

# Harmonised European time use surveys

2008 guidelines

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## Preface

The potential value of time use data has long been recognised. Time Use Surveys based on a comparable survey design have been conducted in the past in most European countries.

To foster comparability the Guidelines on Harmonised European Time Use Surveys (HETUS) were issued in 2000<sup>1</sup>. They were based on the work of a dedicated task force, additional development work in co-operation with Statistics Finland and Statistics Sweden, and the comments on draft versions from National Statistical Institutes in Member States, EFTA countries and Phare countries. The project had also been actively supported by the Economic Commission for Europe.

The 2000 HETUS guidelines have been the cornerstone of the European Time Use harmonisation process. As a major example stands the web-tool<sup>2</sup> making for flexible and easy database tabulation for fifteen European countries. It was developed by Statistics Finland and Statistics Sweden with financial support of the European Commission.

Based on experience gained, countries requested an update subject to two principles: comparability with previous guidelines and simplification. A task force (TF) was established by the Time Use Survey working group in June 2005, and a consultation process with national statistical bodies on the scope of revision and on national practices was launched.

The TF proposals were further discussed by the Time Use Survey working group. The current document is the agreed result of those discussions.

The purpose of these guidelines is to provide a solid methodological basis for countries intending to carry out Time Use Surveys, to ensure that the results are comparable between countries and hence to greatly increase the value of the data.

Eurostat would like to thank everyone who has helped develop the guidelines, in particular the members of the Task Force charged with updating the TUS methodology.

Michel Glaude

Director of Social Statistics and Information Society

Eurostat, December 2008

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<sup>1</sup>[http://epp.eurostat.ec.europa.eu/portal/page?\\_pageid=1073\\_46587259&\\_dad=portal&\\_schema=PORTAL&p\\_product\\_code=KS-CC-04-007](http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1073_46587259&_dad=portal&_schema=PORTAL&p_product_code=KS-CC-04-007).

<sup>2</sup> The main features of the database are described in Chapter 3.



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## 1. HARMONISATION APPROACH

The recommendations for common solutions are primarily concerned with design elements that are unintentionally different, and that are regarded as crucial to the Time Use Surveys (TUS).

The chosen approach is a mix of input and output harmonisation. On the input side, a diary format, certain procedures for data collection, and a common activity coding list are strongly recommended. The time diary is self-administered, with fixed 10-minute intervals to be filled in during randomly designated diary days. The respondents record what they are doing in their own words. Diary instructions and examples are recommended for use in national Time Use Surveys, and a set of common questions are recommended for the interview questionnaires. Most of these questions are used in other surveys, e.g. the LFS, or have been recommended by the Task Force on Core Social Variables<sup>1</sup>.

Other aspects of survey design and practice are left up to the National Statistical Institutes, giving them the opportunity to use best possible practices for survey organisation and data collection efforts at national level. However, some constraints are essential if the survey is to generate data on which similar and comparable statistics can be estimated (e.g. population delimitation, survey period, randomisation of diary days). The guidelines have focused on this.

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

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

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

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

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<sup>1</sup>[http://epp.eurostat.ec.europa.eu/portal/page?\\_pageid=1073\\_46587259&\\_dad=portal&\\_schema=PORTAL&p\\_product\\_code=KS-RA-07-006](http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1073_46587259&_dad=portal&_schema=PORTAL&p_product_code=KS-RA-07-006).

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

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

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

## 2. RECOMMENDATIONS FOR HARMONISED EUROPEAN TIME USE SURVEYS

### 2.1. Sample design

Questions concerning sample design were discussed and settled at the Time Use Task Force meetings in November 1998 and December 1999. The agreed recommendations were confirmed and completed in 2007 by the Task Force charged with updating the TUS methodology. They are set out below.

#### 2.1.1. Population

The scope of the Time Use Survey is the **resident population** of the country living in **private households**.

#### Definition of resident population

A person belongs to the resident population of a given country if he/she is staying, or intends to stay, on the economic territory of that country for a period of one year or more.

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

A person is regarded as temporarily absent from his/her household (or country of residence) if he or she is staying, or intends to stay outside his/her household (or country of residence) for a period of less than one year. In this case the individual has to be considered as a member of the household (or country of residence). For example a seasonal worker who works every year six months in one country and six months in another has to be surveyed in the country where he/she has his/her economic interests (the family dwelling).

Each person should have one, and only one, place of usual residence.

For most persons these rules will not give rise to any major difficulty. However, problems may be encountered in a number of **special cases**. The recommended conventional treatment of these cases is as follows:

- a) Persons who work away from home during the week and who return to the family home at weekends should consider the family home as their place of usual residence regardless of whether their place of work is elsewhere in the country or abroad.
- b) Primary and secondary school children who are away from home during the school term should consider their family home as their place of usual residence regardless of whether they are pursuing their education elsewhere in the country or abroad.
- c) Students who are away from home at college or university should consider their term-time address as their place of usual residence regardless of whether this

is an institution (such as a student accommodation) or a private residence and regardless of whether they are pursuing their education elsewhere in the country or abroad<sup>2</sup>. As an exceptional measure, where the place of education is within the country, the place of usual residence may be considered to be the family home.

d) Where a person regularly lives in more than one residence during the year, the one which he/she considers as the principal residence should be taken to be the place of usual residence regardless of whether this is located elsewhere within the country or abroad; the definition of main residence is not totally objective and can be based on different criteria, like time spent during the year or residence of the other family members.

e) A child who alternates between two households (for instance after the parents have divorced) should consider the household where he or she spends the majority of the time as his or her place of usual residence. Where an equal amount of time is spent with both parents, the place of usual residence should be the place where the child is at the time of the interview<sup>3</sup>.

f) People temporarily living in an institution (e.g. hospital, prison, boarding school, nursing home, convalescent home, military barracks) with no other private address should be considered as a member of the family if they have close financial ties with the household and the absence is less than one year.

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

**It is recommended** that persons of 10 years and above be included in the Time Use Surveys. If that recommendation cannot be followed, the minimum age limit is 15 years.

### 2.1.2. *Sample*

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

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

**It is recommended** that all members of the household be included in the sample. To make it possible to analyse intra-household dependencies, data on the time use of households are needed, i.e. there has to be data concerning all household members.

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<sup>2</sup> Note that for National Accounts purposes third-level students living away from home while at college or university are included at their home address and not their term-time address.

<sup>3</sup> This is a practical approach. It is possible, though unlikely, that the same child may figure in two different households during the survey period.

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

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

## 2.2. Diary days

### 2.2.1. Number of diary days

The question of the number of diary days was discussed and settled at the Time Use Task Force meetings in November 1998. The agreed recommendation was confirmed in 2007 by the Task Force charged with updating the TUS methodology.

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

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

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

Time Use Surveys require multidimensional probability samples. Not only households/individuals are sampled but also the days/dates when the time use is to be recorded. The general requirement is that all objects in the population have a known probability ( $>0$ ). For Time Use Surveys this means that each combination of individuals/households and all days/dates within the surveyed time period has a known probability ( $>0$ ) to be allocated to the sample.

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

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

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

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

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

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

If postponement is necessary it is recommended to apply the rules set out in Chapter 6 *Interviewers tasks* of **Annex I** *General directions for the Survey Forms*.

## 2.3. Survey forms

To ensure that data collected in national Time Use Surveys will be comparable, it has been decided to attach **Annex I** *General directions for the Survey Forms*. These contain definitions and explanations for the survey forms, i.e. the household questionnaire, the individual questionnaire, the time diary and the weekly schedule of working time.

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

### 2.3.1. Household and Individual questionnaires

The full content of the questionnaires has been discussed and settled by the Time Use Survey Working Group.

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

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

### 2.3.2. Diaries

Each *Diary* is made of a page of instructions, an example and a set of sheets to record the activities. The Guidelines contain two set of instructions, one aimed at adults and the other at children, three examples (for adults, children and elderly respondents) and a common set of recording sheets.

**It is recommended** to use an *Adult Diary* and a *Child Diary*, using the elements in **Annex IV**.

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

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

Secondary activities: **It is recommended** to keep the ‘*secondary activities*’ column in the diary.

With whom column: **It is recommended** to keep the ‘*with whom*’ column in the diary.

