code it not even by 1-digit code.

**Example:** Respondent recorded activity e.g. „Spent the evening at home.“, „Was at home“ etc. – activity is not specified, i.e. not belong to any of the categories, then use code 999) or respondent recorded activity which is not in Activity coding list, e.g. „Liked photos on facebook“.

**Rule 4** If there is in Diary recorded „Leisure time“ without any further information, then use code from Auxiliary codes category **998 Unspecified leisure time**. Code 998 can be used in case the activity is in one of the following categories 5 Social life and entertainment, 7 Hobbies and computing or 8 Mass Media, and cannot be used more appropriate code. **Example:** Respondent recorded activity „Time off“, „Leisure time“, „Various leisure time activities“.

**Rule 5** If the main activity is „Filled in the Diary“, use code from Auxiliary codes category **995 Filling in the time use diary**. **Example:** „Contacts with interviewer“, „Filled in the Diary“.

**Rule 6** If the activity is „Travelling“ but no purpose is specified, then use code from Auxiliary codes category **900 Other or unspecified travel purpose**.

**Rule 7** If the activity is „Journey“ defined by some purpose, choose appropriate code from Activity coding list according purpose of the journey (for detail information with examples please see part 9 in Annex 1 Activity coding list). Codes of journey defined by purpose:

- 910** Travel to/from work
- 920** Travel related to study
- 936** Travel related to shopping and services
- 938** Travel related to childcare
- 939** Travel related to other household care
- 940** Travel related to voluntary work and meetings
- 950** Travel related to social life
- 960** Travel related to other leisure
- 980** Travel related to changing locality
- 900** Other or unspecified travel purpose

**Example:** Recorded activity „Brought the child to school.“, „Brought the child to kids club.“, „Went to the doctor with child (by car)“ shall record by code **938 Travel related to childcare**; „Traveled to work by car“ record by code **910 Travel to/from work**; „Went to grocery by foot.“, „Went to hairstylist.“ record by code **936 Travel related to shopping and services**; „Went to school by foot“ record by code **920 Travel related to study** etc.

**Example** of using code **980 Travel related to changing locality**: If the purpose of journey is changing locality for the purpose to perform various activities, i.e. person left the home, then came back to home and meanwhile spent the time at another location – e.g. at cottage or with family, where they perform activities. For example – respondent left home and went to cottage (code 980 Travel related to changing locality), where worked in garden (code 341 Gardening), then celebrated birthday at neighbour’s (code 513 Celebrations), picked mushrooms (code 621 Productive exercise) and then traveled back to home (code 980 Travel related to changing locality). The purpose of journey was spent one or more days at cottage, where respondent performed various activities. It is multipurpose journey related to changing locality.

**Rule 8** If respondent were doing something that feel is too private, it can be recorded as „Personal“ / „Private“ according to the guidelines in Diary. This activity code by code **039 Other or unspecified personal care**.

### 6.3 Multiple main activities coding

Within one time period, which represent 10-minute interval (1 line), there is not possible code more than one main activity. In case respondent performed more than one main activity within 10-minute interval (e.g. respondent recorded: „Cooked and listened radio.“, the one activity has to be chosen as the main activity and the other has to be recorded as a secondary activity.

**Rule 1** If the activities are simultaneous and one of them can be the result of the other activity, then the second activity code as a secondary and the first as the main activity.

**Example 1:** *Respondent ate a supper and talked with family.* It is logical to assume that he talked with family because of he ate a supper, not he ate a supper because of he talked with family. *Ate a supper* is as the main activity with code **021 Eating**.

**Example 2:** *Respondent went to work by bus and read the newspaper.* *Went to work by bus* is coded as the main activity, code **910 Travel to/from work**, *read the newspaper* is coded as the secondary activity, code **811 Reading periodicals**.

**Rule 2** If the activities are simultaneous and none of them is the result of the other, then the first activity are coded as the main activity and second activity as the secondary.

**Rule 3** If the activities are consecutive and one of them clearly lasted more time, then the longer lasting activity is coded as the main activity (e.g. respondent recorded: „Cooked a dinner and set the table.“)

**Rule 4** If the activities are consecutive and none of them clearly lasted more time, then the first activity is coded as the main activity and the second is not coded at all (e.g. respondent wrote that he stand at bus stop, send a sms and listened radio through earphones).

### 6.4 Secondary activities coding

In case coding the secondary activities is used the same coding system as in the case coding the main activities.

Point out the two special codes in the Activity coding list:

- **121 Lunch break (related to work)** and
- **512 Visiting/ receiving visitors (communicating with relatives, friends)**

These two codes are used in Diary „What else were you doing“ (Secondary activity) column to measure what people do during lunch break and during visits and as well as the duration of lunch breaks and visits. If respondent does not specify in Diary what he did during lunch break or visit, then these codes should be used also in „What were you doing?“ (Main acitivity) column (for example please see the Guidance 3 and 4 in section 6.5 Guidance on activity coding and examples).



## 6.5 Guidance on activity coding and examples

1. If the activity is performed at the same time for own household and also other household, then the activity for other household is coded as the secondary activity and for own household as the main activity.

**Example:**

If respondent record activity “Putting children to bed (owns and sister 's)” then “*Putting owns children to bed*” is coded as the main activity **381 Physical care and supervision** (under the code **38 CHILDCARE**) and “*Putting sister 's children to bed*” is coded as the secondary activity **424 Other childcare as help to another household** (under the code **42 INFORMAL HELP TO OTHER HOUSEHOLDS**).

2. When coding activities (assigning activities to codes) it is important to distinguish whether the activity has been performed:

- for adult household member – it is necessary to distinguish whether the activity has been performed for the person who is reliant to assistance i.e. person with physical or mental disability, or person who are normally not to reliant to assistance
- for adult member of another household

**Example:**

Activity “*Haircutting of husband.*” is coded **399 Help to a non dependent adult household member** (under the code **39 HELP TO AN ADULT FAMILY MEMBER**), “*Haircutting of brother.*” (who is not a household member) is coded **425 Help to an adult of another household** (under the code **42 INFORMAL HELP TO OTHER HOUSEHOLDS**);

- for child of own household (person in age to 18 years),
- for child of another household (person in age to 18 years)

**Example:**

Activity “*Putting own child to bed*” is coded **381 Physical care and supervision** (under code **38 CHILDCARE**), “*Putting nephew/niece to bed.*” is coded **424 Other childcare as help to another household** (under code **42 INFORMAL HELP TO OTHER HOUSEHOLDS**);

- in own household,
- for another household

**Example:**

Activity “*Painting rooms in flat*” is coded **352 Repairs to dwelling** (under code **35 CONSTRUCTIONS AND REPAIRS**), “*Painting rooms in brother’s flat.*” or “*Help to brother with painting rooms*” is coded **421 Construction and repairs as help** (under code **42 INFORMAL HELP TO OTHER HOUSEHOLDS**).

3. Coding activities **512 Visiting and receiving visitors (Communicating with relatives, friends)**

In the Diary guidelines is respondent requested to record activity which performed during visit or during when respondent had visit in own household. If respondent record activity during the visit, that it is coded as secondary activity **512 Visiting and receiving visitors (Communicating with relatives, friends)** and other activities are coded as the main activities.

**Example 1:**

Respondent went to sibling for lunch and there he talked, ate lunch, helped to wash dishes. Then the respondent wrote that he went and not specify where i.e. journey purpose (e.g. went home, went to shopping mall, went to cinema etc.)

Main activity	Code	Secondary activity	Code
Went visiting sister	950		512
Had lunch with sister	021	Talked with sister	512
Washed dishes	429	-//-	512
Talked with sister	512	-//-	512
Went	900		

**Name of activity codes in the table:**

**950** Travel related to social life

**021** Eating

**429** Other or unspecified informal help to another household

**512** Visiting and receiving visitors

**900** Other or unspecified travel purpose (related to sleeping, eating, other personal care, unspecified purpose – example in the example)

**Example 2:**

Respondent with little children received visitors also with little children. He/she mentioned, that he/she was talking with visitors and was playing with all children.

Main activity	Code	Secondary activity	Code
Had lunch with visitors	021	Talked with visitors	512
Played with own and visitors children	383	Talked with visitors	512

**Name of activity codes in the table:**

**950** Travel related to social life

**021** Eating

**429** Other or unspecified informal help to another household

**512** Visiting and receiving visitors

**900** Other or unspecified travel purpose (related to sleeping, eating, other personal care, unspecified purpose – example in the example)

#### 4. Coding activity 121 Lunch break

If the activity “I was at work” is recorded, **respondent not record activities which performed during working time** but **respondent record activities which performed during lunch breaks**. For example: “Lunch break: had lunch”, “Lunch break: bought food”, “Lunch break: went for walk”. In this case the **lunch break is coded as the secondary activity** and **activities, which respondent performed during lunch break are coded as the main activities**.

In case the respondent not specified activities, which performed during lunch break, then in column **Main activity** is used code **121 Lunch break**.

##### **Example 1:**

*Respondent went to the canteen with colleagues for the lunch, then he went to the supermarket on foot and then he came back to work. Activities which respondent performed during lunch break are recorded in Main activities column and in Secondary activities column is code 121 Lunch break despite the fact that respondent wrote “Talked with colleagues” to this column.*

Main activities	Code	Secondary activity	Code
Lunch break: lunch with colleagues	021	Talked with colleagues	121
Lunch break: went to the grocery	936		121
Lunch break: bought food	361		121
Lunch break: came back to work	936		121

##### **Name of activity codes in the table:**

**021** Eating

**936** Travel related to shopping and services

**361** Shopping

**121** Lunch break

##### **Example 2:**

*Respondent recorded activity which performed during lunch break “Had a lunch” and “Bought food”*

Main activity	Code	Secondary activity	Code
Lunch break: had a lunch	021		121
Lunch break: bought food	361		121
Work	111		

##### **Name of activity codes in the table:**

**021** Eating

**361** Shopping

**121** Lunch break

**111** Working time in main and second job

##### **Example 3:**

*Respondent recorded only activity “Lunch break”, and other activities which performed during lunch break are unspecified.*

<b>Main activity</b>	<b>Code</b>	<b>Secondary activity</b>	<b>Code</b>
Had a lunch break	121		

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## **7. EDITING DATA INTO THE FILE TO RECORD TUS DATA**

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Typing data from form into the *File to record TUS data* is managed by the **Manual of recording data to file**

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## **8. FINAL PROVISIONS**

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Households data are strictly confidential, it have not be provided to anyone and interviewer have to keep silent about it. Protection of confidential data is regulated by the Act No. 540/2001 Code of Acts on State Statistics in wording of later regulations and tasks. Protection of personal data is regulated by the Act No. 122/2013 Code of Acts on Protection of personal data and on changing and amending of other acts. The Statistical Office of the Slovak Republic is responsible for the protection of confidential and personal data. Interviewer must not allow to anyone insight to forms, except for authorized personnel SO SR.

