

METHODICAL STUDY

MODERNISATION OF THE HARMONISED EUROPEAN TIME USE SURVEY

**Topic 7: New dimensions in diaries: subjective well-being and multitasking
(literature review)**

CONTENT

INTRODUCTION.....3

LIST OF ABBREVIATIONS4

I. SUBJECTIVE WELL-BEING 5

1. BRIEF HISTORY OF QUALITY LIFE RESEARCH 5

 1.1 Problems with the approaches and measurement 5

 1.2 Examples of life satisfaction measurement (OECD, EUROSTAT) 7

 1.3 From the Gross Domestic product to well-being9

2. EXPERIENCES, RECOMMENDATIONS AND PROPOSALS OF THE EXPERT GROUP 11

 2.1 HICKS STEPHEN. The measurement of subjective well-being. Office for National Statistics UK.....11

 2.2 ZUZANEK JIŘÍ; ZUZANEK TAMARA. Of Happiness and of Despair, Is There a Measure? Time Use and Subjective Well-being University of Waterloo, Canada and Czech Republic 15

 2.3 GERSHUNY JONATHAN. Time-Use Surveys and the Measurement of National Well-Being, Centre for Time-use Research, Department of Sociology University of Oxford17

 2.4 PILOT GROUP 6: New dimensions in time diaries21

3. OECD GUIDELINES ON MEASURING SUBJECTIVE WELL-BEING 25

4. GUIDELINES FOR HARMONIZING TIME-USE SURVEYS (SWB)35

II. MULTITASKING 41

5. PILOT GROUP 6: New Dimensions in Time Diaries – Multitasking 41

 5.1 More Precise With Whom 41

 5.2 Multiple Secondary Activities..... 44

6. GUIDELINES FOR HARMONIZING TIME-USE SURVEYS (MT)46

 6.1 Simultaneous activities (multitasking) 46

CONCLUSION48

SEPARATE ANNEXES 50

ANNEX 1 Subjective Well-being Basic definitions.....51

ANNEX 2 Countries’ Experiences with Time Use Surveys and Subjective Well-being 54

ANNEX 3 American Time Use Survey Well-being Module Questionnaire 61

REFERENCES 66

INTRODUCTION

The methodical study reflects the current issues of well-being and multitasking. The Stiglitz-Sen-Fitoussi Commission has identified subjective well-being as a key element of quality of life for national statistical offices to report on. Questions dealing with life evaluations, hedonic experiences and priorities thus should be part of the surveys as it has been proved that it is possible to collect valid data on both subjective and objective well-being. [63].

The methodical study examines the possibilities of detecting and measuring both phenomena. It evaluates international and domestic knowledge, concepts, methods and results of research in this field. The literature review summarizes the most widely used methods for measuring well-being and multitasking. It analyzes the views and experiences of influential international organizations and institutions. It also summarizes the recommendations of foreign experts and expert groups.

The study consists of two chapters. The first chapter "Well-being" offers a short history of exploring quality of life indicators. It shows the current shift in research initiatives from GDP to research of the well-being variables. In this part, the experiences, recommendations and suggestions of experts, who have been dealing with the issue for a long time [30, 31, 37, 89], are processed. At the same time, guidelines on the measurement of well-being of OECD and United Nations and EU are analysed here.

The second chapter called "Multitasking" is dedicated to the issue of parallel activities. It analyses the opinions and experience of foreign experts in this field. It offers methods of research multitasking variables and specific examples of diaries. It also monitors recommendations in the framework of harmonized time-use research.

At the end of the methodical study, basic methods of detecting and measuring both indicators are processed and proposed for the subsequent cognitive testing.

LIST OF ABBREVIATIONS

ATUS – American Time Use Survey

CMEPSP - The Commission on the Measurement of Economic Performance and Social Progress

DRM - Day Reconstruction Method

ESM - Experience Sampling Method

EMA - Ecological Momentary Assessment (also called ESM)

EQLS - European Quality of Life Survey

ESS - European Social Survey

EVS - European Values Study

EUROSTAT - The statistical office of the European Union

GDP - The Gross Domestic Product

HETUS – Harmonised European Time-Use Study

INSEE - L'Institut National de la Statistique et des Études Économiques

IHS - Integrated Household Survey UK

MT - Multitasking

NEF – New Economic Foundation

OECD - The Organisation for Economic Co-operation and Development

EU-SILC - European Union Statistics on Income and Living Conditions

ONS - Office for National Statistics UK

PATS - Princeton Affect Time Use Survey

PWI - Personal Wellbeing Index .

SWB – Subjective Well-being

SWLS - Satisfaction With Life Scale

UNECE - The United Nations Economic Commission for Europe (or ECE)

UNESCO - The United Nations Educational, Scientific and Cultural Organization

WHO - World Health Organisation

I. SUBJECTIVE WELL-BEING

1. BRIEF HISTORY OF QUALITY LIFE RESEARCH

Quality of life research goes back to the **end of 1960s and beginning of 1970s**. At that time it concentrated mainly on welfare (or wellbeing) indicators, while **the quality of life represented the extent to which the objective life conditions corresponded to their subjective evaluation by large groups of people** – these were the studies on the state of the society [3]. The attention focused on **economic and social indicators of quality of life**: income and material situation, political freedom and independence, social justice, legal certainty and healthcare. Later, subjective indicators of quality of life became more central – subjective wellbeing and life satisfaction [16, 35]. **Since 1990s**, the quality of life has been regarded as a concept related to an individual, not to the economic and social conditions (mainly personal health).

1.1 Problems with the approaches and measurement

The problem with measurement is most visible when measuring the quality of life **using one question**, such as: “If you reflect upon your life and personal situation, how satisfied are you with your life as a whole?” [9]. **This global assessment** is so global that it is impossible to identify the respective share of emotional evaluation and cognitive judgement in it, and above all, it is not possible to determine, **what part of life reality a person reflected upon at the moment of responding to this question**. Such measurement is loaded with another undesirable characteristic – **it is strongly determined by the current emotional state of the respondent**: how a person feels at the moment considerably determines their response to the question of overall satisfaction. The result of this type of questioning is considered by one group of researchers as **a quality of life indicator**, by other group as **an indicator of subjective wellbeing** and still by others as an **indicator of both** [20].

More specific questions related to the **satisfaction with various areas of life** (satisfaction with income, other life conditions) are not affected so much by the current emotional state but the confusion of measuring these two constructs has not been resolved by this: **as the subjective satisfaction is used as a basic reference point for measuring both the quality of life as well as subjective wellbeing**.

The institution that considers the quality of life as multidimensional construct and integrates into it also subjective wellbeing, is the World Health Organisation (WHO). It defines the **quality of life as an individual's perception of their position in life in the context of the culture and value systems in which they live and in relation to their goals, expectations, standards and concerns**. It is a broad ranging concept affected in a complex way by the person's physical health, psychological state, personal beliefs, social relationships and their relationship to salient features of their environment [77].

For Ferring et al [20], **the quality of life constitutes a directly unobservable latent variable (proxy) that can be described and measured only indirectly**, using the observable indicators. These indicators may come from three sources: (1) from the description of objective conditions (health, income etc.), (2) from criteria that can be objectivized (rating of other people) and (3) from subjective judgements of the person (evaluation of one's quality of life by an individual. It has been confirmed that subjective judgements of quality of life and objective indicators do not correspond closely to each other ("satisfaction paradox", dissatisfaction dilemma"). This leads to a conclusion that the quality of life cannot be defined as something definite, **it is a formal concept** determined on an individual basis. In other words, the quality of life represents a result of individual evaluation processes that involve convergence or divergence of current and desired evaluations of what life should look like.

Veenhoven [83] represents a stream that **identifies quality of life as the subjective wellbeing** as he says that at present, the term "quality of life" has **two meanings**: (1) circumstances that are necessary for good life and (2) living a good life. The concept is used on two levels – on the **societal level**: if we say that the quality of life in a country is low, what we mean is that there are missing circumstances for a good life (enough food, housing, or healthcare). To say that the life of a society is bad is unusual and such expression is adequate on an **individual level**. On an individual level we say that the person's quality of life is not good and we mean by this that the person does not have good life circumstances. However, it does not necessarily mean that the person lives a bad life. In case of an individual quality of life we can say that someone leads miserable life and we may mean that they feel lonely, weak and the like. Veenhoven himself suggested that we distinguish two kinds of quality of life: presumed quality of life and apparent quality of life. Other terms that are used in this context are **life satisfaction and happiness that this author considers to be synonymous**.

The transition from "the quality of life" to "happiness" and "life satisfaction" requires further clarification. Firstly, it is not clear what these concepts mean exactly. Secondly, there are different opinions as to the difference between them. Often the **happiness is distinguished as a state when positive emotions prevail over the negative ones and the life satisfaction as a reflection of cognitive evaluation of one's life**. This definition, however, is not universal as some authors do not consider happiness to be merely an affective measure, for others it is a concept that is overarching and includes both affective and cognitive aspect of a human mind. There is also even broader definition of happiness as: state of joy, good mood, satisfaction, calm or mental balance. Some people are the happiest when they do some activities and they are not aware of their emotions at all, which some authors also propose to include in the definition of happiness. Somehow "more objective" or "more universal" definition of happiness then includes an emotional state connected with doing a meaningful activity. The happiness category should thus be understood as a psychological wellbeing characterised by optimism, feelings of happiness and awareness of one's value, sufficient level of energy and active participation in the social life. Concept of happiness includes everything positive that is connected with human life. Despite considerable differences, most definitions of life satisfaction, happiness and subjective or psychological wellbeing share the **emphasis on subjective evaluation – people are content and happy when they feel like this or when they say they feel like this**.

While the concept of **quality of life** has been developed in the context of social sciences and medicine, the **subjective wellbeing is originally a psychological concept**. Diener [13; 14] is the author of the most preferred **theory of subjective wellbeing**, in which the subjective wellbeing consists of two components:

- (1) emotional and affective component – hedonistic orientation,
- (2) cognitive evaluation component – eudamonistic, wider social orientation.

The emotional component can be divided into two partial components – positive and negative affect. **Cognitive evaluation component includes global (general) life satisfaction and satisfaction with various specific areas of life**. For explanation of the emotional component and as a theoretical background for its measurement we use circumplex model of affective reactions [87] that can be reduced to two independent dimensions: positive and negative affect (see the part OECD recommendations). When measured, the positive affect is represented by positive adjectives (for example joyful, active...), and the negative affect is represented by negative adjectives (fearful, angry). In case of emotional subjective wellbeing the question is how often (not how much) persons feel these affective reactions.

1.2 Examples of Life Satisfaction Measurement (OECD, EUROSTAT)

For measuring the cognitive component we use a person's evaluation of their life satisfaction as a whole and the satisfaction with specific areas of life. The life satisfaction is understood as individual evaluation of past and current life circumstances and expected life perspective. The number and type of evaluated areas of life and individual satisfaction with them may differ. Most often there are these: health, work and profession, financial situation, free time, marriage and partnership, relationship to one's own children, satisfaction with oneself, friends and acquaintances, relatives, housing, environment quality, personal and social security. Examples of other life satisfaction domains are shown in Figures 1 - 3.

- 
- Health status
 - Achievement in life
 - Personal relationships
 - Personal safety
 - Feeling part of a community
 - Future security
 - Time to do what you like doing
 - Quality of the environment
 - Your job (for the employed)

Figure 1 Domains of Life Satisfaction according OECD
Source: OECD, 2013 [57]



Figure 2 Dimensions of quality of life according Eurostat (8+1 domains)
 Source: EUROSTAT, 2017 [28]

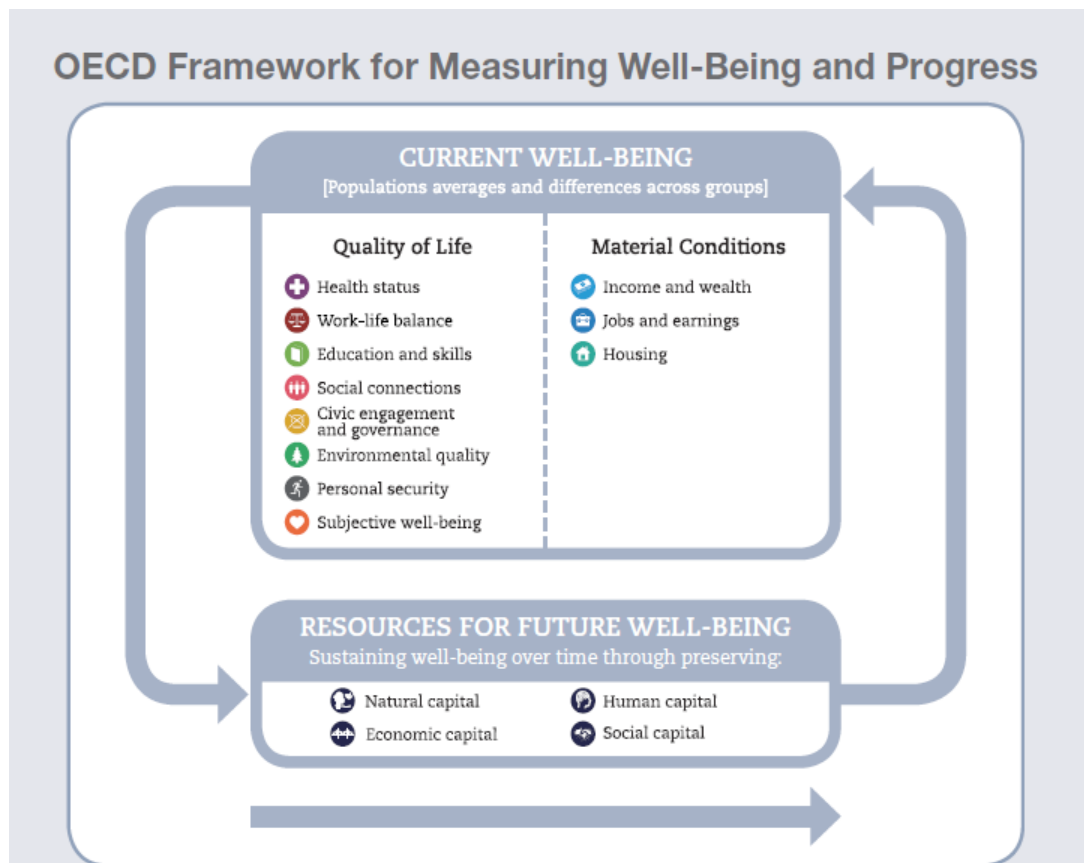


Figure 3 OECD Measuring Well-being and Progress
 Source: OECD Better Life Initiative, 2017 [58]

1.3 From the Gross Domestic Product to well-being

The Gross Domestic Product (GDP) has been criticised for decades as an insufficient and incomplete measure of the overall economic and social performance. At the same time, alternative or supplementary measures have been developed. Other objective indicators related to education, health, environment, as well as the measure of experienced happiness or satisfaction are being added to the economic output. The respective research is taking place in the fields of economics, sociology, psychology and more lately also in neurobiology. The efforts to overcome the differences among the disciplines and balance the various aspects in complex indicators has led to constituting of so called “wellbeing science“ [82].

A significant impetus to the research of multidimensional approaches to measuring welfare was the „Sarkozy report“ prepared by the commission of economists led by Joseph E. Stiglitz, Amartya Sen and Jean-Paul Fitoussi. This report recommended to pay more attention to **consumption rather than production**, add property to the measures of income and consumption, emphasise the households’ perspective, pay more attention to wealth and income distribution and enhance income measures by non-market activities. “Hedonic experiences” and other subjective aspects of quality of life should be included in big statistical surveys [63, p. 16]. Two years after issue of the report, the OECD General Secretary Angel Gurría stated that it was even more obvious that **the economic growth needs to be renewed in “a different form“, that is in relation to social progress in the broad sense of the word**. This idea was also behind the global project Measuring the Progress of Societies in which the data for Your Better Life Index [59] are also collected. The concepts of subjective wellbeing thus become to **challenge the economic orthodoxy (neoclassic theory)**.

The indicators of subjective wellbeing are in a sense opposite to the objective, rigorous and direct construction of GDP. While measuring the GDP and the economic growth based on it brings „only technical“ problems, subjective measures are loaded with the questions of substantial character. This is due to the high number of available dimensions and contents that are mixed in various and changing ratios on the level of individuals, families, social groups and countries or even broader cultural, ethnic and civilization societies. Empirical research of subjective wellbeing started with the finding that increasing income is not necessarily connected with increasing level of happiness. It was formulated by Richard Easterlin [21] and is known as the so called “**Easterlin paradox**“.

The empirical research of subjective wellbeing uses the data from sociological surveys that ask simple direct questions regarding personal happiness or satisfaction with various answer scales:

- Most often, respondents are offered four verbal answer options (e.g. in regular Eurobarometer surveys),
- Ten or eleven point scale as in the surveys European Quality of Life Survey (EQLS) and European Social Survey (ESS),
- In European Values Study (EVS) questionnaires, there are both questions: question about happiness in four options and question about life satisfaction with a ladder from one to ten.

Examples of survey questions:

- European Values Study (EVS): Taking everything into consideration, would you say (a) that you are 1. Very happy, 2. Rather happy, 3. Not very happy, 4. Not happy at all.
- European Quality of Life Survey (EQLS): When considering all the circumstances, how happy would you say you are? 1 very unhappy ... 10 very happy.
- European Social Survey (ESS): When considering all the circumstances, how happy would you say you are? 0 totally unhappy ... 10 totally happy.
- Eurobarometer: Overall, would you say that you are with your life?
1. very satisfied, 2. rather satisfied 3. rather unsatisfied or 4. very unsatisfied.

Of course, the questions about happiness and satisfaction are interrelated and there is a strong correlation between the responses. We can say that whereas **satisfaction better reflects objective life conditions, the responses on individual happiness are more influenced by emotions**. International comparison showed that responses to the happiness question provide more favourable reflection of the situation than responses to the satisfaction question. At the same time, the lower the economic level of the country, the higher the difference between the measured levels of the two indicators [22, p. 27]. Angus Deaton considers evaluation of life conditions as much more sensitive towards the situational and questioning context than hedonic attitudes. For example, if the question regarding life satisfaction follows questions on political situation, the evaluation is worse. On the other hand, the use of such simple questions is subject to criticism that points out to the low reliability of the responses due to the context in which they are asked [6, 34].

A more complex but also more reliable procedure is to divide “overall satisfaction” into evaluation of different areas of life, or compose the final indicator from several partial ones. Most often, the composite scale Satisfaction With Life Scale (SWLS) is used, developed by a psychologist Ed Diener and his co-workers [15], where respondents evaluate five statements on the 7-point scale regarding the agreement between the way of life and the ideal, about life conditions, satisfaction etc. A more complex Personal Wellbeing Index (PWI) was constructed by the scientists at the Australian Centre on Quality of Life. This includes evaluation of eight areas from life conditions and health to feeling as a part of a community and spiritual life on a ten-point scale [10].

2. EXPERIENCES, RECOMMENDATIONS AND PROPOSALS OF THE EXPERT GROUP

2.1 HICKS STEPHEN, 2011. The measurement of subjective well-being.

Office for National Statistics (ONS) UK.

Hicks accepts conceptual framework for subjective well-being measurement subjective well-being into **three broad types**:

- **evaluative measures**
- **experience measures** (sometimes known as ‘affect’ measures) and
- **eudemonic** (sometimes referred to as psychological) **measures** (see Figure 4 which highlights these concepts).

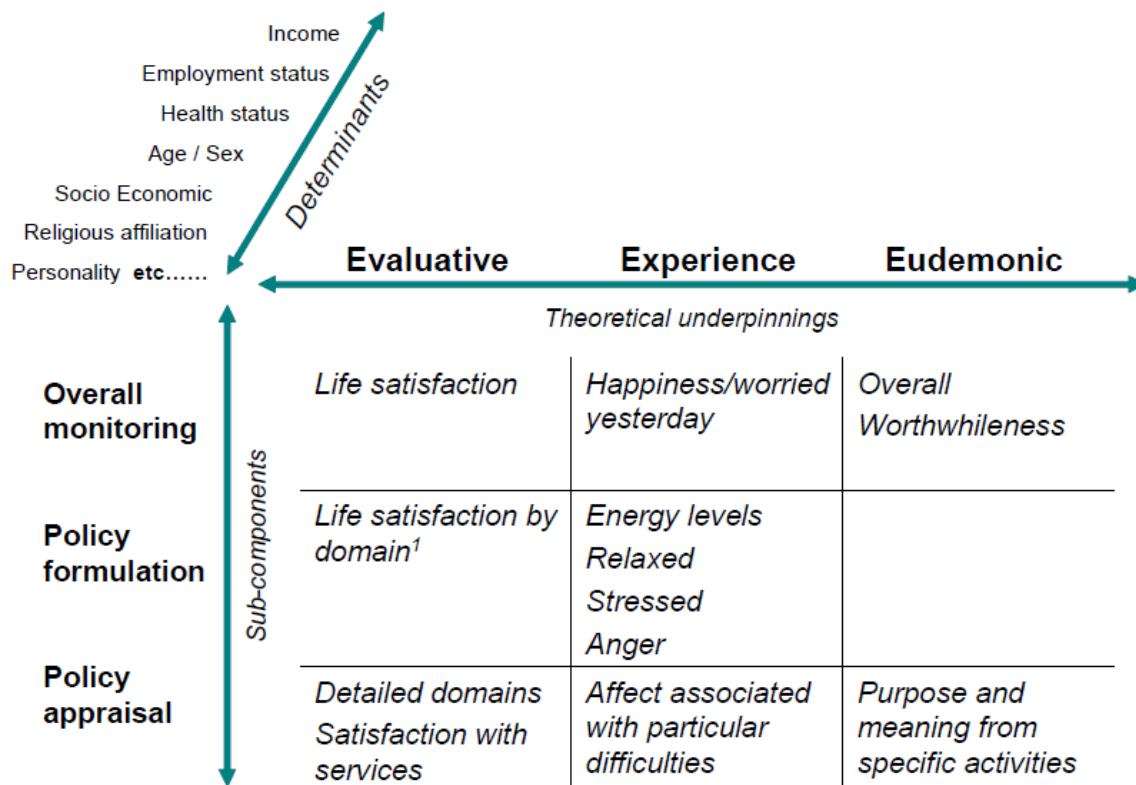


Figure 4 Conceptual framework for measuring subjective well-being

Source: Hick, S. 2011 [37]

Life satisfaction measures are perhaps the most well known and commonly used **evaluative measure**, particularly in the UK and Europe partly due to the extent that questions have been used in surveys [86] but also because they are seen by policy makers as useful. Evaluative measures ask the respondent to stand back and make an assessment of their life and, in the case of life satisfaction, score their life with regard to their satisfaction. Other types of evaluative measures include the Cantril ladder of life measure which asks respondents to imagine a ladder

where the bottom (0) is the worst possible life and the top (10) the best possible life and asks them to give an indication as to where they feel they are on this scale. Other measures include general happiness measures that are not time bounded which generally correlate with life-satisfaction scores.

Experience (or affect) measures perhaps are most closely aligned to the Benthamite view of well-being as they are concerned with how peoples feeling and emotions are affected by everyday events [18]. Different measures exist to capture these 'affects', for example the Ecological Momentary Assessment (EMA) or Day Reconstruction Method (DRM) which are **diary based approaches**. Simpler approaches include the Princeton Affect Time Use Survey (PATs) which asks people for their experiences at random times in the previous day, a simpler method still is to ask about feelings relating to the whole day which the US Gallup World and Daily Polls have done [18]. Such simpler measures inevitably lose potentially important data but are still useful and more appropriate for large scale general purpose social surveys where the luxury of a time use survey with diaries are not available.

Eudemonic measures are somewhat different to the evaluative and experience based measures but, never-the-less, there seems to be a consensus that they are important to include when measuring SWB. There is certainly the demand for these types of measures and the theoretical underpinnings relate to a broader understanding of well-being which encompasses purpose and meaning in life as well as including concepts such as competence, autonomy and engagement.

Developing subjective well-being questions for ONS social surveys

In order not to overload the IHS with SWB questions it was decided that the IHS would be the right vehicle to carry overall monitoring questions rather than the domain specific and detailed questions. This would mean that ONS intend to ask four overall questions on the **Integrated Household Survey (IHS)**, which would cover the evaluative, experience and eudemonic accounts, allowing for overall monitoring of SWB in the UK (as well as at the sub-national level) and providing a rich and large dataset for analysis (aiming for an achieved sample of 200,000 directly questioned adults responding each year). This would be supplemented with domain specific and detailed questions asked regularly on our Opinions Survey, which is a monthly survey with a random sample of around 1,000 adults responding each month. Setting the balance between a shorter number of questions on the IHS and a longer list on the Opinions Survey is not a precise cost-benefit calculation and the mix (and indeed the questions) can be varied over time if required.

Feedback from some members of the advisory forum again highlighted the likely impact on estimates of **the placement of the questions on surveys** – for example, placing after questions relating to health or the labour market may impact the answers that respondents make. This is something that ONS had foreseen could be an issue and we planned small scale cognitive testing of the placement affects which is currently be undertaken. It is envisaged that the placement of the overall monitoring questions will be upfront in the survey, but the study will not report until the middle of February. One aspect we are considering is the affect of asking these questions before or after the religious affiliation question on the IHS. It could be that asking after the

religion question could lead to a positive bias on life satisfaction scores, given the known correlation of religion and subjective well-being estimates.

Feedback from a small group of ONS interviewers has also been positive, they thought the questions were upbeat and felt that respondents would be able to answer them easily. However, they did highlight the potential problem with the 0-10 scale which was that they often felt themselves wanting to say 1-10 rather than 0-10. To overcome this interviewer **tendency we will need to make explicit the need for using a 0-10 in our interviewing instructions.**

In terms of an experience or 'affect' question on the IHS ONS had planned to use one overall question asking '**Overall, how happy did you feel yesterday?**'. ONS intend to use 'yesterday' in order to give an approximation in a general survey vehicle to the DRM, Time Use approach.

It is important to measure both evaluative and experience based measures separately as we know that they complement one another and although in some cases give similar results we know that is not always the case [18]. Feedback from advisory board members appeared to confirm this but it was mentioned that ONS **should not only be asking a 'positive' affect question but also a 'negative' affect question.** ONS has considered this and are now thinking that we may also include a negative affect question in the IHS to supplement the positive affect question. We have chosen the word 'happiness' for the positive affect question as this adjective, one of the ones used on the Gallup world poll. It is intuitive and is used in everyday parlance in the UK and appears to **us to be most suitable if only two questions can be asked for overall monitoring rather than four which would only allow us to cover the quadrants of the Circumplex model.** In terms of a negative question we would suggest the same question structure as the positive affect question but using the word 'worry' as the relevant adjective given it's link to depression and anxiety – **Overall, how worried did you feel yesterday?**

We are planning a **0-10 scale** from 'not all happy' to 'completely happy' and 'not at all worried' to 'completely worried'. One thing that we have noticed is that for the positive affect question a high score is desirable, whereas for the negative affect question a low score is desirable for the respondent. There is the concern that respondents may not pick up on this switch in the meaning of the scale and provide an answer which is similar to previous questions, when really they could want to provide a score on the other end of the spectrum. This issue appears to be present on other surveys but we believe could need the interviewer to reinforce the scale for this question (and to prompt as necessary) to ensure the quality of the estimates is maintained.