Location: **It is recommended** to keep the ‘*location*’ column in the diary.

### 2.3.3. *Weekly schedule of working time*

The new Guidelines contain a *Weekly schedule of working time*, which has already been used in a number of countries without generating any problems. This is a valuable tool for measuring hours worked. It provides a huge amount of information, complementing the Labour Force Survey estimations.

**It is recommended** to use the *Weekly schedule of working time* in **Annex VI**.

## 2.4. Activity coding list

The *Activity coding list 2008 (ACL2008)* has been set up on the following principles:

- keep the database categories;
- keep the main structure of the previous classification, but
- simplify it

It was approved in 2008 by the TUS Working Group.

**It is recommended** to use the *Activity coding list* in **Annex V**. This list should be used for coding main and secondary activities.

## 2.5. Interviewers

The guidelines on the interviewers are based on experiences from earlier Time Use Surveys carried out in various European countries.

### 2.5.1. *Recruiting of interviewers*

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

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

### 2.5.2. *Training of interviewers*

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

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

***Programme for a short interviewer training course***

(3 – 4 hours)

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

*2.5.3. Delivery of materials*

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

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

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

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

*2.5.4. Supervising the fieldwork*

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

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

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



## 2.6. Data coding

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

### 2.6.1. Proposed scheme for training coding personnel

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

#### **Training of the coders**

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

- A brief history of TUS — internationally and nationally

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

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

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

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

##### ***Questionnaires***

- Using auxiliary information from the questionnaires for coding.

##### ***Diary***

- Structure of the diary
- Coding of main and secondary activity
  - The coding list will be discussed in many sessions, category by category
- Coding of 'Location'
- Coding of 'With whom'
- Definition of an episode
- Exercises on the topics discussed
  - Enough time should be left for exercises. Avoid long training sessions. It is better to have several short ones, with time to practise in between.

### 2.6.2. *Supervising the coding*

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

For further training and for motivation, it is recommended to arrange coding meetings: at the beginning at least once a week, later at less frequent intervals. Topics for these meetings could be general information on the survey, modifications to the coding list, additional rules and examples, or problems that have arisen. For specific problems, it is best if the coders can ask the supervisor and get immediate answers.

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

It is **highly recommended** to set up a **coding index**, i.e. a list with the expressions found in the diaries and the activity codes that have been assigned to them. The coding index helps ensure a more harmonised and quicker coding process.

The coding index is also very useful for international purposes: it provides a basis for comparing how the activity code systems have been applied.

## 2.7. **Additional variables**

There is a set of four additional variables which are important for the tabulation and analysis of the results:

- Region of residence
- Degree of urbanisation
- Characteristics of the partner living in the same dwelling
- Life cycle

The working group decided to consider all of them as core.

### 2.7.1. *Region of residence*

Where possible, data collection should aim at the 2-digit level of NUTS (Nomenclature of Territorial Units for Statistics).

The level of detail may, however, be different, due to possible limitations in sample size.

The codes listed in the NUTS classification should be used for this core variable. They can be found on the Eurostat classification server Ramon<sup>4</sup>.

### 2.7.2. *Degree of urbanisation*

The degree of urbanisation describes the type of locality the individual/household is living in, i.e. whether it is an urban or a rural area (or a borderline case).

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<sup>4</sup> [http://ec.europa.eu/eurostat/ramon/index.cfm?TargetUrl=DSP\\_PUB\\_WELC](http://ec.europa.eu/eurostat/ramon/index.cfm?TargetUrl=DSP_PUB_WELC).

Tables to convert municipal codes into the three degrees of urbanisation have been made available by Eurostat to the NSIs. This brings the data collection burden down to recoding the municipal code in the survey database into the degree of urbanisation by reference to the conversion table. Codes and labels are:

- 1 Densely populated area
- 2 Intermediate populated area
- 3 Thinly populated area

### 2.7.3. *Characteristics of the partner living in the same dwelling*

The following characteristics of the partner living in the same dwelling have been considered by the TUS working group:

- Age
- Sex
- Highest level of completed education
- Status in employment
- Working full-time or part-time
- Number of weekly hours usually worked in all jobs

Countries using a sample of individuals and not of households should try to obtain those characteristics

### 2.7.4. *Life-cycle variable*

This classification variable comes quite close to what is often called ‘household type’. Compared to household type, though, it is less focused on the number of household members and more on the stage at which people in a sort of ‘average’ life are: from being a child living together with the parents, to growing older, leaving home, living alone or perhaps getting married/cohabiting, having children who in turn grow older and move out, etc.

Constructing a variable like this — along with others characterising the household or family — is fraught with a number of difficulties. National differences in family structure make such variables of varying significance in different countries. This is reflected in national statistical reports, where there is a wide range of such variables. None of the present solutions seems fully adequate in the present situation, so an adjusted version is proposed.

It is composed of the following information provided by the household grid in the household questionnaire:

- Whether or not living with own/spouse’s children: no or yes; if yes: age of children
- Whether or not living with partner
- Whether or not living with parent
- Respondent’s age

Based on that information, the life-cycle variable has been constructed as follows:

- Parent (any age) in couple and youngest son/daughter < 7 living in the household
- Parent (any age) in couple and youngest son/daughter aged 7 to 17 living in the household

- Single parent (any age) and youngest son/daughter<18 living in the household
- Person younger than 25 living with parent or guardian, and without son/daughter<18 living in the household
- Person aged 25 to 44, living with parent or guardian, and without son/daughter<18 living in the household
- Person below 45, in couple, without son/daughter<18 living in the household
- Person below 45, not in couple, without son/daughter<18, and living in another household arrangement
- Person aged 45 to 64, in couple, and without son/daughter<18 living in the household
- Person aged 45 to 64, not in couple, without son/daughter<18, living in another household arrangement
- Person aged 65 or more, in couple, and without son/daughter<18 living in the household
- Person aged 65 or more, not in couple, without son/daughter<18, and living in another household arrangement

## 2.8. Estimators

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

### 2.8.1. Weighting

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

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

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

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

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

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

If the household has served as a sampling unit, it is recommended that the same weight be used for all individuals in the household. Household-level non-response adjustment should be included in the household weight. If calibration techniques are used they should give equal weight to all household members. If calibration is not included in the weighting, and post-stratification according to individual dependent auxiliary variables is used instead, the additional weight should be included in the data and that weight should be used in the individual-based analysis. In that case, analysts have to accept the inconsistency of results. The calibration of weights increases the accuracy of estimates, giving consistent estimates according to the variables that are included in the calibration vector. The demographic variables are generally available from population statistics or censuses, and sex and 5-year age groups should be included in the calibration vector when the marginal distributions of the main classifications correspond to other statistical sources.

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

### 2.8.2. *Non response adjustment*

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

- (1) **Unit non response of households:** It is recommended that non-response adjustment at household level be performed by reference to a response homogeneity group model (Särndal et al.). Response probabilities should be modelled and predicted by the model. Another possibility would be to make the

adjustment by using empirical response probabilities, which are calculated from the data.

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

## 2.9. Required meta-information

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

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

### 2.9.1. National contacts

#### **Link to the national TUS web-page**

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

Name

Address

Telephone number

E-mail address

### 2.9.2. Main concepts and definitions

**Population:** Description of the population.

**Household:** Description of deviations from recommended concept/definition.

### 2.9.3. Sample

**Sample size:** Households and Individuals

#### **Coverage and sampling frame:**

- Geographical coverage
- Possible exclusions from the national target population
- Type of frame
- Updating of frame
- Characteristics of households and individuals available from the frame

**Sample design and selection:**

- Type of design
- Number of sampling stages
  - Type of unit first stage
  - Type of unit second stage
- Stratification variables
- Method of selection (systematic sampling, random sampling)
- Selection of diary days
- Distribution of diary days

*2.9.4. National adaptations of survey forms***Household questionnaire****Individual questionnaire**

**Time diaries including introductory text and examples.** The meta-information should contain a description of any deviations from the standardised survey forms in the Guidelines.