Bratislava 27<sup>th</sup> June 2017

Mgr. Róbert Vlačuha, v. r.  
Director of Department

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## 9. ANNEX 1: ACTIVITY CODING LIST

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### 8.1 Activity coding list of main and secondary activities

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

#### 0 PERSONAL CARE

##### 01 SLEEP

- 011 Sleep
- 012 Sick in bed

##### 02 EATING

- 021 Eating

##### 03 OTHER PERSONAL CARE

- 031 Washing and dressing
- 039 Other or unspecified personal care

#### 1 EMPLOYMENT

##### 11 MAIN JOB AND SECOND JOB

- 111 Working time in main and second job (including coffee breaks and travel at work)

##### 12 ACTIVITIES RELATED TO EMPLOYMENT

- 121 Lunch break (including meal break during work in shift)
- 129 Other or unspecified activities related to employment

#### 2 STUDY

##### 20 UNSPECIFIED STUDY

- 200 Unspecified study

##### 21 SCHOOL OR UNIVERSITY

- 211 Classes and lectures
- 212 Homework

##### 22 FREE TIME STUDY

- 221 Free time study

- 3 HOUSEHOLD AND FAMILY CARE**
- 30 UNSPECIFIED HOUSEHOLD AND FAMILY CARE**
  - 300** Unspecified household and family care
- 31 FOOD MANAGEMENT**
  - 311** Food preparation, baking and preserving
  - 312** Dish washing
- 32 HOUSEHOLD UPKEEP**
  - 321** Cleaning dwelling
  - 322** Cleaning garden
  - 323** Heating and water
  - 324** Arranging household goods and materials
  - 329** Other or unspecified household upkeep
- 33 MAKING AND CARE FOR TEXTILES AND SHOES**
  - 331** Laundry
  - 332** Ironing
  - 333** Handicraft and producing textiles
  - 339** Other or unspecified making of and care for textiles
- 34 GARDERING AND PET CARE**
  - 341** Gardening
  - 342** Tending domestic animals
  - 343** Caring for pets
  - 344** Walking the dog
  - 349** Other or unspecified gardening and pet care
- 35 CONSTRUCTION AND REPAIRS**
  - 351** House construction and renovation
  - 352** Repairs to dwelling
  - 353** Making, repairing and maintaining equipment
  - 354** Vehicle maintenance
  - 359** Other or unspecified construction and repairs
- 36 SHOPPING AND SERVICES**
  - 361** Shopping
  - 362** Commercial and administrative services
  - 363** Personal services
  - 369** Other or unspecified shopping and services
- 37 HOUSEHOLD MANAGEMENT**
  - 371** Household management
- 38 CHILDCARE**
  - 381** Physical care and supervision
  - 382** Teaching the child
  - 383** Reading, playing and talking with child
  - 384** Accompanying child
  - 389** Other or unspecified childcare
- 39 HELP TO AN ADULT FAMILY MEMBER**
  - 391** Physical care of a dependent adult household member
  - 392** Other help of a dependent adult household member
  - 399** Help to a non dependent adult household member

- 4 VOLUNTARY WORK AND MEETINGS**
  - 41 ORGANISATIONAL WORK**
    - 411 Work for or through and organization
  - 42 INFORMAL HELP TO OTHER HOUSEHOLDS**
    - 421 Construction and repairs as help
    - 422 Help in employment and farming
    - 423 Care of own children living in another household
    - 424 Other childcare as help to another household
    - 425 Help to an adult of another household
    - 426 Help to another household with food management
    - 427 Help to another household with household upkeep
    - 428 Help to another household with shopping
    - 429 Other or unspecified informal help to another household
  - 43 PARTICIPATORY ACTIVITIES**
    - 431 Meetings
    - 432 Religious activities
    - 439 Other or unspecified participatory activities
- 5 SOCIAL LIFE AND ENTERTAINMENT**
  - 51 SOCIAL LIFE**
    - 511 Socialising with family
    - 512 Visiting and receiving visitors (Communication with relatives, friends)
    - 513 Celebrations
    - 514 Telephone conversation
    - 519 Other or unspecified social life
  - 52 ENTERTAINMENT AND CULTURE**
    - 521 Cinema
    - 522 Theatre and concerts
    - 523 Art exhibitions and museums
    - 524 Library
    - 525 Sports events
    - 526 ZOOs and Botanical gardens
    - 529 Other or unspecified entertainment and culture
  - 53 RESTING – TIME OUT**
    - 531 Resting — Time out
- 6 SPORTS AND OUTDOOR ACTIVITIES**
  - 61 PHYSICAL EXERCISE**
    - 611 Walking and hiking
    - 612 Jogging and running
    - 613 Cycling, skiing and skating
    - 614 Ball games
    - 615 Gymnastics and fitness
    - 616 Water sports
    - 619 Other or unspecified sports or outdoor activities
  - 62 PRODUCTIVE EXERCISE**
    - 621 Productive exercise (e.g. hunting, fishing, picking berries, mushrooms or herbs)
  - 63 SPORTS RELATED ACTIVITIES**
    - 631 Sports related activities

## **7 HOBBIES AND COMPUTING**

### **71 ARTS AND HOBBIES**

- 711 Arts (visual, performing, literary)
- 712 Collecting
- 713 Correspondence
- 719 Other or unspecified hobbies

### **72 COMPUTING (INCLUDING TABLET, SMARTPHONE, SMART TV)**

- 721 Programming
- 722 Information by computing
- 723 Communication by computing
- 729 Other or unspecified computing (tablet, smartphone, smart TV) and internet

### **73 GAMES**

- 731 Solo games and play, gambling
- 732 Parlour games and play
- 733 Computer games (applications)
- 739 Other or unspecified games

## **8 MASS MEDIA**

### **81 READING**

- 811 Reading periodicals
- 812 Reading books
- 819 other or unspecified reading

### **82 TV, VIDEO AND DVD**

- 821 Watching TV and video recordings on recording media (DVD, USB, Blu-ray etc.)

### **83 RADIO AND RECORDINGS**

- 831 Listening to radio or recordings

## **9 TRAVEL AND UNSPECIFIED TIME USE**

### **TRAVEL BY PURPOSE**

- 910 Travel to/from work
- 920 Travel related to study
- 936 Travel related to shopping and services
- 938 Travel related to childcare
- 939 Travel related to other household care
- 940 Travel related to voluntary work and meetings
- 950 Travel related to social life
- 960 Travel related to other leisure
- 980 Travel related to changing locality
- 900 Other or unspecified travel purpose

### **AUXILIARY CODES**

- 995 Filling in the time use diary
- 998 Unspecified leisure time
- 999 Other unspecified time use



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

### 0 PERSONAL CARE

#### 01 SLEEP

##### 011 Sleep

###### Definition

Sleep at night or daytime.

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

Unspecified sleep.

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

###### Examples

Fell asleep on the couch

Parent woke me up, still in bed

Nap

Waiting to fall asleep

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

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.

**Note:** *Setting the table is included in 311 Food preparation, baking and preserving.*

###### Examples

Eating dessert

Eating dinner

Eating lunch at home, at work, in restaurant, during a visit etc.

Eating supper

Eating

Eating pizza

Eating sandwich

Drinking

Drinking beer

Using narcotics

**03 OTHER PERSONAL CARE**

**031 Washing and dressing**

Definition

Activities the respondent does for her/himself

Toilet (WC). Dressing up.

Also activities (cutting hair, manicure, etc.) done free of charge for the respondent by a member of the family, a relative, a friend, etc.

**Getting out of bed and going to bed are included also here.**

**Note:** Time in bed before and after sleep when no other activity is specified is included in **011 Sleep**.

Examples

Brushing teeth

Changing clothes

Morning, evening chores

Make-up

Manicure, pedicure

Personal hygiene

Sauna (at home)

Shaving

Skin care

Taking a bath

Taking a shower

Washed face, hands and feet

Washing, drying and doing hair

**039 Other or unspecified personal care**

Definition

Personal care for own health.

Receiving health care from a family member or friend

Sexual activities

“Personal/Private activities” as suggested in the diary instructions.

Unspecified personal care

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

**Note:** Services provided to someone else e.g. haircutting or medical care are included in **381 Physical care and supervising child** and **39 Help to an adult household member**.

Examples

Aerosol for asthma

Insulin injection

Intimacy

Monitoring blood pressure, sugar level, home diagnostic tests

Personal medical care at home

Preparing and taking medicines

Feet massage (done by her/himself)

Put weekly consumption of medicine/pills in a medicine cassette

Solarium session (at home)

Wound treatment

# 1 EMPLOYMENT

**Note:** According to ILO (1983, 84) actual hours worked should **include:**

1. Hours actually worked during normal periods of work;
2. Time worked in addition and generally paid at higher than normal;
3. Time spent at work on performing activities such as preparation of the workplace, repairs and maintenance, preparation and cleaning of tools, preparation of receipts, timesheets and reports;
4. Time spent at work on waiting or standing-by for such reasons as lack of work, breakdown of machine, accident or time spent at work when no work is done but it is paid on the basis of 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 jobs, family business or property, also as 'unpaid family member'. It also applies to work done by people who do not consider themselves as employed, e.g. children and elderly people.