The benefit of the 0-10 scale over a simple dichotomous or 5 point scale to the affect questions is that it is also consistent with the other questions that are being asked, which we believe will help respondents. A simple dichotomous scale would also mean less information is collected and could be harder for respondents to answer than a 11 point scale which we have tested and appears to work well for the positive affect question that we have asked.

More detailed questions that look at life satisfaction by domain are also useful and we are proposing to ask these questions on our Opinions Survey (Q4) on a regular basis along with more detailed 'affect' questions (Q5-7). The domains for life satisfaction questions are based broadly on those used already in the British Household Panel Survey, with the addition of one for mental well-being (which we believe should be brought out separately from physical health)

and the well-being of respondents children which we believe has a strong impact on parents well-being. One of the benefits of using ‘work situation’ is that this can apply to those who are not only in work but also to those who are unemployed or inactive – it will be useful to see how the unemployed and inactive perceive their satisfaction with their current situation. Also we are planning to use financial situation because that is broad enough to capture current financial situation and also the future if the respondent thinks that is important when making an assessment.

The many questions that could be asked on detailed domains, satisfaction with services, affect associated with particular difficulties and purpose and meaning for specific activities are not planned for inclusion in regular ONS surveys. These are better suited to more subject specific surveys or modules of surveys on an ad-hoc basis as and when the policy requirement arises.

<p>1. Overall, how satisfied are you with your life nowadays? <i>(on a 0-10 scale, where 0 is not satisfied at all and 10 is completely satisfied).</i></p> <p>2a. Overall, how happy did you feel yesterday? <i>(on a 0-10 scale, where 0 is not at all happy and 10 is completely happy)</i></p> <p>2b. Overall, how worried did you feel yesterday? <i>(on 0-10 scale, where 0 is not purposeful and 10 is completely purposeful)</i></p> <p>3. Overall, how worthwhile are the things you do in your life? <i>(On a scale of 0-10, where 0 is not at all worthwhile and 10 is completely worthwhile)</i></p>	<p>For inclusion in the ONS integrated Household Survey (Continuous Survey, 200,000 adults in achieved sample, rolling annual estimates published every quarter).</p>
<p>4. Overall how satisfied are you with: your personal relationships; your physical health; your mental wellbeing; your work situation; your financial situation; the area where you live; the time you have to do things you like doing; the wellbeing of your children (if you have any)? (0-10 scale)</p> <p>5. Overall, how much energy did you have yesterday?</p> <p>6. Overall, how relaxed did you feel yesterday?</p> <p>7. Overall, how stressed did you feel yesterday?</p> <p>8. Overall, how angry did you feel yesterday?</p>	<p>For inclusion in the ONS Opinions Survey on a regular basis, monthly survey, approx 1,000 adult respondents per month</p>

Figure 5 Proposed Questions
 Source: Hick, S. 2011 [37]

2.2 ZUZANEK JIŘÍ; ZUZANEK TAMARA, 2015. **Of Happiness and of Despair, Is There a Measure? Time Use and Subjective Well-being** University of Waterloo, Canada and the Czech Republic

Systematic analyses of the **relationships between time use and well-being** by economists were initiated by **Thomas Juster**, who **used time diary data to assess levels of subjective well-being** [40]. In Juster's opinion, a summation of enjoyment ratings (process benefits) associated with activities performed during a specified period of time provides a more realistic valuation of subjective well-being than general questions about life satisfaction or perceived happiness based on past recollections. Dow and Juster [19, p. 405] proposed to calculate **process well-being benefits (PWB)** as a weighted index of the duration of activities and their level of enjoyment.

In the 2000s, interest in using time use data for the assessment of subjective well-being (SWB) was revived by **Kahneman and Krueger** [46]. Kahneman and Krueger's **day reconstruction method (DRM)** used 'experienced utility' valuations of time diary episodes to assess respondents' well-being. It was more process sensitive and accurate than Juster's PWB, but shared with the latter the assumption that subjective well-being can be calculated as a multiple of activities' duration and their enjoyment ratings. DRM generated considerable interest and produced a number of interesting studies examining relationships between time use and subjective well-being at both the national and international levels [49, 50, 73, 76].

Two concerns make, however, PWB and DRM efforts to assess subjective well-being problematic:

- The first is that enjoyment ratings of key daily activities depend on the formatting of the questions.
- The second concern is that extended exposure to enjoyable activities does not always translate into higher levels of subjective well-being.

Basic question: Does increased involvement in enjoyable activities correlate with higher levels of subjective well-being?

According to Schwarz et al. [76], when asked how they 'usually' feel during a particular activity, people "draw on their general beliefs about the activity" and as a result fail to capture "what people actually experience in situ". Knabe et al. [49] observed that **unemployed may enjoy "a good day" and yet be dissatisfied with life in general.**

To Kahneman, memory-based enjoyment ratings of activities are disproportionately influenced by most intense rather than average experiences. **The moment-based 'online' assessments of affect provide, according to Kahneman, a more "objective" measurement of subjective well-being** [43; 44, 45]. **The discrepancy between generalised and 'real time' activity enjoyment ratings** attracted attention of time use researchers as well. Robinson and Martin [69] noticed that **paid work** ranked in the 1975 U.S. time use survey **higher when assessed 'in**

general' than when its rating was tied to a specific diary day, as was done in 1985. **Watching TV ranked, on the contrary, lower when it was rated 'in general' than when it was assessed in 'real time'.**

Along with the differences between 'memory-based' and 'concurrent' valuations of activity enjoyment, researchers have drawn attention to the **disparity between the emotional effects of a prolonged as opposed to instantaneous exposure to daily activities**. Put simply, both memory-based and momentary assessments of daily activities do not take into account that **repeated exposure to the same activity can alter its initial emotional assessment**.

One of the first to draw attention to this issue was Robinson [64, p. 168], who noticed that "contrary to the positive value placed on free time in our society, greater life satisfaction generally was associated with less rather than more available free time". This observation was corroborated by Argyle [1], for **whom satisfaction with different forms of leisure does not always correspond with the amount of time spent in it**.

Data sources

The 1975 U.S. survey focused primarily on the use of time, but **included numerous SWB questions**.

Each respondent was interviewed on two weekdays and one day off.

Apart from the time diary questions, respondents were asked

- how satisfied they were with their lives and
- how much they enjoyed key daily activities, such as paid work, cleaning the house, cooking, child care, watching TV, socialising with friends, and others.

The enjoyment ratings of these activities were used by Juster to calculate 'process benefits' of daily life [40].

The sample sizes of Canadian 1986 time use surveys

Canadian respondents were interviewed on one day only. In addition to time use questions, they were asked

- how satisfied they were with life in general and
- its various domains (work, income, health, time-use, work-family balance) and how happy they felt.
- to identify a single activity they enjoyed the most on the time diary day

Operationalisation of Enjoyment and Experiential Ratings

Enjoyment ratings and well-being connotations of daily activities reported in this article are, essentially, of **three types**:

1. In the 1975 U.S. time use survey, respondents were asked to rate on a 10-point scale, how much they enjoyed participation in 19 daily activities. Canadian respondents were asked in

1998 and 2005 to rate enjoyment of 14 activities on a 5-point scale. These **memory-based assessments** were not tied to a specific day or situation and were general in nature.

2. In the 1986 U.K. and U.S. time use surveys [32; 69], respondents were asked to assign enjoyment ratings to daily activities not ‘in general’ but to the activities performed and reported on the time diary day. Such anchoring of enjoyment in ‘real time’ provided, according to Robinson and Martin [69], **more reliable information about the ‘process benefits’ of daily activities than generalised recall ratings of pre-selected activities**. Identifying the single most enjoyed activity on the diary day, in the 1998 and 2005 Canadian, also represented an attempt to anchor the enjoyment valuations of daily activities in ‘real time’. The notion of ‘**real time**’ is obviously an approximation, because respondents recorded their enjoyment usually at the end of the diary day rather than at the time when the assessed activities occurred.

3. The truly ‘concurrent’ valuation of well-being connotations of daily activities was made possible by **ESM surveys**, where respondents were asked to record their feelings about what they were doing at the very moment when they were signalled **by the pager**. It is, generally, accepted that Experience sampling methods “are the gold standard for assessing people’s affective experience. They can capture the experience in situation, while the person has access to current feeling, and hence minimize problems of recall and inference.” [76, p. 6].

2.3 GERSHUNY JONATHAN, 2011. Time-Use Surveys and the Measurement of National Well-Being.

Centre for Time-use Research, Department of Sociology University of Oxford

Introducing Time Diary Surveys. Time and well-being.

Time is experienced and recalled as durations, or elapsed time, spent in various activities and with various sorts of feelings. **Well-being** is promoted by, amongst other things, money income, by emotional and sexual satisfaction, by an acceptable social and environmental context—and also by the use we make of our time. Intrinsically satisfying work activities inside and outside the money nexus, healthy and enjoyable consumption and leisure, and an appropriate balance between work and leisure activities contribute to it, as do the economic and cultural resources that provide the prospect of continuing these in the future.

Time-use, in what follows, describes the allocation of time among various circumstances and subjective states. It is a key social indicator, which finds particular applications in the assessment of individuals’ material welfare and well-being. It provides the core measure of amounts of work in specific paid occupations (“normal/actual hours per week”), and for unpaid work in private households or in volunteer groups. Exactly when these activities take place, during the day, week and year, is also significant for understanding well-being. It provides measures of healthy—or unhealthy—behaviours: durations in purposive exercise, or in other

activity such as walking a dog, or cycling to work that have significantly positive metabolic consequences, or of too extended static periods watching television or asleep, which may have negative consequences. It can provide measures of the extent, durations and purposes of access to leisure activities, or of information technology use.

The intensity of subjective or “affective” experiences (eg happiness, enjoyment, stress or pain) is registered by ordinal scales (such as “low/moderate/high” or “disliked strongly/indifferent/liked strongly”). Time-use provides the appropriate parallel metric for the extent of individuals’ experiences of such states (eg “how long in moderate distress”).

Since all human states and activities occupy time, an appropriately designed time-use survey instrument can provide a comprehensive account of rhythm and balance among all the conditions and circumstance of daily life. As such, time-use accounts provide the basis for the systematic integration of various measures of well-being.

Options for the measurement of time-use

There is a variety of ways of measuring time-use. **Most familiar is the use of “stylised” time use items within conventional questionnaires.** We may ask “How often do you...(engage in various activities)?”, “Who usually does the...(various routine items of domestic work)? or “How much time do you usually spend...(in various activities)?

However the stylised questionnaire approach has a range of problems, including recall issues, unclarity about the inclusiveness of activity categories or descriptions, and uncertainties about the specified reference period (in particular, whether successfully recalled events actually occurred within it). Questionnaire items are also disproportionately prone to social desirability effects (as compared with methods mentioned below) in that they allow a merely passive admission of participation in positively-valued activities, rather than requiring active invention of episodes of participation in them.

A second is the “beeper study” or **Experience-sampling method (ESM)** approach in which respondents are prompted, at random instants through the day and week, by a signal (a “beep”) from an electronic device, to describe their current activities and affective circumstances [52]. This approach potentially provides highly accurate weighted sample estimates of the population’s aggregate time-use, since we know that each moment of the day must be exactly equally represented in any analysis.

A third approach is continuous observation. This has in the past been achieved by human observers [36, 64], but is both enormously expensive if undertaken on any considerable scale, and also very intrusive. Now however it is possible to undertake continuous observation unobtrusively through electronic tracking and monitoring. There are examples of GPS/GSM continuous real time geographical tracking for this purpose, and this approach may be paired with real time physiological monitoring and recording, which allows the direct estimation of the metabolic consequences of the various activities. But the resulting electronic records can for the most part only be interpreted with the addition of continuous descriptions of the purposes

or intensions of activities, (answering questions such as: Why were you running? What were you doing there?), to be provided subsequently by the human subjects of the observations.

This means that they require supplementation **by the fourth** of the time-use measurement methodologies: **time-use diaries**, maintained continuously throughout a specified period, usually of 24 hours, sometimes of two, five or seven days. There is now a substantial record of development and collection of representative national, annual, time-use diary samples, by both academic researchers and national statistical institutes

Time diary measurement methods

The special diaries designed for time-use studies involve the continuous registration of an individual's sequence of activities throughout a defined observation period (hence producing exhaustive minute-by-minute accounts throughout the observation period). Within this general description is a wide range of possible specifications.

There are **sampling issues** concerning the nature of the universe that the sample is intended to represent. Does it cover the whole year (including holidays and special days such as Christmas), or some specified part year? Does the sample represent individuals in the population, or multiple members of the same household? Does it cover the whole age range (in which case there will have to be some proxy respondents for children below a given age, and some elderly)?

The approach to survey administration itself depends in part on the answers to specific issues of **instrument design**:

- Does the diary rely on own words or on precoded responses?
- Does the diary use variable observation intervals (based on the start and finish times of episodes of activity), or fixed intervals (which might be between from 2 and 30 minutes long)? The HETUS design uses 10 minute intervals.
- Does the diary have single or multiple activity registration fields? And are these hierarchical or parallel? The norm is to invite respondents to designate simultaneous activities as “primary” or “secondary”. The ATUS however collects only primary activity plus episodes of child responsibility and eating—a design decision that is emerging as distinctly problematical.
- Does the diary have additional “objective” fields registering location, co-presence and purpose?
- Does the diary have additional “subjective” or “affect” fields registering enjoyment, stress, rushed feelings etc?

A diary example: The Harmonised European Time-use Study (HETUS)

Survey design normally poses problems of balance between information quality and informant burden. The very wide range of available options for time diary design leads to some considerable variety in instruments. The **HETUS** design (following a detailed “input

harmonisation” protocol developed by Eurostat 1999) collected by the ONS in 2000, 2001 had open own-words primary and secondary activity fields, with full activity location and copresence information.

The ONS has also collected small samples of a “Light Diary” design, with 15 minute fixed intervals, 35 pre-coded activity categories, limited co-presence and no location field in 1995, 2000 and 2003.

Morning Time, am	What were you doing? <small>Please record your main activity for each 10-minute period.</small>	What else were you doing? <small>Write in the most important activity you were doing at the same time</small>	Where were you? <small>e.g. At home, at friends, in car, on bus, train, cycling, walking</small>	Were you with anybody? <small>Please mark the boxes. See example on page 3.</small>				
	<small>Enter one main activity on each line.</small>	<small>e.g. Looking after children, listening to the radio or having a drink</small>		<small>Alone or with people you don't know</small>	<small>Children up to 9 living in your household</small>	<small>Children aged 10 to 14 living in your household</small>	<small>Other household members</small>	<small>Other persons that you know</small>
7:00 - 7:10	Sleeping			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7:10 - 7:20	↓			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7:20 - 7:30	Had a shower		At home	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7:30 - 7:40	Made breakfast		↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7:40 - 7:50	Ate breakfast	Read newspaper	↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7:50 - 8:00	Did washing up		↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8:00 - 8:10	Got my son dressed	Talked with my son	↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8:10 - 8:20	Walked to school with son	↓	Walking	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8:20 - 8:30	Dropped son off at school	↓	↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8:30 - 8:40	Walked to bus stop		↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8:40 - 8:50	Travel by bus to work	Read newspaper	On the bus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8:50 - 9:00	↓	↓	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9:00 - 9:10	↓	↓	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9:10 - 9:20	Walked from bus stop to main job		Walking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9:20 - 9:30	↓		↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9:30 - 9:40	↓		↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9:40 - 9:50	Main job			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9:50 - 10:00	↓			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 6 : Part of the 2000/2001 UK HETUS diary form
Source: Gershuny, J. 2011 [31]

Diary approaches: “objective happiness”

Kahneman [42] defines “instant utility” borrowing the term ‘utility’ from Bentham as the **instantaneous enjoyment of an activity**. “Instant utility is best understood as the strength of the disposition to continue or to interrupt the current experience.” He identifies the category of “**subjective happiness**”, which corresponds to a considered judgement about well-being, made at some degree of distance from the period which it describes. And he contrasts this with “**objective happiness**” category, considered as “...being derived from a record of instant utility over the relevant period”. “Objective happiness” measures may be quite straightforwardly derived from time diary materials.

The conceptual origin of the “objective happiness” approach may be traced back to some thinking associated with the US national time diary survey collected by the Institute for Social Research at the University of Michigan in 1975 [41]. In the questionnaire that accompanied the initial diary placement, respondents were asked to provide enjoyment ratings, on a 0-10 positive scale, for each of a set of broad activity categories that corresponded precisely to the categories of the national time budget calculated from the time diaries. Juster and colleagues produced a hybrid measure of what they termed “**process benefits**”, by multiplying each respondent’s minutes spent in each of the time budget categories by their questionnaire-based enjoyment rating, summing these products and dividing the total by 1440 (minutes in a day). They proposed that the aggregate mean of the process benefits and the per capita national product should be viewed as “**joint products**” of the aggregate national activity pattern revealed by the national time budget since the same activities, constituting national output and national consumption, produce both measures. **Clearly, over historical time, national product might increase but process benefits simultaneously decline, perhaps as a result of an increase of work time relative to leisure, if leisure were rated more enjoyable than work.**

Non-diary approaches to measuring happiness

Briefly holding aside the question of exactly how to measure this most intangible of phenomena, sociologists and economists, have for long been aware that it bears a complicated relationship to monetary measures. **The wealth of nations does not equate to their happiness.**

Evidence of **evaluative judgements** are collected through various social survey questions and question batteries including:

- the “Satisfaction With Life Scale” [13],
- and the “Cantril Ladder of Living”, collected by the Gallup organisation,
- the longstanding European contribution to this literature (dating from the 1960s: [80; 84]), “domain satisfaction” measures, (separate questions asking for judgements of “happiness” with various dimensions of life experience, including jobs, finance, health, leisure, social life, marriage) is discussed at length in Van Praag, Ferrer-i-Carbonel [81].

2.4 PILOT GROUP 6: NEW DIMENSIONS IN TIME DIARIES

Future of time-use research in Europe. 2016

HETUS surveys have collected subjective wellbeing **in two ways:**

- (1) As individual questionnaire items**
- (2) As a field in the time diary**

1. Individual questionnaire items

Many HETUS surveys already ask a range of subjective well-being questions (how satisfied are you with your life overall, how satisfied are you with your health, overall level of happiness)

in the individual questionnaire. Satisfaction informs the daily choices people make as well as reflecting people's sense of well-being generated by their daily activities. Well-being and satisfaction variables both are explanatory and dependent variables in policy analysis.

Some HETUS surveys have use 7 point scales (1 = completely dissatisfied to 7 = completely satisfied) for some questions. Other surveys have used 11 point scale, from 0 (not happy/anxious/satisfied at all) to 10 (completely happy/anxious/satisfied), and some surveys have used both scales, one for some questions and the other for others. The OECD, UNECE and other international agencies have released guidance which largely coalesces around the 11 point 0 to 10 scales, but this guidance may change after a review process currently under consideration. The 7 point scales have psychometric value. The Happiness Research Organisation favours the 7 point scale, and has conducted a number of time use surveys using a range of scales to measure happiness in time diary research. The EUROSTAT working group might be able to use this company's data to be used to compare the use of the different scales.

Future HETUS guidelines might like to harmonise questionnaire affect scales around the international best practice guidance for these scales. The Happiness Research Organisation will work with the OECD testing new scales for subjective well-being, and the HETUS working group could co-ordinate testing of these standards with the OECD co-ordinated efforts. These items should remain in future HETUS individual questionnaires.

2. Time diary emotion fields

A small but growing number of time use surveys include subjective well-being fields in the time diary instrument. Three broad models of affect data collection have developed.

- **End of diary day questions** – The 1975-76 Americans Use of Time: Time Use in Social and Economic Accounts survey, and many largely North American regional time use surveys, have included a number of questionnaire items asking people how much they usually enjoy a range of activities, and at the end of the diary day, ask respondents to identify the events in their diary day which they most and least enjoyed.
- **Many questions asked after completion of the time diary of randomly selected diary events or randomly selected time periods of a fixed duration (15 minute moments) in the diary** – Daniel Kahneman and Alan Krueger developed this approach (they call time diaries “day reconstruction accounts”), and asked four negative items (how stressed, sad, tired, in pain were you during this time) and two positive items (how happy and how meaningful did you find this time). The American Time Use Survey added these same six items to three episodes in three years, 2010, 2012, and 2013. Some smaller scale surveys have asked more than six emotion questions of randomly selected moments. This approach does not allow respondents to add episodes to their diary report reflecting only a change of emotional reaction to events.
- **One or two extra columns in the time diary instrument** – In the 1980s, small scale surveys in Canada and the United States added a how happy were you column, and sometimes also added a how stressed were you column to the time diary instrument. The 1985 University of Michigan American's Use of Time Project was the first national

sample survey to include a happiness column in the time diary instrument. The 2015 Millennium Cohort Survey in the UK, and a range of time use studies facilitated by the Happiest Research Organisation include a happiness or enjoyment column in the time diary, and the experience of this company's surveys is that a single question works best in the time diary. Some HETUS surveys also have included such a column, including the most recent surveys from France, Italy, and the United Kingdom. This approach collects emotion ratings throughout the whole day, revealing how emotions change in response to sequences of events and contexts, rather than restricting observations to snapshots. Also, this approach enables respondents to add a new episode in their diary which reflects only a change of emotion and not of other dimensions of the diary. Initial use of this column produces only a small amount of additional episodes that the current HETUS diary otherwise would have missed.

Why diary level emotion columns matter in policy research

Diary level measures matter. First, policy research using well-being both seeks to promote greater well-being, and also to reduce harm and suffering. Negative daily experiences are associated with negative overall outlook, but negative experiences have separate drivers and mitigators. Activity level affect data inform understanding of what factors in the day make some experiences particularly unpleasant for certain groups of people and how policy might alter circumstances of daily experience to reduce the negativity of these experiences.

Response rates when diaries include emotion columns

Asking the 6 questions of three episodes adds roughly 10 minutes to the American Time Use Survey completion time. The single column added for all episodes to some HETUS surveys adds roughly 5 minutes to the diary completion time.

Further work needed in relation to the diary-level well-being fields

At this time, the HETUS implementations of the enjoyment column use a seven point scale. The French survey implemented a -3 to +3 scale, shown below, but also experimented with a 0 to 5 scale. INSEE found that the 0-5 scale elicited more lowest category responses than the -3 to +3 scale, but the latter was more intuitive and easier to understand. The UK question, which appears in topic 4, offered a scale from 1 (did not enjoy the activity at all) to 7 (enjoyed the activity very much). The MCS used a 5 point scale, from 1 (strongly liked) to 5 (strongly disliked). Preliminary work comparing the UK, Italian, and French HETUS formats suggests that these surveys capture similar range of emotional responses to diary episodes. No time use survey yet has directly compared 5, 7 and 11 point scales, or scale order to determine which detail / direction of scale best captures variations in reactions to episodes in the time diary.

The French survey experimented with two formats – a horizontal scale (**as shown below**), and a write in the number in a column, as adopted in the UK survey. The French experience found that the horizontal scale allowing the participant to see all the options at once was easier to complete and collected fewer errors. The UK Millennium Cohort Survey also experimented with different designs of the emotion field, and also found that young people preferred to see

all the options when making their choice, and the final MCS diary shows all the options. The UK 2014-15 HETUS had respondents write in a number only, and other options were not tested (mainly at the UK team did not want to sacrifice other dimensions of the diary to devote more space to the enjoyment section).

15. Question F8 below should be included in the time-use diary filled out by respondents. See below for an example.

16. F8. Was this moment pleasant or unpleasant? [from -3: very unpleasant to +3: very pleasant]

	Qu'avez-vous fait durant les 3 heures qui ont précédé la visite de l'enquêteur ?	Faisiez-vous autre chose en même temps ?	Était-ce un moment agréable ou désagréable ? (de -3 : très désagréable à +3 : très agréable)
..... h 00			-3 -2 -1 0 +1 +2 +3
10			-3 -2 -1 0 +1 +2 +3
20			-3 -2 -1 0 +1 +2 +3
30			-3 -2 -1 0 +1 +2 +3
40			-3 -2 -1 0 +1 +2 +3
50			-3 -2 -1 0 +1 +2 +3
..... h 00			-3 -2 -1 0 +1 +2 +3

3. OECD GUIDELINES ON MEASURING SUBJECTIVE WELL-BEING

These Guidelines mark an important turning point in our knowledge of how subjective wellbeing can, and should, be measured. Not long ago, the received wisdom was that “we don’t know enough” about subjective well-being to build it into measures of societal progress. However, as the evidence documented in these Guidelines shows, we in fact know a lot – perhaps more than we realised until we gathered all the relevant material for this report – and in particular that measures of subjective well-being are capable of capturing valid and meaningful information.

Six question modules are attached to the guidelines as Annex B (A to F). Each question module focuses on a distinct aspect of subjective well-being. Question Module A contains the core measures for which international comparability is the highest priority. These are measures for which the evidence on their validity and relevance is greatest, the results are best understood, and the policy uses are the most developed. Of all the six question modules, Module A is unique in that it contains both life evaluation and affect measures, and because all national statistical agencies are encouraged to implement it in its entirety. When this is not possible, the primary measure outlined in the module should be used at the minimum. Modules B through to E are focused on specific aspects of subjective well-being. These modules are not intended to be used in their entirety or unaltered, but provide a resource for national statistical agencies that are developing their own questionnaires.

The six modules are listed below, and those which it is recommended that national statistical offices implement are highlighted as recommended in order to distinguish them from those modules intended as a *resource* for data producers of all types that are developing more detailed questionnaires.

Recommended:

A. Core measures.

Resource:

B. Life evaluation.

C. Affect.

D. Eudaimonic well-being.

E. Domain evaluation.

Recommended for time-use surveys:

F. Experienced well-being.

Several affect questions are included in the core module. This is because affect is inherently multi-dimensional and no single question can capture overall affect. The various dimensions of affect can be classified in two ways. One of these relates to positive versus negative emotions, while the other relates to level of “arousal”. This gives four affect quadrants and is known as the Circumplex model [53]. Figure illustrates the Circumplex model. The quadrants are: positive low arousal (e.g. contentment); positive high arousal (e.g. joy); negative low arousal

(e.g. sadness); and negative high arousal (e.g. anger, stress). A good measure of affect might attempt to cover all four quadrants.