**Weekly schedule of working time***2.9.5. Data collection***Fieldwork period****Interviewers.**

- Description of interviewer recruitment process
  - Interviewers employed directly by the national data collection unit
  - Separate interviewers for the TUS)
- Number of interviewers
- Training of interviewers
- Mean number of households per interviewer
- Mean number of households per interviewer in relation to period worked
- Payment of interviewers

**Contacts with the households**

- Advance letter
- Mean number of call-backs per interviewed household

**Data collection work**

- Type of interviews used (rules and results)
- Face-to-face personal interviews
  - Face-to-face CAPI interviews
  - Face-to-face PAPI interviews
- Interviews by telephone
- Proxy interviews
- Self-completed questionnaires
- Compulsory or voluntary survey
- Mean duration of
  - Household interviews
  - Individual interviews, and guidance for respondents in diary keeping

- Postponement of diary days (rules and results)
- Diaries mailed back to or collected by the interviewer
- Compensation (incentives) to the household

### **Response rates**

- Household interview response rate: Number of completed household interviews/number of households in the sample
- Individual interviews response rate: *Number of completed individual interviews/number of individuals in the sample*
- Time diary response rates:
  - *Number of individuals with at least one completed diary/number of individuals in the sample*
  - *Number of completed diaries/number of individuals in the sample x number of diary days per individual.*
- Full completion rate: *Number of households where all members have completed diaries for the assigned diary days/number of households in the sample.*

### *2.9.6. Data quality*

#### **National activity coding list and equivalence with the HETUS coding list**

##### **Coding staff**

- Description of coding staff recruitment process
  - *Coders employed directly by the national data collection unit*
  - Separate coders for the TUS
- Number of coders
- Training of coders

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

- Coding time per diary
- Checks on coding quality
- Data checking programs
- Studies of data distribution and outliers
  - Percentage of ‘right’ days and postponed days
  - Distribution of diaries by days of the week
  - Reasons for non-response
  - Structure of non-response (for a number of specified background variables)
- Mean number of episodes (main activities only) per diary
- Proportion of total time with a secondary activity registered
- Time not accounted for per diary

### *2.9.7. Estimators*

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



### 3. THE TIME USE SURVEY DATABASE

At the turn of the millennium some 20 European countries were conducting time use surveys. Around this time the first set of European guidelines were agreed. All of this gave a huge boost to the harmonisation process, allowing for the first time the publication of Time Use Survey (TUS) data with a good level of comparability and the creation of a harmonised database: the TUS database.

The TUS database is made up of harmonised micro-data from fifteen European countries: Germany, Spain, France, Italy, Norway, Finland, Sweden, United Kingdom, Belgium, Bulgaria, Estonia, Latvia, Lithuania, Poland and Slovenia.

It has been developed by Statistics Finland and Statistics Sweden with financial support of the European Commission.

Micro-data are not directly accessible, but estimations can be produced by a table generating tool.

The table generating tool and a great deal of related information (pre-defined tables, methodology, metadata, etc) are available at <https://www.testh2.scb.se/tus/tus/>

The HETUS table generating tool comprises the HETUS database and an Internet-based tool for computing user-defined time use tables.

The system is on **two levels**.

The **first one** is open to all and offers a description of the methodology in each participating country, and links to the NSI's sites and to several TUS publications.

It also offers a selection of predefined time use tables. For more detailed data analysis it is necessary to go to the **second level** through the "Make tables" section, which offers the possibility of compiling user-tailored tables.

To enter this second level a log-id and a password can be requested from Statistics Sweden. It offers the following choices:

#### 3.1. Analysis variables

A time use episode in the HETUS database is defined by four **substantive domains** and a **temporal identifier**. The substantive domains are *Main activity* (49 categories<sup>5</sup>), *Secondary activity* (10 categories), *Location/means of transport* (11 categories) and *With whom* (8 categories). The temporal identifier holds information on the time when episodes start and end. The tool calculates the following statistics for the substantive domains:

*Means* (hours and minutes, or minutes) for time spent per category, i.e. for various main activities, secondary activities, mean time spent at different locations and in presence of others (categories of "with whom").

*Participation rates*<sup>6</sup> (or equivalent measures) for the same categories.

*Means* (the same as above) for anyone with more than zero contribution to the numerator (Mean time for "doers").

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<sup>5</sup> For more details on the 49 main activity codes available, see section 10.3 in Annex V.

<sup>6</sup> Sometimes also denoted "Percentage of doers".

The tool does not calculate variances.

In addition:

- The recording domains can also be combined into episodes to suit the user's choice. For example, the mean time for an episode combining a particular main activity *and* a particular secondary activity, at a particular location, can be calculated.
- Statistics may be produced for weekdays, weekend days and different days of the week.

The tool also calculates *Proportions* of “doers” at different hours of the day.

Another option is to work out the proportions of “doers” for all categories of all the recording domains.

### 3.2. Classificatory variables/study domains

The study domains consist of aggregates of individuals classified by either individual characteristics or characteristics of the individuals' households. The tool calculates the statistics mentioned above for a multitude of such study domains. There are about 80 classificatory variables. They may be classified and reclassified by reference to *Formats*. The user himself cannot manipulate the formats, but they are obtainable swiftly upon request to Statistics Sweden.

The tables produced by the tool may contain up to four classificatory variables simultaneously.

Statistics for subpopulations may be calculated by means of *where statements*.

There is an option for calculating frequency tables for the classificatory variables. The output is either the weighed relative distributions or the absolute or relative distributions for sample sizes. The output table may contain up to 5 simultaneous classificatory variables.

### 3.3. Output tables

The tool produces output tables in different formats, e.g. HTML, Word. The table layout is easily manipulated by altering the order of the classificatory variables in the tables menu.

No results will be displayed in the tables if the number of observations in a study domain is less than 25. This is to ensure that there will be no very low precision estimates. If a cell in a table contains fewer than four observations, that cell and adjacent cells will, for reasons of confidentiality, not be displayed.

There is an option for presenting output tables as graphs. They cannot be manipulated and are intended just to give a visual overview of possible patterns in intricate tables.

# **Annex I**

## **General directions for the Survey Forms**



## 1. INTRODUCTION

These directions have two purposes:

1. To ensure that comparability is maintained, by the uniform interpretation of the questions, the process of adapting and translating the survey forms.
2. To help in working out the interviewer guidelines. This has to be done at the national level, taking into account country-specific situations and procedures.

### 1.1. Harmonisation

The household questionnaire (Annex II) and the individual questionnaire (Annex III) contain many variables which are either collected in other surveys, e.g. the LFS, or have been proposed by the Task Force on Core Social Variables<sup>1</sup>. It is recommended to use existing definitions and to adapt questions in the harmonised European Time Use Survey (HETUS) to existing ones. Some time-use questions are marked *core* and are intended to be used for international comparisons. Other time-use questions are voluntary, which means that it is up to each country to decide if they should be included in the survey or not<sup>2</sup>.

It is recommended to use the diaries and the weekly schedule of working time from the guidelines (Annexes IV and VI). The forms should not be altered except to adapt them to country-specific routines or demands. This might mean changing the wording of instructions or adding a column for additional information.

### 1.2. The household as unit

The aim of HETUS is to collect data on time use for each household member aged 10 years and older. People living at the same address, sharing meals and sharing household budget are considered as members of the same household. As time use within a household is clearly interrelated, it is recommended that each person in the household aged 10 years and older be requested to fill in the individual questionnaire and the diary.

- The household questionnaire should be used in a face-to-face interview with a person familiar with the circumstances of the household.
- The individual questionnaire is intended to be used in a face-to-face interview, but for members of the household not present on the day of the interview it could be completed either in a telephone interview, or (the less appropriate solution) in a proxy interview.
- The diary is a “leave behind” questionnaire for which the interviewer should give brief instructions (see item 5). Assuming that not all members are present at the interview, written instructions must be given in the diary. They should not be too long and should be easy to read and understand.

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<sup>1</sup> [http://epp.eurostat.ec.europa.eu/portal/page?\\_pageid=1073\\_46587259&\\_dad=portal&\\_schema=PORTAL&p\\_product\\_code=KS-RA-07-006](http://epp.eurostat.ec.europa.eu/portal/page?_pageid=1073_46587259&_dad=portal&_schema=PORTAL&p_product_code=KS-RA-07-006)

<sup>2</sup> Questions which refer to fieldwork characteristics, like *Who answered this questionnaire*, are marked as fieldwork.