## 11 MAIN AND SECOND JOB

### 111 Working time in main and second job (including coffee breaks and travel at work)

#### Definition:

Time spent in main and second job, including: working overtime, work brought home, paid practical training, training during work and travelling due to work, during or outside working hours. Breaks during working time due to personal reasons, e.g. need for rest, smoking, personal phone call, using internet for personal reasons.

Travel due to work in main job, during or outside official working hours, business trip to seminars, etc.

Unspecified main and second job is also included in this category.

**Note:** Travel to/from work is included in **910 Travelling to/from work**.

**Note:** Unpaid practical training with studies and educational practice (apprentices, trainees) is included in **211 Classes and lectures**.

**Note:** Work for an organization is included in **411 Organisational work for or through an organisation** even if the respondent for work for organization receives a minor fee or financial reward.

#### Examples

Working as a bus driver

Selling at market stall

Corrected written tests (teacher); Planning tomorrow's lessons (teacher)

Preparations for work

Business meeting during lunch break

Meeting with business partner after working time

Taking and giving back work material, tools, etc.

Inevitable break, e.g. due to lack of material, power-supply failure

Work-related phone call at home

Paid student's work basis on agreement

Reading newspaper during break at work (excluding lunch break)

Phone call with my child from office

Using computer at work to pay personal bills

Accident at work

Repair of machine, equipment (intended for farming, entrepreneurship)

Purchase of goods (intended for farming, entrepreneurship)

**12 ACTIVITIES RELATED TO EMPLOYMENT**

Definition

Activities related to employment but not the work itself, which is included in **11 Main and second job**.

**121 Lunch break (including meal break during work in shift)**

Definition

Lunch break (at work) is coded in the “Main activity” column only if no other activity is specified (e.g. eating, shopping).

**Note:** People can do different things during lunch break.

Respondent record his/her activities which performed during the lunch break (e.g. eating lunch, shopping, etc.). Each such activity is given the proper code in the “Main activity” column and we use the contextual code **121 Lunch break** in the “Secondary activity” column to indicate that the activity was performed during the lunch break.

**Note:** It is interesting to keep information for easier calculation of the gross length of working day. Lunch breaks can be included in the gross working day, the calculation will be facilitated if they are also marked as such.

**Note:** In case the Diary does not specify what the respondent did during lunch break, the code **121 Lunch break** should be used in the main activity column too.

**Example**

Example of how to use code **121**.

Main activity		Secondary activity
Main job	111	
Lunch break: eating lunch	021	121
Lunch break: eating lunch	021	121
Lunch break: shopping	361	121
Main job	111	

**129 Other or unspecified activities related to employment**

Definition

Activities related to work, except work itself. Activities not paid for e.g. time spent at the workplace before starting or after ending work.

Activities connected with job seeking, for example:

- visiting a labour agency,
- visiting a labour office,
- reading and replying to job advertisements,
- visiting the new employer.

Unspecified activities related to employment.

**Note:** Work brought home is included in **111 Working time in main and second job**.

**Note:** Packing a bag at home for next work day or unpacking bag is included in **324 Arranging household goods and materials**.

Examples

- Changing clothes before/after work at workplace
- Reading job announcements
- Visiting a future workplace

- 2 STUDY**
- 20 UNSPECIFIED STUDY**
- 200 Unspecified study**
- 21 SCHOOL OR UNIVERSITY**
- Definition  
Study at primary, secondary and tertiary school as part of the formal system of education, including general and vocational training.
- 211 Classes and lectures**
- Definition  
Classes, lectures, laboratory work, unpaid practical training related to study, retraining courses, short breaks at school/university. Other specified activities related to school or university.
- Note:** Includes activities related to school, e.g. waiting for the beginning of the lesson, when other activities are not mentioned.*
- Note:** Does not include lunch breaks and longer free periods, which should be coded according to actual activity.*
- Examples  
At school, etc. when no activity is mentioned  
At the cinema, theatre with school during school hours  
Exams  
Sport day at school  
Appointment at school  
Phone call my teacher; Visiting the studies supervisor  
Waiting in the schoolyard for a ride home
- 212 Homework**
- Definition  
Homework, study in library, preparation for exam.
- Note:** Preparation for school, e.g. arranging the school bag, is included in **324 Arranging household goods and materials.***
- Examples  
Preparation for test, exam  
Studying together with schoolmates  
Was tested on the homework  
Gathering plants for school
- 22 FREE TIME STUDY**
- 221 Free time study**
- Definition  
Studies during free time.
- Note:** Does not include study during working time, which is included in **111 Working time in main/second job.***
- Examples  
Administrative courses (typing, accounting)  
Artistic courses (painting, music, etc.)  
Exercising for piano lesson  
Music lessons  
Correspondence studies (course through lettering)  
Driving lessons (driving school)  
Language courses, including courses through TV or radio (**821 Watching TV and video recordings on recording media** or **831 Listening to radio or recordings** should be coded as secondary activities)  
**Learning by means of mobile phone or smart phone apps (729 Other unspecified computing (tablet, smartphone, smart TV should be coded as secondary activities))**  
Preparation for courses: homework connected with these courses  
Professional training courses, without the direct connection with work

Music lessons  
Sewing class  
Talked with the supervisor, instructor, consultant,

### 3 HOUSEHOLD AND FAMILY CARE

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

- If the activity was done for another household only, then choose the appropriate code from category **42 Informal help to other households**.
- Codes have been defined in such a way that activities regarded as System of national accounts (SNA) activities are distinguished from those outside the SNA boundary.
- All paid activities or activities related to work are included in **1 EMPLOYMENT**, e.g. purchasing or repairing for family firm.
- If help is provided to member of family in family firm, then this activity is coded as **Working time (111)**.

### 30 UNSPECIFIED HOUSEHOLD AND FAMILY CARE

#### 300 Unspecified household and family care

Examples

Doing housework  
Working outdoors

### 31 FOOD MANAGEMENT

#### 311 Food preparation, baking and preserving

Definition

All activities related to food preparation, baking, preserving, freezing and canning (e.g. cleaning fruit, boiling jam or syrup, preparing food for later using). Includes setting the table.

Examples

Set the table  
Food preparation (breakfast, lunch, evening, etc.)  
Brewing coffee  
Cleaning fish  
Cooking  
Heated food  
Preparation of food, snacks, drinks for own children  
Preparation of coffee, aperitifs, meals, etc.  
Preparation of food into lunch/snack box  
Serving meals to other people  
Turned on the oven  
Baking pie, pastry, cake, sweets, etc.  
Cleaning mushrooms  
**Grilling in the garden**  
**Drying herbs, fruit, mushrooms**  
Killing a pig/chicken for later use, when it is not a part of job's on a farm  
Preparation of food to put in the freezer  
Preparing/bottling of homemade wine, brandy, beer, etc..  
Sorting out potatoes for later use  
Storing fruits in the basement

#### 312 Dish washing

### Definition

Dish washing, also includes activities before and after dishwashing, e.g. drying up, tidying dishes away, putting food remains (e.g. uneaten) to fridge, etc.

**Note:** *Cleaning kitchen as cleaning cooker or kitchen floor* **321 Cleaning dwelling**

### Examples

Dishwashing

Put the food back to fridge

Cleaned the table after breakfast/lunch/dinner/coffee

Loaded/unloaded the dishwasher

## **32 HOUSEHOLD UPKEEP**

### **321 Cleaning dwelling**

#### Definition

Vacuum cleaning, washing/waxing floor, cleaning windows, making beds, tidying, etc.

Separating waste (papers, bottles, tins, etc.)

#### Examples

Airing bedclothes

Dusting carpets

Collected children's toys

Putting away the cleaning tools

Tidying up the wardrobe

Taking out the trash

**Cleaning up cellar**

### **322 Cleaning garden and surrounding the house**

#### Definition

Cleaning garden or pavement, snow shovelling, composting, etc.

#### Examples

Cleaning around garden pool

Cleaning garden furniture

Cleaning the roof, walls of the house, pavements around the house by high-pressure hose

Raking dead leaves

Sweeping the entrance, terrace, surrounding the house

**Cleaning up garage**

**Cleaning up woodshed, workshop**

### **323 Heating and water**

#### Definition

Supply of heating and water.

Woodcutting and collecting firewood.

**Note:** *Repairs of appliances are included in 353 Making, reaping and maintaining equipment.*

#### Examples

Bringing water for laundry

Carrying water

Checking the boiler

Heating up of sauna

Lit the boiler

Preparation of the heating material

Warming water for bath

Going to basement and put firewood in the boiler

### **324 Arranging household goods and materials**

#### Definition

Different types of arrangements of tasks at home, at cottage, in hotel, etc. Sorting,

arranging goods in order. It relates to own goods or goods of household members.

Examples

Carrying out garden furniture  
Checking the mouse traps  
Collecting mail from the letter box  
Hanging up curtains  
Loading and unloading the shopping to/from car  
Putting food to the fridge  
Looking for lost items  
Removal: Packing/unpacking during removal  
Packing and checking children's school bags  
Packing and unpacking for a trip; to school; to work; for sport  
Clothes preparation for next day  
Put up a tent  
Sticking posters  
Watered indoor flowers  
Wrapping up gifts

**329 Other or unspecified household upkeep**

Definition

Activities of short duration, which do not fit to any of the previous categories.

Unspecified household upkeep.

Examples

Closed curtains and blinds  
Opened/closed door or window  
Locked the door  
Cleaning, without any distinction as to house, basement, garage or garden

**Airing dwelling**

**33 MAKING AND CARE FOR TEXTILES AND SHOES**

**331 Laundry**

Definition

Hand wash, loading and unloading washing machine, hanging out clothes, putting away (when not ironed) 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  
Activities related to ironing and mangling.  
Putting laundry into wardrobe (after ironing or mangling).

Examples

Putting laundry into drawer; wardrobe  
Sorting/folding clothes

**333 Handicraft and producing textiles**

Definition

Includes only making new products, not repairing clothes (this division is needed for household satellite accounts).