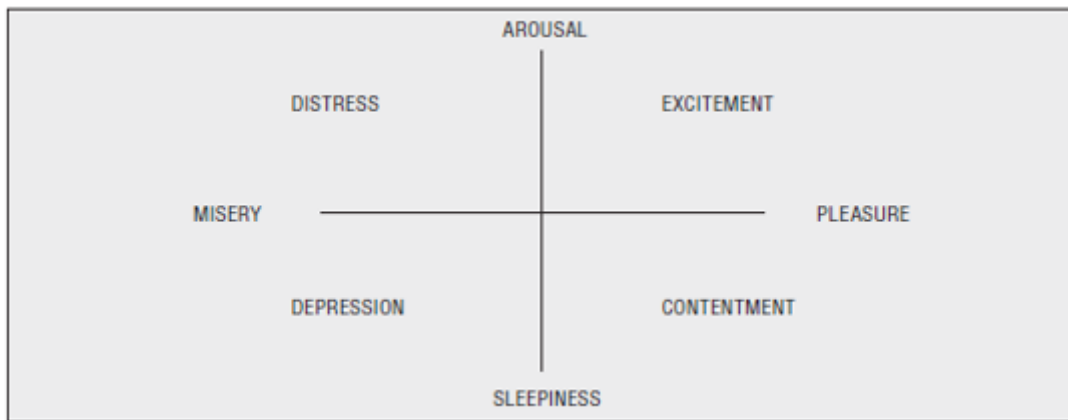


Figure 7 The circumplex model of affect
Source: Russell, 1980 [70].

Unlike overall life satisfaction, there is not an obvious choice of a simple affect measure that is suitable for inclusion in general household surveys. Most affect scales have been developed in the context either of the measurement of mental health or of more general psychological research. In the former case, many of the existing scales focus excessively on negative affect, while in the latter the scales may be too long for practical use in a household survey. One model for collecting affect measures in a household survey is provided by the GallupWorld Poll, which contains a range of questions on affect covering enjoyment, worry, anger, stress and depression, as well as some physical indicators such as smiling or experiencing pain. These questions now have a significant history of use and analysis behind them [47]. A very similar set of questions (on positive affect only) was proposed by Davern, Cummins and Stokes [12].

The affect questions contained in the proposed prototype module are based on those in the Gallup World Poll and proposed by Davern, but reduced to a list of **two questions** covering both the **negative** quadrants of the Circumplex model of affect and **a single positive affect question**. Only a single positive question is used because the different aspects of positive affect are, in practice, relatively closely correlated. The moods proposed for measurement are **happy, worried and depressed**. In each case, a 0-to-10 frequency scale is used for responses (ranging from “not at all”, to “all of the time”, similar to the scale anchors used in the European Social Survey).

The eudaimonic question is based on a question trialled by the ONS: “to what extent do you feel the things you do in your life are worthwhile?” There is good evidence from the ONS data that this question captures information not covered by life evaluation and affect measures. In addition, a similar question was included in the American Time Use Survey well-being module [51]. The question proposed here is similar to that used by the ONS. However, because there is

as yet no over-arching theory linking individual questions such as the one proposed to “eudaimonia” as a broad concept, the question should be regarded as experimental.

C. Affect

Best practice for collecting data on directly-experienced affect involves either sampling people throughout the course of the day and recording their affective state (**experience sampling method or ESM**) or a detailed reconstruction of daily activity and of the associated affective states (**the day reconstruction method or DRM**). The former approach (ESM) is not discussed here in detail as it typically involves the use of electronic pagers or similar devices more suited to experimental research design than to official statistics. **The DRM approach can be implemented in large-scale surveys containing a time-use diary** and forms the basis of the experienced well-being module presented in this chapter. However, time-use diaries are expensive to collect and code, and there are times when it may be desirable to collect affect data from a general household survey. This module provides an approach to collecting affect data in such a survey and expands on the more limited range of affect questions contained in the core questions module.

There are **several approaches to measuring affect in household surveys**. The European Quality of Life Survey, for example, asks five questions about how people felt during the previous two weeks. These questions ask respondents to rate how much of the previous two weeks they experienced each feeling on a 6-point scale. Similarly, the European Social Survey has 15 questions on the respondent’s affective state over the past week, with responses on a 4-point scale. The SF-36 health measurement tool contains a set of nine items relating directly to the respondent’s affective state over the previous four weeks, also using a 6-point scale [85]. Five of these nine items have been included in the EU-SILC 2013 well-being module to capture affect. However, the length of the reference period in both the EQLS and SF-36 questions is potentially problematic, **as errors are likely to increase with the length of the reference period**.

While the four-week period used in the SF-36 is well suited for its intended purpose – assessing mental health – **recall of affective states is likely to be better when the recall period is short and the question refers to a specific day**. The affect questions are similar in structure to those contained in the GallupWorld Poll. These questions focus specifically on the affective state of the individual on the previous day. **In addition, they ask for a 0 to 10 frequency judgement, rather than requiring judgements relating to the intensity of the feeling**. The affect module includes 10 questions, largely drawn from those used in the Gallup World Poll and those used by the ONS. **Four of the questions are related to positive affect and six to negative affect, reflecting the apparent potential for multi-dimensionality in negative affect in particular**.

F. Experienced well-being

As noted in the section describing Module C (affect), the gold standard for measuring affect is via the experience sampling method. When this is not possible, the day reconstruction method

(DRM) provides a well-tested methodology that produces results consistent with the experience sampling method [46]. **Although it is not possible to implement the DRM in general household surveys, it is possible in time-use surveys. This module provides approaches to implementing the measurement of affect in time-use diaries.** Because of the value that time-use diary information on subjective well-being adds, and because information on affect yesterday from general household surveys is not a good substitute for measures like those collected through the DRM, **it is strongly recommended that information on experienced well-being be collected in time-use surveys whenever possible.**

The experienced well-being module **presents two approaches to measuring subjective well-being in time-use diaries.** The first is essentially the implementation of the DRM used in the 2011 American Time Use Survey (ATUS). This provides aggregate information similar to the full DRM, **but restricts the information collected to only three diary episodes per respondent.** This helps reduce the respondent burden and the amount of interviewer time required per respondent, which is otherwise relatively high with the full DRM. The data collected using this method is exceptionally rich, as it involves collecting information on a number of different moods and feelings. As with the affect questions in Module C, **it uses a 0-10 scale.** This is longer than the 0-6 scale currently used in the ATUS, but is preferred for reasons of consistency with other scales used in these guidelines and because the (relatively limited) literature on the subject **tends to support the choice of the longer scale** [11].

An alternative to the DRM is also included in the experienced well-being module. This is based on the **“unpleasant/pleasant”** (“très désagréable/très agréable”) **approach** used by the INSEE in the Enquête Emploi du temps 2010. Although the INSEE approach captures less information than the DRM – the measure used to collect information on affective state is uni-dimensional – it does have two significant advantages. First, it is a self-complete question that can be included on the diary form. This significantly reduces interviewer time and the associated costs, and does not add much to the time required for respondents to fill in the diary [39]. Because of this, information can be collected on the respondent’s affective state during all diary episodes, allowing more comprehensive analysis. The self-completed nature of the question also makes it potentially suitable for inclusion in “light” time-use surveys that rely more heavily on respondents to self-complete their diary. The second point in favour of the INSEE approach is that analysis of the available data suggests that the results are broadly comparable with results from the DRM when these are reduced to a uni-dimensional measure such as the “U-index” or affect balance. There is currently relatively little basis to assess which method is preferable overall. The DRM is better grounded in the research literature, with good evidence of its validity, and provides a more detailed view of the different moods people experience. On the other hand, the INSEE approach appears to manage adequate data quality combined with significantly lower respondent and interviewer burden, as well as detail on a complete sample of episodes. Resolving the issue of which approach is to be preferred will require further analysis, drawing on data derived from both methodologies. For this reason, both approaches are detailed in the experienced well-being module.

OECD GUIDELINES ON MEASURING SUBJECTIVE WELL-BEING, 2013

Question modules

Module A: Core measures

Objective

This module is intended to provide a minimal set of measures of subjective well-being covering both life evaluation and affect that could be included in household surveys. The core measures included here are the measures for which there is the strongest evidence for their validity and relevance, and for which international comparability is the most important. An experimental measure of an aspect of eudaimonic well-being is also included.

Description

The module contains a single question on overall life satisfaction (A1). This question is intended to capture the respondent's evaluative judgement of how their life is going while imposing the minimum level of respondent burden. It is envisaged that Question A1 will serve as the **primary measure** of subjective well-being when a single measure is required. Question A2 captures the eudaimonic concept of whether the things the respondent does in their life are worthwhile. Three questions on affect are also included (Questions A3 to A5). These should be included as a group, and are intended to provide a minimal set of questions required to characterise the affective state of the respondent on the previous day.

Box B.1. Core questions

The following question asks how satisfied you feel, on a scale from 0 to 10. Zero means you feel "not at all satisfied" and 10 means you feel "completely satisfied".

A1. Overall, how satisfied are you with life as a whole these days? [0-10]

The following question asks how worthwhile you feel the things you do in your life are, on a scale from 0 to 10. Zero means you feel the things you do in your life are "not at all worthwhile", and 10 means "completely worthwhile".

A2. Overall, to what extent do you feel the things you do in your life are worthwhile? [0-10]

The following questions ask about how you felt yesterday on a scale from 0 to 10. Zero means you did not experience the feeling "at all" yesterday while 10 means you experienced the feeling "all of the time" yesterday. I will now read out a list of ways you might have felt yesterday.

A3. How about happy? [0-10]

A4. How about worried? [0-10]

A5. How about depressed? [0-10]

Module C : Affect

Objective

This module is intended to collect information on recent positive and negative emotional states. The questions on positive and negative affect capture distinct aspects of subjective well-being that are not reflected in more evaluative measures.

Description

This module includes ten questions on affect **yesterday**. Questions C1 through to C4 repeat Questions A2 through to A5. They are repeated here in the event that an affect module is included in a survey that does not include affect questions among its core measures. If the core measures are included in full, Questions C1 to C4 can be dropped. Questions C1, C2, C5 and C10 capture aspects of positive affect. Questions C3, C4, C6, C7, C8 and C9 capture aspects of negative affect. **There are more negative than positive questions, reflecting the fact that negative affect is intrinsically more multi-dimensional than positive affect.** Questions C2, C4, C6 and C9 can be considered as capturing states of low arousal, while the remaining questions can be considered measures of states of high arousal.

Box B.3. Affect questions

The following questions ask about how you felt yesterday on a scale from 0 to 10. Zero means you did not experience the emotion "at all" yesterday while 10 means you experienced the emotion "all of the time" yesterday. I will now read out a list of ways you might have felt yesterday.

C1. How about enjoyment?	[0-10]
C2. How about calm?	[0-10]
C3. How about worried?	[0-10]
C4. How about sadness?	[0-10]
C5. How about happy?	[0-10]
C6. How about depressed?	[0-10]
C7. How about anger?	[0-10]
C8. How about stress?	[0-10]
C9. How about tired?	[0-10]
C10. Did you smile or laugh a lot yesterday?	[0-10]

Origin

The affect questions used here are derived from the Gallup World Poll and the European Social Survey.

Time

This module is expected to take about 3 minutes to complete.

Output

Information from the affect questions in this section can be presented either as the results of answers to single questions or as a composite index. The answers to individual questions provide information on particular emotional states. The composite measures capture aspects of positive affect, negative affect or the respondent's affect balance. Information on responses to individual questions can be presented as the proportion of respondents indicating that they experienced the relevant feeling a lot yesterday. A composite measure of positive affect can be calculated as the mean score for Questions C1, C2, C5 and C10. This will give a value in the 0-to-10 range. A composite measure of negative affect can be calculated as the mean score for Questions C3, C4, C6, C7, C8 and C9. This will give a value in the 0-to-10 range. A composite measure of affect balance can be calculated as positive affect minus negative affect for each respondent averaged across all respondents. This will give a value ranging from -10 to 10. Affect balance can be reported as the mean score (-10 to 10) but also as the proportion of the population with net negative affect (an affect balance less than 0), sometimes described as a U-index [46]. In cleaning and preparing affect data, it is important to screen for response sets. These can be most easily detected when the respondent responds 10 or 0 consistently to all 10 questions, which may indicate a lack of understanding on the part of the respondent, or an unwillingness to respond meaningfully. In either case, the lack of variation will distort subsequent analysis. Hence, such responses (where the respondent gives the same score for all ten questions) should be coded as missing data. Whilst this procedure cannot correct for the more subtle influences of response sets/social desirability biases, it can remove the most obvious data distortions.

Guidelines for interviewers

The aim of this set of questions is to capture information on the respondent's moods on the previous day. The time-frame is explicitly short because we are interested in the feelings that people actually experienced, not an overall assessment of how things are going these days. If a respondent indicates that the previous day was unusual in some respect (something particularly bad or good happened, or they were feeling unwell), they should still report how they felt that day. We are interested in the feelings people have actually experienced, not how people feel on a "typical" day. Because we are interviewing a large number of people, we can expect that unusual events will not overly bias the aggregated statistics that are produced.

Module F: Experienced well-being

Objective

This question module focuses on questions that could be **included in a time-use survey**. It outlines approaches to collecting information on the positive and negative emotional states that people experienced while undertaking specific activities.

Description

The experienced well-being module has two components. The first component, comprising Questions F1 to F7, is an implementation of the Day Reconstruction Method (DRM) adapted for large-scale time-use surveys. These questions should be used together in the manner described below, and in conjunction with a time-use diary. The questions are repeated for three randomly selected time-use diary episodes.

Box B.6. Day reconstruction method questions

I now want to ask you some questions about how you felt yesterday.

The computer has selected three time intervals from your diary that I will ask you about.

[For each episode:]

Between [start time of episode] and [end time of episode] yesterday, you said you were doing [activity]. The next set of questions asks you how you felt during this particular time.

The following questions ask how you feel about yourself and your life, on a scale from 0 to 10. Zero means you did not experience the emotion "at all" at that time while 10 means you experienced the emotion "a lot" at that time.

- | | |
|--|----------|
| F1. Overall, how happy did you feel during this time? | [0-10] |
| F2. Overall, how calm did you feel during this time? | [0-10] |
| F3. Overall, how angry did you feel during this time? | [0-10] |
| F4. Overall, how sad did you feel during this time? | [0-10] |
| F5. Overall, how much pain did you feel during this time? | [0-10] |
| F6. Overall, how tired did you feel during this time? | [0-10] |
| F7. Were you interacting with anyone during this time, including over the phone? | [yes/no] |

If yes, with whom were you interacting? [include people on the telephone/online chat, etc.]

Note: [Activity] refers to the respondent's primary activity for the episode being discussed.

The second part of the module consists of a single question (F8), which is also intended to be used as part of a time-use diary.

Question F8 should generally not be used in conjunction with the DRM, as it is a substitute, and should be completed by the respondent for all time-use diary activities.

Box B.7. Experienced well-being question

Question F8 below should be included in the time-use diary filled out by respondents. See below for an example.

F8. Was this moment pleasant or unpleasant? [from -3: very unpleasant to +3: very pleasant]

	Qu'avez-vous fait durant les 3 heures qui ont précédé la visite de l'enquêteur ?	Faisiez-vous autre chose en même temps ?	Était-ce un moment agréable ou désagréable ? (de -3 : très désagréable à +3 : très agréable)
..... h 00			-3 -2 -1 0 +1 +2 +3
10			-3 -2 -1 0 +1 +2 +3
20			-3 -2 -1 0 +1 +2 +3
30			-3 -2 -1 0 +1 +2 +3
40			-3 -2 -1 0 +1 +2 +3
50			-3 -2 -1 0 +1 +2 +3
..... h 00			-3 -2 -1 0 +1 +2 +3

Origin

The version of the DRM used here is taken from the American Time Use Survey 2011. Question F8 was taken from the Enquête Emploi du temps 2011. Questions remain unaltered.

Time

The DRM is expected to take 5 to 10 minutes to complete for three activities. Question F8 is expected to add an extra 5 minutes to the time it takes respondents to complete their time-use diary, but has no effect on interview time.

Comments

The DRM (Questions F1 to F7) should be administered in an interview following the completion of a time-use diary. Because recall is important, it is desirable that the interview take place as soon as possible after the diary has been completed – preferably the day after the day covered by the diary. Question F7 relates to who the respondent was with at the time of the activity, and is conceptually distinct from the affect questions (F1 to F6). If the time-use survey already collects “who with” information, Question F7 can be omitted. When implementing the question module, three episodes are selected from the timeuse diary, omitting episodes when the respondent was sleeping or otherwise unconscious. The procedure to select the episodes should ensure that, over the sample as a whole, there are an adequate number of responses for each major time-use activity. The classification of activities can be drawn from the standard time-use classifications underpinning the survey. The questions are administered to the respondent with respect to each of the three episodes.

Question F8 is included in the time-use diary that the respondent completes rather than being administered in a follow-on interview.

Output

Information from the DRM questions described here (F1 to F7) can be presented both as the results of answers to single questions or as a composite measure of affect balance by activity classification. The answers to individual questions provide information on particular emotional states. The composite measures capture aspects of the respondent's affect balance – positive mood, negative mood, and which of the two is the stronger. In all cases, the answers should be presented with respect to a particular activity. Information on responses to individual questions can be presented as the mean value of responses, excluding missing values for a particular activity. This will give a value in the 0-to-10 range.

A composite measure of positive affect can be calculated as the average score for Question F1 (happy) and Question F2 (calm), excluding missing values. This will give a value in the 0-to-10 range. A composite measure of negative affect can be calculated as the average score for Questions F3 (angry), F4 (sad), F5 (pain) and F6 (worry), excluding missing values. This will give a value in the 0-to-10 range. A composite measure of affect balance can be calculated as the difference of positive affect less negative affect for each respondent divided by 6 and averaged over all respondents. This will give a value ranging from -10 to 10. Affect balance can be reported as the mean score (-10 to 10), but can also usefully be presented as the proportion of the population with net negative affect (an affect balance less than 0), sometimes described as a U-index [46].

In cleaning and preparing affect data, it is important to screen for response sets. These are evident when the respondent scores at the top or bottom of the scale for all six affect measures. This may indicate a response set due to either a lack of understanding on the part of the respondent or an unwillingness to respond meaningfully. In either case, the lack of variation will distort subsequent analysis. Hence, such responses (where the respondent gives the same score for all six affect questions) should be coded as missing data. Information from the “pleasant/unpleasant” approach (Question F8) is conceptually similar to affect balance calculated from DRM data, as discussed in the previous paragraphs. Responses to Question F7 can be presented as the mean score for different activity types or the mean score for different demographic groups (e.g. sex, age groups, labour force status).

Guidelines for interviewers

These questions relate to how the respondent felt during a specific episode identified from a time-use diary. It is important that the respondent answers with respect to how they felt during the period of time covered by that episode rather than providing information on how they felt during the day as a whole or what the dominant emotion was during the day. For Question F5, pain includes both physical and mental pain. For Question F7, interacting means communicating or responding to someone in some way. This could include both active participation in a conversation, listening to a conference call, or playing a game like tennis or chess.

4. GUIDELINES FOR HARMONIZING TIME-USE SURVEYS (SWB) UNITED NATIONS, Geneva 2013

A Brief History

In most developed countries, time-use surveys are an integral part of social statistics, and the number of countries that collect time-use data is rising. **Since 1990**, 69 countries worldwide have conducted a time-use survey. Policymakers increasingly recognize the value of time-use data, primarily for understanding the relationship between growth in market output measured through national accounts and the total output produced within a country, including household production. Time-use surveys have proven very useful in measuring essential dimensions of gender equality. In recent years, time-use surveys have been seen as an important contributor to the measurement of well-being. Overall, time-use data allow policymakers and researchers to address a great number of issues that are of relevance to their work.

The international scope of time-use surveys has raised the need for the exchange of good practices and for coordination in defining the concepts, methodology and ways of aggregating the results. This is necessary to obtain reliable time-use statistics that can answer the pertinent policy questions and be comparable across countries. The present Guidelines aim to respond to these needs. They are designed to help the relevant national authorities carry out time-use surveys and to improve their international comparability.

Sandor (Alexander) Szalai led the UNESCO-sponsored Multinational Comparative Time-Budget Research Project, the first cross-national time-use project to harmonize data collection methods [71]. This project set out the scheme for data collection that is still used in almost every time-use survey. In the 1980s, researchers harmonized the datasets collected in the early 1960s into a dataset with a common series of background variables and total time spent per day in 69 activities. This formed the Multinational Time Use Study now hosted at the Centre for Time Use Research at Oxford University. The Study has since grown to encompass more than 60 datasets from 25 countries and incorporates recent data from the Harmonised European Time Use Surveys and the American and Canadian time-use surveys.

In 1996 and 1997, Eurostat launched a number of pilot studies that resulted in the guidelines for **Harmonised European Time Use Surveys (HETUS)**. These included recommendations on the sample design, diary days, survey forms, activity coding lists, interviewers, data coding and estimators. The Eurostat HETUS guidelines, most recently revised in 2008, propose a set of recommendations covering all steps and aspects, from the design of the surveys to the processing of results and a recommended activity classification [23]. Their focus is on the production of output –harmonized data.

Most, but not all, national statistical offices (NSO) around Europe that have carried out time-use surveys since the late 1990s have taken these guidelines into account. The result is a database with comparable or almost comparable data representing **15 European countries** (Belgium, Bulgaria, Estonia, Finland, France, Germany, Italy, Latvia, Lithuania, Norway,

Poland, Slovenia, Spain, Sweden, United Kingdom). With financial support from the European Commission, Statistics Sweden and Statistics Finland developed a web application for HETUS, an online tool for the production of user-defined tables from the data of those 15 countries.

Recommendations:

- The collection of additional personal characteristics, such as disability status and relationship status
- **The collection of diaries from all persons in the household** to create household-level outputs
- **Time intervals that are brief enough to capture activities of shorter durations**
- **The collection of secondary activities**
- **The need for contextual variables such as "with whom", "for whom" and location**
- **The collection of measures of subjective well-being.**

It is recommended **to collect time-use statistics via a 24-hour time diary**. As an **alternative to time diaries**, official surveys have tried to collect time-use data through **stylized questions**, for example: on average how many hours a week do you spend doing unpaid domestic work for the household. Stylized questions ask respondents to recall the amount of time they allocate, or have allocated, to a certain activity over a specified period, such as a day, week or year.

The diary method is more diversified and reliable than interviewing with stylized questions. **Stylized questions** can be used to ask about time used for main activities only, but not about parallel activities, being with someone else or the timing of activities, which can be done with the diary method. Studying time use by using stylized questions also has measurement problems. It has been observed that stylized measures of time use overestimate the time used for gainful and domestic work. Overestimations have also been noted in time used for volunteer work. Stylized questions can be useful in providing contextual information about an individual's activities over a longer term, and this can be combined with diary data to improve the picture of behaviour.

Stylised questions or diaries ask respondents to estimate the amount of time they usually spend on a particular activity within a specified period of time (day, week, month or year). While these specialised questions may be suitable for targeting a particular information need they are not considered suitable for national estimates of time use. **Rather a 24-hour diary approach is the most appropriate and recommended approach for collecting national time use data.**

Full-scale and light diaries

In a full-time diary "the respondents report what activity they were doing when they began the day, what activity came next and what time this activity began and ended, and so **on through the 24 hours of the day**". Full-time diaries collect a wider range of context information and greater precision of activity data, and are usually coded afterwards, but the interviewer can also code them in connection with a computer-assisted interview, as done in Brazil and Canada.

The United Nations Guide defines a time-use survey as **light if it uses pre-defined activity categories from which the respondents select the activities they were doing**. The “respondents report the time at which each activity occurs based on an exhaustive list. In other words, the 24 hours of the day are accounted for in terms of the identified activity categories”. The main reason for collecting a light survey is to capture a minimum level of time-use information in the least amount of time with as little respondent burden as possible.

Diaries describing “yesterday” or “tomorrow”

Relative to the initial interview, the diary can describe either "yesterday" or "tomorrow". In the first type of diary, the interviewer forms a picture of the respondent's yesterday starting from the early morning of the previous day through the early morning of the interview day. **Yesterday interviews** begin with what the respondent was doing at the beginning of the observation period, what they did next, what they did after this, and so on. **With the diary describing "tomorrow"**, the interviewer leaves the diary with the respondent to be filled in, and the respondent records his or her activities during the day into a ready-made frame at the accuracy of, say, five, ten or fifteen minutes. Diaries left with participants for completion on the day can also allow people to record the starting time of each activity in chronological order.

The **diary describing "yesterday" is suitable for a telephone survey**. This diary type has been used in time-use surveys in, for instance, the United States and Canada. Besides the main activities, the American Time Use Survey (ATUS) also asks respondents whether a child under age 13 was in their care. Supplements in some years have asked about secondary eating and drinking (2006-08), emotions during episodes (2010, 2012-13), and secondary elder care (2011). Telephone interviews often only cover time use during one day.

Eurostat's guidelines recommend the diary type describing "tomorrow".

It offers better possibilities to study parallel activities and information about context. While both diary types produce reasonably similar estimates about time use it is expected that NSOs will choose an approach consistent with other survey design choices, such as the mode of data collection, the time frame of activities to be collected, and the diary and questionnaire content.

Recommendations

- It is recommended **to collect time-use data through a diary method describing “tomorrow”**. While it is acknowledged that some countries will wish to use other diary methods to reduce costs, this needs to be assessed against the risk of reduced data quality. Though questions about the frequency of participation in activities during a month or year usefully supplement diary accounts, stylized questions about time use do not provide a satisfactory alternative to diaries.
- A **full-scale time diary** survey is the primary recommended method of collecting time-use data.
- A light time-use survey cannot provide answers to all the policy questions that a full-scale survey can. A light survey can be sufficient for some policy questions, and

its design should be guided by these questions. Such purposes include household satellite accounts, use of information and communication technologies, study or education.

- The light diary is suitable for studying general trends in time use, but it cannot replace the full-scale diary survey with its rich content. The light diary can also serve to verify the continued relevance of data from a full-scale time-use survey that are several years old or predict the need to bring forward the next full-scale survey.

Time intervals

Time-use data can be collected in fixed or open intervals of time. An open interval approach collects start and finish times from the respondent, whereas a fixed interval approach divides the day into equal non-overlapping segments of time. **Most national time-use surveys use a fixed interval approach** (of 5-, 10-, 15- or 30-minute intervals), regardless of whether they are collecting data using a self-completed diary or personal interview.

Examples of the open interval diaries include the American Time Use Survey¹⁶ and the women's time-use survey in Morocco in 1997-1998. Five-minute interval diaries include those in Australia and the 1992/1992 German Time Budget Survey. The majority of HETUS surveys use the ten-minute interval option [23]. South Africa's 2000 and 2010 surveys and Pakistan's 2007 survey¹⁸ offer examples of diaries using a 30-minute interval that can be broken into 15- or 10-minute subintervals. Canada uses a different mixed interval approach: fixed intervals for primary activities and any duration for secondary activities (i.e. open interval).

A large number of activities in open-interval surveys are reported in multiples of 5 and 10 minutes. While the evidence is not conclusive, **longer intervals (15 or 30 minutes) may capture less detail of the variety of unpaid work and care activities taking place, as well as the variety of secondary activities taking place during leisure activities.** Shorter interval reports (5 or 10 minutes) potentially capture more variation in the presence of others.