- The weekly schedule of working time should be filled in by all jobholders in the household.

### **1.3. Adaptation of the individual and household questionnaires**

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

Each question is marked either as *core*, *voluntary* or *fieldwork*. Slight adjustments to country-specific conventions might be useful (wording, terminology, etc.)

In order to spell out exactly which characteristics are involved, technical terms are sometimes used. These are not suitable for the questionnaire in the field.

The order of the questions may be changed if necessary.

Additional questions may be introduced.

#### *1.3.1. Adapting the household questionnaire*

The household questionnaire should be used in a face-to-face interview. Definitions and instructions are given either in the headline, as a sentence of introduction, or set out under “INTERVIEWER”. Additional interviewer information can be found under “Hint”. The structure of the questionnaire is simple; headlines indicate which topic is being dealt with.

#### *1.3.2. Adapting the individual questionnaire*

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

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

### **1.4. Adaptation of the diaries and of the weekly schedule of working time**

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

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

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

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

The examples should be geared to country-specific activities in order to be close to reality. The examples should set out all the necessary information, i.e. how to note first and secondary activities, how to use quotation marks or arrows, and how to fill in the "where were you" and the "with whom" columns.

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

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

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

The weekly schedule of working time consists of only one page, which should be filled in by all jobholders in the household aged 15 years or more. It can be added at the back of the first day diary.

## 2. THE HOUSEHOLD QUESTIONNAIRE

### 2.1. Cover page

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

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

### 2.2. Who should answer the household questionnaire?

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

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

### 2.3. Definition of the household

**Sharing in household expenses** spent on providing the household with food and other essential items for living is the basis for determining who is regarded as a household member. Members of the group may pool their incomes to a greater or lesser extent. Shares in household expenses include benefiting from expenses (e.g. children, persons with no income) as well as contributing to expenses. If expenses are not shared, then the person constitutes a separate household at the same address. Persons forming new households or joining existing households will normally be considered as members at their new location if the intention is to stay for more than one year. Similarly, anyone leaving to live elsewhere will cease to be considered as a member of their original household.

Accordingly, a **private household** is either:

- a) a one-person household, i.e. a person who lives alone in a separate housing unit or who occupies, as a lodger, a separate room (or rooms) of a housing unit but does not join with any of the other occupants of the housing unit to form part of a multi-person household as defined below; or
- b) a multi-person household, i.e. a group of two or more persons who combine to occupy the whole or part of a housing unit and to provide themselves with food and possibly other essentials for living. Members of the group may pool their incomes to a greater or lesser extent.

This concept of a private household is known as the **housekeeping concept**. This does not assume that the number of private households is equal to the number of housing units.



It is also useful to distinguish between “boarders” and “lodgers”. Boarders take meals with the household and generally are allowed to use the household facilities. They are thus members of the household as defined in the previous paragraph. Lodgers have hired part of the housing unit for their exclusive use. They will belong to a different household.

Some countries may be unable to collect data on common housekeeping of household members, for example when their census is register-based. Many of them use a different concept, namely, the **household-dwelling concept**, which considers all persons living in a housing unit to be members of the same household, such that there is one household per occupied housing unit. In the household dwelling concept, then, the number of occupied housing units and the number of households occupying them is equal, as are their locations.

## 2.4. Questions H 1 — H 20

### 2.4.1. H 1 Starting time

#### **Fieldwork.**

### 2.4.2. H 2 Household grid

#### **Core (except column on presence/temporary absence of each household member).**

For each member of the household, including the respondent, a row in the matrix must be completed. The first name (or any abbreviation) might help in monitoring and collecting the data. Date of birth (day, month and 4 digits of the year), sex, relationship to other members of the household and self-declared labour status are mandatory items.

The child means here a blood, step- or adopted son or daughter (regardless of age or marital status) who has usual residence in the household with at least one of the parents. Foster children are not included. They are defined as "not related".

Members of the household present should be marked with “1” in the “*Present/Absent*” column, while absent members will be marked with “2”. A person is regarded as (temporarily) absent from his/her household if he or she is staying, or intends to stay outside his/her household for a period of less than one year. In this case the individual has to be considered as a member of the household. For more details see section 2.1.1 *Population* of the Guidelines.

The self-declared labour status column should be completed only for household members (15 years and older) who do not fill in the individual questionnaire (see question I25 of the individual questionnaire).

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

### **Concept of availability**

Members of the household who are temporarily absent (e.g. working elsewhere during the week, on holiday, studying) should be requested to fill in the diaries if the household can get in contact with them during the next three weeks (concept of availability).

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

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

### **H3. Core. H4. Voluntary.**

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

The childcare should include such facilities as kindergarten, day care centre and crèche, and childminders or private persons outside the household providing childcare, e.g. a grandparent.

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

#### *2.4.4. H 5 Place of residence*

### **Voluntary.**

**Single-family house** means that no internal space or maintenance and other services are normally shared with other dwellings. Sharing a garden or other outside areas is not precluded. All kinds of single-family houses (detached, semi-detached or terraced) are included here.

**Apartments or flats in a building** normally share some internal space or maintenance and other services with other units in the building.

**Other accommodation** might be a boat, a garden cottage, etc.

#### 2.4.5. H 6 Number of rooms

##### **Voluntary.**

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

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

#### 2.4.6. H 7 Ownership of the dwelling

##### **Voluntary.**

**Owner.** The owner of the accommodation should be a member of the household. If the accommodation is provided by a relative (e.g. by a parent to a daughter), who is not a member of the household, then one of the other categories should be ticked – *tenant* if rent is paid, and *gets accommodation for free* if no rent is paid.

**Tenant/sub-tenant paying rent.** This also covers cases where the rent is wholly recovered from housing benefits or other sources, including public charitable or private sources. Also, no distinction is made between accommodation directly rented from a ‘landlord’ and accommodation let by a tenant to a sub-tenant.

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

#### 2.4.7. H 8 Items the household has in use

##### **Voluntary, except k, l and m: core.**

“**Item in use**” means that it is available to the household members. It is not essential for each member of the household to use it, or to be able to use it. Nor must the household be the owner. Numbers of television sets, mobile phones, computers of any kind and cars are also requested.

All kinds of DVD's should be considered when answering H8c.

A vehicle purely for business or commercial use is not included, while business cars for private use should be taken into account.

A **second home** may be owned or rented on a long-term basis (including time-shares). If owned, it excludes any property that is exclusively rented out as a commercial operation.

It can include property that the household rents out, provided that one or more of the household members stay there at least some time for holidays or for other reasons.

#### *2.4.8. H9 Building a house*

##### **Voluntary.**

Questions **H 9** and **H 10** concerning construction and extensive repairs are needed in order to code the distinction between major repairs, which are included in the national accounts, and minor repairs, which are not. This distinction is needed for the satellite account of household production.

**Building a house** covers all kinds of construction work for private use. Building something like a cowshed is entrepreneurial and is not included here.

#### *2.4.9. H 10 Making extensive repairs*

##### **Voluntary.**

Also see **H 9** above.

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

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

#### *2.4.10. H 11 Growing plants*

##### **Voluntary.**

Production of agricultural goods is included in the system of national accounts (SNA). Question **H 11** includes the production of agricultural goods both for the market and for own consumption. The distinction will be made through question **H 14**. This is needed for the satellite account of household production.

Question **H 11** is used in the diary coding to distinguish between growing vegetables, crops, fruit trees and other edible plants and tending ornamental plants.

#### 2.4.11. *H 12 Keeping/breeding domestic animals*

##### **Voluntary.**

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

Question **H 12** includes tending domestic animals both for the market and for own consumption. The distinction will be made through question **H 14**. This is needed for the satellite account of household production.

Question **H 12** is used in the diary coding to distinguish between tending domestic animals (SNA) and tending pets. Domestic animals include cows, pigs, hens, etc.

#### 2.4.12. *H 13 Keeping/breeding pets*

##### **Voluntary.**

Keeping pets is not included in the SNA, and the separation from tending domestic animals is important for diary coding.