Includes hand knitting, sewing, needlework, etc. and production using the sewing machine or weaving.

Examples

Crocheting  
Sewing clothes, curtains, etc. using sewing machine (as a new product)  
Hand knitting  
Stitching  
Weaving carpets



### 339 Other or unspecified making and care for textiles

#### Definition

Repairing clothes

Repairing and polishing shoes

Putting seasonal clothes into storage

Unspecified production and care for textiles

#### Examples

Changing seasonal clothes

Change zip

Cleaning shoes

## 34 GARDENING AND PET CARE

### Definition

Gardening and pet care which **are not** related to farming.

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

*There could be a problem with coding activities connected with gardening and pet care because they are on the borderline of activities related to farm work. Therefore the additional questions has been added to the Household questionnaire, such as whether the household grows any plants, cereals, vegetables or breeds any animals in order to sell the products from these activities. It should be select appropriate category according to the following rules:*

1. *If farm work is not recorded in the individual questionnaire for different reasons as main or second job (e.g. formal status is student, pensioner, etc.; farm has insufficient profit; fear of tax paying), **but** according to the Household questionnaire this household sells the products on the market, **then** these farming activities connected with grow plants are included in **111 Working time** for all household members.*

2. *If farm work is recorded as main or second job by at least one household member and according to the Household questionnaire the household sells the products of farming activities on the market, **then** the farming activities of all household members are included in **111 Working time**.*

3. *Unpaid help provided to a farmer by respondent who are not a household member is included in **422 Help in employment and farming**.*

## 341 Gardening

### Definition

Gardening – growing crops for own household needs. Also harvesting.

Tending outdoor flowers, mowing the lawn, etc.

Tending flowers on a grave.

**Note:** *Tending indoor flowers is included in **324 Arranging household goods and materials**.*

**Note:** *Raking dead leaves is included in **322 Cleaning garden***

### Examples

Collecting crops (fruit, vegetable, etc.)

Forestry (for private use; not for firewood)

Planting vegetable

Ploughing

Weeding, hoeing

Tending trees (e.g. fruit, ornamental, etc.)

Hedge trimming

Watering the garden

Working in the garden

### 342 Tending domestic animals

#### Definition

Keeping domestic animals when products are intended for own use.

**Note:** *Riding is included in 619 Other or unspecified sports or outdoor activities.*

#### Examples

Beekeeping

Feeding domestic animals

Grooming own 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 to home

Grooming the dog

Training of a dog

#### **Playing with dog**

Visiting a vet, dog show or dog school with own pet

### 344 Walking the dog

#### Definition

Walking the dog (outdoor) regardless of the time spent.

#### Examples

Walking with dog in forest.

### 349 Other or unspecified gardening and pet care

## 35 CONSTRUCTION AND REPAIRS

### 351 House construction and renovation

#### Definition

Activities connected with major changes (e.g. renovation of bathroom) including construction of a new building.

Includes construction and renovation of a house, garage, outhouse, etc.

This includes only SNA activities.

**Note:** *Activities concerning farm buildings used for business activities are included in 111 Working time.*

#### Examples

Insulation of walls

Construction work in garage

Electro-installation

Isolation of bored well

Installation of drain-pipes

Kitchen restoration

### 352 Repairs of dwelling

#### Definition

Activities connected with minor changes which does not include in SNA. Various repairs of house, garage, outhouse, etc. including plastering of walls, roof repairs, painting, wallpapering, carpeting, interior decorations, repairs of facility, etc.

#### Examples

Installation of light fittings

Mounted window-frames

Break up a clogged sink

Panelling a ceiling

Tiled around the stove

Tearing down wardrobes (before repair)

**353 Making, repairing and maintaining equipment**

Definition

Making, repairing and maintenance of household goods, furniture, equipment, ceramics production, kitchenware, durable goods, etc.

Repairing and maintaining tools.

Furniture and equipment fitting.

Woodcarving.

**Note:** *Repairing of farming equipment used for business activities is included in 111 Working time.*

Examples

Changing light bulbs

Changed the clock to winter time

Changing a lamp

Cleaning and oiling parts of sewing machine

Cleaning the kitchen fan

Charging the battery of mobile phone

Repairing a lamp

Repairing children's toys

Changing batteries

Sharpening kitchen knives

Care of garden tools

Furniture fitting

**354 Vehicle maintenance**

Definition

Maintenance of vehicle and appliances of a household: cars, bicycles, boats, etc., performed by oneself (not someone else).

**Note:** *Car inspection is included in 362 Commercial and administrative services.*

Examples

Changing tyres on the car

Docking of boat for winter

Parking car into garage

Getting familiar with features of my car

Put away my bicycle

Renovation of vintage cars

Motorbike repairing

Care of car

Washing, cleaning and waxing car by oneself

**359 Other or unspecified construction and repairs**

Example

Work in workshop

## 36 SHOPPING AND SERVICES

### Definition

Shopping: commercial services, administrative, personal care.  
Errands anticipating visits of authorities and institutions, etc.

**Note:** *Providing services for household, supervising of services provided to household in a supply, phone call to institution or offices, are included in 371 Household management.*

### 361 Shopping

#### Definition

Shopping of **consumer goods** such as food, drinks, newspapers, magazines, cigarettes, sweets, etc., **including semi-durable consumer goods**. Shopping of clothes, shoes, books, etc. Shopping for maintenance and repair.

Also includes **looking at things in shops**, on market, etc.

Shopping of **durable goods** such as house, car, furniture, household appliances.

**Note:** *Shopping of farming goods is included in 111 Working time.*

#### Examples

Bought a present  
Bought a plants for garden  
Bought a snack from kiosk  
Fuelling a vehicle  
Inspection of car at a car showroom  
Inspection of apartment for sale  
Looking at clothes  
Bought medicines  
Rented a DVD movie  
Tried on clothes in shop  
Visiting a food store  
Visiting a real estate  
Visiting at market

### 362 Commercial and administrative services

#### Definition

Commercial services like laundry, shoemaker, tailor, etc.

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

Auto service, automatic carwash, repairs and other services.

**Note:** *Phone call or visiting labour office included in 129 Other or unspecified activities related to employment.*

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

**Note:** *Own work on car in garage or at home is included in 354 Vehicle maintenance. Fuelling a car is included in 361 Shopping.*

**Note:** *Activities (phone call to vet, etc.) related to veterinary services for cattle (if it is on farm) are included in 111 Working time, and for pets living in household are included in 343 Caring for pets.*

#### Examples

Car inspection at centre for car inspection  
Check-in at hotel reception; hotel services  
Pick up a package from post office  
Pick up shoes from shoemaker  
Oil change and greasing the car in garage, as paid service  
Paying bills, withdrawing money from cash machine  
Visiting a travel agency  
Services at customs; Visiting a decoration studio

### 363 Personal services

#### Definition

Visiting a beauty salon, barber's for own personal services, services such as haircut or other hairstyling, solarium, manicure, pedicure, massage (as paid service). Visiting a wellness centre.

Visiting a doctor, dentist, physiotherapist, etc.

Also includes waiting.

Examples

Visiting a beauty salon

Visiting tattoo-piercing salon

Visiting the maternity ward

Waiting in the doctor's waiting room

Visiting a hospital (as a patient)

Doctor visited me at home

**369 Other or unspecified shopping and services**

Example

Waited at car while my wife/husband was shopping.

**37 HOUSEHOLD MANAGEMENT**

**371 Household management**

Definition

Planning and arranging budget, paperwork, writing a shopping list, providing services for household, supervising of services provided to household in a supply.

Phone calls to institutions, correspondence with authorities, etc.

Shopping by phone.

Using of computer for household management.

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

**Note:** *Management connected with farming is included in 111 Working time.*

**Note:** *Visiting shop, etc. is included in 361 Shopping.*

**Note:** *Shopping farming goods is included in 111 Working time.*

Examples

Attendance during repairs (supervision)

Bank services through phone or internet (Mobil banking, internet banking)

Booking cinema tickets from home

Phone call to paint shop

Checking of accounting

Filling a bank form

Ordered pizza by phone

Ordered goods by internet

Planning a journey

Planning a party

Planning a son's birthday party

Planning a food purchase, meals purchase

Planning a weekend family programme

Booking air tickets by internet

Booking theatre tickets by internet

38

## CHILDCARE

### Definition

Care of children (persons under 18 years), who are household members.  
Care of children given by parents or older children taking care of younger siblings.

**Note:** *Babysitting only for another household is included in informal help to other households, 423 Care of own children living in another household or 424 Other childcare as help to another household.*

### 381 Physical care and supervision

#### Definition

Feeding, dressing, washing, preparing children for bed, etc.  
Supervision outdoor and indoor activities.

#### Examples

Taking care of younger sibling.  
Breast-feeding my child; Changing diapers  
Brushing hair of my child  
Holding my child in my arms  
Putting my children to bed; Waking up my child  
Taking care of a sick child  
Visiting the playground with the children (supervision outdoors activities)  
Watching children playing in the garden, playground  
Watching my child's sport training

### 382 Teaching the child

#### Definition

Teaching the child, help with homework, giving guidance.

#### Examples

Checked homework

### 383 Reading, playing and talking with child

**Note:** *Conversation between siblings is included in 511 Socialising with family.*

**Note:** *Siblings playing together is included in 732 Parlour games and play.*

**Note:** *Watching TV with children is included 821 Watching TV, video or DVD.*

#### Examples

Entertained the children  
Playing games with the children  
Reading a story to the children/to sibling

### 384 Accompanying child

#### Definition

Accompanying child to a doctor, hobbies, lessons (sports, language, music, dance, etc.) etc.

Also includes waiting if no other activity than waiting is specified.

Visiting school, nursery.

Parent's meetings at school.

**Note:** *If any other activity than waiting is specified, the actual activity is coded*

**938 Travel related to childcare.**

#### Examples

Attending end of term celebration at school  
At school with my child  
Attending children's party at school  
Talking with a carer, teacher etc.; Parent's meeting  
Visiting babysitter

### 389 Other or unspecified childcare

#### Examples

Listened to my child playing the piano (at home)  
Help the children

## 39 HELP TO AN ADULT HOUSEHOLD MEMBER

### Definition

Help and care of adult household member (except homework).