Subjective measures of well-being

Time-use surveys are one of the primary vehicles for collecting information on subjective well-being. Measures of overall happiness and life satisfaction generally capture the evaluative component of subjective well-being. Such questions are a valuable addition to time-use surveys, but have much wider applicability. The OECD has published a set of Guidelines on the Measurement of Subjective Wellbeing [57] that address how and where such questions should be collected. While measures of life satisfaction are useful to include in a time-use survey as part of the array of analytical variables, **the most important output for measuring well-being is information on positive and negative emotions (affect).**

A common approach to collecting information on respondent's subjective attitude to different activities in time-use surveys has been to ask questions on **the "most/least" preferred activity at the end of a questionnaire.** While these questions may be useful for some specific purposes,

they capture a different sort of information to questions on positive and negative emotions in that they focus only on the activities provoking the most extreme responses. They lack information on intensity of feeling, and they require a cognitive judgement by the respondent that may result in responses that are different from those collected by questions focusing more specifically on emotional state.

Measuring positive and negative emotions (affect)

Broadly speaking, there are **two approaches to measuring positive and negative emotions (affect) in time-use surveys**. Both of these make use of time-use diaries to link particular emotional states to specific activities, which allows for analysis that is not possible with more general survey questions.

The first approach (1a) is asking enjoyment questions as a field in the time use diary. For the collection of positive and negative emotions, the respondent's emotional state needs to be collected alongside the event to which they relate and at the same time as the recording of the event rather than in a separate questionnaire where the respondent is required to recall their feelings. This approach dates back to the early 1980s. William Michelson collected a number of time use studies in the city of Toronto, Canada, and Andrew Harvey collected a number of time use studies in Halifax, Canada, **where the diary included the fields: main activity; secondary activity; location / mode of transport; who were you with; how much did you enjoy this activity; and how stressed did you feel during this activity.** In 1985, John Robinson [65] and a wider USA team collected a random-digit dialling national sample survey in the USA that included a field asking people how happy they were during each activity. Also in the mid-1980s, Jonathan Gershuny was involved with a national quota sample survey conducted by Unilever in the UK which also asked an enjoyment field in the diary. One of the most recent such surveys is the French time use survey 2010.

Intensity of emotional experience has been added as a **separate column in the time diary** which asks the respondent to record **"was that moment pleasant or unpleasant" on a scale from minus 3 (unpleasant) to plus 3 (pleasant)**. The scale was presented visually rather than allowing respondents to write down their own interpretation. Sequencing may also be important in analysing the positive or negative emotions attached to a particular event of an activity. Emotions attached to an event may impact on the emotional response to following events or activities; or indeed following events may occur in order to change the emotional state caused or associated with the previous activity.

An second (alternative) approach to asking respondents to report the overall positive/negative feelings about an activity on a single scale is to ask many questions on different emotional states about each activity. To manage issues of respondent burden, this is usually limited to a small number of randomly selected activities. For example, the United States Bureau of Labor Statistics asked respondents in the American Time Use Survey (2010) to record their emotions in three randomly selected activities. Respondents were asked about the intensity of **six emotions using a 0-6 scale: stressed, tired, happy, sad, interested, painful.**

Information collected in this way is much richer with respect to each activity than a single scale, but at the cost of collecting information on only a sample of activities. In analysing data of this sort an episode can be considered as unpleasant if the respondent reported stronger negative emotions than positive emotions. An “**unpleasantness index**” of an activity can then be obtained as the percentage of time spent doing that activity categorized as unpleasant. This allows for the respondent to have different "feelings" for separate episodes of the same event.

Recommendations

- It is recommended that **at least one simultaneous activity is collected for each primary activity.**
- All time use surveys should include an over-arching measure of life evaluation. The most commonly used measure is a question on satisfaction with. Time use surveys should also include questions on momentary affect (positive and negative emotions). However, there is currently insufficient evidence on the relative strengths of the two approaches to measuring affect to make a strong recommendation as to which approach is to be preferred. The OECD covers both approaches in its Guidelines on the Measurement of Subjective Well-being [57], and producers of time use surveys are recommended to base their decision on what will best meet user needs. A copy of the relevant section of the guidelines is presented in
- Approaches should be tailored to the mode of collection but should generally focus on the time-use diary, given its special format and length.

Approach to the Measurement of Subjective Well-being



Approach	Countries
Questions on general issues such as health, satisfaction with time spent	AUS FRA GBR HUN MDA NLD POL
Questions on time pressure or stress	AUS DEU HUN MDA NLD
Most pleasant activity of the day	DEU FIN NOR
Any particularly positive/ negative activity in the day	NOR
Pleasant/ unpleasant about each activity	FRA GBR POL
Ranking of feelings -3 ... +3 for each activity	ITA
Paying for gardening if money wasn't an issue	AUS

Figure 8: Subjective well-being experiences
 Source: United Nations Economic Commission for Europe, 2013 [79].

II. MULTITASKING

5. PILOT GROUP 6: NEW DIMENSIONS IN TIME DIARIES.

Future of time-use research in Europe. 2016

5.1 More Precise With Whom

The HETUS surveys collect limited grids with simplified categories of who else was present during activities to minimise respondent burden while ensuring that diaries capture time with respondents are with their parents, with household children too young to complete their own diaries, other household members, with other people or alone. This is the most varied element across the HETUS diary instruments.

The HETUS recommended approach has limitations. People who are not in couples and do not live with children or their parents only mark time alone and time not alone – giving much more sparse detail and leaving most who else was present columns unused (and wasted). Effectively the diary instrument tells people who do not live with children that the survey team does not care about with whom the diarist spends time. Contact with significant other persons who influence daily life, such as close friends, carers, or non-resident parents, is obscured. This grid also obscures the number of household members with the respondent, as well as the gender and age of those people. Curiously, many HETUS surveys do not clearly distinguish time when spouses or partners are together (except in couple only or couple and dependent child only households). Time with a spouse or partner is associated with satisfaction with family life.

In principal, when all household members actually complete their time diaries correctly on the same requested days, it is partially possible for researchers to align diaries to work out which household members are with any particular diarist at any particular time. Very few researchers actually do this, however, as the process is complicated and time consuming. People who are together do not always do the same main activity. People who spend time together produce diaries with accounts that overlap, but respondents often record slightly different starting and/or ending times of this together time. The reported time together overlaps but does not have the same starting and stopping times in each diary. Even when researchers have the skills and the time to make such mapping, complications arise. If a household includes 4 adults and 3 children too young to complete diaries, and the adult diarists tick boxes indicating that they are with a child and another household adult, it is not possible to tell if the whole household is in the same room together, or household members are in two groups in two different rooms. In some households, most but not all members participate, which leads to more missing who else in the household was present data than might be generated by alternative ways of collecting this information.

The American Time Use Survey collects a more detailed range of who else was present detail – some participants register up to 20 specified people present during other activities. The experience of the Happiness Research Organisation diary app and web designs as well as the

MOTUS project suggests that people will add larger numbers of people with specified detail without major impact on response rates or data quality – though none of these surveys includes a paper version, and thus avoids the limitation imposed by paper.

Preliminary review of some of the free text information diarists recorded in the 2014-2015 UK survey which the HETUS activity and location categories do not capture suggests that greater detail of who else was present matters to many diarists when they describe their day. Statistics Sweden used a modified who else present grid, where diarists wrote down the name of household members and ticked when each specific person was present. Response rates in Sweden do not appear different from response rate challenges in other HETUS countries which followed the current guidelines.

One other point related to who else was present deserves note. One could assume that the concept of “being alone” does not overlap – or is the opposite of - being with other people. Some surveys that have developed time diary apps or diaries completed over the internet have programmed instruments to prevent respondents from choosing alone and also indicating that at least one other person was present.

The UK Millennium Cohort Survey, longitudinal study of children born in 2000 growing up in the UK, added a mixed-mode time diary to the age 14 interview in 2015. The diary app and web diary forced child diarists to indicate that they were alone or with others but did not allow both options to be selected simultaneously. The paper diary mode, like the HETUS paper diaries, imposes no such restriction. Nearly 10 % of paper diaries in the MCS contain reports of time alone and with others. 7916 episodes in the UK 2014-15 HETUS (1.5 % of episodes in the UK 2014-15 HETUS; appearing in 19.4 % of diaries) reflect this pattern. If this were random error, we would expect that alone with others episodes would appear in diaries with suspect quality features and be dispersed across a wide variety of activity categories. In both the MCS and the UK HETUS, the reporting primarily is associated with good quality diaries and not randomly distributed. Much of this activity is clustered with eating, sleep, resting, personal care, food preparation, housework, listening to audio or watching video content on devices, paid work, and travel. This data requires further analysis. At the very least, web and app diaries might treat this pattern as a prompt asking respondents to confirm this is what they meant to enter, allowing confirmation of conscious selection of this option, rather than defining alone with others as an unallowable error.

Reasons to consider collecting additional who else was present detail

- Understanding care relationships (parenting, looking after people with disabilities and aging populations) requires more detailed information on who does what with and for whom.
- Interactions with others are gendered. Capturing additional detail of who else was present enhances gender research and the promotion of gender equality.

The American Time Use Survey captures a much wider range of who else was present information, including both which household members were present as well as a wide range of categories of people living in other households.

- Respondents in the ATUS do not get to see their diary reports as the interviews are conducted through phone calls, but in spite of this, diarists report up to 20 different specific people or groups of people were present.
- The choice of who else was present categories in the current HETUS guidelines are not based on tests of which people respondents feel are most important to specify when they describe their days. Testing data in relation to policy-relevant findings and testing meaningfulness of categories in focus groups and other qualitative settings might (or might not) provide further reasons to rethink the who else was present detail the HETUS diaries collect.
- An alternative approach to who else was present could capture time with companion animals and time with people on-line.
- Capturing more detailed who else was present would make use of this domain of the diary data easier for users, and would result in more policy research using this element of the data.

Reasons to remain

- Changing this field entails additional costs of coding data, and potentially makes the diary completion task more of a burden to respondents.

Instrument and data storage implications:

- Any change in the collection of the who else was present information would need to retain the ability to be recoded or converted into the categories used in previous HETUS surveys to retain comparability.
- When using nested categories, adding additional who else was present codes has minimal impact on app and web-based diaries, but potentially has significant impacts for the paper diary design. The grid format on paper only can accommodate a limited number of slots and remain easily used.
- It may be worth testing whether a change to a Swedish style model, having some columns for fixed categories, like alone, but also having some blank columns for respondents to write in descriptions of the most important people they were with on that day in some who else was present columns captures more useful information. Such a change would entail additional coding and data processing costs. In the data files, however, this would change the categories for the variable columns for who else was present from a 1=nominated this person type as present / 0=did not nominate this category of other person as present format to a more detailed list of the relationship to other people present.
- Retaining own words activity accounts, and coding additional who else was present detail in a field included in the data (but not necessarily in the diary) might capture some additional information. Testing of a sample of original HETUS instruments from multiple countries would inform the potential value (or absence of value) of developing such an additional data column.

- Pending this analysis, future HETUS survey co-ordinators might refrain from programming apps and web-completed diaries to prevent people from entering alone while with others.

5.2 Multiple Secondary Activities

Most time use surveys collect one main activity and one secondary activity. There are notable exceptions collecting less and more.

The American Time Use Survey collects main activity. After diarists complete their time use record, the ATUS interviewer separately asks respondents when they had responsibility for a child who was in their care. In some supplement years, the ATUS additionally asked diarists about secondary eating, and more recent survey years include an additional post-main record question asking diarists which diary events involved secondary care of older people. Statistics Canada added secondary activity in 2010, and in that year limited the range of possible secondary activities to a reduced list. Surveys collecting limited or no secondary activity also collect fewer episodes, as well as more limited detail associated with what Kitterød [48] described as more “indistinct and fuzzy activities”, including watching TV (and more recently using social media), social activities and childcare. Kitterød [48] also found that the effects on daily reports of including or excluding secondary activities differ for women and men.

Some surveys allow respondents to record more than one secondary activity in the secondary activity field. The 2014-2015 UK HETUS is the most recent example. The secondary activity instructions in this survey did not limit diarists to choose one activity in this column. If people recorded multiple activities, coders entered these activities in the order in which they are written in the secondary activity field.

	1 st mention	2 nd mention	3 rd mention
1) eating; 2) housework; 3) on-line activities; 4) personal care; 5) reading to children; 6) socialising; 7) TV/radio/music	X	X	X
8) fill in diary; 9) pet care; 10) rest; 11) sleep	X	X	
12) adult care; 13) child care; 14) computer games; 15) education & study; 16) exercise & sport; 17) paid work; 18) shops & services; 19) travel; 20) volunteering	X		

Figure 9 Most common UK secondary activities in 2014-15

Source: Future of time-use research in Europe, 2016 [30].

In the UK 2014-2015 survey, 92.8 % of diaries contained at least one secondary activity in at least one episode. A smaller number, 37.5 % of diaries, included two secondary activities in at least one episode. Only 5 % of diaries included three secondary activities. As the table shows, a wider range of activities appear as one secondary activity. Nevertheless, some of the common

activities that also appear as a third secondary activity have policy implications. Eating behaviours are associated with quality of life, health, and risk of obesity. Reading to children can have beneficial effects on children's language development and education prospects.

Reasons to consider allowing multiple secondary activity reporting:

- Some diarists write down multiple secondary activities even when asked to report only one main and one secondary activity; the process of completing the diary may be easier for these respondents and the coders if the instrument does not force people to limit their report or to apply artificial coding rules.
- Some activities are compound – not two or three things taking place simultaneously but one activity that overlaps more than one domain of the HETUS code frame. If I walk to the shop while walking my dogs, I am walking for purchasing goods and engaging in pet care as two functions of the same activity – which contrasts with simultaneous activity, such as preparing a meal while listening to the radio. If I walk to the shops while walking my dogs and also while listening to a podcast, a compound activity with a secondary activity, then there is a problem about which 2 of the 3 elements to choose. The ability to analyse the differences between such events requires access to the diarist's original record.
- Some policy relevant behaviour details may be recorded as a more peripheral element of a diarist's account.
- Allowing the additional simultaneous information facilitates recoding of the data for some purposes (such as measuring physical activity or the environmental impact of behaviour).
- Allowing people to report their full description may make diaries more comparable across language groups and cultures.

Reasons to remain with a single secondary activity reporting:

- Some people are more willing to offer detail than others. Collecting comparable responses may require restraining those who might give excessive detail as well as prompting the reluctant to add detail.
- The minimal extra information may not justify the extra diary processing and data preparation costs.

Instrument and data storage implications:

- Minimal change to diary instructions, no change to the diary instruments.
- Prospects for improving comparability across time increase when the verbatim records from dairies are stored in electronic format (information readily captured by web-based and app diary collection modes, but which incur significant time, labour and cost implications from paper dairies)

6. GUIDELINES FOR HARMONIZING TIME-USE SURVEYS (MT)

UNITED NATIONS, Geneva 2013

6.1 Simultaneous activities (Multitasking)

The collection of simultaneous activities allows for the capture of a more comprehensive measure of how people are using their time and provides a better understanding of those engaged in multiple activities. In order to optimize the value of data, the objectives of collecting **simultaneous activities need to be carefully defined**. The first goal is to decide what needs to be measured and how the data will be analysed. For instance if the focus is on childcare activities, the definition of childcare or all time caring for children needs to be defined. (What constitutes caring? Is it caring for a child when the parent is doing the dishes and children are watching TV in the other room? Etc.).

The questions **“What else were you doing?”** and **“How long did you spend on this activity?”** are recommended to be used to capture the simultaneous activities , along with the possibility of collecting a secondary activity and the time allocated to it. Some surveys have collected more than one secondary activity, but these additional activities have rarely been analysed.

As a general rule so far, the practice has been that respondents should be allowed to decide which activity is primary or secondary. Research concerning methods of assigning primary and secondary activities shows that, with respect to certain types of activity, for example related to caring for children, the household or meals, men and women may classify the two categories differently based on traditional gender roles associated with unpaid household service work. **Furthermore, individual national statistical offices may make the decision to prioritize certain activities as primary, such as sleep or driving a motor vehicle**. Such differences or decisions need to be reflected and made part of the coding strategy.

Information on secondary activities may be difficult to obtain for certain kinds of primary activities. Depending on country practices, a decision needs to be made on whether participants should report secondary activities during certain types of activities such as personal activities (personal care, religious observance, etc.).

The ability to collect data on simultaneous activities depends on the survey method and the design of the survey instrument. The collection of simultaneous activities may be eased when conducted with the help of an interviewer in order to reduce respondent burden and minimize the time for the collection of the diary. For instance, probing can help provide precise responses, facilitate the recall of missed activities and contextual information, or bring out unreported simultaneous activities. The use of fixed time intervals (as opposed to nominated start and stopping time) may also facilitate the recording of simultaneous activities.

Time	What were you doing? Record your main activity for each 10-minute period from 07.00 to 10.00! Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	What else were you doing? Record the most important parallel activity. Indicate if you used, in the main or parallel activity, a computer or internet. You do not need to record the use of a computer or internet during working time.	Where were you? Record the location or the mode of transport e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	Were you alone or together with somebody you know?					
				Alone	With other household members				
				Partner	Parent	Household member up to 9 years	Other household member		
07.00-07.10	Woke up the children		At home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.10-07.20	Had breakfast	Talked with my family	↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.20-07.30	--*	--*		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.30-07.40	Cleared the table	Listened to the radio	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.40-07.50	Helped the children dress	Talked with my children		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.50-08.00	Went to the day care centre	--*	On foot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.00-08.10	Went to work	Read the newspaper	Bus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
08.10-08.20	Went to work	--*	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.20-08.30	Work			Workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.30-08.40				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.40-08.50				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.50-09.00				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.00-09.10				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.10-09.20				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.20-09.30				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.30-09.40				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.40-09.50				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.50-10.00				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Figure 10 Adult diary example
Source: HETUS, 2008 [23]

CONCLUSION

In this part we are providing the conclusions of the comparative analysis of the methods used for measuring well-being and multitasking and justification of the selection of the methods used in cognitive testing.

The international comparative analysis of the methods used for measuring well-being and multitasking led to the following conclusions:

- All the international organisations like OECD, UN, EU (Methodological study, p. 25 – 47) and the expert group (Methodological study, p. 11 – 24) agree that the TUS is the most valuable way of gathering the data. This type of survey is done by questionnaires (questionnaire for a household and a questionnaire for an individual) that represent so called cognitive measuring of well being. This is based on evaluating the life satisfaction as a whole or by individual life areas (health, family, work, income, housing..). The other form of gathering data is a diary. The diary enables monitoring current feelings while doing different activities at the respective time interval.
- At the same time the diary form of monitoring the time use allows identifying multitasking variables in short time intervals during the day (parallel activities, place, who with).
- The unique character of measuring well-being and multitasking using TUS lies in the fact that it connects three basic variables: time – activity – emotion.

The most frequent methods of well-being research are the following:

- Systematic analyses of the relationships between time use and well-being as initiated by Thomas Juster, who used time diary data to assess levels of subjective well-being (Juster et al. 1981). In Juster's opinion, a summation of enjoyment ratings (process benefits) associated with activities performed during a **specified period** of time provides a more realistic valuation of subjective well-being than general questions about life satisfaction or perceived happiness based on past recollections. Researchers proposed to calculate process well-being benefits (PWB) as a weighted index of the duration of activities and their level of enjoyment.
The **PWB** method is based on the assumption that there is a possibility to measure the level of enjoyment (multiplication effect from enjoyment) that a person experiences during activities performed during the particular day. This method, however, focuses only on the specific activities of the day without using a diary (Methodological study, p. 15)
- In the 2000s, interest in using time use data for the assessment of subjective well-being was revived by Kahneman and Krueger [46]. Kahneman and Krueger's day reconstruction method (**DRM**) used 'experienced utility' valuations of time diary episodes to assess respondents' well-being. It was more process sensitive and accurate than Juster's PWB, but shared with the latter the assumption that subjective well-being can be calculated as a multiple of activities' duration and their enjoyment ratings [89].

The **DRM** method that uses a diary scan of the day is more used today. It records the emotional states more sensitively and at the real time during individual activities of the whole day (Methodological study, p. 15, 27 – 28 , 32– 34) in the way that monitors the level of experiencing positive and negative emotional states at the three randomly selected activities.

- The truly concurrent valuation of well-being connotations of daily activities was made possible by ESM surveys, where respondents were asked to record their feelings about what they were doing at the very moment when they were signalled by the pager. It is, generally, accepted that Experience sampling methods „are the gold standard for assessing people’s affective experience. They can capture the experience in actual moment, while the person has access to current feeling, and hence minimize problems of recall and inference“ [76, p. 6].

The **ESM** method is an effective but technically and financially most demanding method. The approach detects the feelings and emotions on-line using phone connection with a respondent. It brings the immediate picture of the emotional state in any time interval of the day. However, it requires very close cooperation with respondents and sufficient technical equipment and support for the data processing (Methodological study, p. 17 – 18).

- Another option is single question, which is also intended to be used as part of a time-use diary and is the so-called column of luck. This question should generally not be used in conjunction with the DRM, as it is a substitute, and should be completed by the respondent for all time-use diary activities. In the 2010 French time-use survey, the French national statistical office added the intensity of emotional experience as a separate column in the time diary, asking the respondent to record "was that moment pleasant or unpleasant" on a scale from minus 3 (unpleasant) to plus 3 (pleasant).

The so called emotional column (column of luck) is a relatively cheapest and the least demanding method asking about the respondent’s feelings. Contrary to the all methods above this one requires parallel recording of an experienced feeling on the scale from -3 to +3 at each activity that the respondent enters into a diary (Methodological study, p. 24, 33)

- The last method used for measuring well-being also uses diary records of respondents’ individual activities. It belongs to the so called affective ways of establishing well-being (hedonic orientation). At the end of the diary day the respondent is asked to choose the activity at which they experienced the most positive or most negative emotions. This method monitors only extreme emotional states as part of well-being.

SEPARATE ANNEXES

ANNEX 1

SUBJECTIVE WELL-BEING

BASIC DEFINITIONS

Personal and subjective well-being. There is no difference between personal well-being and subjective well-being. Focus groups with members of the public conducted by ONS in 2013 found that ‘personal well-being’ is clearer and simpler to understand than ‘subjective well-being’. In the light of this, both the questions and findings from them have been referred to by ONS as ‘personal well-being’ since then.

Personal well-being is also known by the more scientific term of ‘subjective well-being’. It is about people evaluating their own lives. There are several ways in which this is looked at by researchers who study well-being. These include asking people to evaluate how satisfied they are with their life overall, asking whether they feel they have meaning and purpose in their life, and asking about their emotions during a particular period. The ONS measures of personal well-being ask people to assess each of these aspects of their lives.

Positive affect denotes pleasant moods and emotions, such as joy and affection. Positive or pleasant emotions are part of subjective well-being because they reflect a person’s reactions to events that signify to the person that life is proceeding in a desirable way. Major categories of positive or pleasant emotions include those of low arousal (e.g., contentment), moderate arousal (e.g., pleasure), and high arousal (e.g., euphoria). They include positive reactions to others (e.g., affection), positive reactions to activities (e.g., interest and engagement), and general positive moods (e.g., joy).

Negative affect includes moods and emotions that are unpleasant, and represent negative responses people experience in reaction to their lives, health, events, and circumstances. Major forms of negative or unpleasant reactions include anger, sadness, anxiety and worry, stress, frustration, guilt and shame, and envy. Other negative states, such as loneliness or helplessness, can also be important indicators of **ill-being**. Although some negative emotions are to be expected in life and can be necessary for effective functioning, frequent and prolonged negative emotions indicate that a person believes his or her life is proceeding badly. Extended experiences of negative emotions can interfere with effective functioning, as well as make life unpleasant.

Happiness has several meanings in popular discourse, as well as in the scholarly literature. For example, happiness can mean a general positive mood, a global evaluation of life satisfaction, living a good life, or the causes that make people happy, with the interpretation depending on the context. For this reason some researchers avoid using the term altogether. Scholars in some fields use the term frequently because of its important historical and popular roots, whereas scholars in other fields prefer to use more specific terms for the different aspects of well-being.

Life satisfaction represents a report of how a respondent evaluates or appraises his or her life taken as a whole. It is intended to represent a broad, reflective appraisal the person makes of his or her life. The term **life** can be defined as all areas of a person's life at a particular point in time, or as an integrative judgment about the person's life since birth, and this distinction is often left ambiguous in current measures. It is preferable to instruct the respondent as to whether the question refers to his or her life since birth or to present life across all domains.

Domain satisfactions are judgments people make in evaluating major life domains, such as physical and mental health, work, leisure, social relationships, and family. Usually people indicate how satisfied they are with various areas, but they might also indicate how much they like their lives in each area, how close to the ideal they are in each area, how much enjoyment they experience in each area, and how much they would like to change their lives in each area. Assessments of specific aspects of well-being and ill-being, such as feeling positive and trusting toward one's neighbors and community, and feelings of engagement at work, should prove helpful to policymakers beyond global measures.

Quality of life usually refers to the degree to which a person's life is desirable versus undesirable, often with an emphasis on external components, such as environmental factors and income. In contrast to subjective well-being, which is based on subjective experience, quality of life is often expressed as more "objective" and describes the circumstances of a person's life rather than his or her reaction to those circumstances.

However, some scholars define quality of life more broadly, to include not only the quality of life circumstances, but also the person's perceptions, thoughts, feelings, and reactions to those circumstances. Indexes that combine objective and subjective measures, such as happy life years and healthy life expectancy, have also been proposed.

Experience Sampling Method (ESM), also called Ecological Momentary Assessment (EMA), and the **Day Reconstruction Method (DRM)**, as well as other diary methods, are designed to accurately assess people's experiences "on-line" over time, including in specific activities and situations. Since global recall of moods can be biased in some instances, these time sampling methods can yield a more accurate reflection of experiences. Furthermore, DRM and ESM/EMA measures can give important information on time use – how people spend their time and how rewarding activities are – that is particularly relevant to policymakers.

„Evaluative“, „Eudemonic“ and „Affective“ Well-being. These are academic terms used to describe different aspects of well-being; the personal well-being questions used by ONS ask about each of these.

The 'evaluative' approach asks individuals to step back and reflect on their life and make a cognitive assessment of how their life is going overall, or on specific aspects of their life.

The 'eudemonic' approach, sometimes referred to as the psychological or functioning/flourishing approach, draws on self-determination theory and measure such things as people's sense of meaning and purpose in life, connections with family and friends, a sense of control and whether they feel part of something bigger than themselves.

The ‘experience’ approach focuses on people’s positive and negative emotional experiences (or affect) over a short timeframe to measure personal well-being on a day-to-day basis.