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

#### 2.4.13. *H 14 Selling agricultural products on the market*

##### **Voluntary.**

Question **H 14** in combination with **H 11** and **H12** makes it possible to distinguish between growing plants, etc. and tending animals as farming/work (products sold on the market) and as gardening and pet care (no products sold on the market).

#### 2.4.14. *H 15 Sources of income*

##### **Voluntary to add detail to questions H16 and H17.**

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

#### 2.4.15. *H 16 Net income*

##### **Core.**

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

#### 2.4.16. *H 17 Net income (deciles)*

##### **Core.**

Collecting data on income can be difficult. If the respondent cannot/will not give an exact amount in reply to question **H16** proceed to question **H17** and ask for the net range of the household's total income.

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

#### 2.4.17. H 18 Receiving help

##### **Voluntary.**

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

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

This information might be expected to give a clearer picture of the increasing political and social demands on childcare and care for elderly.

##### **Concept:**

*Reference period:* previous 4 weeks

*Activities:* childcare and care for the sick and elderly *Distinction between:* paid/unpaid

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

*Included:* help bought in privately, e.g. neighbours, colleagues, child minder, cleaning help

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

#### 2.4.18. H 19 Respondent

##### **Fieldwork.**

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

#### 2.4.19. H 20 Ending time

##### **Fieldwork.**

### 3. THE INDIVIDUAL QUESTIONNAIRE

#### 3.1. Cover page

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

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

#### 3.2. Questions I 1 — I 42

##### 3.2.1. I 1 *Starting time*

#### **Fieldwork.**

##### 3.2.2. I 2-I 3 *Gainfully employed*

#### **Core.**

These questions do not apply to respondents aged less than 15. A filter on top of question I 2 moves people under 15 years on to question I 26.

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

The reference period in questions I 2 and I 3 is the week in which the weekday diary is filled in, beginning on Monday and ending on Sunday<sup>3</sup>.

The following persons are regarded as gainfully employed:

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

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<sup>3</sup> The advantage of this reference period is the matching between the reference periods of the individual questionnaire, the diary and the weekly schedule. It has, however, the drawback of unforeseen changes in the labour status of the interviewee (e.g. a job is found, the person is made redundant ...). Taking this into account countries may prefer using the week previous to the interview as the reference period for the individual questionnaire.



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

**Question I 2: “Work” means any work for pay or profit during the reference week, even for as little as one hour.** Pay includes cash payments or “payment in kind” (payment in goods or services rather than money), whether payment is received in the week the work is done or not.

- Also counted as working is anyone who receives wages for on-the-job training (paid apprenticeship or paid traineeship) which involves the production of goods or services.
- Self-employed persons with a business, farm or professional practice are also considered to be working if one of the following applies:
  - (i) A person works in his own business, professional practice or farm for the purpose of earning a profit, even if the enterprise is failing to make a profit.
  - (ii) A person spends time on the operation of a business, professional practice or farm even if no sales are made, no professional services are rendered, or nothing is actually produced (for example, a farmer who engages in farm maintenance activities; an architect who spends time waiting for clients in his/her office; a fisherman who repairs his boat or nets for future operations; a person who attends a convention or seminar).
  - (iii) A person considered as self-employed in the process of setting up a business, farm or professional practice; any initiative needed to run the business, e.g. the buying or installing of equipment, renting the office or ordering of supplies in preparation for opening a new business.
- Unpaid family workers: persons working in a family business or on a family farm without pay should be living in the same household as the owner of the business or farm or – in a slightly broader interpretation – in a house located on the same plot of land and with common household interests. Such people frequently receive remuneration in the form of fringe benefits and payments in kind. However, this applies only when the businesses are owned or operated by the individuals themselves or by a relative. Thus, unpaid voluntary work done for charity should not be included.

The category includes:

- a son or daughter living inside the household and working in the parents’ business or on the parents’ farm without pay;
- a wife who assists her husband in his business, e.g. a haulage contractor, without receiving any formal pay.
- Persons who work on their own farm should be considered as employed (code 1 if he works during the reference week, otherwise code 2 in this question and 1 in question I3) only where at least part of their production is sold, whatever the total amount of the products. What is considered here is the usual destination of the production, and not whether a sale took place in the reference week. A person who works in agricultural production during the reference week, but does not sell anything because harvesting will take place in few weeks or months, should be considered as having worked for pay or profit in the reference week (code 1). Persons who work on their own small holding and who do not sell their products, and produce only for their own

consumption, should not be considered as employed (code 2 in this question and in question I3).

- Persons who are obliged to do some work to keep receiving unemployment benefits. In some countries, unemployed people (under special circumstances) have to perform some work to keep receiving the unemployment allowances. If they do some work during the reference week, they should be coded 1 in question I2.
- Persons who are building a house. If a person is building a house in order to earn a future financial profit (renting or selling it), he should be considered as employed (code 1 if he works during the reference week, otherwise code 2 in this question and 1 in question I3). Building a house for family use only is not enough to be considered as employed.
- Conscripts doing some work for pay or profit during the reference week should always be coded 2 in questions I2 and I3.
- Persons in paid employment who are on training during the whole reference week should be coded 1 if one of the three following statements is true:
  - the participation of the employee is required by the employer
  - the training takes place inside normal working hours
  - the training is directly connected to the current job.

**Question I 3: Not working, but has a job or business from which she/he was absent during the reference week.**

*In general, the notion of temporary absence from work refers to situations in which a period of work is interrupted by a period of absence. This implies that persons are generally to be considered as having been temporarily absent from work and therefore employed if they had already worked at their current activity and were expected to return to their work after the period of absence. Persons without work who had made arrangements to take up paid employment or to engage in some self-employed activity at a date subsequent to the reference period, but who had not yet started work, are not to be considered as temporarily absent from work.*

- For employees

A job exists if there is a definite and pre-scheduled arrangement between an employer and employee for regular work (that is, every week or every month), whether the work is full-time or part-time. The number of hours of work done each week or each month may vary considerably, but as long as some work is done on a regular and scheduled basis, a job is considered to exist.

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

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

- Seasonal workers

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

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

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

In other cases, they have to be considered as not employed (code 2).

- Maternity and paternity leave

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

People on maternity or paternity leave should always be coded 1.

- Unpaid family workers

The unpaid family worker can be said to have a job but not be at work if there is a definite commitment by the employer (a related household member) to accept his/her return to work and the total absence does not exceed a period of 3 months. On this point Eurostat diverges from the ILO recommendation. If the period of absence exceeds 3 months they should be coded 2.

- Self-employed persons

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

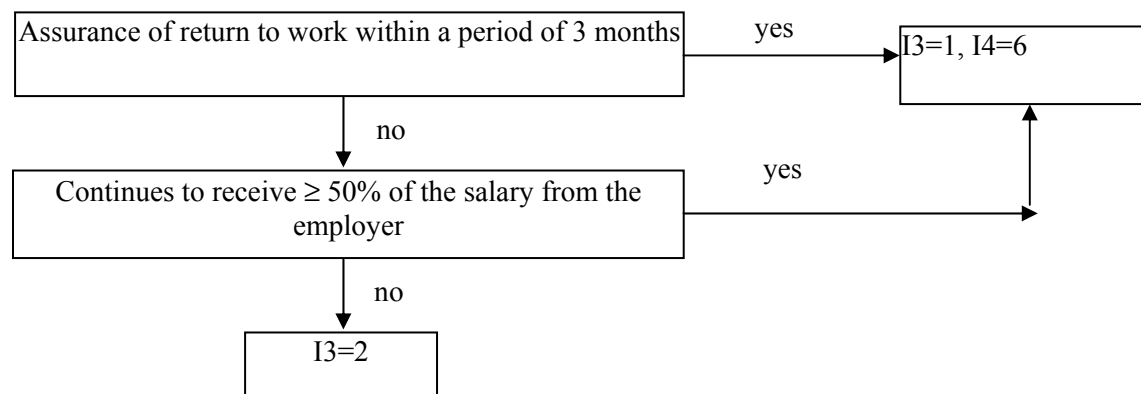
- (i) Machinery or equipment of significant value, in which the person has invested money, is used by him or his employees in conducting his business.
- (ii) An office, store, farm or other place of business is maintained.
- (iii) There has been some advertisement of the business or profession by listing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

If none of these conditions is met, then the person is regarded as not being in employment and should therefore be coded 2.