**Note:** Help and care to an adult member of another household is included in informal help to other households, **42 Informal help to other households**.

**Note:** Housework is coded according to the activity, e.g. cooking for a family member is included in **311 Food preparation, baking and preserving**.

**Note:** Codes at three digit level 391, 392 and 399 are voluntary.

### 391 Physical care of a dependent adult household member

Care of adult household member who suffer any physical or mental illness or any disability or problem impairing their day-to-day activities.

#### Definition

Feeding, washing (hygiene), dressing and preparing them for bed.

#### Examples

Feeding my elderly mother

Changed diapers

Dressing my Alzheimer-sick wife

Tie shoelace for my elderly father

Combed my elderly mother's hair

Help to go upstairs

Putting my disabled husband to bed

Preparing the medicine for my sister (mentally disabled)

### 392 Other help to a dependent adult household member

Care of adult household member who suffer any physical or mental illness or any disability or problem impairing their day-to-day activities.

#### Definition

Supervision indoors and outdoors. Accompanying adult household member to doctor. Waiting at a day centre (if no other activity than waiting is specified).

Visiting a household member in hospital or day centre.

Teaching a mentally disabled adult or elderly people.

Giving guidance, information and advice. Mental help.

#### Examples

Visiting the playground with the elderly household member (supervision outdoors)

Talking with a carer, doctor, etc.

Entertained my elderly father who lives with us

Playing games with my mentally disabled brother

### 399 Help to a non dependent adult household member

#### Definition

Assistance to a non-dependent adult household member. Cutting hair, massage. Other care and assistance to adult household member. Includes temporary care during the illness period.

#### Examples

Cutting husband's hair

Massaging my wife

Waking up adults (husband, wife etc.)

Taking care of an adult temporarily sick

## 4 VOLUNTARY WORK AND MEETINGS

### 41 ORGANISATIONAL WORK

#### Definition

Working as a volunteer free of charge or for minimum reward for organisation or through organisation.

### 411 Organisational work (work for or through an organisation)

#### Definition

Work done for or through an organisation.

Work for groups and associations, as well as work for school, nursery,

neighbourhood groups, etc.  
 Work as committee member.  
 Administrative work.  
 Preparing activities, work for events.  
 Baking, etc. for organisation, working in canteen.  
 Repairs and other odd jobs for the organisation.  
 Voluntary fire brigade.  
 Accounting for clubs.  
 Giving information, distributing leaflets.  
 Activities connected with collecting money for the organisation.  
 Volunteer work.  
 Care of elderly and disabled via an organisation.  
 Delivering meals.  
 Teacher or instructor.  
 Coach, referee, etc. in sport and gymnastics.  
 Leader of 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

Board meeting  
 Preparing materials for a board meeting  
 Computer work for hockey club  
 Counted and delivered ordered clothes (for charity purposes)  
 Distribution of meeting notices  
 Election night activities  
 Environmental care and animal protection  
 Fetched and sold lottery tickets  
 Preparing for the council meeting  
 Recruitment of sponsors  
 Sorted clothes (for charity)  
 Sorted correspondence of the club  
 Working with the organisation's newsletter  
 Activities as member of religious helping groups: hospital visiting, support groups, etc.  
 Coached handball team  
 Coaching sports  
 Donating blood  
 Helped at the refugee centre  
 Helping with organised activities in the baths and cleaning the bathing-place  
 Leading religious youth group  
 Meeting with the youth section  
 Road maintenance in a voluntary group



**INFORMAL HELP TO OTHER HOUSEHOLDS**Definition

Direct help given by respondent to another household (not through organisation); activity can also be performed for the household.

**Note:** *If the activity is performed at the same time also for own household, the activity is coded as the main activity and activity from category Informal help to other household as the secondary activity.*

**Note:** *Respondent bought food for own household and also for neighbour. Purchase for own household is coded as the main activity **361 Shopping**, the secondary activity is coded **429 Other or unspecified informal help to another household**.*

Main activity	Code	Secondary activity	Code
Purchase for own household and also for neighbour	361		429

**421 Construction and repairs as help**Definition

Help to another household with building a house, repairing a car, and other activities that are included in **35 Construction and repairs**.

Examples

Helped repair the neighbour's roof  
Made a toy for the grandchildren

**422 Help in employment and farming**Definition

Unpaid help provided by the respondent to a person of another household (that person's paid work), or to another household with farming activities.

Examples

Help with milking, tending cattle/cows/calves  
Help to another household with farming activities.  
Help to sister with cleaning (office, garage and etc.)

**423 Care of own children living in another household**Definition

Help to another household with activities that are included in **38 Childcare**, when the care is for own child up to 18 years of age living in another household.

Examples

Care of own child during weekend

**424 Other childcare as help to another household**Definition

Help to another household with activities which are included in **38 Childcare** (except own children living in another household – **code 423**).

Example

Unpaid babysitting  
Had a look at grandchildren

**425 Help to an adult of another household**Definition

Assistance and care of adults and other activities that are included in **39 Help to an adult household member**.

Examples

Went with my mother to the doctor  
Help to my disabled or sick sister (another household)  
Entertained my disabled or sick friend (another household)  
Assistance offered by lending money

Giving mental support to a friend  
Visiting an old people's home, hospital, etc.

**426 Help to another household with food management**  
(activities included in codes 311 and 312)

**427 Help to another household with shopping**  
(activities included in code 32)

**428 Help to another household with shopping**  
(activities included in code 361)

**429 Other or unspecified informal help to another household**

Definition

Help to another household with activities that are included in **31 Food management** (e.g. cooking, baking, dishwashing), in **32 Household upkeep** or **33 Making and care for textiles** (e.g. indoor and outdoor cleaning, laundry, ironing), in **34 Gardening and pet care** (e.g. walking the dog, gardening), in **36 Shopping and services** or in **37 Household management**.

Other help to another household.

**Note:** *Accompanying and adult to the doctor is included 425 Help to an adult of another household.*

Examples

Baking for my elderly parents  
Helped to the hostess with the cooking  
Washing dishes during the visit  
Help with removal  
Watered indoor flowers at the neighbour's  
Feeding a neighbour's dog  
Mowing the lawn for my elderly parents  
Went with the neighbour to buy a car  
Help to neighbour, relative  
Delivered food to my neighbour

**43 PARTICIPATORY ACTIVITIES**

Definition

Participating in meeting free of charge or for a minor fee.

**431 Meetings**

Definition

Participating in meetings and other organisational activities (except religious). Includes all kind of meetings, etc. arranged by social, political or other organisations, informal clubs and groups

**Note:** *Parent's meeting is included in 384 Accompanying child.*

Examples

Organised programme in a scout camp  
Political party meeting

**432 Religious activities**

Definition

Visiting church, synagogue, mosque, other temple or places of pilgrimage

Participating in religious ceremonies like weddings, funerals.

Religious practice, praying, reading holy book, religious ceremonies (also at home).

Listening to religious service (also on TV, radio and video)

**Note:** *The wedding party after the ceremony is included in 513 Celebrations.*

**Note:** *Singing in church is included in 711 Arts.*

Examples

- Attended mass, Sunday school, confirmation class
- Participatin in ceremonies such as baptism, confirmation, first communion
- Listening to recordings of religious ceremonies
- Watching religious services on TV
- Religious meeting
- Religious practice carried out in a small group
- Reading the bible
- Studying the bible with family

**439 Other or unspecified participatory activities**

Examples: Voting, Witness in court, Donating blood

**5 SOCIAL LIFE AND ENTERTAINMENT**

**51 SOCIAL LIFE**

**511 Socialising with family**

Definition

Socialising with family members only, when other activities are not mentioned. Within family, when not visiting other household.

**Note:** *Communicating with kids who are household members is included in 383 Reading, playing and talking with child.*

Examples

- Argued with older sister
- Talked with brother
- Said goodbye to my family
- Teasing my brother

**512 Visiting and receiving visitors**

Definition:

Socialising with friends and relatives at home (in own garden, own weekend cottage etc.) or in their home (their garden, their weekend cottage etc. ). Family members can also be present.

**Note:** *Respondent is asked to record her/his activities during visiting/receiving visitors (e.g. eating, watching TV, playing games, etc.) Each such activity is given the appropriate code in 'Main activity' column.*

*Code 512 is used in 'Secondary activity' column to indicate that the activity was performed while visiting/receiving visitors.*

*If the diary does not specify what the respondent did while visiting/receiving visitors, or if only socialising is mentioned, then the code 512 should be used in main activity column.*

**Example** of how to use code 512.

Main activity		Secondary activity	
Went for lunch to my sister	900		
Eating lunch	021	Talked with sister	512
Dishwashing	429	— “ —	512
Talked	512	— “ —	512
Walked home	900		

Examples

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

**513 Celebrations**

Definition

Weddings, funerals including funeral reception, confirmation parties, (except ceremonies in church , in temple, etc.) graduations and big anniversaries; together with family members, friends, relatives, etc.

Private occasions at or outside home.

Parties at work, etc.

**Note:** Occasions (ceremonies) 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 family members, friends, relatives, etc.

**Note:** Phone calls to institutions, shops, etc. are included in **371 Household management**. Phone calls connected with job are included in **111 Working time**.

Examples

Listened to messages on the answering machine

Reading, writing, sending text messages by mobile phone

**519 Other or unspecified social life**

Definition

Time spent, activities performed together with friends, relatives etc. Family members can also be present.

Examples

Conversation with neighbour

Conversation with relatives in a cafeteria

Outdoors with friends

Was at a pub with a friend

Time spent with friends

**52 ENTERTAINMENT AND CULTURE**

Definition

As spectator/listener.

**521 Cinema**

Definition

Watching movies in cinema, **amphitheatre** or movie club.

Waiting for the doors to open.

**Note:** Ordering a ticket is included in **371 Household management**, and buying a ticket is included in **361 Shopping**.