Harmonised Concepts and Questions for Social Data Sources Interim Harmonised Principle,
Personal well-being, Office for National Statistics, May 2015 [61]

ANNEX 2



Countries' Experiences with Time-Use Surveys / Countries' experience with selected aspects of time-use surveys

Subjective well-being

Created by David Boko, last modified by Andres Vikat on 10 Nov, 2014

Country approaches to measuring subjective well-being

AUSTRALIA

- Several questions **combining general feeling and diary items**.
- There are several "well-being" related data items collected at the person level from the TUS diary. These are:
 - In general, how would you describe your health? (Excellent|Very good|Good|Fair|Poor)
 - How strongly do you agree or disagree that most people can be trusted? (Strongly agree|Somewhat agree| Neither agree or disagree| Somewhat disagree|Strongly disagree|Don't know)
 - How often do you feel rushed or pressed for time? (Always|Often|Sometimes|Rarely|Never)
 - What are the reasons you feel rushed? [*nine categories to tick*]
 - How often do you feel you have spare time that you don't know what to do with? (Always|Often|Sometimes|Rarely|Never)
 - What are the reasons you have spare time that you don't know what to do with? [*eight categories to tick*]
 - In general, how satisfied or dissatisfied are you with the way you spent your time over the last two days? (Very satisfied|Satisfied|Both satisfied and dissatisfied|Dissatisfied|Very dissatisfied|Don't know)
 - Column 5 in the activity pages of the diary shows how much time you spent with other people and how much time you spent alone over the past two days. Which of these best describes your attitude to this balance? [*three options*]
 - Thinking about gardening activities at home, which of these best describes your attitude? [*four options*]
 - If money was not an issue, would you pay someone else to do any of your gardening for you? [*three options*]

FINLAND

- **Most pleasant activity**
- Based on the Canadian model, the following questions **were added to** Statistics Finland's 2009-2010 **time use survey diary**:
 1. "When you think about the activities you have entered in your diary, which of them do you enjoy most?" and
 2. "At what time did you do this activity?"
- Answered in each respondent's own words, the responses were assigned the same classification as primary and secondary activities.

FRANCE

- **Two types of questions**
 1. well-being questions at the end of the individual questionnaire
 2. "Was that moment pleasant or unpleasant?" in the diary for each activity

MOLDAVA

- **Questions in individual questionnaires only.**

These questions were included in the individual questionnaire:

1. How would you evaluate your health?
2. How often do you feel stressed?

GERMANY

- **Questions in individual questionnaires only.**
- Several questions of measuring subjective well-being were included in the individual questionnaire. These questions covered sufficient time for different fields of life, statements concerning the subjective feeling of time and time wishes. The following questions were used in the individual questionnaire:
 1. During the last 4 weeks, to what extent was your time sufficient or not sufficient for the following fields of life: children, partner, other family members, friends, housework, occupation, apprenticeship/education, further education, voluntary service, personal time (relaxing), personal interest (sports, culture), medical consultation and errands. A five-point labelled Likert scale is used for responding to the questions.
 2. To what extent do you agree with the following statements? A five-point labeled.

Likert scale is used for responding to the questions.

I need to schedule my day exactly.

I often feel under time pressure.

I get enough sleep regularly.

I'd like to have more time for myself.

I'd like to have more time for my family.

I'd like to have more time for my friends.

- Individuals were asked for which activities they would like to have more time.

Moreover, further activity- based questions were included at the end of each diary day aiming to measure subjective well-being on a single day in contrast to the more general view of the individual questionnaire. The following questions were used in the diary:

1. Of all activities you recorded during this diary day: Which was your greatest pleasure?
2. For which activities do you wish to have had more time?
3. Of all activities you recorded during this diary day: Which one did you enjoy not?

HUNGARY

- **The questions on subjective well-being were include in individual questionnaire only.**

1. How can you cover the monthly expenses of your household? (all respondents)
2. How do you evaluate your own health condition? (all respondents)
3. How are you restricted in your daily activities by your long-standing health problems?
(respondents with chronic illness only)
4. How often do you feel tired or exhausted (all respondents)
5. How were you burdened on your diary day? (all respondents)

NORWAY

- **two questions**

Two questions were asked at the end of each diary day:

1. Were there any activities during the day that you experienced as particularly positive?
What was the most positive and at what time of the day was this activity?
2. Were there any activities during the day that you experienced as particularly negative? What was the most negative and at what time of the day was this activity?

UNITED KINGDOM

- **Diary activity level satisfaction and overall life satisfaction.**
- **Diaries include an enjoyment column after the final who else was present column,**
and the questionnaire currently includes the question:

‘how dissatisfied or satisfied you are with your life overall’ with a response scale from 1 (not satisfied) to 7 (completely satisfied).

- Work is ongoing to consider alternative versions of this question and scale lengths.

ITALY

- **Raking of feelings throughout diary**
- In the 2013-2014 Italian edition of TUS, which is still ongoing, the following **question was included in the diary day:**

"Is this a pleasant moment?" rank the feeling on a scale from -3 to +3, with -3 being "not pleasant at all" and +3 being "very pleasant".

- Respondents were not asked to answer if they were going to bed or were sleeping.
- Unfortunately, being the survey still in the phase of fieldwork, results regarding the response rate to that question are not yet available; however, a short test carried out in order to decide whether to include the question in the diary did not show any problem in understanding - and then answering to - the question.
- The instructions on how to fill out the question encourage respondents to consider both the activities they are doing and the general context in which the activities are being carried out (places, people present, type of day, etc.).
- As an example, the time spent on a bus trip was also included, since it can be more or less pleasant depending on how busy the bus is, or the people you are traveling with or if you have got beautiful news during the trip.

HOLLAND

- **Questions on state of happiness at selected moments and felt rush.**

In the smartphone time-use study, for half of the respondents we asked three short questions about:

- how happy,
 - rushed and
 - tired respondents felt at six moments during the fieldwork day.
-
- These questions were designed in such a way that they fitted on one screen and could be answered very quickly. These short questions popped up at the beginning of a ten-minute time interval and could be answered only during those ten minutes.

- After that time interval had expired, the question disappeared from the screen and could not be answered any more. In this way, it was ensured that (more or less) real-time feelings were measured and no long recall was necessary. Moreover, the use of these ten-minute intervals for the ESM questions also ensured that the results could be linked to the activities performed during that particular time interval, with whom and at what location, as recorded in the diary.
- Furthermore at the end of each fieldwork day respondents were asked how rushed they had felt during that day.

POLAND

- Two types of questions

Two questions in individual Questionnaire:

1. Would you like to spend more time/ as much as now/ less time/ difficult to say/ does not apply to for:

employment;
 study;
 household and family care;
 childcare;
 social life and entertainment;
 volunteer work and meetings;
 religious activities;
 leisure time activities except of sports,
 computer and watching TV;
 sports and outdoor activities;
 computer in free time;
 watching TV;
 sleep?

2. Are you satisfied/unsatisfied (very unsatisfied/ unsatisfied/ nor satisfied, nor unsatisfied/ satisfied/ very satisfied/ does not apply to) with:

your actual employment;
 your school,
 study;
 your actual family situation;

your actual finance situation;
actual amount of leisure time;
your way of spending leisure time;
generally of your life?

In the diary:

Was your time spent on main activity from col.2 generally pleasant/nor pleasant, nor unpleasant/unpleasant?

THE ISSUES ABOUT COLLECTING SUBJECTIVE WELL-BEING DATA

- The Report by the Commission on the Measurement of Economic Performance and Social Progress [63] suggests that information on subjective well-being – including measures of life evaluation, positive and negative emotions – should be collected as part of official statistics.
- Such measures are important both because they capture information that can be used to understand how different aspects of peoples' lives affect their well-being, and because subjective experiences are an important part of well-being in their own right.
- Time-use surveys are one of the primary vehicles for collecting this information. In particular, time-use surveys are uniquely suited to providing information on the affective component of subjective well-being that captures people's moods and feelings at a particular point in time.
- The collection of measures of affect (positive or negative emotions) from time-use surveys is still in its early stages. Further research and testing is required, in particular to identify the most appropriate scale for data collection and the means of reporting this as a one-dimensional index.
- As additional countries repeat techniques similar to the 2010 French time-use survey, further evidence on the quality of this data can be examined. More research is also required on how subjective well-being data in general, and affect questions in particular, can be used to inform policy outcomes.

Source: <https://statswiki.unece.org/display/countrytus/Subjective+well-being>

ANNEX 3

American Time Use Survey Well-being Module Questionnaire

July 2014

The ATUS Well-being Module is sponsored by the National Institutes on Aging. The ATUS is sponsored by the Bureau of Labor Statistics and conducted by the U.S. Census Bureau.

The Well-being Module begins with an introductory screen explaining the purpose of the module questions, and then proceeds to the screen asking how the respondent felt during the selected activities.

QUESTIONS 1 THROUGH 7

Now I want to go back and ask you some questions about how you felt yesterday. We're asking these questions to better understand people's health and well-being during their daily lives. As before, whatever you tell us will be kept confidential. The computer has selected 3 time intervals that I will ask about.

Between [STARTTIME OF EPISODE] and [STOPTIME OF EPISODE] yesterday, you said you were doing [ACTIVITY]. The next set of questions asks how you felt during this particular time.

Please use a scale from 0 to 6, where a 0 means you did not experience this feeling at all and a 6 means the feeling was very strong. You may choose any number 0,1,2,3,4,5 or 6 to reflect how strongly you experienced this feeling during this time.

1. Happy First, from 0 – 6, where a 0 means you were not happy at all and a 6 means you were very happy, how happy did you feel during this time?
2. Tired From 0 – 6, where a 0 means you were not tired at all and a 6 means you were very tired, how tired did you feel during this time?
3. Stressed From 0 – 6, where a 0 means you were not stressed at all and a 6 means you were very stressed, how stressed did you feel during this time?
4. Sad From 0 – 6, where a 0 means you were not sad at all and a 6 means you were very sad, how sad did you feel during this time?
5. Pain From 0 – 6, where a 0 means you did not feel any pain at all and a 6 means you were in severe pain, how much pain did you feel during this time if any?
6. Meaningful From 0 to 6, how meaningful did you consider what you were doing? 0 means it was not meaningful at all to you and a 6 means it was very meaningful to you.

[THE ORDER OF THE AFFECTIVE DIMENSIONS (ITEMS 1-5) WAS RANDOMIZED BY RESPONDENT].

7. Were you interacting with anyone during this time, including over the phone? (Yes/No)

These screens demonstrate the introduction to the module and the questions about the respondent's feelings:

American Time Use Survey Webcati Instrument Ver 2.26: October 2009 Production: Well-Being

Forms Answer Navigate Tools Options Help Show Watch Window

Main Roster EDays FAQ S3 S4 S5 S7 S8 Exit

Now I want to go back and ask you some questions about how you felt yesterday.

We're asking these questions to better understand people's health and well-being during their daily lives.

As before, whatever you tell us will be kept confidential.

The computer has selected 3 time intervals that I will ask about.

1. Enter 1 to Continue

Introduction 1

American Time Use Survey Webcati Instrument Ver 2.26: October 2009 Production: Well-Being Module

Forms Answer Navigate Tools Options Help Show Watch Window

Main Roster EDays FAQ S3 S4 S5 S7 S8 S9 Exit

Between 12:00 PM and 1:00 PM yesterday, you said you were watching tv. The next set of questions asks how you felt during this particular time.

Please use a scale from 0 to 6, where a 0 means you did not experience this feeling at all and a 6 means the feeling was very strong. You may choose any number 0,1,2,3,4,5 or 6 to reflect how strongly you experienced this feeling during this time.

1. Enter 1 to Continue

Activity	Time	Info	SAD	PAIN	STRESSED	HAPPY	TRED	MEANING	INTERACT
Watching TV	12:00 PM - 1:00 PM	<input type="text" value="1"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
eating	6:00 PM - 7:00 PM	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
driving home	10:00 PM - 11:00 PM	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

The 2012 and 2013 Well-being Module had two questions that did not appear in the 2010 Well-being Module. They are described in the box below:

New Transition added to the 2012 and 2013 Well-being modules:
 [CANTRIL_INT] Thank you. We're going to switch focus now. The next two questions ask you to think about your life in general, not just in terms of the specific activities we just talked about. And, rather than using a 6-point scale to represent how you feel, we'll be using a 10-point scale. To begin,

New Questions added to the 2012 and 2013 Well-being modules:

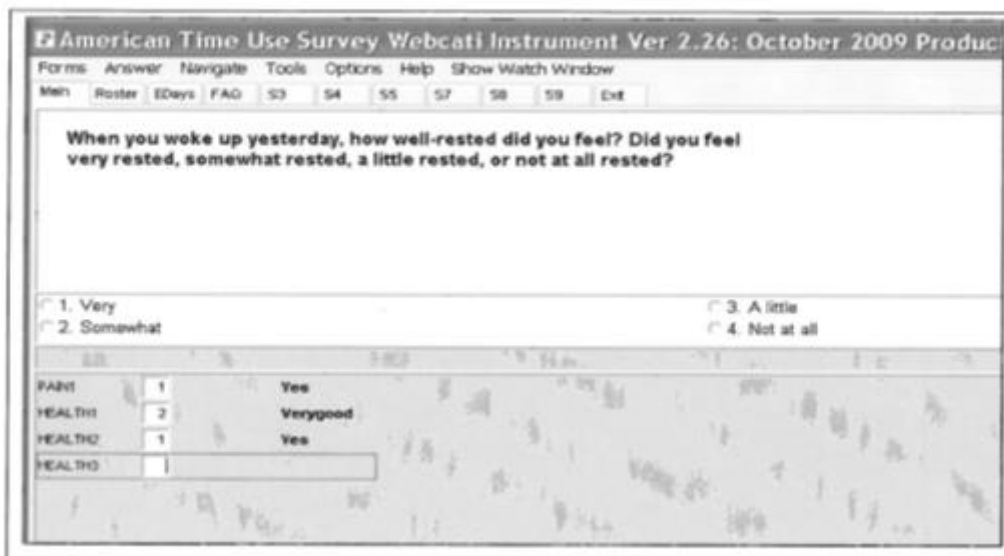
8. [CANTRIL] Please imagine a ladder with steps numbered from zero at the bottom to ten at the top. The top of the ladder represents the best possible life for you and the bottom of the ladder represents the worst possible life for you.

If the top step is 10 and the bottom step is 0, on which step of the ladder do you feel you personally stand at the present time?

9. [TYPICAL] Thinking about yesterday as a whole, how would you say that your feelings, both good and bad, compared to a typical [fill day of the week]? Were they better than a typical [fill day of the week], the same as a typical [fill day of the week], or worse than a typical [fill day of the week]?

[The new introduction (CANTRIL_INT) appeared directly after the affect questions, and CANTRIL and TYPICAL became the new questions #8 and #9. The old question #8 and all subsequent questions in the module were bumped back. For example, the *old question #8, PAIN ITEM #1*, became question #10 in the 2012 and 2013 modules.]

This screen shows the last HEALTH STATUS question.



The next set of questions asks about the respondent's health in general.

PAIN ITEM # 1

10. Did you take any pain medication yesterday, such as Aspirin, Ibuprofen or prescription pain medication?

[INTERVIEWER NOTE: IF MENTIONS A DRUG, CODE AS A YES. FOR EXAMPLE, TYLENOL AND ALEVE ARE BOTH PAIN MEDS.]

- Yes
 No

HEALTH STATUS # 1

11. Finally, I have a couple of questions about your health. Would you say your health in general is excellent, very good, good, fair, or poor?

1. EXCELLENT
2. VERY GOOD
3. GOOD
4. FAIR
5. POOR
9. DON'T KNOW/REFUSED

HEALTH STATUS # 2

12. In the last five years, were you ever told by a doctor or other health professional that you have hypertension, also called high blood pressure, or borderline hypertension?

- Yes
 No

HEALTH STATUS # 3

13. When you woke up yesterday, how well-rested did you feel? Did you feel very rested, somewhat rested, a little rested, or not at all rested?

- Very
 Somewhat
 A little
 Not at all

REFERENCES

1. ARGYLE, M. 1987. *The Psychology of Happiness*. New York: Routledge, 276 pp. ISBN 978-0-415-22665-3
2. AMERICAN TIME USE SURVEY (ATUS). Results available on: <https://www.bls.gov/tus/> [15.03.2018]
3. ANDREWS, F. M., WHITHEY, S. B., 1976. *Social indicators of well-being: American's perceptions of life quality*. New York: Plenum.
4. AUSTRALIAN BUREAU OF STATISTICS. 2006. *Time Use Survey, 2006, Basic and Expanded*. Available on: <http://www.abs.gov.au/websitedbs/D3310114.nsf/4a256353001af3ed4b2562bb00121564/9a53fd444408f063dca2573f5000fbaf5!OpenDocument> [01.03.2018]
5. BIANCHI, G. 2005. *Dá sa kvalita života merať? Životné prostredie*, Vol. 39, No. 6, p. 285 – 289, 2005. Available on: http://147.213.211.222/sites/default/files/2005_6_285_289_bianchi.pdf [01.03.2018]
6. BOK, D. 2010. *The Politics of Happiness: What Government Can Learn from the New Research on Well-Being*. Princeton, N. J.: Princeton University Press, 2010.
7. BUREAU OF LABOR STATISTICS US. 2014. *American Time Use Survey. Well-being Module Questionnaire*. 2014. 6 pp. Available on: <https://www.bls.gov/tus/wbdatafiles.htm> [01.03.2018]
8. CMEPSP 2009. *Report by the Commission on the Measurement of Economic Performance and Social Progress*. Dostupné na: www.stiglitz-sen-fi-toussi.fr
9. CUMMINS, R.A. et al., 2003. *Development a national index of subjective wellbeing: The Australian Unity Wellbeing Index*. *Social Indicators Research*, 64, 159-190. Available on: <https://link.springer.com/content/pdf/10.1023%2FA%3A1024704320683.pdf> [15.03.2018]
10. CUMMINS, R. A. et al. 2009. *Encouraging Governments to Enhance the Happiness of Their Nation: Step 1, Understand Subjective Wellbeing*. *Social Indicators Research*. 2009, Vol. 91, No. 1, pp. 23–36.
11. CUMMINS, R.A., GULLONE, ELEONORA. 2000. *Why we should not use 5-point Likert scales: The case for subjective quality of life measurement*. *Proceedings, Second International Conference on Quality of Life in Cities*. 74-93.

12. DAVERN, M.T., CUMMINS, R. A., STOKES, M.A. 2007. Wellbeing as an Affective-Cognitive Construct. *Journal of Happiness Studies*, December 2007, Volume 8, Issue 4, pp 429–449.
13. DIENER, E. 1984. Subjective well-being. *Psychological Bulletin*, 95, 542 – 575.
14. DIENER, E. 2000. Subjective well-being: the science of happiness, and a proposal for a national index. *American Psychologist*, 55, 34 – 43.
15. DIENER, E., EMMONS, R. A., LARSEN, R. J., GRIFFIN, S. 1985. The Satisfaction with Life Scale. *Journal of Personality Assessment*, 49, 71 – 75.
16. DIENER, E., SUH, E., 1997. Measuring quality of life: Economic, social, and subjective indicators. *Social Indicators Research*, 40, 189 – 216.
17. DIENER, Ed. 2005. Guidelines for National Indicators of Subjective Well-Being and IllBeing. 2005. 7 pp. Available on:
https://internal.psychology.illinois.edu/~ediener/Documents/Guidelines_for_National_Indicators.pdf [01.03.2018]
18. DOLAN, P. et al. 2011. Measuring Subjective Wellbeing for Public Policy: Recommendations on Measures. London : Centre for Economic Performance. Special Paper No. 23. Available on: <http://cep.lse.ac.uk/pubs/download/special/cepsp23.pdf> [16.03.2018]
19. DOW, G. K.; JUSTER, F. T. 1985. Goods, time and well-being: the joint dependence problem. In F.T. Juster & F. P. Stafford (Eds.), *Time, Goods, and Well-being* (pp. 397–413). Survey Research Center, Institute for Social Research, Ann Arbor: The University of Michigan.
20. DŽUKA, J. 2004. Kvalita života a subjektívna pohoda – teórie a modely, podobnosť a rozdiely. In *Psychologické dimenzie kvality života*. Prešov. 2004, s. 42-53.
Available on:
<http://www.pulib.sk/web/kniznica/elpub/dokument/Dzuka3/subor/05.pdf> [01.03.2018]
21. EASTERLIN, R. A. 1974. Does Economic Growth Improve the Human Lot? Some Empirical Evidence. In David, P. A. and Reder, M. W. (eds.): *Nations and Households in Economic Growth*. New York: Academic Press, 1974.
22. EUROFOUND 2009. Second European Quality of Life Survey. Overview. Dublin: European Foundation for the Improvement of Living and Working Conditions

23. EUROSTAT. 2008. Harmonised European Time Use Surveys - Guidelines. 2008. 210 pp. Available on: <http://ec.europa.eu/eurostat/ramon/statmanuals/files/KS-RA-08-014-EN.pdf> [01.03.2018]
24. EUROSTAT. 2008. Feasibility study for Well-Being Indicators. Task 4: Critical review. Available on: http://ec.europa.eu/eurostat/documents/118025/118135/Feasibility_study_Well-Being_Indicators.pdf/2475816b-9e4f-44e4-9ebf-2cd05762df77 [01.03.2018]
25. EUROSTAT. 2012. EU-SILC 2013 Module on Well-being. Description of SILC Secondary Target Variables. 2012. 24 pp. Available on: http://ec.europa.eu/eurostat/documents/1012329/6071326/2013_Module_Well-being.pdf/93ac2517-f6ac-4ed5-8c42-ca89568ea5c9 [01.03.2018]
26. EUROSTAT. 2016. Analytical Report on Subjective Well-being. 2016. 38 pp. Available on: <http://ec.europa.eu/eurostat/documents/3888793/7439887/KS-TC-16-005-EN-N.pdf/5e59f7a7-0c81-4122-a72c-bf880f84b4ec> [01.03.2018]
27. EUROSTAT. 2016. Statistical Requirements Compendium. 2016. 230 pp. Available on: <http://ec.europa.eu/eurostat/documents/3859598/7535696/KS-GQ-16-003-EN-N.pdf/d3f54ab4-97af-4f53-be59-45aca3ecfb80> [01.03.2018]
28. EUROSTAT. 2017. Final Report of the Expert Group on Quality of Life Indicators. 2017. 119 pp. Available on: <http://ec.europa.eu/eurostat/documents/7870049/7960327/KS-FT-17-004-EN-N.pdf/f29171db-e1a9-4af6-9e96-730e7e11e02f> [01.03.2018]
29. FIALOVÁ, K., ŠTIKA, P. 2015. Well-being in the Czech Republic in an Aggregate Perspective. In Review of Economic Perspectives – Národohospodársky obzor vol. 15, issue 1, 2015, pp. 71–88. Available on: https://is.muni.cz/do/econ/soubory/aktivita/obzor/6182612/56032774/2015_1_05_FialovaStika.pdf [01.03.2018]
30. FISHER K. 2016. Pilot Group 6: New dimensions in time diaries. Future of time-use research in Europe. 2016. Available on: https://webcache.googleusercontent.com/search?q=cache:TkzKIMjw4xkJ:https://circa.bc.europa.eu/webdav/CircaBC/ESTAT/tus/Library/time_use_surveys/working_groups/Meeting%25202016%252C%252013-14%2520January/Pilot%2520Group%25206_New_dimensions_in_diaries.docx+&cd=1&hl=en&ct=clnk&gl=sk&client=firefox-b [01.03.2018]
31. GERSHUNY J. 2011. Time-Use Surveys and the Measurement of National Well-Being. Centre for Time-use Research, Department of Sociology University of Oxford.

Available on: <https://www.sociology.ox.ac.uk/centres/centre-for-time-use-research.html> [12.04.2018]

32. GERSHUNY, J., HALPIN, B. 1996. Time use, quality of life and process benefits. In A. Offer (Ed.), Pursui of the Quality of Life (pp. 188–210). Oxford: Clarendon Press.
33. GERSHUNY, J. 2013. Strategic Case for a UK Time Use Survey 2013-14 or 2014-15. Centre for Time Use Research, Oxford, May 2013. Available on: <https://www.timeuse.org/UK-2014-survey> [12.04.2018]
34. GRAHAM, C. 2009. Happiness Around the World. The Paradox of Happy Peasants and Miserable Millionaires. Oxford: Oxford University Press, 2009. ISBN 978-0199549052.
35. HAMPLOVÁ, D. 2006. Životní spokojenost, štěstí a rodinný stav v 21 evropských zemích. In Sociologický časopis, 2006, Vol. 42, No. 1, pp. 35 – 55.
36. HARMS, T. 2004. The day, at home and away: How 16 Danish five-year-olds spend their time, PhD Thesis Roskilde University.
37. HICKS S. 2011. The Measurement of Subjective Well-being. Paper for Measuring National Well-being Technical Advisory Group. Office for National Statistics UK. 2011. 10 pp. Available on: <https://www.ons.gov.uk/well-being/measuring-national-well-be> [01.03.2018]
38. CHENU, A., LESNARD, L. 2017. Time Use Surveys: a Review of their Aims, Methods and Results. 2017. 26 pp. Available on: <https://hal.archives-ouvertes.fr/hal-01499349> [01.03.2018]
39. INSEE, 2010. L'Institut national de la statistique et des études économiques. Available on: <https://www.insee.fr/fr/statistiques/2044743> [10.04.2018]
40. JUSTER, F. T. et al. 1981. A theoretical framework for the measurement of wellbeing. The Review of Income and Wealth, Series, 27(1), 1–31. Available on: <https://onlinelibrary.wiley.com/doi/abs/10.1111/j.1475-4991.1981.tb00190.x> [22.03.2018]
41. JUSTER, F.T., STAFFORD, F. P. (eds). 1985. Time, Goods and Well-Being, Ann Arbor: Institute for Social Research, Uniiversity of Michigan, pp. xii - 542. Available on: <https://www.sciencedirect.com/science/article/abs/pii/0167487087900122> [18.03.2018]

42. KAHNEMAN, D. 1999. "Objective Happiness" in Well-Being: The Foundations of Hedonic Psychology eds DI Kahneman, E Diener and N Schwarz, New York: Russel Sage Foundation, 3-25.
43. KAHNEMAN, D. 2000. Experienced utility and objective happiness: A moment-based approach. In D. Kahneman & A. Tversky (Eds.), Choices, Values and Frames (pp. 673 - 692). New York: Cambridge University Press and the Russell Sage Foundation.
44. KAHNEMAN, D., KRUEGER, A. B., SCHKADE, D. A., SCHWARZ, N., STONE, A. A. 2004a. A survey method for characterizing daily experience: The day reconstruction method. *Science*, 306, pp.1776 -1780.
45. KAHNEMAN, D., KRUEGER, A. B., SCHKADE, D. A., SCHWARZ, N., STONE, A. A. 2004b. Toward national wellbeing accounts. *American Economic Review*, 94, 429 - 434.
46. KAHNEMAN, DANIEL, KRUEGER, ALAN, B. 2006. Developments in the Measurement of Subjective Well-Being *Journal of Economic Perspectives*, Volume 20, Number 1, 2006, pp 2–24. Available on: https://inequality.stanford.edu/sites/default/files/media/media/pdf/Reference%20Media/Kahneman_2006_Measurement.pdf [01.03.2018]
47. KAHNEMAN, D., DEATON, A. 2010. "High income improves life evaluation but not emotional well-being", *Proceedings of the National Academy of Sciences*, Vol. 207(38), pp. 16489-16493.
48. KITTERØD, R. H. 2001. Does the Recording of Parallel Activities in Time Use Diaries Affect the Way People Report Their Main Activities? *Social Indicators Research* 56(2), pp. 145-178. Available on: <http://link.springer.com/article/10.1023%2FA%3A1012289811886> [12.04.2018]
49. KNABE, A., RATZEL, S., SCHOB, R., WEIMANN, J. (2009). CESifo Working Paper No. 2604. [CESifogroup.org/wp](http://www.cesifo-group.org/wp). Available on: https://www.cesifo-group.de/DocDL/cesifo1_wp2628.pdf [22.03.2018]
50. KRUEGER, A. et. al. 2009. National time accounting: The currency of life. In A. B. Krueger (Ed.), *Measuring the Subjective Well-Being of Nations: National Accounts of Time Use and Well-Being* (pp. 8–86). Cambridge, MA: NBER.
51. KRUEGER, B., MUELLER, A. I. 2012. Time Use, Emotional Well-Being, and Unemployment: Evidence from Longitudinal Data *American Economic Review: Papers & Proceedings* 2012, 102(3): 594–599.