- People on lay-off

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

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



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

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

Otherwise they are considered as inactive.

Persons **without employment during the reference week but who have found a job to start in the future** should always be coded 2 in question I3 (do not have a paid job).

### 3.2.3. I4 Reason for being absent from work

#### Core.

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

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

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

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

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

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

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

### 3.2.4. 15 Main activity of the local unit. Main job

#### Core.

**Multiple job holders** decide for themselves which is to be considered as the main job. In doubtful cases the main job should be the one with the greatest number of hours usually worked.

#### *Implementation rules:*

- Persons who changed job during the reference week should regard the job held at the end of the week as their main job.
- Persons who are simultaneously working in their own professional practice and for a public or private employer (e.g. doctors with their own practice and working in a hospital) should be considered as having two jobs.
- A self-employed person exercising a wide range of occupational skills in the same business should always be considered having one job only, as self-employed.
- A self-employed person with two different businesses (i.e. two separate local units) has to be considered as having two jobs.
- As an exception to the general rule, when a person is on parental leave in one job, but performed some work in the reference week for another job, then the former one should in general be considered as the main job and the latter the second.

Required coding of the economic activity of the ‘local unit’ is NACE to 2 digits. The NACE codes are derived from the *Statistical Classification of Economic Activities (NACE Rev. 2)*<sup>4</sup>:

Where information for the ‘local unit’ is not available, the ‘enterprise’ can serve as a proxy. This approximation can be relevant for countries where the information can be derived from registers (i.e. by linking the respondent to an enterprise by using a social security register).

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

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

If a person works in more than one place (e.g. transport, construction, maintenance, surveillance, peripatetic work) or at home, or at the customer's premises (e.g. for surveillance, security, cleaning), the local unit is taken to be the place from which instructions emanate or from where the work is organised.

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<sup>4</sup> <http://circa.europa.eu/irc/dsis/nacecpacon/info/data/en/index.htm>.

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

### 3.2.5. 16 Occupation. Main job.

#### **Core.**

**Occupation** in main job should be coded according to 3 digits of the ISCO<sup>5</sup> classification (ISCO-88(COM) or ISCO-08).

At the time of drafting these guidelines the ISCO-08 was still under development, so the TUS WG approved the following rule: *“If there is not a national common reference year for all statistical domains, it is advisable to apply the ISCO-08 in the TUS no earlier than in the LFS or the EU-SILC”*.

### 3.2.6. 17 Usual weekly working hours. Main job

**Voluntary to estimate the number of hours usually worked in all jobs, which is a core variable.**

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

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

- production activities: activities when directly engaged in the production of goods or services as defined in the European System of Accounts;
- ancillary activities: activities not directly intended for the production of goods or services but which are necessary to make such production possible (such as travel between places of work, personnel management);
- short pauses: interruptions in the production or ancillary activities that are the necessary consequence of the organisation of the work activities or the use of labour, such as short rest periods (incl. coffee breaks);
- education and training essential to either production or ancillary activities.

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<sup>5</sup> <http://www.ilo.org/public/english/bureau/stat/isco/index.htm>.

**Implementation rules:****On-call time**

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

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

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

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

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

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

**Training time**

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

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

**Treatment of travelling time for business trips**

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

**Working at home**

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

**Teachers**

Teachers' employment contracts usually refer to weekly hours spent in the classroom. However, all actual hours worked directly related to teaching have to be considered in the estimation of the usual hours. This particularly includes teaching in or out of the classroom, preparation and planning of lessons, marking, attending meetings and conferences related to teaching. Supervision of school trips where attendance is required should be included (sleeping hours during school trips should be excluded).

**Farmers**

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

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

**Usual hours should exclude:**

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

**Implementation rules:**

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

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

- the contractual hours of work in the reference week, for those who have an employment contract, plus regular overtime if the worker is expected to work overtime;
- an average of the actual hours worked in the last four weeks, plus the hours of absence of work in the last four weeks.

For example, when a person works 40 hours every second week and 0 hours the next week, the usual hours should be calculated as 20 hours.

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

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

**Good practice**

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

**3.2.7. 18 Professional status in main job****Core.**

With this question a distinction between self-employment and employee status should be made. The difference is determined by:

- the nature of the economic risk undertaken by the person concerned,



- the mode of remuneration,
- the type of authority enjoyed, and the authority to which he or she is subject .

The table below summarises the distinction between Employee and Self-Employed Status

	Employee	Self-employed
Economic Risk	No (or very little) capital investment	Has capital investment (not a necessary condition, e.g. professional practice)
Mode of remuneration	Wage or salary based on hours worked or amount produced	Profit, amount depending on sales of produce or service
Type of authority 1 (autonomy)	Existence of implicit or explicit contract/agreement of employment	No such contract or agreement
Type of authority 2 (control)	No (or very little) say in decisions on markets, scale of operation and finance	Final decision on markets, scale of operation and finance

More in detail:

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

A person who looks after one or more children who are not his/her own on a private basis and who receives payment for this service should be considered as self-employed, excepted where he/she works for a single employer and derives employment rights from that employer, in which case he/she should be considered as an employee (code 2).

A freelancer should in general be classified as self-employed. However in situations where the freelancer works for a single employer and derives employment rights from that employer (e.g. holiday pay) he/she should be classified as an employee (code 2).

A person who gives private lessons should be considered as self-employed if he/she is directly paid by his/her students.

Members of producers' co-operatives should be considered as self-employed. In the event of the co-operative hiring workers and these workers having an employment contract that gives them a basic remuneration (which is not directly dependent upon the revenue of the co-operative), these workers are identified as employees of the co-operative. Even if the co-operative has employees (e.g. an accountant) the members of the co-operative should be considered as "self-employed without employees" because the co-operative as an institution (and not any of its members individually) is the employer.

**Family workers** are persons who help another member of the family to run an agricultural holding or other business, **without receiving formal pay and living in the same household**. They should be coded as **self-employed (code 1)**.

Persons working in a family business or on a family farm **without pay** should be living in the same household as the owner of the business or farm, or in slightly broader terms, in

a house located on the same plot of land and with common household interests. Such people frequently receive remuneration in the form of fringe benefits and payments in kind. However, this applies only when the business is owned or operated by the individuals themselves or by a relative. Thus, unpaid voluntary work done for charity should not be included.

The category includes:

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

It does not include:

- a son or daughter living inside the household and working in the parents' business or on the parents' farm receiving formal pay (code 2, employee);
- a wife who assists her husband in his business, e.g. a haulage contractor, receiving formal pay (code 2, employee);
- a relative living elsewhere but coming to help with the business, e.g. during the harvesting season, without pay in money or kind. If the relative receives any remuneration (including benefits in kind) the professional status should be coded as employee (code 2).

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

An employee is usually working for an outside employer, but a son or daughter, for example, who is working in a parent's firm and receives a regular monetary wage is classified here as an employee.

A person looking after children in his/her own home is classified as an employee if he/she is paid to do this by the local authority (or any other public administration) and if he/she takes no decision affecting the enterprise (e.g. schedules or number of children), but should be classified as self-employed if he/she does it privately (code 1).

Apprentices or trainees receiving remuneration should be considered as employees.

Priests (any religion) are considered to be employees.

Outworkers should be considered as employees if (a) there exists an explicit or implicit contract or agreement of employment and (b) the remuneration depends basically on the time worked or the amount produced. However, an outworker should be considered self-employed if (a) there is no such contract or agreement and the decision as to the markets, scale of operation and finance is in the hands of the outworker or (b) the person's remuneration is a function of receipts or profits from the sale of his/her products or services.

### 3.2.8. I 9 *Permanency of the job*

#### **Core.**

Employees with a limited-duration job/contract are employees whose main job will terminate either after a period fixed in advance, or after a period not known in advance but nevertheless defined by objective criteria, such as the completion of an assignment or the period of absence of an employee who is being temporarily replaced. It includes:

- persons with a seasonal job
- persons engaged by a temporary employment agency or business and hired out to a third party for a “work mission” (unless there is an open-ended work contract with the employment agency or business)
- persons with specific training contracts.