**522 Theatre and concerts**

Definition

Opera, musical, operetta, ballet, dance performance, etc.

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 computer in library.

Reading newspaper or listening to music in the library.

**Note:** Studies in library are included in **212 Homework** or in **221 Free time study**.

Exampels

Borrowed a book from the school library

Searching for a book (also with help of computer)

## 525 Sports events

### Definition

Attending a sports event, e.g. car race, horse race, football match, etc. (including breaks).

**Note:** *Watching sports events on TV is included in 821 Watching TV and video recordings on recording media.*

*Accompanying own child, who are a household member, to the sports centre is included in 384 Accompanying child, if just for exercising, not competition.*

### Examples

Boxing, wrestling, martial arts

Horse and dog sports (horse racing, polo, greyhound racing, etc.)

Watching child's tournament.

Motor sports (car/motorcycle racing)

Rugby

Soccer, American football

## 526 ZOOS and Botanical gardens

## 529 Other or unspecified entertainment and culture

### Examples

Botanical garden, arboretum

Car shows

Cathedral, church, abbey

Factory visits (eg. brewery)

Fairs, etc.

Fashion show

Leisure park (circus, carnival, Luna-park, fairground, etc.)

Aquapark (Water-park)

One-off special event (e.g. tall ship race)

Visits castles, monuments, historic houses, etc.

Visit fire-brigade

Zoos (sea-life centre, animal park, safari park)

## 53 RESTING - TIME OUT

### 531 Resting – Time out

#### Definition

Doing nothing, relaxing, resting, waiting, meditating, smoking, sun bathing, thinking, etc.

**Note:** *Waiting in the car while a family member is shopping is coded 369*

**Other or unspecified shopping and services.**

**Note:** *Waiting at the doctor's, the dentist's in a queue at the bank, etc. is given the same code as the main activity connected with the waiting.*

**Note:** *Waiting for the bus is coded with the appropriate travel code.*

#### Examples

Admiring a flower

Cooling off

Doing nothing

Gathering strength

Looked out through the window

Listening to birds

Lay in bed and rested

Lazed around

Lounging

Sun bathing

Philosophised (alone)

To be at beach

Waited for the children to come

Waited for guests to arrive

Walking in the house or around it

Watching e.g. airplanes, people in general, boats  
Watched an aquarium

## 6

### **SPORTS AND OUTDOOR ACTIVITIES**

**Note:** *Includes activities connected with physical exercises, but **not** trips with a special purpose (e.g. on foot to work).*

#### 61

#### **PHYSICAL EXERCISE**

##### 611 **Walking and hiking**

###### Definition

Walking in town, in the countryside, etc.

Looking at shop windows during a walk.

**Note:** *Walking the dog is coded **344 Walking the dog**.*

###### Examples

Picked 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**

###### Examples

Alpine skiing, snowboarding, ski jumping

Roller skating

Cycling

##### 614 **Ball games**

###### Definition

Football, rugby, volleyball, basketball, tennis, squash, badminton, table tennis, ice hockey, bowling, golf, etc.

###### Examples

Football training

Kicked ball

Playing handball

Playing field hockey

Playing soccer

##### 615 **Gymnastics and fitness**

###### Definition

All types of gymnastics, aerobic, yoga, etc.

Organised exercise or exercise at home; exercise in fitness centre or at home.

###### Examples

Gymnastic, aerobics

Qi Gong, Tai Chi

Morning gymnastics at home

Stretching

Body building

Using an exercise bike

Weight-lifting

##### 616 **Water sports**

###### Definition

Rowing, sailing, windsurfing, etc.

###### Examples

Swimming in the pool

Water gymnastics

##### 619 **Other or unspecified sports or outdoor activities**

###### Examples

Archery  
Dancing  
Judo, karate, etc.  
Go-kart racing  
Motor sports  
Mountain climbing  
Riding  
Attended a sports course  
Attended training  
Little exercise

**62 PRODUCTIVE EXERCISE**

**621 Productive exercise (e.g. hunting, fishing, picking berries, mushrooms or herbs)**

Definition

Productive activities of monetary value belonging to SNA.

Examples

Gutting and skinning in the forest  
Catching fish in lake  
Waited for the deer  
Picking aromatic plants

**63 SPORTS-RELATED ACTIVITIES**

**631 Sports-related activities**

Definition

Activities related to sports and physical exercise, e.g. preparing sports equipment or preparing at sports centre. It does not include active sport and travel.

**Note:** *Packing equipment, clothes, etc. at home is coded 324 Arranging household goods and materials.*

Examples

Waiting for the gymnastics to start  
Chose a horse  
Cleaning a hunting gear  
Cleaning nets  
Unpacked jogging/training equipment at the sports centre  
Working at the stables (connected with sports activity)

## 7 HOBBIES AND COMPUTING

### 71 ARTS AND HOBBIES

#### 711 Arts (visual, performing, literary)

##### Definition

Activities connected with creating, painting, photography, sculpture, ceramics, etc. at home or in a club.

Also includes visual arts created with the help of a computer.

Singing, acting, playing (alone or in a group).

Producing music.

Also includes performing arts created with the help of computer.

Writing novels, poetry, personal diary, etc.

Literary arts, when use of computer is mentioned.

**Note:** *Studying arts in free time is included in 221 Free time study.*

**Note:** *Filling in the Time Use Diary is coded 995 Filling in the time use diary.*

##### Examples

Painting porcelain

Video-filmed children

Choir practising in church

Live role-play

Played music on the keyboard

Played the clarinet in an orchestra

Played the piano

Playing in a band

Practised with the orchestra

Singing

Singing in a choir

Singing karaoke

Warmed up before concert

Wrote a book

Wrote down memorable moments (concerts, etc.)

#### 712 Collecting

##### Definition

Collecting stamps, coins, etc.

##### Examples

Exchanged ice hockey cards

Sorting stamps

#### 713 Correspondence

##### Definition

Writing and reading personal letters, faxes, etc.

**Note:** *E-mail is included in 723 Communication by computing.*

**Note:** *Reading old letters is included 819 Other or unspecified reading.*

##### Examples

Audio letters

Writing Christmas cards

#### 719 Other or unspecified hobbies

##### Definition

Hobbies that are not included in previous categories, genealogy, repair of old appliances, sorting photos, etc.

**Note:** *Handicraft is included in 333 Handicraft and producing textiles.*

**Note:** *Woodcraft is included in 353 Making, repairing and maintaining equipment.*

##### Examples

Chemical experiments

Framing slides



Looked at slides on projector  
Making miniatures (aircraft, etc.)  
Put pictures into a photo album  
Watched movies via film-projector  
Viewing photos or photobooks

## 72 COMPUTING (TABLET, SMARTPHONE, SMART TV)

### 721 Programming

#### Definition

Programming, fixing and repairing the computer

#### Examples

Assembling of computer  
Fixed the computer  
Installing a computer game  
Installing application to smartphone, tablet

### 722 Information by computing

#### Definition

Seeking and reading information with the help of computer, tablet, smartphone, smart TV via internet or other data medium (e.g. encyclopaedia on CD-ROM).

**Note:** Time spent on computer within household management is included in **371 Household management**.

#### Examples

Called Internet  
Surfed on Internet  
Used the modem

### 723 Communication by computing

#### Definition

Reading, writing and sending e-mail, activities on Facebook on other social networks

Chatting on Internet, Facebook

#### Examples

Checked the mail in the computer  
Watching news on Facebook  
Liking Facebook messages  
Talking with a friend through Messenger, Skype or another VoIP (Voice over the Internet) protocol

### 729 Other or unspecified computing (tablet, smartphone, smart TV)

#### Definition

Unspecified computing (tablet, smartphone, smart TV) or specified computing which is not mentioned above.

#### Examples

Sat by the computer  
Writing notes  
Working at the computer (when not in employment)

- 73 GAMES**
- 731 Solo games and play, gambling**  
Definition  
 Crosswords, etc. solo games.  
 Playing alone with dolls, toys, cars, dogs, etc.  
 Lottery, etc. also playing cards specified as gambling.  
Examples  
 Doing crosswords, Sudoku and other riddles  
 Assembled a puzzle (alone)  
 Playing machine  
 Practised card tricks  
 Betting (in betting shop)  
 Bingo  
 Gambling at casino  
 National Lottery  
 Playing cards for money  
 Slot (jackpot) machine
- 732 Parlour games and plays**  
Definition  
 Forms of play and games indoors and outdoors.  
 Children playing with each other or with adults.  
**Note:** Games like a gambling are included in **731 Solo games and play, gambling.**  
**Note:** Live role games are included in **711 Arts**  
**Note:** Parents playing with own child (age up to 18) is included in **383 Reading, playing, talking with child.**  
Examples  
 Cards, dice, dominoes, chess and other board games.  
 Billiard, snooker, darts  
 Outdoor games such as petanque  
 Noughts and crosses  
 Backgammon
- 733 Computer games (applications)**  
Definition  
 Computer and video games.  
 Playing games through applications (on smartphone, tablet, etc.)  
 Entertainment applications on smartphone, tablet.  
Examples  
 Playing games on Nintendo, Play-station, Xbox  
 Playing patience on computer  
 Playing games on smartphone
- 739 Other or unspecified games**  
Examples  
 Playing games

## 8 MASSMEDIA

### 81 Reading

#### 811 Reading periodicals

##### Definition

Reading daily, weekly, monthly, quarterly, etc. – newspapers, magazines.

Reading local/national/international newspapers.

**Reading online newspapers and magazines.**

**Note:** Reading strictly connected with work is included in **111 Working time.**

##### Examples

Comics

Free distribution papers

Reading hunting journal

Reading cartoons

Reading computer journal

Reading a scientific journal

**Reading online newspaper**

#### 812 Reading

##### **books**

##### Definition

Novels, life stories, instructional books, etc.

**Reading electronic books and online books.**

**Note:** Reading strictly connected with work is included in **111 Working time.**

**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

**Reading educational literature (electronically; on-line; on internet and etc.)**

#### 819 Other or unspecified reading

##### Definition

Another reading as mentioned above, e.g. brochures, advertisements, etc.