52. LARSON, R., CSIKSZENTMIHALYI, M. 1983. "The experience sampling method." In : H. T. Reis (Ed.), *Naturalistic approaches to studying social interaction: New Directions for Methodology of Social and Behavioral Science*. San Francisco, CA: Jossey-Bass.
53. LARSEN, R.J., B.L. FREDRICKSON. 1999. "Measurement issues in emotion research", in D. Kahneman, E. Diener and N. Schwarz (eds.), *Well-being. The Foundations of Hedonic Psychology*, Russel Sage Foundation, New York, pp. 40-60.
54. MICHELSON, W. 1971. "Some Like it Hot: Social Participation and Environmental Use as Functions of the Season". *American Journal of Sociology* 76(6): 1072-1083.
55. MICHELSON, W. 2009. "Variations in the Rational Use of Time – The Travel Pulse of Commutes Between Home and Job". *electronic International Journal of Time Use Research* 6 (2): 269-285.
56. OECD. 2013. *Guidelines on Measuring Subjective Well-being*. 2013. 270 pp. Available on: <http://www.quotidianosanita.it/allegati/allegato1079170.pdf> [01.03.2018]
57. OECD 2013. *OECD Guidelines on the Measurement of Subjective Well-being*. OECD Publishing. Available on: <http://www.oecd.org/statistics/oecd-guidelines-on-measuring-subjective-well-being-9789264191655-en.htm> [01.03.2018]
58. OECD Better Life Initiative. 2017. *Measuring Well-being and Progress: Well-being Research*. Available on: <http://www.oecd.org/statistics/measuring-well-being-and-progress.htm> [01.03.2018]
59. OECD 2011. *Compendium of OECD Well-being Indicators*. Paris: OECD 2011. Available on: http://www.oecd.org/document/28/0,3746,en_2649_201185_47916764_1_1_1_1,00.html [18.03.2018]
60. OFFICE FOR NATIONAL STATISTICS UK. 2012. *First Annual ONS Experimental Subjective Well-being Results*. 2012. 39 pp. Available on: <http://webarchive.nationalarchives.gov.uk/20160106195128/http://www.ons.gov.uk/ons/rel/wellbeing/measuring-subjective-wellbeing-in-the-uk/first-annual-ons-experimental-subjective-well-being-results/first-ons-annual-experimental-subjective-well-being-results.html> [01.03.2018]
61. OFFICE FOR NATIONAL STATISTICS UK. 2015. *Harmonised Concepts and Questions for Social Data Sources. Interim Harmonised Principle. Personal Well-being*. 2015. 6 pp. Available on: <http://www.ons.gov.uk/ons/guide-method/harmonisation/harmonisation-programme/index.html> [01.03.2018]

62. PÄÄKKÖNEN, H., VÄISÄNEN, P. 2012. Comparison of results from light diaries and full-scale diaries in the Finnish time use survey. Statistics Finland. 2012. 13 pp. Available on: <https://statswiki.unece.org/download/attachments/102039716/Finland> [01.03.2018]
63. REPORT BY THE COMMISSION ON THE MEASUREMENT OF ECONOMIC PERFORMANCE AND SOCIAL PROGRESS. Stiglitz, Sen, Fitoussi et al. 2009. Available on: <http://ec.europa.eu/eurostat/documents/118025/118123/Fitoussi+Commission+report> [05.04.2018]
64. ROBINSON, J. 1977. How Americans Use Time. A Social-Psychological Analysis of Everyday Behavior. New York: Praeger Publishers.
65. ROBINSON, J.P. 1985. "The validity and reliability of diaries versus alternative time use measures". In Juster, F.T. and F.P. Stafford (ed.) Time, Goods, and Well-Being. Ann Arbor: The University of Michigan, Institute for Social Research, 33–62.
66. ROBINSON, J.P., BOSTROM A. 1994. "The overestimated workweek? What time diary measures suggest". Monthly Labor Review 117: 11-23.
67. ROBINSON, J.P., GODBEY, G. 1997. Time for Life: The Surprising Ways Americans Use Their Time, University Park. Pennsylvania, Pennsylvania State Press.
68. ROBINSON, J.P., GODBEY, G. 1999. Time for Life. The Surprising Ways Americans Use Their Time. Second edition. University Park: The Pennsylvania State University Press.
69. ROBINSON, J., MARTIN, S. 2009. Comments on Krueger presentation and article. Social Indicators Research, 93(1), 27.
70. RUSSELL, J.A. 1980. "A Circumplex Model of Affect", Journal of Personality and Social Psychology, Vol. 39, No. 6, pp. 1161-1178.
71. SZALAI, A. (eds). 1972. The use of time. Daily activities of Urban and suburban populations in twelve countries. University of Michigan. 841 pp. Available on: <https://babel.hathitrust.org/cgi/pt?id=mdp.39015071884006;view=1up;seq=13> [21.03.2018]
72. STATISTICS JAPAN. 2011. Difference in time use chart between Questionnaire A and Questionnaire B. Available on: <http://www.stat.go.jp/english/data/shakai/2011/time/index.htm> [01.03.2018]

73. STONE, A. A. et al. 2006. A population approach to the study of emotion. Diurnal rhythms of a working day examined with the day reconstruction method (DRM). *Emotion*, 6, 139–149.
74. STONE, A. A., 2012. Prezentácia: Subjective Wellbeing Assessment for Survey Research. WHO Technical Meeting, December 2012. Available on: http://www.who.int/healthinfo/sage/SAGE_Meeting_Dec2012_StoneA.pdf [01.03.2018]
75. SMITH, C. 2011. Prezentácia: Measuring Wellbeing: International Developments and the New Zealand Experience. Statistics New Zealand. Available on: <https://www.victoria.ac.nz/sog/about/publications/conal-smith-measuring-wellbeing-seminar.pdf> [01.03.2018]
76. SCHWARZ, N. et al. 2009. Global and episodic reports of hedonic experience. In R. Belli, D. Alwin, & F. Stafford (Eds.), *Using Calendar and Diary Methods in Life Events Research* (pp. 157–174). Newbury Park, CA: Sage.
77. THE WHOQOL-GROUP, 1994. The development of the World Health Organization quality of life assessment instrument: The WHOQOL. In J. Orley & W. Kuyen (Eds.), *Quality of life assessment: International perspectives* (pp. 41-57). Berlin: Springer. Available on : <http://www.springer.com/us/book/9783642791253> [25.03.2018]
78. UNITED NATIONS. 2005. Department of Economic and Social Affairs. Statistics Division. *Guide to Producing Statistics Time Use: Measuring Paid and Unpaid Work*. 2005. 387 pp. Available on: https://unstats.un.org/unsd/publication/seriesf/seriesf_93e.pdf [01.03.2018]
79. UNITED NATIONS ECONOMIC COMMISSION FOR EUROPE. 2013. *Guidelines for Harmonising Time Use Surveys*. 2013. 117 pp. Available on: https://www.unece.org/fileadmin/DAM/stats/documents/ece/ces/bur/2013/12-Add.1_TimeUseSurvey_Guidelines_UNECE.pdf [01.03.2018]
80. VAN PRAAG. 1968 *Individual Welfare Functions and Consumer Behaviour*. Amsterdam: North Holland.
81. VAN PRAAG, FERRER-I-CARBONEL. 2004. *Happiness Quantified: a satisfaction calculus approach*, Oxford: Oxford University Press.

82. VEČERNÍK, J. 2012. Subjektivní indikátory blahobytu: přístupy, měření a data. In *Politická ekonomie*, 3, 2012, p. 291 – 308. ISSN 0032-3233. Available on: http://www.soc.cas.cz/sites/default/files/publikace/843_0.pdf [01.03.2018]
83. VEENHOVEN, R. 1997. Advances in understanding happiness. *Revue Québécoise de Psychologie*, 18, 29 – 74. Available on: <https://personal.eur.nl/veenhoven/Pub1990s/97c-full.pdf> [30.03.2018]
84. VEENHOVEN, R. 1989. *Conditions of Happiness*, Dordrecht/Boston: Kluwer Academic. 434 pp.
85. WARE JE JR, GANDEK, B. 1998. Overview of the SF-36 Health Survey and the International Quality of Life Assessment (IQOLA) Project. *J Clin Epidemiol*. 1998 Nov;51(11):903-12.
86. WALDRON, S. 2010. Measuring Subjective Wellbeing in the UK. ONS working paper. Available on: <http://www.statistics.gov.uk/cci/article.asp?ID=2578> [12.03.2018]
87. WATSON, D., CLARK, L. A, TELLEGEN, A. 1988. Development and validation of brief measures of positive and negative affect: The PANAS scales. *Journal of Personality and Social Psychology*, 54, 1063 – 1070.
88. ZICK C. D., STEVENS R. B. 2011. Time Spent Eating and Its Implications for Americans' Energy Balance *Social Indicators Research* 101(2), 267-273. Available on: <http://link.springer.com/article/10.1007%2Fs11205-010-9646-z> [20.04.2018]
89. ZUZANEK, J., ZUZANEK, T. 2015. Of Happiness and of Despair, Is There a Measure? Time Use and Subjective Well-being. *Springer Science+Business Media Dordrecht* 2014, pp. 839-856. Available on: https://uwaterloo.ca/canadian-index-wellbeing/sites/ca.canadian-index-wellbeing/files/uploads/files/of_happiness_and_of_despair_is_there_a_measure-time_use_and_subjective_well-being.pdf [01.03.2018]

ACL 2008		ICATUS 2016	
Code	Activity	Code	Activity
0	PERSONAL CARE		
011	Sleep		
		911	Night sleep/ essential sleep
		912	Incidental sleep/ naps
		913	Sleeplessness
		919	Other sleep and related activities
012	Sick in bed		
		932	Health/ medical care to oneself
021	Eating		
		921	Eating meals/ snacks
		922	Drinking other than with meal or snack
031	Washing and dressing		
		931	Personal hygiene and care
039	Other or unspecified personal care		
		932	Health/ medical care to oneself
		939	Other activities related to personal hygiene and care
		990	Other self-care and maintenance activities
1	EMPLOYMENT		
111	Working time in main and second job		
		110	Employment in corporations, government and non-profit institutions
		121	Growing of crops for the market in household enterprises
		122	Raising animals for the market in household enterprises
		123	Forestry and logging for the market in household enterprises
		124	Fishing for the mare in household enterprises
		125	Aquaculture for the market in household enterprises
		126	Mining and quarrying for the market in household enterprises
		127	Making and processing goods for the market in household enterprises

		128	Construction activities for the market in household enterprises
		129	Other activities related to employment in household enterprises to produce goods
		131	Vending and trading of goods in household enterprises
		132	Providing paid repair, installation, maintenance and disposal in households and household enterprises
		133	Providing paid business and professional services in households and household enterprises
		134	Transporting goods and passengers for pay or profit in households and household enterprises
		135	Providing paid personal care services in households and household enterprises
		136	Providing paid domestic services
		139	Other activities related to employment in households and household enterprises providing services
		142	Breaks during working time within employment
		150	Training and studies in relation to employment
		181	Employment- related travel
121	Lunch break		
		921	Eating meals/ snacks
		922	Drinking other than with meal or snack
129	Other or unspecified activities related to employment		
		141	Activities ancillary to employment
		160	Seeking employment
		170	Setting up a business
2	STUDY		
200	Unspecified study		Not in ICATUS 2016
211	Classes and lectures		
		611	School/ university attendance
		612	Extra-curricular activities

		613	Breaks at place of formal education
		614	Self-study for distance education course work (video, audio, online)
		619	Other activities related to formal education
212	Homework		
		620	Homework, being tutored, course review, research and activities related to formal education
221	Free time study		
		630	Additional study, non-formal education and courses
3	HOUSEHOLD AND FAMILY CARE		
300	Unspecified household and family care		Not in ICATUS 2016
311	Food preparation, baking and preserving		
		311	Preparing meals/ snacks
		312	Serving meals/ snacks
		314	Storing, arranging, preserving food stocks
		319	Other activities related to food and meals management and preparation
		221	Making, processing food products, beverages and tobacco for own final use
		225	Making, processing herbal and medicinal preparations for own final use
312	Dish washing		
		313	Cleaning up after food preparation/ meals/ snacks
321	Cleaning dwelling		
		321	Indoor cleaning
322	Cleaning garden		
		322	Outdoor cleaning
323	Heating and water		
		325	Tending furnace, boiler, fireplace for heating and water supply
		241	Gathering firewood and other natural products used as fuel for own final use

		242	Fetching water from natural and other sources for own final use
324	Arranging household goods and materials		
		359	Other activities related to household management
329	Other or unspecified household upkeep		
		329	Other activities related to cleaning and upkeep of dwelling and surroundings
		323	Recycling and disposal of garbage
331	Laundry		
		341	Hand/ machine-washing
		342	Drying, hanging out, bringing in wash
332	Ironing		
		343	Ironing/ pressing/ folding
333	Handicraft and producing textiles		
		222	Making, processing textiles, wearing apparel, leather and related products, for own final use
339	Other or unspecified making of and care for textiles		
		344	Mending/ repairing and care of clothes and shoes; cleaning and polishing shoes
		349	Other activities related to care of textiles and footwear
341	Gardening		
		211	Growing crops and kitchen gardening, for own final use
		214	Forestry and logging, for own final use
		324	Upkeep of in/outdoor plants, hedges, garden, grounds, landscape, etc.
342	Tending domestic animals		
		212	Farming of animals and production of animal products, for own final use
343	Caring for pets		
		361	Daily pet care

		362	Using veterinary care or other pet care services (grooming, stabling, holiday or day care)
344	Walking the dog		
		361	Daily pet care
349	Other or unspecified gardening and pet care		
		369	Other activities related to pet care
351	House construction and renovation		
		224	Making, processing bricks, concrete slabs, hollow blocks, tiles for own final use
		230	Construction activities for own final use
352	Repairs to dwelling		
		331	Do-it-yourself improvement, maintenance and repair of own dwelling
353	Making, repairing and maintaining equipment		
		223	Making, processing of wood and bark products, for own final use
		226	Making, processing metals and metal products for own final use
		227	Making, processing of products using other materials for own final use
		332	Installation, servicing and repair of personal and household goods including ICT equipment
354	Vehicle maintenance		
		333	Vehicle maintenance and repairs
359	Other or unspecified construction and repairs		
		339	Other activities related to do-it-yourself decoration, maintenance and repair
361	Shopping		
		371	Shopping for/purchasing of goods and related activities
		229	Acquiring supplies and disposing of products and other activities related to making and processing goods for own final use
362	Commercial and administrative services		
		372	Shopping for/availing of services and related activity

363	Personal services		
		941	Receiving personal care from others
		942	Receiving health/medical care from others
		949	Other activities related to receiving personal and health/medical care
369	Other or unspecified shopping and services		
		229	Acquiring supplies and disposing of products and other activities related to making and processing goods for own final use
		371	Shopping for/purchasing of goods and related activities
		372	Shopping for/availing of services and related activity
371	Household management		
		351	Paying household bills
		352	Budgeting, planning, organizing duties and activities in the household
		359	Other activities related to household management
381	Physical care and supervision		
		411	Caring for children including feeding, cleaning, physical care
		412	Providing medical care to children
		416	Minding children (passive care)
382	Teaching the child		
		413	Instructing, teaching, training, helping children
383	Reading, playing and talking with child		
		414	Talking with and reading to children
		415	Playing and sports with children
384	Accompanying child		
		442	Accompanying own children
		417	Meetings and arrangements with schools and child care service providers
389	Other or unspecified childcare		
		419	Other activities related to childcare and instruction
391	Physical care of a dependent adult household member		

		421	Assisting dependent adults with tasks of daily living
		422	Assisting dependent adults with medical care
392	Other help of a dependent adult household member		
		423	Assisting dependent adults with forms, administration, accounts
		424	Affective/ emotional support for dependent adults
		425	Passive care of dependent adult
		426	Meetings and arrangements with adult care service providers
		429	Other activities related to care for dependent adults
		443	Accompanying dependent adults
399	Help to a non-dependent adult household member		
		431	Feeding, cleaning, physical care for non-dependent adult household and family members including for temporary illness
		432	Affective/ emotional support for non-dependent adult household and family members
		439	Other activities related to care for non-dependent adult household and family members
		444	Accompanying non-dependent adult household and family members
4	VOLUNTARY WORK AND MEETINGS		
411	Organisational work (work for or through an organisation)		
		521	Unpaid volunteer work on road/building repair, clearing and preparing land, cleaning (streets, markets, etc.) and construction
		522	Unpaid volunteer preparing/ serving meals, cleaning up
		523	Unpaid volunteer cultural activities, recreation and sports activities
		524	Unpaid volunteer office/administrative work
		529	Other activities related to community – and organization – based unpaid volunteering
421	Construction and repairs as help		
		511	Unpaid volunteer household maintenance, management, construction, renovation and repair
422	Help in employment and farming		

		515	Unpaid volunteer unpaid help in enterprises owned by other household
423	Care of own children living in another household		
		411	Caring for children including feeding, cleaning, physical care
		412	Providing medical care to children
		413	Instructing, teaching, training, helping children
		414	Talking with and reading to children
		415	Playing and sports with children
		416	Minding children (passive care)
		417	Meetings and arrangements with schools and child care service providers
		419	Other activities related childcare and instruction
424	Other childcare as help to another household		
		513	Unpaid volunteer childcare and instruction
425	Help to an adult of another household		
		514	Unpaid volunteer care for adults
429	Other or unspecified informal help to another household		
		512	Unpaid volunteer shopping/purchasing goods and services
		519	Other activities related to direct unpaid volunteering for other households
431	Meetings		Not applicable
432	Religious activities		
		741	Private prayer, meditation and other spiritual activities
		742	Participating in collective religious practice
		749	Other activities related to religious practice
439	Other or unspecified participatory activities		
		730	Involvement in civic and related responsibilities
5	SOCIAL LIFE AND ENTERTAINMENT		
511	Socialising with family		

		711	Talking, conversing, chatting
		712	Socializing/getting together/ gathering activities
512	Visiting and receiving visitors		
		712	Socializing/getting together/ gathering activities
513	Celebrations		
		721	Participating in community celebrations of cultural/historic events
		722	Participating in community rites/ events (non-religious) of weddings, funerals, births and similar rites-of-passage
		723	Participating in community social functions (music, dance, etc.)
		729	Other activities related to community participation
514	Telephone conversation		
		711	Talking, conversing, chatting
519	Other or unspecified social life		
		719	Other activities related
521	Cinema		
		811	Attendance at organized/ mass cultural events, and shows
522	Theatre and concerts		
		811	Attendance at organized/ mass cultural events, and shows
523	Art exhibition and museums		
		811	Attendance at organized/ mass cultural events, and shows
524	Library		
		819	Other activities related to attendance at cultural, entertainment and sports events
525	Sports events		
		813	Attendance at sports events
529	Other or unspecified entertainment and culture		
		812	Attendance at parks/ gardens
		819	Other activities related to attendance at cultural, entertainment and sports events

531	Resting – time out		
		850	Activities associated with reflecting, resting, relaxing
6	SPORTS AND OUTDOOR ACTIVITIES		
611	Walking and hiking		
		832	Exercising
612	Jogging and running		
		832	Exercising
613	Cycling, skiing and skating		
		832	Exercising
614	Ball games		
		831	Participating in sports
615	Gymnastics and fitness		
		832	Exercising
616	Water sports		
		831	Participating in sports
		832	Exercising
619	Other or unspecified sports or outdoor activities		
		831	Participating in sports
		832	Exercising
621	Productive exercise (e.g. hunting, fishing, picking berries, mushrooms or herbs)		
		213	Hunting, trapping and production of animal skins, for own final use
		215	Gathering wild products, for own final use
		216	Fishing, for own final use
		217	Aquaculture for own final use
		218	Mining and quarrying, for own final use
631	Sports related activities		
		831	Participating in sports
		832	Exercising

7	HOBBIES AND COMPUTING		
711	Arts (visual, performing, literary)		
		821	Visual, literary and performing arts (as hobby)
712	Collecting		
		822	Hobbies
713	Correspondence		
		713	Reading and writing mail (including email)
719	Other or unspecified hobbies		
		829	Other activities related to cultural participation, hobbies, games
721	Computing - programming		Not applicable
722	Information by computing		
		849	Other activities related to mass media use
723	Communication by computing		
		711	Talking, conversing, chatting
		713	Reading and writing mail (including email)
729	Other or unspecified computing		
		849	Other activities related to mass media use
731	Solo games and play, gambling		
		823	Playing games and other pastime activities
732	Parlour games and play		
		823	Playing games and other pastime activities
733	Computer games		
		823	Playing games and other pastime activities
739	Other or unspecified games		
		823	Playing games and other pastime activities
8	MASS MEDIA		
811	Reading periodicals		
		841	Reading for leisure
812	Reading books		

		841	Reading for leisure
819	Other or unspecified reading		
		841	Reading for leisure
821	Watching TV, video or DVD		
		842	Watching/listening to television and video
831	Listening to radio or recordings		
		843	Listening to radio and audio devices
9	TRAVEL AND UNSPECIFIED TIME USE		
910	Travel to/from work		
		182	Commuting
920	Travel related to study		
		640	Travelling time related to study
936	Travel related to shopping and service		
		250	Travelling, moving, transporting or accompanying goods or persons related to own-use production of goods
		380	Travelling, moving, transporting or accompanying goods or persons related to unpaid domestic services for household and family members
		950	Travelling time related to self-care and maintenance activities
938	Travel related to childcare		
		441	Travelling related to care-giving services for household and family members
939	Travel related to other household care		
		540	Travelling time related to unpaid volunteer, trainee and other unpaid work
940	Travel related to voluntary work and meetings		
		540	Travelling time related to unpaid volunteer, trainee and other unpaid work
950	Travel related to social life		

		750	Travelling time related to socializing and communication, community participation and religious practice
960	Travel related to other leisure		
		860	Travelling time related to culture, leisure, mass-media and sports practices
980	Travel related to changing locality		Not applicable
900	Other or unspecified travel purpose		Not applicable
995	Filling in the time use diary		Not in ICATUS 2016
998	Unspecified leisure time		
		890	Other activities related to culture, leisure, mass-media and sports practices
999	Other unspecified time use		Not in ICATUS 2016

ACTIVITY CODING LIST

Activity coding list of main and secondary activities

0 PERSONAL CARE

01 SLEEP

011 Sleep

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 Other activities at school or university

213 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
 - 325 Recycling and disposal of waste
 - 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 GARDENING AND PET CARE**
 - 341 Gardening
 - 342 Tending domestic animals
 - 343 Caring for pets
 - 344 Walking the dog
 - 345 Veterinary care or other pet care services
 - 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
 - 355 Installation, servicing and repair of ICT equipment
 - 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
 - 393 Physical care of a non-dependent adult household member
 - 394 Affective support for a non-dependent adult household member
 - 399 Other help of 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 Conversation and communication
 - 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
- 719 Other or unspecified hobbies

72 COMPUTING (INCLUDING TABLET, SMARTPHONE, SMART TV)

- 721 Programming
- 722 Information 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

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

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

Sick in bed; incapacitated in bed; for sick, elderly or disabled in bed, when no other activity is specified.

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

In hospital, under anaesthetic

Lying in bed because of sickness, old age

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 Other activities at school or university

Activities performed by students which don't belong to the normal school classes or university education.

Examples

Attending club at school

Decorating classrooms by students

Attending student council

213 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 form 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.

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, repairing 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

325 Recycling and disposal of waste

Activities related to recycling waste – separating plastic, papers, glass, etc. and waste disposal to disposal site.

Examples

Separating waste - plastic, papers, glass, etc.
Bring waste to disposal site (etc. electronics)
Disposal of garden waste

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.

345 Veterinary care or other pet care service

Activities related to veterinary care of pet or other pet care service (e.g. service of bathing and grooming, stabling of my horse, etc.)

Examples

Visiting a vet
Bring my dog to the dog salon

349 Other or unspecified gardening and pet care

35 CONSTRUCTION AND REPAIRS House

351 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

355 Installation, servicing and repair of ICT equipment

Installing, servicing and repair information and communication technology including "smart home" devices.

Examples

Installing laptop

Installing printer

Installing smart home devices (e.g. smart alarm, security camera, thermostat,...)

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 Affective support of a dependent adult household member

Care of a dependent adult household member in terms of affective and emotional support. It includes talking and listening a dependent adult or cheering up a dependent adult.

Examples

Encouraging my grandmother

393 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

394 Physical care of a non-dependent adult household member

Care of a non-dependent adult household member. It includes giving personal care and health care to temporary sick adults or other physical care.

Examples

Taking care of an adult temporarily sick

Cutting husband's hair

Massaging my wife

395 Affective support of a non-dependent adult household member

Care of a non-dependent adult household member in terms of affective and emotional support. It includes talking and listening a non-dependent adult or cheering up a non-dependent adult.

Accompanying husband to work.

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

Fetches 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 HOUSEHOLDSDefinition

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 helpDefinition

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 farmingDefinition

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 householdDefinition

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 householdDefinition

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 householdDefinition

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 Conversation and communication

-remove codes 513 Correspondence and 723 Communication by computing and include it into one single code 514

Conversations, talking or chatting with family members, friends, relatives, etc. Include face-to-face talking, conversations by telephone and writing and reading text messages. Also include reading, writing and sending e-mail, chatting through web/phone on internet (e.g. Facebook, Twitter,.) or applications (e.g. Messenger, Viber,.) and other activities on Facebook on other social networks.

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

Read the e-mail on computer

Watching news on Facebook

Talked with my sister by Skype

Talked with my friend

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 forecast

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

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

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

TIME USE SURVEY

Main questionnaire – No. 1

Year 2018

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 Faculty of Economics Matej Bel Unniversity in Banska Bystrica and the Statistical Office of the Slovak Republic are responsible for the protection of confidential and personal data.

Interviewer code:

Questionnaire number:

Date of completion questionnaire:

Day	Month	Year
<input type="text"/>	<input type="text"/>	<input type="text"/>

Introductory word of interviewer:

On behalf of Faculty of Economics of Matej Bel University and the Statistical Office of the Slovak Republic we would like to thank you for your willingness to participate in the qualitative testing. The project's objective is to qualitatively test of questions aimed at obtaining information about time use in regard with your main and parallel (secondary) activities during day, where were these activities conducted, with whom and how did you feel during these activities. The task of the testing is to identify whether the questions are understandable and whether respondents understand them in the same way.