What is involved is the actual employment being time-limited under an agreement — not that the person has, for example, considered stopping work in order to travel or attend college.

Respondents who have a contract which is expected to be renewed, for example, once a year should be coded according to whether they themselves consider their job to be of unlimited duration.

A person with a contract for a probationary period should be coded 2 (the probationary period is part of a selection process during which an employee new to a job is required to demonstrate fitness for the job).

In the event of secondment from a permanent job, the person should be considered as having an open-ended contract if there is an assurance of being able to return to the previous job.

### 3.2.9. I 10 *Working full time or part time*

#### **Core**

The distinction between full-time and part-time work should be made spontaneously by the respondent. It is impossible to make a more exact distinction between part-time and full-time work, due to variations in working hours between Member States and between branches of industry. By checking the answer against the number of hours usually worked, it should be possible to detect and even correct implausible answers, since part-time work will hardly ever exceed 35 hours, while full-time work will usually start at about 30 hours.

### 3.2.10. I 11 *Fixed starting and finishing hours*

#### **Voluntary.**

This is all about more flexible working arrangements. Flexibility might involve starting one day at 8 a.m. and the next half an hour later depending on personal circumstances; meaning not having to be in a hurry if stuck in a traffic jam or spending time with one's child at the day care centre.

### 3.2.11. I 12-I 13 *Paid contracted holiday*

#### **Voluntary.**

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

### 3.2.12. I 14 *Monthly net wage or salary (employee income)*

#### **Voluntary to estimate the income from all jobs, which is a core variable.**

Employee income is defined as the total remuneration, in cash or in kind, payable by an employer to an employee in return for work done by the latter during the reference period. Income in kind refers to the non-monetary income components which may be provided free or at reduced price to an employee as part of the employment package by an employer<sup>6</sup>.

The value of goods and services provided free shall be calculated according to the market value of these goods and services. The value of the goods and services provided at reduced price shall be calculated as the difference between the market value and the amount paid by the employee

It **includes** the followings items:

- Wages and salaries paid in cash for time worked or work done
- Remuneration for time not worked (e.g. holiday payments)
- Enhanced rates of pay for overtime
- Fees paid to directors of incorporated enterprises
- Piece rate payments

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<sup>6</sup> If any goods or services are both provided for private and work use, then private use as a proportion of total use has to be estimated and applied to the total value

- Payments for fostering children<sup>7</sup>
- Commissions, tips and gratuities
- Supplementary payments (e.g. thirteenth month payment)
- Profit sharing and bonuses paid in cash
- Additional payments based on productivity
- Allowances paid for working in remote locations (regarded as part of the conditions of the job)
- Allowances for transport to or from work
- Company car and associated costs (e.g. free fuel, car insurance, taxes and duties as applicable) provided for either private use or both private and work use<sup>8</sup>
- Free or subsidised meals, luncheon vouchers
- Reimbursement or payment of housing-related expenses (e.g. gas, electricity, water, telephone or mobile telephone bills)
- Other goods and services provided free or at reduced price by the employer to their employees, when they are a significant component of the income at national level or they constitute a significant component of the income of particular groups of households
- Additional payments made by employers to their employees or former employees and other eligible persons to supplement the sick, disability, maternity leave or survivor's pay entitlement from social insurance schemes, where such payments can not be separately and clearly identified as social benefits
- Payments made by employers to an employee in lieu of wages and salaries through a social insurance scheme when unable to work through sickness, disability or maternity leave where such payment can not be separately and clearly identified as social benefits

**It excludes:**

- Taxes at source
- Social insurance contributions (from the employer and from the employee)

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<sup>7</sup> Payments for fostering children: It refers to the amount of money that the government or NPISHs give to families for taking care of children. These children live in a family instead of living in an institution. The family is not the real family. The children do not have the legal status of 'children of the family'

<sup>8</sup> If the company car is both provided for private and work use, then private use as a proportion of total use has to be estimated and applied to the total value

- Reimbursements made by an employer for work-related expenses (e.g. business travel)
- Accommodation services at a place of work which cannot be used by the households to which the employees belong
- Accommodation provided free or at reduced rent to an employee as the secondary residence of the household
- Allowances paid to employees for the purchase of tools, equipment, clothes etc. needed exclusively or primarily for their work
- Special meals or drinks necessitated by exceptional working conditions
- Any goods or services provided to employees at the place of work or required because of the nature of their work (e.g. a medical examination required for work)
- Severance and termination pay to compensate employees for employment ending before the employee has reached the normal retirement age for that job and redundancy payments (they are considered ‘unemployment benefits’)
- Allowances for purely work-related expenses such as those for travel and subsistence or for protective clothes
- Lump sum payments at the normal retirement date (they are considered ‘old age benefits’)
- Union strike pay

*3.2.13. I 15 Monthly net wage or salary (employee income)  
(deciles)*

**Voluntary to estimate the income from all jobs, which is a core variable.**

If the respondent cannot/will not give an exact amount in reply to question **I14** proceed to question **I15** and ask for the net range of the monthly net income.

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

*3.2.14. I 16 Monthly net income for self-employed persons*

**Voluntary to estimate the income from all jobs, which is a core variable).**

Self-employment income is defined as the income received, during the reference period, by individuals, for themselves or in respect of their family members, as a result of their current involvement in self-employment jobs. Self-employment jobs are those jobs where the remuneration is directly dependent upon the profits (or the potential for profits) derived from the goods and services produced (where own consumption is considered to

be part of profits). The self-employed make the operational decisions affecting the enterprise, or delegate such decisions while retaining responsibility for the welfare of the enterprise (in this context "enterprise" includes one-person operations). The remuneration of hobbies shall be regarded as self-employment.

The self-employment income **includes**:

- Net operating profit or loss accruing to working owners of, or partners in, an unincorporated enterprise, less interest on business loans;
- Royalties earned on writing, inventions, and so on not included in the profit/loss of unincorporated enterprises;
- Rentals from business buildings, vehicles, equipment, etc not included in the profit/loss of unincorporated enterprises, after deduction of related costs such as interest on associated loans, repairs and maintenance and insurance charges.

**It excludes:**

- Directors fees earned by owners of incorporated enterprises (which are included under 'Gross employee cash or near cash income');
- Dividends paid by incorporated enterprises (which are included under 'Interest, dividends, profits from capital investment in an unincorporated business');
- Profits from capital invested in an unincorporated enterprise in which the person does not work ('sleeping partners') (it is included under 'Interest, dividends, profits from capital investment in an unincorporated business');
- Rent from land and receipts from boarders or lodgers.
- Rentals from dwellings not included in the profit/loss of unincorporated enterprises.
- Tax at source
- Social insurance contributions

**Income from self-employment shall be calculated as:**

- Market output (gross revenue to turnover, including the value of goods produced by the enterprise but consumed by the self-employed person or his/her household)
- Plus market value of goods and services bought for the unincorporated enterprise but consumed by the entrepreneur and his/her household members
- Plus property income received in connection with financial and other assets belonging to the enterprise
- Minus intermediate consumption (raw material costs, costs of sales, distribution costs, maintenance costs, administrative expenses etc.)

- Minus compensation of employees (wages, salaries and social security contributions for employees)
- Minus taxes on production and import taxes
- Minus interest paid on business loans
- Minus rents paid on land and other non-produced tangible assets rented by the enterprise
- Minus consumption of fixed capital
- Minus taxes at source
- Minus social insurance contributions
- Plus subsidies

In practice if the self-employed person or business prepares annual accounts for tax purposes, the net income benefits/losses shall be calculated as net operating benefits/losses shown on this tax account for the most recent 12 month period, after deduction of taxes on income and compulsory social insurance contributions.

In the absence of annual accounts, either for tax purposes or as a business account, the alternative approach to measure self-employment income shall be to collect the amount of money (and goods) drawn out of the business for personal use (for consumption or saving, including the market value of goods produced or purchased by the business but taken for personal use).

Royalties are regarded as income from self-employment because they are a return to the royalty-holder for effort expended.