Unspecified reading.

##### Examples

Looked in a clothes catalogue

Read a furniture catalogue

Read a mail order catalogue

**Looked in a advertising flyers**

Read old personal letters

Read travel catalogues

Reading of user instructions

Reading of post

Reading in bed

### 82 TV, VIDEO AND DVD

#### 821 **Watching TV and video recordings on recording media (DVD, USB, Blu-ray and etc.)**

##### Definition

Watching TV and video recordings on recording media when it is specified.

Includes TV programmes, borrowed films, video recordings on recording media such as DVD, Blu-ray, USB, etc.)

**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

Listening to music on TV  
Teletext  
Watching movies  
Watching TV with children  
Video recording  
Watching movie on DVD or another recording media  
Watching a home video  
Watching a video film  
Watching TV during doing other activity

**83**  
**831 RADIO AND RECORDINGS**  
**831 Listening to radio or recordings**

Definition

Listening to radio: music, news, commentaries, etc. Listening to CDs, cassettes, records and digital audio files.

**Note:** *Listening courses (language courses etc.) on radio is included in 221*

**Free time study.** *Listening to radio is coded as secondary activity.*

**Note:** *Listening to religious services on radio is included in 432*

**Religious activities.** *Listening to radio is coded as secondary activity.*

Examples

Recording music

Listening music

**9 TRAVEL AND UNSPECIFIED TIME USE**

**Note:** *This group includes two different type 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:** *In this group is also included 995 Filling in the Time Use diary.*

**Note:** *Travel as a part of/during job is coded as 111 Working time.*

**TRAVEL BY PURPOSE**

Definition

Movement between localities, except when the activity is physical exercise like jogging, walking the dog or just walking. See section 3.2.4. **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 connected with visit is coded 950 Travel related to social life, in connection with help to another household is coded 940 Travel related to volunteer work and meetings, in connection with eating is coded 900 Other or unspecified travel purpose.*

**Note:** *When the activity is mixed with the trip, no subjective distinction between activity and travel should be made. The main rule is to code whole episode by the activity, e.g. went shopping is coded 361 Shopping.*

**910 Travel to/from work**

Definition

Travel to or from work (applies to both main and second job(s)).

**Note:** *Travel connected with shopping, childcare, etc. should be separated.*

**920 Travel related to study**

Definition

Travel to or from school or university.

Other travel connected with school/university, e.g. excursions.

Travel related to free time study.

**936 Travel related to shopping and services**

- Definition  
 Travel related to  
**36** Shopping and services  
**37** Household management  
Examples  
 Went to the shopping centre by car  
 Walked to the shop
- 938** **Travel related to childcare**  
Examples  
 Taking own children to school, practice, etc.
- 939** **Travel related to other household care**  
Definition  
 Travel related to:  
**31** Food management  
**32** Household upkeep  
**33** Making and care for textiles  
**34** Gardening and pet care  
**35** Construction and repairs  
 Also includes transporting adult family member.  
Example: Driving spouse to work
- 940** **Travel related to voluntary work and meetings**  
Definition  
 Travel related to:  
**41** Organisational work  
**42** Informal help to other households  
**43** Participatory activities
- 950** **Travel related to social life**  
Example  
 Went to talk with neighbour
- 960** **Travel related to other leisure**  
Definition  
 Travel related to:  
**52** Entertainment and culture  
**53** Resting – time out  
**6** Sports and outdoors activities  
**7** Hobbies and computing  
**8** Mass media  
 Driving for pleasure. Driving which are not connected with any special activity.  
Examples  
 Drove the car around the village.  
 Going for drive – without particular purpose  
 Sightseeing  
 Travelling around, car tours, etc.  
 Went to sea/was at sea
- 980** **Travel related to changing locality**  
Definition  
 Going to the weekend home, going on a vacation trip, etc. for longer stay (e.g. overnight) and for various activities.  
 Also applies for one-day trips, e.g. the weekend home, when the purpose of trip is not only harvesting but several purposes.  
***Note:** One-day trip for a visit theatre or sports event, shopping etc. should be coded by purpose, even if the travel itself lasts longer than the main activity.*  
Examples  
 Travel by train to spend a night in a hotel  
 Travel by train to Germany  
 Went to my sister's home for vacation
- 900** **Other or unspecified travel purpose**

Definition

Travel related to:

**01** Sleep

**02** Eating

**03** Other personal care

Unspecified travel purpose

Examples

Went for lunch to my sister's

## AUXILIARY CODES

### 995 Filling in the time use diary

#### Definition

Activities related to Time Use survey itself.

#### Examples

Contacts with interviewer

Helped the children with the Time Use diary

### 998 Unspecified leisure time

#### Definition

Leisure time, when no activity is specified.

**Note:** Code **998** should be used when the activity belong to one of the following categories **5 Social life and entertainment**, **7 Hobbies and computing** or **8 Mass media** and more precise code cannot be assigned.

#### Examples

Leisure time

Various leisure time activities

Free time

### 999 Other or unspecified time use

#### Examples

No activity is 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)

Visit of cemetery and cleaning and decoration of grave place

Based on the Grant Project task "Preliminary Work on the Review of the Harmonized European Time US Survey for Implementation in 2020", a file for data recording of survey of "Use of Time" was created.

The file was created in MS Excel and it contains short programs created in Visual Basic. These programs are necessary for correct functioning of the data record. Therefore, macros must be enabled when working with Excel. The file was processed in Slovak language - attached as „TUS.xlsm“. For user who do not speak the Slovak language, the English language version has been prepared – attached as "TUS\_eng.xlsm". In this version, some questions answered by the respondent are translated into English. There is no English translation provided for input messages in individual cells, nor is for error messages. Code list is also not translated (in Slovak language, it is listed in sheet "Kody").

The file for data recording was designed to take the paper questionnaire into account as much as possible. The file contains sheet "domacnost" which records the data from "Questionnaire of Household and its Members" form.

Sheets for data record from "Diary for recording activity" will be displayed only after the cells for "Household members" and "Year of birth" are filled in in sheet "domacnost". The sheets are shown only for people of age 16+ years and are named as "OSxDy" where x is the serial number of the person from the household members data, y is the day for which the person has filled in the "Diary for recording activity".

Sheet "Kody" contains examples of activities which are included in each code and this sheet is used to search for an activity code.

All sheets, except for sheet "Kody", are locked, they are not protected by any password.

When you first open the file and confirm the opening message, a macro alert warning appears. Click "Allow Content" to enable macros. Macros in the file provide displaying of appropriate number of rows in section "Household members data", displaying of required number of sheets "OSxDy" for Diary for recording activity, moving between sheets "OSxDy" and "Kody"

Cells with the yellow background are intended for filling. Moving between the cells can be done using mouse. Cells can be filled in by using keyboard (text or number from the keyboard) or by using mouse (the code is inserted by clicking on the arrow by the filling cell and selecting from drop-down menu). After selecting a filling cell, the input message is displayed. The file allows you to enter valid values. There are a few checks for correctness of the input data, i.e. it does not allow you to enter other value than the valid one - on invalid value, an error message pops up, e.g. for gender it allows a value only of 1 or 2. The file provides an automatic activity filling which lasted longer than 10 minutes. In such case it is sufficient to fill in the cell that represents the start time of activity and fill in the cell representing the end time of activity. The range corresponding to the length of the activity is then filled up automatically. The file provides activity code searching based on the description of an activity. Moving between the sheet with the list of activities "Kody" and sheets for recording "OSxDy" is possible by using buttons.

The guideline "Working instructions for the file for data recording" has been prepared for the interviewers/users. The instructions detail the files saving on the server, how to install on your own computer.

The next part of the instructions contains the procedure for filling in the records.



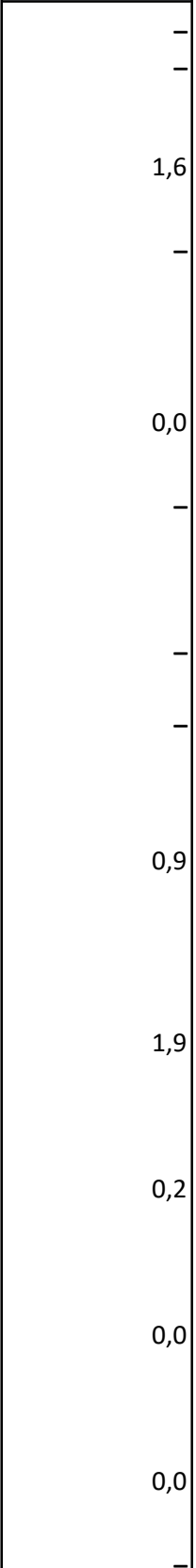
**Table 1 Main activity frequency by ACL categories**

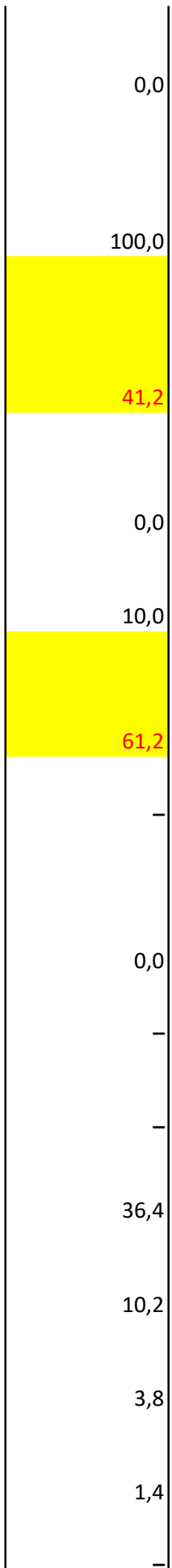
Two digit activity code	Description two digit activity code	Main activity frequency at level two digit activity code	Three digit activity code XX9	Description three digit activity code XX9	Main Activity frequency at level 3 digit code XX9
<b>01</b>	Sleep	26.756			
<b>02</b>	Eating	4.870			
<b>03</b>	Other personal care	3.455	<b>039</b>	Other or unspecified personal care	56
<b>11</b>	Main job and secondary job	12.182			
<b>12</b>	Activities related to employment	37	<b>129</b>	Other or unspecified activities related to employment	1
<b>22</b>	Free time study	54			
<b>30</b>	Unspecified household and family care	1			
<b>31</b>	Food management	3.584			
<b>32</b>	Household upkeep	2.176	<b>329</b>	Other or unspecified household upkeep	19
<b>33</b>	Making and care for textiles	648	<b>339</b>	Other or unspecified making and care for textiles	12
<b>34</b>	Gardening and pet care	2.988	<b>349</b>	Other or unspecified gardening and pet care	6
<b>35</b>	Constructions and repairs	677	<b>359</b>	Other or unspecified construction and repairs	0
<b>36</b>	Shopping and services	1.336	<b>369</b>	Other or unspecified shopping and services	0
<b>37</b>	Household management	38			