Part of the testing will be completion of questionnaire and personal interview where we will focus on five basic questions from the main questionnaire. Testing will be done that firstly we will ask you a question and after we will receive your answer gradually we will ask you supplementary questions. Your task will be to provide the most detailed answer according to how you understand the test question. Supplementary questions are designed to help us to capture the process of your reasoning – what were you thinking and what did you take into account when you were answering to the test question. Let me announce that the aim is not testing you as a respondent but the questions in questionnaire. That means there is not any correct answer or incorrect answer. Your answer will be helpful for purpose of testing whether the proposed question has some qualitative defects or is completely trouble-free and applicable for the purpose of carrying out statistical time use survey in future.

In conclusion let me stress that all of the information which you will provide during interview will be protected under the applicable laws of the Slovak Republic.

A. Basic information about the respondent

Circle the code or fill out the data.

Sex	Age	Current economic activity	The highest education level
1 – Man		1 – Working	0 – Without school education
2 - Woman		2 – Employed but temporarily out of work	1 – Primary school
		3 – Unemployed	2 – Secondary school without graduation
		4 – Old age pensioner	3 – Secondary school with graduation
		5 – Student	4 – University Bachelor or equivalent
		6 – Economic inactive person in household	5 – University Master or equivalent
		7 – Disabled person	6 – Research qualification
		8 – Working old age pensioner	
		9 – Non-applicable	

I will introduce you each section of Main questionnaire which is:

- Part A. Basic information about the respondent,
- Part B. Instructions on how to complete the diary,
- Part C. Example of recording activities to diary,
- Part D. Diary for recording activities

Notes:

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 member in age 16 and more.

Diary is divided into 10-minute intervals, starts at 00:00 and it covers 24 hours. To the top row of 1st diary day to the item „Day of week“ record 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 the first row in Diary, i.e. from 00:00. For example: if you were sleeping at that time, to the row 00:00-00:10, 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 the bus stop.“ and etc.

Column „Time“

Column contains 24 hours divided into 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. If you performed 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. Please record only one main activity to each row. If 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 part C. Examples of recording activities to Diary). If you 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 main activity i.e. parallel activity. You can perform several parallel activity, please record each parallel activity to individual row. If activity lasted more than 10 minutes, marked 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 „Where was it?“

Write in where you were at that time when you performed the main or the parallel activity. For example: at home, at friends' home, in a car, on a bus, on a train, on a bicycle, on foot (if you were travelling).

Column „Were you alone or together with someone?“

For each 10-minute interval, please tick one or more boxes to show if you were alone or together with someone you know. To be together does not necessarily mean that you actually do things together but rather that someone else is on hand (e.g. at home). You can mark more than one in each row and the number of marks you may change during an activity, if the activity last more than one 10-minutes interval and if person leaves or arrives. Please do not mark other persons in case of sleeping time.

Column „How did you feel about it?“

In this column write level of your well-being when you performing the activity. You can express it by scale which runs from -3 (I felt very unpleasant) to +3 (very pleasant). Please do not write in case of sleeping time, religious activities and personal hygiene.

Explanatory notes for recording activities

Gainful employment: In case the time and activity „I was at work“ don't record what you were doing during working time nor whether you used the internet or computer. 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 is 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 example: „I was going to the bus stop.“, „I went by train to school.“, „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 household member who suffers long-term physical or mental illness or a problem limiting his/her daily activities. Example: „Bathing an invalid husband“, „Feeding an invalid adult daughter“.

Reading (excluding study): Record what you read. 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, then record it as „Helped friends repairing their house“, „Helped to brother in 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 neighbour/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 write activities which you were doing, for example: „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. Example: „Played the games (tablet)“, „Chat with friends using Viber (smartphone)“, „Watched videos on smartphone“.

Thank you for your time

C. Examples of recording activities to Diary

Day of week Wednesday

Time		What were you doing? (Main activity) <i>Record your activity for each 10-minute interval. In case of travelling, record also a purpose of travel.</i>	What else were you doing? (Parallel activity) <i>Record the most important parallel activity.</i>	Where was it? <i>Record the location or mode of transport (e.g. at home, on bus, etc.)</i>	Were you alone or together with someone? <i>Mark by crossing</i>							How did you feel about it? <i>Circle your answer</i>						
from	to				Alone	With other household members					Non-household members	from -3: very unpleasant ... to 3: very pleasant						
						Partner	Parents	Children up to 5 y	Children from 6 y up to 15 y	Other household members		-3	-2	-1	0	1	2	3
7:00	7:10	Woke up children		at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
7:10	7:20	Had breakfast ↓	Talked with my family ↓		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
7:20	7:30				<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
7:30	7:40	Cleaned table and washed dishes			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
7:40	7:50	Helped the dress children			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
7:50	8:00	Put children to kindergarten	Talked with children	by foot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
8:00	8:10	Traveled to work ↓	Texting my wife	on bus ↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-3	-2	-1	0	1	2	3
8:10	8:20		Read the news		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-3	-2	-1	0	1	2	3
8:20	8:30	Work ↓		at work ↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-3	-2	-1	0	1	2	3
8:30	8:40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-3	-2	-1	0	1	2	3
8:40	8:50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-3	-2	-1	0	1	2	3
8:50	9:00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-3	-2	-1	0	1	2	3
9:00	9:10	Traveled to the doctor ↓		by foot ↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-3	-2	-1	0	1	2	3
9:10	9:20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-3	-2	-1	0	1	2	3
9:20	9:30	Visit a doctor ↓		at the doctor ↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-3	-2	-1	0	1	2	3
9:30	9:40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-3	-2	-1	0	1	2	3
9:40	9:50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-3	-2	-1	0	1	2	3
9:50	10:00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-3	-2	-1	0	1	2	3

D. Diary for recording activities

Day of week

Time		What were you doing? (Main activity) <i>Record your activity for each 10-minute interval. In case of travelling, record also a purpose of travel.</i>	What else were you doing? (Parallel activity) <i>Record the most important parallel activity.</i>	Where was it? <i>Record the location or mode of transport (e.g. at home, on bus, etc.)</i>	Were you alone or together with someone? <i>Mark by crossing</i>							How did you feel about it? <i>Circle your answer</i>						
					Alone	With other household members					Non-household members	from -3: very unpleasant ... to 3: very pleasant						
						Partner	Parents	Children up to 5 y	Children from 6 y up to 15 y	Other household members		-3	-2	-1	0	1	2	3
0:00	0:10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
0:10	0:20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
0:20	0:30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
0:30	0:40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
0:40	0:50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
0:50	1:00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
1:00	1:10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
1:10	1:20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
1:20	1:30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
1:30	1:40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
1:40	1:50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
1:50	2:00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
2:00	2:10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
2:10	2:20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
2:20	2:30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
2:30	2:40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
2:40	2:50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
2:50	3:00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3

Time		What were you doing? (Main activity)	What else were you doing? (Parallel activity)	Where was it?	Were you alone or together with someone?							How did you feel about it?						
		Record your activity for each 10-minute interval. In case of travelling, record also a purpose of travel.	Record the most important parallel activity.	Record the location or mode of transport (e.g. at home, on bus, etc.)	Mark by crossing							Mark your answer						
					Alone	With other household members					Non-household members	from -3: very unpleasant			...	to 3: very pleasant		
						Partner	Parents	Children up to 5 y	Children from 6 y up to 15 y	Other household members								
3:00	3:10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
3:10	3:20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
3:20	3:30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
3:30	3:40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
3:40	3:50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
3:50	4:00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
4:00	4:10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
4:10	4:20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
4:20	4:30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
4:30	4:40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
4:40	4:50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
4:50	5:00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
5:00	5:10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
5:10	5:20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
5:20	5:30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
5:30	5:40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
5:40	5:50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
5:50	6:00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3

Time		What were you doing? (Main activity)	What else were you doing?	Where was it?	Were you alone or together with someone?							How did you feel about it?						
		Record your activity for each 10-minute interval. In case of travelling, record also a purpose of travel.	(Parallel activity) Record the most important parallel activity.	Record the location or mode of transport (e.g. at home, on bus, etc.)	Mark by crossing							Mark your answer from -3: very unpleasant ... to 3: very pleasant						
					Alone	With other household members					Non-household members							
						Partner	Parents	Children up to 5 y	Children from 6 y up to 15 y	Other household members								
6:00	6:10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
6:10	6:20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
6:20	6:30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
6:30	6:40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
6:40	6:50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
6:50	7:00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
7:00	7:10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
7:10	7:20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
7:20	7:30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
7:30	7:40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
7:40	7:50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
7:50	8:00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
8:00	8:10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
8:10	8:20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
8:20	8:30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
8:30	8:40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
8:40	8:50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
8:50	9:00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3

Time		What were you doing? (Main activity)	What else were you doing?	Where was it?	Were you alone or together with someone?							How did you feel about it?						
		Record your activity for each 10-minute interval. In case of travelling, record also a purpose of travel.	(Parallel activity) Record the most important parallel activity.	Record the location or mode of transport (e.g. at home, on bus, etc.)	Mark by crossing							Mark your answer						
					Alone	With other household members					Non-household members	from -3: very unpleasant ... to 3: very pleasant						
						Partner	Parents	Children up to 5 y	Children from 6 y up to 15 y	Other household members		-3	-2	-1	0	1	2	3
9:00	9:10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
9:10	9:20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
9:20	9:30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
9:30	9:40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
9:40	9:50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
9:50	10:00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
10:00	10:10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
10:10	10:20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
10:20	10:30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
10:30	10:40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
10:40	10:50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
10:50	11:00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
11:00	11:10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
11:10	11:20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
11:20	11:30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
11:30	11:40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
11:40	11:50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3
11:50	12:00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-3	-2	-1	0	1	2	3

Time		What were you doing? (Main activity) <i>Record your activity for each 10-minute interval. In case of travelling, record also a purpose of travel.</i>	What else were you doing? (Parallel activity) <i>Record the most important parallel activity.</i>	Where was it? <i>Record the location or mode of transport (e.g. at home, on bus, etc.)</i>	Were you alone or together with someone? <i>Mark by crossing</i>							How did you feel about it? <i>Mark your answer</i> from -3: very unpleasant ... to 3: very pleasant							
					Alone	With other household members					Non-household members	-3	-2	-1	0	1	2	3	
						Partner	Parents	Children up to 5 y	Children from 6 y up to 15 y	Other household members									
12:00	12:10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
12:10	12:20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
12:20	12:30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
12:30	12:40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
12:40	12:50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
12:50	13:00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
13:00	13:10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
13:10	13:20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
13:20	13:30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
13:30	13:40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
13:40	13:50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
13:50	14:00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
14:00	14:10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
14:10	14:20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
14:20	14:30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
14:30	14:40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
14:40	14:50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								
14:50	15:00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>								

Time		What were you doing? (Main activity) <i>Record your activity for each 10-minute interval. In case of travelling, record also a purpose of travel.</i>	What else were you doing? (Parallel activity) <i>Record the most important parallel activity.</i>	Where was it? <i>Record the location or mode of transport (e.g. at home, on bus, etc.)</i>	Were you alone or together with someone? <i>Mark by crossing</i>							How did you feel about it? <i>Mark your answer</i> from -3: very unpleasant ... to 3: very pleasant						
					Alone	With other household members					Non-household members	-3	-2	-1	0	1	2	3
						Partner	Parents	Children up to 5 y	Children from 6 y up to 15 y	Other household members								
15:00	15:10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
15:10	15:20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
15:20	15:30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
15:30	15:40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
15:40	15:50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
15:50	16:00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
16:00	16:10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
16:10	16:20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
16:20	16:30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
16:30	16:40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
16:40	16:50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
16:50	17:00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
17:00	17:10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
17:10	17:20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
17:20	17:30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
17:30	17:40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
17:40	17:50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
17:50	18:00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							

Time		What were you doing? (Main activity) <i>Record your activity for each 10-minute interval. In case of travelling, record also a purpose of travel.</i>	What else were you doing? (Parallel activity) <i>Record the most important parallel activity.</i>	Where was it? <i>Record the location or mode of transport (e.g. at home, on bus, etc.)</i>	Were you alone or together with someone? <i>Mark by crossing</i>							How did you feel about it? <i>Mark your answer</i> from -3: very unpleasant ... to 3: very pleasant						
					Alone	With other household members					Non-household members	-3	-2	-1	0	1	2	3
						Partner	Parents	Children up to 5 y	Children from 6 y up to 15 y	Other household members								
18:00	18:10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
18:10	18:20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
18:20	18:30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
18:30	18:40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
18:40	18:50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
18:50	19:00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
19:00	19:10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
19:10	19:20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
19:20	19:30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
19:30	19:40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
19:40	19:50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
19:50	20:00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
20:00	20:10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
20:10	20:20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
20:20	20:30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
20:30	20:40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
20:40	20:50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
20:50	21:00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							

Time		What were you doing? (Main activity) <i>Record your activity for each 10-minute interval. In case of travelling, record also a purpose of travel.</i>	What else were you doing? (Parallel activity) <i>Record the most important parallel activity.</i>	Where was it? <i>Record the location or mode of transport (e.g. at home, on bus, etc.)</i>	Were you alone or together with someone? <i>Mark by crossing</i>							How did you feel about it? <i>Mark your answer</i> from -3: very unpleasant ... to 3: very pleasant						
					Alone	With other household members					Non-household members	-3	-2	-1	0	1	2	3
Partner	Parents	Children up to 5 y	Children from 6 y up to 15 y	Other household members														
21:00	21:10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
21:10	21:20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
21:20	21:30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
21:30	21:40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
21:40	21:50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
21:50	22:00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
22:00	22:10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
22:10	22:20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
22:20	22:30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
22:30	22:40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
22:40	22:50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
22:50	23:00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
23:00	23:10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
23:10	23:20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
23:20	23:30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
23:30	23:40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
23:40	23:50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							
23:50	0:00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>							

TIME USE SURVEY

Questionnaire of cognitive testing - No.1

Year 2018

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 Faculty of Economics Matej Bel Unniversity in Banska Bystrica and the Statistical Office of the Slovak Republic are responsible for the protection of confidential and personal data.

Interviewer code:

Questionnaire number:

Date of completion questionnaire:

Day Month Year

<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------

(Text below mentioned, which is in **bold font** is the text that the interviewer will read aloud to respondent, text by *cursive type* is instructions for interviewer.)

Interviewer:

Yesterday you were filling out the Diary for recording activities. Today our task is go through all of the questions together by personal interview in order to find out their understanding or find out everything what hinder you to understand and to fill it out. For each question in the Main questionnaire is created a set of supplementary questions, which I ask you now. The aim is not to test you as a respondent but questions in questionnaire. Each question I will read to you once again and I will write your reply into this questionnaire. Please prepare Diary for recording activities which is part D of the Main questionnaire. Let's move on the first question in questionnaire.

The first question was: What were you doing? (Main activity)

Record your activity for each 10-minute interval. In case of travelling, record also a purpose of travel.

Answer in your own words, what we ask by the question. Interviewer writes the respondent's answer:

Interviewer asks:

Do you have any objection to the wording of question? (If yes, interviewer writes down what kind of. If no, mark the word „no“.)

.....

.....

.....

.....

.....

NO

Did you have any difficulty filling out the answers?

(If yes, interviewer writes down what kind of. If no, mark the word „no“.)

.....

.....

.....

.....

.....

NO

According to you, was it complicated to answer question?

Yes. Specify what you perceive as problematic and why.....

.....

.....

.....

.....

NO

Let's move on the second question: What else were you doing? (Parallel activity) Record the most important parallel activity.

Answer in your own words, what we ask by the question. Interviewer writes the respondent's answer:

Interviewer asks:

Do you have any objection to the wording of question? (If yes, interviewer writes down what kind of. If no, mark the word „no“.)

.....

.....

.....

..... NO

Did you have any difficulty filling out the answers?

(If yes, interviewer writes down what kind of. If no, mark the word „no“.)

.....

.....

.....

..... NO

According to you, was it complicated to answer question?

Yes. Specify what you perceive as problematic and why.....

.....

.....

.....

..... NO

Let's move on the third question: Where was it? Record the location or mode of transport (e.g. at home, on bus, etc.)

Answer in your own words, what we ask by the question. Interviewer writes the respondent's answer:

Interviewer asks:

Do you have any objection to the wording of question? (If yes, interviewer writes down what kind of. If no, mark the word „no“.)

.....

.....

.....

.....

..... NO

Did you have any difficulty filling out the answers?

(If yes, interviewer writes down what kind of. If no, mark the word „no“.)

.....

.....

.....

.....

..... NO

According to you, was it complicated to answer question?

Yes. Specify what you perceive as problematic and why.

.....

.....

.....

.....

..... NO

Let's move on the fourth question: Were you alone or together with someone? Mark by crossing.

Answer in your own words, what we ask by the question. *Interviewer writes the respondent's answer:*

Interviewer asks:

Do you have any objection to the wording of question? (*If yes, interviewer writes down what kind of. If no, mark the word „no“.*)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

NO

Did you have any difficulty filling out the answers?

(*If yes, interviewer writes down what kind of. If no, mark the word „no“.*)

.....

.....

.....

.....

.....

.....

.....

.....

.....

NO

According to you, was it complicated to answer question?

Yes. Specify what you perceive as problematic and why.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

NO

Let's move on the fifth question: How did you feel about it? Mark you answer.
(from -3: very unpleasant ... to 3: very pleasant)

Answer in your own words, what we ask by the question. *Interviewer writes the respondent's answer:*

Do you have any objection to the wording of question? *(If yes, interviewer writes down what kind of. If no, mark the word „no“.)*

.....

.....

.....

.....

..... NO

Did you have any difficulty filling out the answers?

(If yes, interviewer writes down what kind of. If no, mark the word „no“.)

.....

.....

.....

.....

..... NO

According to you, was it complicated to answer question?

Yes. Specify what you perceive as problematic and why.

.....

.....

.....

..... NO

Notes:

.....

.....

.....

The interviewer ends the meeting with the respondent and thanks him/her for cooperation.

TIME USE SURVEY
Instructions for interviewer - No.1
Year 2018

Dear interviewer,

We have prepared brief instructions for you which should facilitate the process of qualitative testing of questionnaire within Time User Survey.

There is available the Main questionnaire of Time Use Survey (identification data and part A is filled out by you, from part D is filled out by respondent) and Questionnaire of cognitive testing (filled by you).

The Main questionnaire is filled by addressed respondents in age 16 and more. You will gradually address 10 persons where this group is diverse by gender, by age, level of education and by economic activity. You will arrange date of two meetings with addressed respondent, where the date of the second meeting is next day after the day of filling out the main questionnaire by respondent. Two thirds of respondents fill out part D. Diary for recording activities during the work day and the remaining third during free day. Please explain the purpose of the second meeting (qualitative processing, verification of understanding). Estimated length of the first meeting is 30 minutes, the second meeting also 30 minutes.

Working procedure of the first meeting (familiarization respondent). There is the Main questionnaire and Questionnaire of cognitive testing:

- In the Main questionnaire and also in the Questionnaire of cognitive testing write code of interviewer and questionnaire number (must be identical on both questionnaires!), date is added according the date of filling out the questionnaire,
- Read the Introductory word of interviewer from the Main questionnaire. Please emphasize that the aim of testing are questions in questionnaire, not the respondent oneself. In order to obtain quality information as much as possible and useful information for purpose of project is necessary to create pleasant atmosphere and appropriate conditions of testing, which may help to gain the confidence of respondent.

It is necessary to assure respondent that the full protection of his/her personal data and confidential information will be maintained.

- Please fill the part A. Basic information about the respondent of the Main questionnaire
- Present to the respondent each parts of the Main questionnaire, explain to him/her what is the role of respondent – completion Diary for recording activities (part D. of the Main questionnaire) during 24 hours of selected day, show the Instructions on how to complete the Diary (part B. of the Main questionnaire), Example of recording activities in diary (part C. of the Main questionnaire) and indicate to the respondent possibilities of their use in completing Diary (part D.),
- Leave the whole Main questionnaire to the respondent,
- Please notify the respondent of the need another visit on the next day after the day of filling out the Main questionnaire by respondent and arrange the time of meeting!!!

Working procedure of the second meeting (qualitative testing – verification of understanding). You have the Questionnaire of cognitive testing:

- Take the completed Main questionnaire from the respondent and inform him/her that you will ask him/her questions related to filling out the Main questionnaire,
- Open the Questionnaire of cognitive testing, gradually read questions in this questionnaire and write in detail respondents responses and reactions on questions in Diary for recording activities (part D. of the Main questionnaire),
- After testing, you thank to the respondent for cooperation,
- Recorded respondents' questions write to the prepared electronic form.

TIME USE SURVEY

Main questionnaire – No.2

Year 2018

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 Faculty of Economics Matej Bel Unniversity in Banska Bystrica and the Statistical Office of the Slovak Republic are responsible for the protection of confidential and personal data.

Interviewer code:

Questionnaire number:

Date of completion questionnaire:

Day	Month	Year
<input type="text"/>	<input type="text"/>	<input type="text"/>

Introductory word of interviewer:

On behalf of Faculty of Economics of Matej Bel University and the Statistical Office of the Slovak Republic we would like to thank you for your willingness to participate in the qualitative testing. The project's objective is to qualitatively test of questions aimed at obtaining information about time use in regard with your main and parallel (secondary) activities during day, where were these activities conducted, with whom and how did you feel during these activities. The task of the testing is to identify whether the questions are understandable and whether respondents understand them in the same way.

Part of the testing will be completion of questionnaire and personal interview where we will focus on five basic questions from the main questionnaire. Testing will be done that firstly we will ask you a question and after we will receive your answer gradually we will ask you supplementary questions. Your task will be to provide the most detailed answer according to how you understand the test question. Supplementary questions are designed to help us to capture the process of your reasoning – what were you thinking and what did you take into account when you were answering to the test question. Let me announce that the aim is not testing you as a respondent but the questions in questionnaire. That means there is not any correct answer or incorrect answer. Your answer will be helpful for purpose of testing whether the proposed question has some qualitative defects or is completely trouble-free and applicable for the purpose of carrying out statistical time use survey in future.

In conclusion let me stress that all of the information which you will provide during interview will be protected under the applicable laws of the Slovak Republic.

A. Basic information about the respondent

Circle the code or fill out the data.

Sex	Age	Current economic activity	The highest education level
1 – Man		1 – Working	0 – Without school education
2 - Woman		2 – Employed but temporarily out of work	1 – Primary school
		3 – Unemployed	2 – Secondary school without graduation
		4 – Old age pensioner	3 – Secondary school with graduation
		5 – Student	4 – University Bachelor or equivalent
		6 – Economic inactive person in household	5 – University Master or equivalent
		7 – Disabled person	6 – Research qualification
		8 – Working old age pensioner	
		9 – Non-applicable	

I will introduce you each section of Main questionnaire which is:

- Part A. Basic information about the respondent,
- Part B. Instructions on how to complete the diary,
- Part C. Example of recording activities to diary,
- Part D. Diary for recording activities

Notes:

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 member in age 16 and more.

Diary is divided into 10-minute intervals, starts at 00:00 and it covers 24 hours. To the top row of 1st diary day to the item „Day of week“ record 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 the first row in Diary, i.e. from 00:00. For example: if you were sleeping at that time, to the row 00:00-00:10, 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 the bus stop.“ and etc.

Column „Time“

Column contains 24 hours divided into 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. If you performed 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. Please record only one main activity to each row. If 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 part C. Examples of recording activities to Diary). If you 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 main activity i.e. paralel activity. You can perform several paralel activity, please record each paralel activity to individual row. If activity lasted more than 10 minutes, marked 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 „Where was it?“

Write in where you were at that time when you performed the main or the parallel activity. For example: at home, at friends' home, in a car, on a bus, on a train, on a bicycle, on foot (if you were travelling).

Column „Were you alone or together with someone?“

For each 10-minute interval, please tick one or more boxes to show if you were alone or together with someone you know. To be together does not necessarily mean that you actually do things together but rather that someone else is on hand (e.g. at home). You can mark more than one in each row and the number of marks you may change during an activity, if the activity last more than one 10-minutes interval and if person leaves or arrives. Please do not mark other persons in case of sleeping time.

Explanatory notes for recording activities

Gainful employment: In case the time and activity „I was at work“ don't record what you were doing during working time nor whether you used the internet or computer. 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 is 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 example: „I was going to the bus stop.“, „I went by train to school.“, „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 household member who suffers long-term physical or mental illness or a problem limiting his/her daily activities. Example: „Bathing an invalid husband“, „Feeding an invalid adult daughter“.

Reading (excluding study): Record what you read. 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, then record it as „Helped friends repairing their house“, „Helped to brother in 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 write activities which you were doing, for example: „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. Example: „Played the games (tablet)“, „Chat with friends using Viber (smartphone)“, „Watched videos on smartphone“.

Thank you for your time

C. Examples of recording activities to Diary

Day of week Wednesday

Time		What were you doing? (Main activity)	What else were you doing?	Where was it?	Were you alone or together with someone? <i>Mark by crossing</i>						
from	to	<i>Record your activity for each 10-minute interval. In case of travelling, record also a purpose of travel.</i>	(Parallel activity) <i>Record the most important parallel activity.</i>	<i>Record the location or mode of transport (e.g. at home, on bus, etc.)</i>	Alone	With other household members					Non-household members
						Partner	Parents	Children up to 5 y	Children from 6 y up to 15 y	Other household members	
7:00	7:10	Woke up children		at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7:10	7:20	Had a breakfast ↓	Talked with my family ↓		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7:20	7:30				<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7:30	7:40	Cleaned table and washed dishes			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7:40	7:50	Helped the dress children ↓			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7:50	8:00	Put children to kindergarten	Talked with my children	by foot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8:00	8:10	Traveled to work ↓	Texting my wife	on bus ↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8:10	8:20		Read the news		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8:20	8:30	Work ↓		at work ↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8:30	8:40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8:40	8:50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8:50	9:00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9:00	9:10	Traveled to the doctor ↓		by foot ↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9:10	9:20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9:20	9:30	Visit a doctor ↓		at the doctor ↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9:30	9:40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9:40	9:50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9:50	10:00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

E. DRM questionnaire

Interviewer code :

Questionnaire number:

Date of testing:

feeling you have not experienced at all

0

use the scale from 0 to 10

feeling you have experienced very strongly

10

You mentioned that you did following activities yesterday:

Time		What were you doing?														
from	to	(Main activity)														
		<table border="1"> <thead> <tr> <th>How did you feel about it? Express it by the following six feelings.</th> <th>Rating (0 - 10)</th> </tr> </thead> <tbody> <tr> <td>How much have you been happy during this activity?</td> <td></td> </tr> <tr> <td>How much have you felt calmness during this activity?</td> <td></td> </tr> <tr> <td>How much have you been angry during this activity?</td> <td></td> </tr> <tr> <td>How much have you felt sadness during this activity?</td> <td></td> </tr> <tr> <td>How much have you felt pain during this activity?</td> <td></td> </tr> <tr> <td>How much have you felt tiredness during this activity?</td> <td></td> </tr> </tbody> </table>	How did you feel about it? Express it by the following six feelings.	Rating (0 - 10)	How much have you been happy during this activity?		How much have you felt calmness during this activity?		How much have you been angry during this activity?		How much have you felt sadness during this activity?		How much have you felt pain during this activity?		How much have you felt tiredness during this activity?	
How did you feel about it? Express it by the following six feelings.	Rating (0 - 10)															
How much have you been happy during this activity?																
How much have you felt calmness during this activity?																
How much have you been angry during this activity?																
How much have you felt sadness during this activity?																
How much have you felt pain during this activity?																
How much have you felt tiredness during this activity?																
		<table border="1"> <thead> <tr> <th>How did you feel about it? Express it by the following six feelings.</th> <th>Rating (0 - 10)</th> </tr> </thead> <tbody> <tr> <td>How much have you been happy during this activity?</td> <td></td> </tr> <tr> <td>How much have you felt calmness during this activity?</td> <td></td> </tr> <tr> <td>How much have you been angry during this activity?</td> <td></td> </tr> <tr> <td>How much have you felt sadness during this activity?</td> <td></td> </tr> <tr> <td>How much have you felt pain during this activity?</td> <td></td> </tr> <tr> <td>How much have you felt tiredness during this activity?</td> <td></td> </tr> </tbody> </table>	How did you feel about it? Express it by the following six feelings.	Rating (0 - 10)	How much have you been happy during this activity?		How much have you felt calmness during this activity?		How much have you been angry during this activity?		How much have you felt sadness during this activity?		How much have you felt pain during this activity?		How much have you felt tiredness during this activity?	
How did you feel about it? Express it by the following six feelings.	Rating (0 - 10)															
How much have you been happy during this activity?																
How much have you felt calmness during this activity?																
How much have you been angry during this activity?																
How much have you felt sadness during this activity?																
How much have you felt pain during this activity?																
How much have you felt tiredness during this activity?																
		<table border="1"> <thead> <tr> <th>How did you feel about it? Express it by the following six feelings.</th> <th>Rating (0 - 10)</th> </tr> </thead> <tbody> <tr> <td>How much have you been happy during this activity?</td> <td></td> </tr> <tr> <td>How much have you felt calmness during this activity?</td> <td></td> </tr> <tr> <td>How much have you been angry during this activity?</td> <td></td> </tr> <tr> <td>How much have you felt sadness during this activity?</td> <td></td> </tr> <tr> <td>How much have you felt pain during this activity?</td> <td></td> </tr> <tr> <td>How much have you felt tiredness during this activity?</td> <td></td> </tr> </tbody> </table>	How did you feel about it? Express it by the following six feelings.	Rating (0 - 10)	How much have you been happy during this activity?		How much have you felt calmness during this activity?		How much have you been angry during this activity?		How much have you felt sadness during this activity?		How much have you felt pain during this activity?		How much have you felt tiredness during this activity?	
How did you feel about it? Express it by the following six feelings.	Rating (0 - 10)															
How much have you been happy during this activity?																
How much have you felt calmness during this activity?																
How much have you been angry during this activity?																
How much have you felt sadness during this activity?																
How much have you felt pain during this activity?																
How much have you felt tiredness during this activity?																

TIME USE SURVEY

Questionnaire of cognitive testing - No. 2

Year 2018

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 Faculty of Economics Matej Bel Unniversity in Banska Bystrica and the Statistical Office of the Slovak Republic are responsible for the protection of confidential and personal data.

Interviewer code:

Questionnaire number:

Date of completion questionnaire:

Day Month Year

<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------

(Text below mentioned, which is in **bold font** is the text that the interviewer will read aloud to respondent, text by *cursive type* is instructions for interviewer.)

Interviewer:

Yesterday you were filling out the Diary for recording activities. Today our task is go through all of the questions together by personal interview in order to find out their understanding or find out everything what hinder you to understand and to fill it out. For each question in the Main questionnaire is created a set of supplementary questions, which I ask you now. The aim is not to test you as a respondent but questions in questionnaire. Each question I will read to you once again and I will write your reply into this questionnaire. Please prepare Diary for recording activities which is part D of the Main questionnaire. Let's move on the first question in questionnaire.

The first question was: What were you doing? (Main activity)

Record your activity for each 10-minute interval. In case of travelling, record also a purpose of travel.

Answer in your own words, what we ask by the question. Interviewer writes the respondent's answer:

Interviewer asks:

Do you have any objection to the wording of question? (If yes, interviewer writes down what kind of. If no, mark the word „no“.)

.....

.....

.....

.....

.....

NO

Did you have any difficulty filling out the answers?

(If yes, interviewer writes down what kind of. If no, mark the word „no“.)

.....

.....

.....

.....

.....

NO

According to you, was it complicated to answer question?

Yes. Specify what you perceive as problematic and why.....

.....

.....

.....

.....

NO

Let's move on the second question: What else were you doing? (Parallel activity) Record the most important parallel activity.

Answer in your own words, what we ask by the question. Interviewer writes the respondent's answer:

Interviewer asks:

Do you have any objection to the wording of question? (If yes, interviewer writes down what kind of. If no, mark the word „no“.)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

NO

Did you have any difficulty filling out the answers?

(If yes, interviewer writes down what kind of. If no, mark the word „no“.)

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

NO

According to you, was it complicated to answer question?

Yes. Specify what you perceive as problematic and why.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

NO

Let's move on the third question: Where was it? Record the location or mode of transport (e.g. at home, on bus, etc.)

Answer in your own words, what we ask by the question. Interviewer writes the respondent's answer:

Interviewer asks:

Do you have any objection to the wording of question? (If yes, interviewer writes down what kind of. If no, mark the word „no“.)

.....

.....

.....

.....

..... NO

Did you have any difficulty filling out the answers?

(If yes, interviewer writes down what kind of. If no, mark the word „no“.)

.....

.....

.....

.....

..... NO

According to you, was it complicated to answer question?

Yes. Specify what you perceive as problematic and why.

.....

.....

.....

.....

..... NO

Let's move on the fourth question: Were you alone or together with someone? Mark by crossing.

Answer in your own words, what we ask by the question. *Interviewer writes the respondent's answer:*

Interviewer asks:

Do you have any objection to the wording of question? *(If yes, interviewer writes down what kind of. If no, mark the word „no“.)*

.....

.....

.....

.....

.....

NO

Did you have any difficulty filling out the answers?

(If yes, interviewer writes down what kind of. If no, mark the word „no“.)

.....

.....

.....

.....

NO

According to you, was it complicated to answer question?

Yes. Specify what you perceive as problematic and why.....

.....

.....

.....

.....

NO

This way we went through all the questions from Diary for recording activities. I would like to ask you for expressing your feelings which you felt when you performed certain activities during the day. Three activities were selected by random sample – activities, which you performed yesterday. Let’s go back to each of them and try to remember how you felt during each of these activities. Please fill out the intensity of experiencing these feelings.

Firstly interviewer pass the Questionnaire DRM to the respondent, into which the interviewer previously wrote three activities, and the corresponding time of their preformation from previous day. The interviewer points out to a scale of intensity feelings that is mentioned at the top of the Questionnaire DRM. Read:

Use the scale from 0 to 10. “0” means that you have not experienced that feeling “at all”, while the “10” means that you have experienced that feeling very strongly.

Then continue:

Yesterday you have mentioned in Diary for recording activities, that in time from....to...you did (performed this activity)..Interviewer gradually read 1st, 2nd, and 3rd performed activity. How did you feel about it? Express it by the following six feelings. Ask the respondent to fill out the evaluation of feelings for all three activities.

...Respondent fill out the evaluation of feelings in Questionnaire DRM...

After the completing it, interviewer inform the respondent: Now we will continue in testing of understanding questions. I will read you the wording of question once again:

How did you feel about it? Express it by the following six feelings.

Answer in your own words, what we ask by the question. Interviewer writes the respondent’s answer:

Interviewer asks:

Do you have any objection to the wording of question? *(If yes, interviewer writes down what kind of. If no, mark the word „no“.)*

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

NO

Did you have any difficulty filling out the answers?

(If yes, interviewer writes down what kind of. If no, mark the word „no“.)

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

NO

According to you, was it complicated to answer question?

Yes. Specify what you perceive as problematic and why.

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

NO

Do you think there is necessary to explain some part of question in more detail? *(If yes, interviewer writes down what kind of.)*

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

NO

Is necessary to record some other feeling, which you had during the performing mentioned activities? Which one? (*Interviewer writes it together with the activity in which there was need of recording another feeling.*)

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

NO

Notes:

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

The interviewer ends the meeting with the respondent and thanks him/her for cooperation.

TIME USE SURVEY

Instructions for interviewer - No. 2 and No. 3

Year 2018

Dear interviewer,

We have prepared brief instructions for you which should facilitate the process of qualitative testing of questionnaire within Time User Survey.

There is available the Main questionnaire of Time Use Survey (identification data and part A is filled out by you, from part D is filled out by respondent) and Questionnaire of cognitive testing (filled by you).

The Main questionnaire is filled by addressed respondents in age 16 and more. You will gradually address 10 persons where this group is diverse by gender, by age, level of education and by economic activity. You will arrange date of two meetings with addressed respondent, where the date of the second meeting is next day after the day of filling out the main questionnaire by respondent. Two thirds of respondents fill out part D. Diary for recording activities during the work day and the remaining third during free day. Please explain the purpose of the second meeting (qualitative processing, verification of understanding). Estimated length of the first meeting is 30 minutes, the second meeting 60 minutes.

Working procedure of the first meeting (familiarization respondent). You have the Main questionnaire, Questionnaire of cognitive testing and Questionnaire DRM (that is a part E. of the Main Questionnaire):

- In the Main questionnaire, in the Questionnaire of cognitive testing and also in the Questionnaire DRM write code of interviewer and questionnaire number (must be identical on all three questionnaires!). Date is added according the date of filling out the questionnaire;
- Read the Introductory word of interviewer from the Main questionnaire. Please emphasize that the aim of testing are questions in questionnaire, not the respondent oneself. In order to obtain quality information as much as possible and useful

information for purpose of project is necessary to create pleasant atmosphere and appropriate conditions of testing, which may help to gain the confidence of respondent. It is necessary to assure respondent that the full protection of his/her personal data and confidential information will be maintained;

- Please fill the part A. Basic information about the respondent of the Main questionnaire;
- Take away from the Main questionnaire the part E. (Questionnaire DRM), present to the respondent each parts of the Main questionnaire, explain to him/her what is the role of respondent – completion Diary for recording activities (part D. of the Main questionnaire) during 24 hours of selected day, show the Instructions on how to complete the Diary (part B. of the Main questionnaire), Example of recording activities in diary (part C. of the Main questionnaire) and indicate to the respondent possibilities of their use in completing Diary (part D.);
- Leave the Main questionnaire to the respondent without the part E. – Questionnaire DRM;
- Please notify the respondent of the need another visit on the next day after the day of filling out the Main questionnaire by respondent and arrange the time of meeting!!!

Working procedure of the second meeting (qualitative testing – verification of understanding). You have the Questionnaire DRM (part E. of Main questionnaire) and the Questionnaire of cognitive testing:

- Take the completed Main questionnaire from the respondent and request for 5 minutes to prepare for testing. In this time you choose from diary 3 diverse activities and write it to the Questionnaire DRM (do not choose sleeping, activities related to personal hygiene and religious activities). Inform the respondent that you will ask him/her questions related to filling out the Main questionnaire;
- Open the Questionnaire of cognitive testing, gradually read the questions in questionnaire and write in detail respondents responses and reactions on questions in Diary for recording activities (part D. of the Main questionnaire);
- Follow the instructions in Questionnaire of cognitive testing, pass the Questionnaire DRM to the respondent and you continue in asking questions related to DRM;
- After testing, you thank to the respondent for cooperation;
- Recorded respondents' questions write to the prepared electronic form.

TIME USE SURVEY

Main questionnaire – No. 3

Year 2018

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 Faculty of Economics Matej Bel Unniversity in Banska Bystrica and the Statistical Office of the Slovak Republic are responsible for the protection of confidential and personal data.

Interviewer code:

Questionnaire number:

Date of completion questionnaire:

Day	Month	Year
<input type="text"/>	<input type="text"/>	<input type="text"/>

Introductory word of interviewer:

On behalf of Faculty of Economics of Matej Bel University and the Statistical Office of the Slovak Republic we would like to thank you for your willingness to participate in the qualitative testing. The project's objective is to qualitatively test of questions aimed at obtaining information about time use in regard with your main and parallel (secondary) activities during day, where were these activities conducted, with whom and how did you feel during these activities. The task of the testing is to identify whether the questions are understandable and whether respondents understand them in the same way.

Part of the testing will be completion of questionnaire and personal interview where we will focus on five basic questions from the main questionnaire. Testing will be done that firstly we will ask you a question and after we will receive your answer gradually we will ask you supplementary questions. Your task will be to provide the most detailed answer according to how you understand the test question. Supplementary questions are designed to help us to capture the process of your reasoning – what were you thinking and what did you take into account when you were answering to the test question. Let me announce that the aim is not testing you as a respondent but the questions in questionnaire. That means there is not any correct answer or incorrect answer. Your answer will be helpful for purpose of testing whether the proposed question has some qualitative defects or is completely trouble-free and applicable for the purpose of carrying out statistical time use survey in future.

In conclusion let me stress that all of the information which you will provide during interview will be protected under the applicable laws of the Slovak Republic.

A. Basic information about the respondent

Circle the code or fill out the data.

Sex	Age	Current economic activity	The highest education level
1 – Man		1 – Working	0 – Without school education
2 - Woman		2 – Employed but temporarily out of work	1 – Primary school
		3 – Unemployed	2 – Secondary school without graduation
		4 – Old age pensioner	3 – Secondary school with graduation
		5 – Student	4 – University Bachelor or equivalent
		6 – Economic inactive person in household	5 – University Master or equivalent
		7 – Disabled person	6 – Research qualification
		8 – Working old age pensioner	
		9 – Non-applicable	

I will introduce you each section of Main questionnaire which is:

- Part A. Basic information about the respondent,
- Part B. Instructions on how to complete the diary,
- Part C. Example of recording activities to diary,
- Part D. Diary for recording activities

Notes:

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 member in age 16 and more.

Diary is divided into 10-minute intervals, starts at 00:00 and it covers 24 hours. To the top row of 1st diary day to the item „Day of week“ record 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 the first row in Diary, i.e. from 00:00. For example: if you were sleeping at that time, to the row 00:00-00:10, 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 the bus stop.“ and etc.

Column „Time“

Column contains 24 hours divided into 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. If you performed 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. Please record only one main activity to each row. If 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 part C. Examples of recording activities to Diary). If you 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 main activity i.e. paralel activity. You can perform several paralel activity, please record each paralel activity to individual row. If activity lasted more than 10 minutes, marked 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 „Where was it?“

Write in where you were at that time when you performed the main or the parallel activity. For example: at home, at friends' home, in a car, on a bus, on a train, on a bicycle, on foot (if you were travelling).

Column „Were you alone or together with someone?“

For each 10-minute interval, please tick one or more boxes to show if you were alone or together with someone you know. To be together does not necessarily mean that you actually do things together but rather that someone else is on hand (e.g. at home). You can mark more than one in each row and the number of marks you may change during an activity, if the activity last more than one 10-minutes interval and if person leaves or arrives. Please do not mark other persons in case of sleeping time.

Explanatory notes for recording activities

Gainful employment: In case the time and activity „I was at work“ don't record what you were doing during working time nor whether you used the internet or computer. 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 is 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 example: „I was going to the bus stop.“, „I went by train to school.“, „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 household member who suffers long-term physical or mental illness or a problem limiting his/her daily activities. Example: „Bathing an invalid husband“, „Feeding an invalid adult daughter“.

Reading (excluding study): Record what you read. 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, then record it as „Helped friends repairing their house“, „Helped to brother in 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 write activities which you were doing, for example: „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. Example: „Played the games (tablet)“, „Chat with friends using Viber (smartphone)“, „Watched videos on smartphone“.

Thank you for your time

C. Examples of recording activities to Diary

Day of week Wednesday

Time		What were you doing? (Main activity)	What else were you doing?	Where was it?	Were you alone or together with someone? <i>Mark by crossing</i>						
from	to	<i>Record your activity for each 10-minute interval. In case of travelling, record also a purpose of travel.</i>	<i>(Parallel activity) Record the most important parallel activity.</i>	<i>Record the location or mode of transport (e.g. at home, on bus, etc.)</i>	Alone	With other household members					Non-household members
						Partner	Parents	Children up to 5 y	Children from 6 y up to 15 y	Other household members	
7:00	7:10	Woke up children		at home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7:10	7:20	Had a breakfast	Talked with my family		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7:20	7:30				<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7:30	7:40	Cleaned table and washed dishes			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7:40	7:50	Helped the dress children			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7:50	8:00	Put children to kindergarten	Talked with my children	by foot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8:00	8:10	Traveled to work	Texting my wife	on bus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8:10	8:20		Read the news		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8:20	8:30	Work		at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8:30	8:40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8:40	8:50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
8:50	9:00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9:00	9:10	Traveled to the doctor		by foot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9:10	9:20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9:20	9:30	Visit a doctor		at the doctor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9:30	9:40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9:40	9:50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9:50	10:00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

E. DRM questionnaire

Interviewer code :

Questionnaire number:

Date of testing:

feeling you have
not experienced
at all

0

← use the scale from 0 to 6 →

feeling you have
experienced very
strongly

6

You mentioned that you did following activities yesterday:

Time		What were you doing? <i>(Main activity)</i>
from	to	
		During this activity, how intense you felt...
		Rating (0 - 6)
		Happiness
		Stress
		Anger
		Sadness
		Pain
		Tiredness

Time		What were you doing? <i>(Main activity)</i>
from	to	
		During this activity, how intense you felt...
		Rating (0 - 6)
		Happiness
		Stress
		Anger
		Sadness
		Pain
		Tiredness

Time		What were you doing? <i>(Main activity)</i>
from	to	
		During this activity, how intense you felt...
		Rating (0 - 6)
		Happiness
		Stress
		Anger
		Sadness
		Pain
		Tiredness

TIME USE SURVEY

Questionnaire of cognitive testing - No. 3

Year 2018

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 Faculty of Economics Matej Bel Unniversity in Banska Bystrica and the Statistical Office of the Slovak Republic are responsible for the protection of confidential and personal data.

Interviewer code:

Questionnaire number:

Date of completion questionnaire:

Day Month Year

<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------

(Text below mentioned, which is in **bold font** is the text that the interviewer will read aloud to respondent, text by *cursive type* is instructions for interviewer.)

Interviewer:

Yesterday you were filling out the Diary for recording activities. Today our task is go through all of the questions together by personal interview in order to find out their understanding or find out everything what hinder you to understand and to fill it out. For each question in the Main questionnaire is created a set of supplementary questions, which I ask you now. The aim is not to test you as a respondent but questions in questionnaire. Each question I will read to you once again and I will write your reply into this questionnaire. Please prepare Diary for recording activities which is part D of the Main questionnaire. Let's move on the first question in questionnaire.

The first question was: What were you doing? (Main activity)

Record your activity for each 10-minute interval. In case of travelling, record also a purpose of travel.

Answer in your own words, what we ask by the question. Interviewer writes the respondent's answer:

Interviewer asks:

Do you have any objection to the wording of question? (If yes, interviewer writes down what kind of. If no, mark the word „no“.)

.....

.....

.....

.....

.....

NO

Did you have any difficulty filling out the answers?

(If yes, interviewer writes down what kind of. If no, mark the word „no“.)

.....

.....

.....

.....

.....

NO

According to you, was it complicated to answer question?

Yes. Specify what you perceive as problematic and why.....

.....

.....

.....

.....

NO

Let's move on the second question: What else were you doing? (Parallel activity) Record the most important parallel activity.

Answer in your own words, what we ask by the question. *Interviewer writes the respondent's answer:*

Interviewer asks:

Do you have any objection to the wording of question? *(If yes, interviewer writes down what kind of. If no, mark the word „no“.)*

.....

.....

.....

.....

.....

NO

Did you have any difficulty filling out the answers?

(If yes, interviewer writes down what kind of. If no, mark the word „no“.)

.....

.....

.....

.....

.....

NO

According to you, was it complicated to answer question?

Yes. Specify what you perceive as problematic and why.....

.....

.....

.....

.....

.....

NO

Let's move on the third question: Where was it? Record the location or mode of transport (e.g. at home, on bus, etc.)

Answer in your own words, what we ask by the question. Interviewer writes the respondent's answer:

Interviewer asks:

Do you have any objection to the wording of question? (If yes, interviewer writes down what kind of. If no, mark the word „no“.)

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

..... NO

Did you have any difficulty filling out the answers?

(If yes, interviewer writes down what kind of. If no, mark the word „no“.)

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

..... NO

According to you, was it complicated to answer question?

Yes. Specify what you perceive as problematic and why.

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

..... NO

Let's move on the fourth question: Were you alone or together with someone? Mark by crossing.

Answer in your own words, what we ask by the question. *Interviewer writes the respondent's answer:*

Interviewer asks:

Do you have any objection to the wording of question? *(If yes, interviewer writes down what kind of. If no, mark the word „no“.)*

.....

.....

.....

.....

.....

..... NO

Did you have any difficulty filling out the answers?

(If yes, interviewer writes down what kind of. If no, mark the word „no“.)

.....

.....

.....

.....

..... NO

According to you, was it complicated to answer question?

Yes. Specify what you perceive as problematic and why.....

.....

.....

.....

.....

..... NO

This way we went through all the questions from Diary for recording activities. I would like to ask you for expressing your feelings which you felt when you performed certain activities during the day. Three activities were selected by random sample – activities, which you performed yesterday. Let’s go back to each of them and try to remember how you felt during each of these activities. Please fill out the intensity of experiencing these feelings.

Firstly interviewer pass the Questionnaire DRM to the respondent, into which the interviewer previously wrote three activities, and the corresponding time of their preformation from previous day. The interviewer points out to a scale of intensity feelings that is mentioned at the top of the Questionnaire DRM. Read:

Use the scale from 0 to 6. “0” means that you have not experienced that feeling “at all”, while the “6” means that you have experienced that feeling very strongly.

Then continue:

Yesterday you have mentioned in Diary for recording activities, that in time from....to...you did (performed this activity)...Interviewer gradually read 1st, 2nd, and 3rd performed activity During this activity how intense you felt happiness, stress, anger, sadness, pain, tiredness? Ask the respondent to fill out the evaluation of feelings for all three activities.

...Respondent fill out the evaluation of feelings in Questionnaire DRM...

After the completing it, interviewer inform the respondent: Now we will continue in testing of understanding questions. I will read you the wording of question once again:

During this activity how intense you felt happiness, stress, anger, sadness, pain, tiredness?

Answer in your own words, what we ask by the question. Interviewer writes the respondent’s answer:

Interviewer asks:

Do you have any objection to the wording of question? *(If yes, interviewer writes down what kind of. If no, mark the word „no“.)*

.....
.....
.....
..... NO

Did you have any difficulty filling out the answers?

(If yes, interviewer writes down what kind of. If no, mark the word „no“.)

.....
.....
.....
..... NO

According to you, was it complicated to answer question?

Yes. Specify what you perceive as problematic and why.

.....
.....
.....
..... NO

Do you think there is necessary to explain some part of question in more detail? *(If yes, interviewer writes down what kind of.)*

.....
.....
.....
.....
..... NO

Is necessary to record some other feeling, which you had during the performing mentioned activities? Which one? *(Interviewer writes it together with the activity in which there was need of recording another feeling.)*

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

NO

Notes:

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

The interviewer ends the meeting with the respondent and thanks him/her for cooperation.

TIME USE SURVEY

Instructions for interviewer - No. 2 and No. 3

Year 2018

Dear interviewer,

We have prepared brief instructions for you which should facilitate the process of qualitative testing of questionnaire within Time User Survey.

There is available the Main questionnaire of Time Use Survey (identification data and part A is filled out by you, from part D is filled out by respondent) and Questionnaire of cognitive testing (filled by you).

The Main questionnaire is filled by addressed respondents in age 16 and more. You will gradually address 10 persons where this group is diverse by gender, by age, level of education and by economic activity. You will arrange date of two meetings with addressed respondent, where the date of the second meeting is next day after the day of filling out the main questionnaire by respondent. Two thirds of respondents fill out part D. Diary for recording activities during the work day and the remaining third during free day. Please explain the purpose of the second meeting (qualitative processing, verification of understanding). Estimated length of the first meeting is 30 minutes, the second meeting 60 minutes.

Working procedure of the first meeting (familiarization respondent). You have the Main questionnaire, Questionnaire of cognitive testing and Questionnaire DRM (that is a part E. of the Main Questionnaire):

- In the Main questionnaire, in the Questionnaire of cognitive testing and also in the Questionnaire DRM write code of interviewer and questionnaire number (must be identical on all three questionnaires!). Date is added according the date of filling out the questionnaire;
- Read the Introductory word of interviewer from the Main questionnaire. Please emphasize that the aim of testing are questions in questionnaire, not the respondent oneself. In order to obtain quality information as much as possible and useful

information for purpose of project is necessary to create pleasant atmosphere and appropriate conditions of testing, which may help to gain the confidence of respondent. It is necessary to assure respondent that the full protection of his/her personal data and confidential information will be maintained;

- Please fill the part A. Basic information about the respondent of the Main questionnaire;
- Take away from the Main questionnaire the part E. (Questionnaire DRM), present to the respondent each parts of the Main questionnaire, explain to him/her what is the role of respondent – completion Diary for recording activities (part D. of the Main questionnaire) during 24 hours of selected day, show the Instructions on how to complete the Diary (part B. of the Main questionnaire), Example of recording activities in diary (part C. of the Main questionnaire) and indicate to the respondent possibilities of their use in completing Diary (part D.);
- Leave the Main questionnaire to the respondent without the part E. – Questionnaire DRM;
- Please notify the respondent of the need another visit on the next day after the day of filling out the Main questionnaire by respondent and arrange the time of meeting!!!

Working procedure of the second meeting (qualitative testing – verification of understanding). You have the Questionnaire DRM (part E. of Main questionnaire) and the Questionnaire of cognitive testing:

- Take the completed Main questionnaire from the respondent and request for 5 minutes to prepare for testing. In this time you choose from diary 3 diverse activities and write it to the Questionnaire DRM (do not choose sleeping, activities related to personal hygiene and religious activities). Inform the respondent that you will ask him/her questions related to filling out the Main questionnaire;
- Open the Questionnaire of cognitive testing, gradually read the questions in questionnaire and write in detail respondents responses and reactions on questions in Diary for recording activities (part D. of the Main questionnaire);
- Follow the instructions in Questionnaire of cognitive testing, pass the Questionnaire DRM to the respondent and you continue in asking questions related to DRM;
- After testing, you thank to the respondent for cooperation;
- Recorded respondents' questions write to the prepared electronic form.