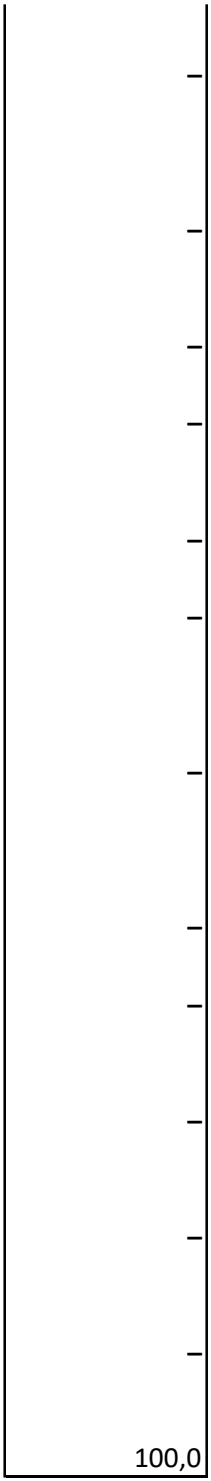
38	Childcare	1.182	389	Other or unspecified childcare	0
39	Help tu adult family member	22	399	Help to a non dependant adult household member	22
42	Informal help to other households	604	429	Other or unspecified informal help to another household	249
43	Participatory activities	187	439	Other or unspecied participatory activities	0
51	<b>Social life and entertainment</b>	2.171	519	<b>Other or unspecified social life</b>	218
52	<b>Entertainment and culture</b>	412	529	<b>Other or unspecified entertainment and culture</b>	252
53	Resting_time out	3.035			
61	Physical exercise	2.034	619	Other or unspecified sports and outdoors activities	0
62	Productive exercise	44			
63	Sports related activities	3			
71	<b>Arts and hobbies</b>	33	719	<b>Other and unspecified hobbies</b>	12
72	Computing	855	729	Other and unspecified computing	87
73	Games	265	739	Other and unspecified games	10
81	Reading	774	819	Other and unspecified reading	11
82	TV, Video and DVD	5.250			

<b>83</b>	Radio and recordings	132	-	-	-
<b>900</b>	Other or unspecified travel purpose	397	-	-	-
<b>910</b>	Travel to work/from work	1.073	-	-	-
<b>920</b>	Travel related to study	7	-	-	-
<b>936</b>	Travel related to shopping and services	492	-	-	-
<b>938</b>	Travel related to childcare	50	-	-	-
<b>939</b>	Travel related to other household care	149	-	-	-
<b>940</b>	Travel related to voluntary work and meetings	52	-	-	-
<b>950</b>	Travel related to social work	217	-	-	-
<b>960</b>	Travel related to other leisure	739	-	-	-
<b>980</b>	Travel related to changing locality	549	-	-	-
<b>995</b>	Filling the time use diary	2	-	-	-
<b>999</b>	Other unspecified time use	100	<b>999</b>	Other and unspecified time use	100

**% of  
unspecified  
main activities**







Table\_2 Secondary activity frequency by ACL categories

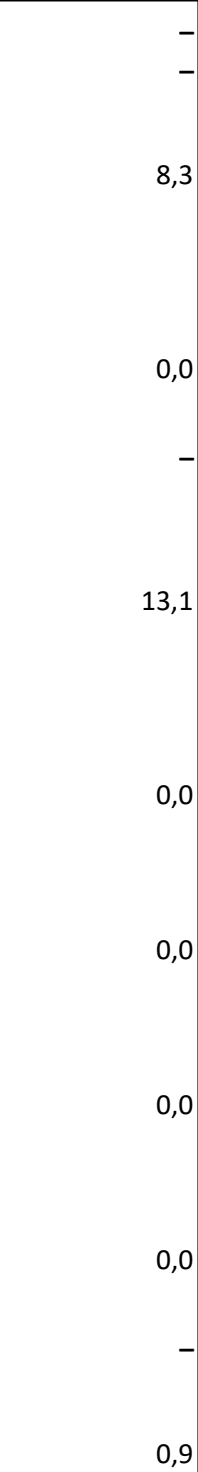
Two digit activity code	Description two digit activity code	Secondary activity frequency at level of two digit activity code	Three digit activity code XX9	Description three digit activity code XX9	Secondary activity frequency at level of 3 digit code XX9
01	Sleep	84	-	-	-
02	Eating	276	-	-	-
03	Other personal care	48	039	Other or unspecified personal care	4
12	Activities related to employment	240	129	Other or unspecified activities related to employment	0
31	Food management	90	-	-	-
32	Household upkeep	84	329	Other or unspecified household upkeep	11
33	Making and care for textiles	74	339	Other or unspecified making and care for textiles	0
34	Gardening and pet care	141	349	Other or unspecified gardening and pet care	0
35	Constructions and repairs	19	359	Other or unspecified construction and repairs	0
36	Shopping and services	709	369	Other or unspecified shopping and services	0
37	Household management	4	-	-	-
38	Childcare	332	389	Other or unspecified childcare	3

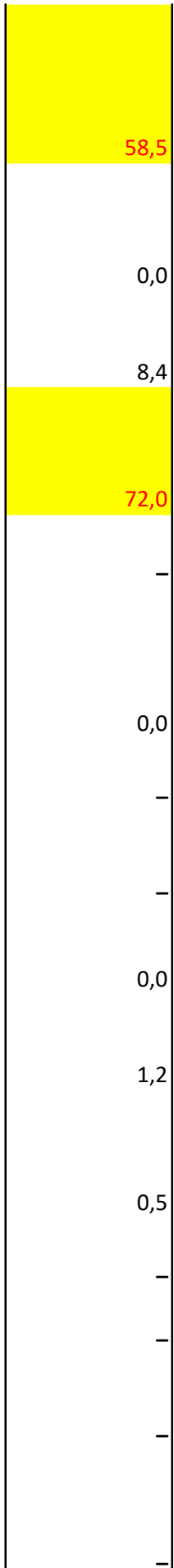
<b>42</b>	<b>Informal help to other households</b>	<b>135</b>	<b>429</b>	<b>Other or unspecified informal help to another household</b>	<b>79</b>
<b>43</b>	Participatory activities	12	<b>439</b>	Other or unspecied participatory activities	0
<b>51</b>	Social life and entertainment	4.812	<b>519</b>	<b>Other or unspecified social life</b>	<b>405</b>
<b>52</b>	<b>Entertainment and culture</b>	<b>25</b>	<b>529</b>	<b>Other or unspecified entertainment and culture</b>	<b>18</b>
<b>53</b>	Resting_time out	64		—	—
<b>61</b>	Physical exercise	55	<b>619</b>	Other or unspecified sports and outdoors activities	0
<b>62</b>	Productive exercise	4		—	—
<b>63</b>	Sports related activities	1		—	—
<b>71</b>	Arts and hobbies	23	<b>719</b>	Other and unspecified hobbies	0
<b>72</b>	Computing	329	<b>729</b>	Other and unspecified computing	4
<b>73</b>	Games	58		—	—
<b>81</b>	Reading	185	<b>819</b>	Other and unspecified reading	1
<b>82</b>	TV, Video and DVD	671		—	—
<b>83</b>	Radio and recordings	1.944		—	—
<b>936</b>	Travel related to shopping and services	1		—	—
<b>939</b>	Travel related to other household care	2		—	—



<b>960</b>	Travel related to other leisure	2	-	-	-
<b>999</b>	Other unspecified time use	2	<b>999</b>	Other unspecified time use	2

**% of  
unspecified  
main activities**





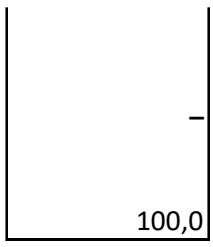


Table 3 **Proposal for addition of new 3-digit codes into categories\_42\_ Informal Help to other Hous**

Code	Description Code	Main activity frequency	Secondary activity frequency
<b>42</b>	<b>Informal help to other household</b>	<b>604</b>	<b>135</b>
<b>421</b>	Construction and repair as help	30	0
<b>422</b>	Help in employment and farming	0	0
<b>423</b>	Care of own children living in another household	0	0
<b>424</b>	Other childcare as help to another household	199	53
<b>425</b>	Help to an adult of another household	126	3
<b>426</b>	Help to another household with food management (activities included in codes 311 and 312)	66	2
<b>427</b>	Help to another household with household upkeep (activities included in codes 321 and 322)	62	11
<b>428</b>	Help to another household with shopping (activities included in code 361)	34	2
<b>429</b>	Other or unspecified informal help to another household	87	64

Table 4 **Proposal for addition of new 3-digit codes into categories\_52\_ Entertainment and culture**

Code	Description Code	Main activity frequency	Secondary activity frequency
<b>52</b>	<b>Entertainment and culture</b>	<b>412</b>	<b>25</b>
<b>521</b>	Cinema	107	0
<b>522</b>	Theatre and concerts	33	7
<b>523</b>	Art exhibitions and museums	50	0
<b>524</b>	Library	8	0
<b>525</b>	Sports events	12	0
<b>526</b>	ZOOs amd Botanical gardens	57	0
<b>529</b>	Other or unspecified entertainment and culture	145	18

**ehold**