In an enterprise in which members of a household are engaged jointly (e.g. a farm or a small shop) the income may not be strictly 'individual'. In these cases the whole income of the business can be assigned to one of the working family members (e.g. the main responsible in the "business) and an income equal to 0 to the other family members working in the firm as self-employed. However, such assignment to a particular individual is only for the purpose of data collection, and does not mean that all of the income concerned 'belongs' to the chosen person. In case that analysis of individual income will be carried out it is recommended to include information on which members of the family are also involved in the "business" to allow for a distribution at a later stage.



3.2.15. I 17 *Monthly net income for self-employed persons (deciles)*

**Voluntary to estimate the income from all jobs, which is a core variable.**

If the respondent cannot/will not give an exact amount in reply to question **I16** proceed to question **I17** and ask for the net range of the monthly net income.

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

3.2.16. I 18 *Additional work*

**Core.**

The respondent has more than one job or business during the reference week. See definition of main and second job in question I5.

3.2.17. I 19 *Usual weekly working hours. Second jobs*

**Voluntary to estimate the number of hours usually worked in all jobs, which is a core variable.**

Hours usually worked in **ALL SECOND** jobs should be coded here. See question I7 for the definition of hours usually worked.

3.2.18. I 20 *Monthly net income. Second jobs*

**Voluntary to estimate the income from all jobs, which is a core variable.**

Normal monthly net income from **ALL SECOND** jobs, including earnings from overtime work. See I14 and I16, but now referring to the second job(s).

3.2.19. I 21 *Monthly net income. Second jobs*

**Voluntary to estimate the income from all jobs, which is a core variable.**

Normal monthly net income from **ALL SECOND** jobs, including earnings from overtime work. See I15 and I17, but now referring to the second job(s).

### 3.2.20. I 22–I 24 *Characteristics of non-employed persons*

Questions **I 22 – I 24** only concern respondents who are not employed (without work).

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

To be classified as *unemployed*, the person should:

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

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

*Inactive* persons are defined as the residual group.

### 3.2.21. I 22 *Search for employment*

#### **Core**

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

#### *Person is seeking employment*

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

#### *Person has already found a job, which will start within a period of at most 3 months*

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

### 3.2.22. I 23 *Methods used to find a job*

#### **Core.**

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

In option (h) ‘used other methods’, the answer ‘yes’ should be recorded only if the person has used an active method not covered by options (a) to (g). Passive methods should be coded ‘no’.

### 3.2.23. I 24 *Availability to start work within the next two weeks*

#### **Core**

‘Immediately available’ means that if a job were found at the time of the interview, the person would be able to start work within two weeks. Testing for availability in the two weeks after the interview is considered more appropriate than testing during the reference week: some persons may be unavailable for work during the reference week because of factors that might not have been obstacles had it been known that a job would become available.

### 3.2.24. I 25 *Self-declared labour status*

#### **Core**

‘Self-declared labour status’ gives people's own perception of their '*current*' or '*normal*' main activity status; for instance, it identifies students with small jobs who are more closely associated with other students than with other employed persons.

If more than one activity status is mentioned, record the one considered most important. The first alternative “*carrying out a job or profession, ...*” includes holiday, own sick leave, and leave for care of sick child.

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

This question is concerned with people's own perception of their main activity at present. It differs from the ILO concept in that people’s own perception deviates from the strict definitions used by the ILO. For instance, many people who would regard themselves as full-time students or homemakers may be classified as ILO-employed if they have a part-time job. Similarly, some people who consider themselves ‘unemployed’ may not meet the strict ILO criteria of taking active steps to find work and being immediately available.

It is also broader than the ILO definition in a number of respects. The term '*normal*' means disregarding purely transient or other temporary changes in the situation, and to averaging out fluctuations over time (e.g. over 4 weeks preceding the interview). Despite a certain degree of vagueness, the concept of ‘normal’ is useful and is widely employed in social research.

The concept of '*current*' implies that any definitive changes in the activity situation are taken into account. For instance, if a person has lost a job or has retired recently, or the activity status has changed in some other definitive manner, then the situation at the time of the interview should be reported. In this sense, 'current' overrides any concept of averaging over any specific reference period.

### 3.2.25. 126–128 *Education and training*

These questions cover current education and training; however, all information collected through these questions should refer to the entire course or programme (in other words, consider its entire duration).

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

The information collected here should relate to all education or training, whether or not relevant to the respondent's current or possible future job (see *ISCED – International Standard Classification of Education – UNESCO 1997<sup>9</sup>*). It should include initial education, further education, continuing or further training, training within the company, apprenticeship, on-the-job training, seminars, distance learning, evening classes, self-learning etc. It should also include courses followed for general interest and may cover all forms of education and training such as language, data processing, management, art/culture, health/medicine courses, etc.

If the interviewee is doing more than one course, the one considered most useful for his or her current or future employment should be recorded; in case of doubt, record the longest course in terms of hours.

### 3.2.26. 126 *At present receiving education or training*

**Voluntary.**

### 3.2.27. 127 *Level of this education*

**Voluntary.**

Level of education or training is coded according to the *International Standard Classification of Education 1997<sup>9</sup>*. Codes 1 to 7 should be used for programmes that either form part of the regular education system or are equivalent in terms of qualifications aspired to. Code 8 should be used for programmes that are neither part of the regular education system nor equivalent in terms of qualifications aspired to (language courses, computer courses, seminars etc.). Code 8 should be used for education and training that is **not** relevant to the current or possible future job of the respondent, e.g. courses undertaken purely for interest or as hobbies. Instruction with a

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<sup>9</sup> [http://www.uis.unesco.org/ev.php?ID=3813\\_201&ID2=DO\\_TOPIC](http://www.uis.unesco.org/ev.php?ID=3813_201&ID2=DO_TOPIC).

general application, such as driving lessons, should also be classified under ‘Other training’.

### 3.2.28. I 28 Full time or part time education

#### **Voluntary.**

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

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

### 3.2.29. I 29 Highest level of education completed

**Core at 1 digit (+level 3c shorter than 3 years if important in the country).  
Voluntary in substitution of the core question: LFS codification (2 digits)**

This question applies to people aged 15 or more.

The level is coded according to the International Standard Classification of Education 1997<sup>10</sup>. The NEACs (National Educational Attainment Classification) provide the first information from individuals about their educational attainment according to the specific national situation. They are a basis for recoding national levels to the ISCED.

The expression ‘level successfully completed’ must be associated with obtaining a certificate or a diploma, where there is some form of certification. Where there is none, successful completion must be associated with full attendance.

When determining the highest level, both general and vocational education/training should be taken into consideration.

Persons who have not completed their studies should be coded according to the highest level they have completed and should not be coded with a blank.

Persons with no education should be coded 01.

Code 39 of the voluntary codification should be used only in cases where a distinction a, b, c of ISCED 3 is not possible.

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<sup>10</sup> [http://www.uis.unesco.org/ev.php?ID=3813\\_201&ID2=DO\\_TOPIC](http://www.uis.unesco.org/ev.php?ID=3813_201&ID2=DO_TOPIC).

3.2.30. I 30–I 33 *State of health*

**Voluntary, except I30 core**

What is recorded is self-perception of state of health. No objective definition of the response categories is intended.

3.2.31. I 34 *How often do you feel rushed?*

**Voluntary.**

This question does not apply to respondents aged less than 15 years. A filter on top of question I 34 moves that population on to question I 37.

3.2.32. I 35 *Do you have any children under 18 who do not live with you and with whom you have contact?*

**Voluntary.**

To be answered by people aged 18 or more.

3.2.33. I 36 *Do you have a car or motorbike driving licence'*

**Voluntary.**

This question applies to people aged 18 or more.

3.2.34. I 37 *Country of birth*

**Core. For more flexible tabulation it is recommended that all European countries be coded individually.**

Country of birth is the country of usual residence of the mother at the time of birth, as determined at the time of data collection.

Native-born — Person born in the country of residence (country of survey/enumeration).

Foreign-born — Person born in country other than country of residence (country of survey/enumeration).

Information on country of birth should be as per **the national boundaries at the time of data collection.**

Where a country has lost part of its territory or the former country was divided into more than one new country, and where there is doubt as to which country the place of birth is currently in, it would be useful to collect from the respondent precise information about the locality of birth (settlement) and not just the country. Also the name of the country of

birth as it was at the time of birth may be recorded and adjustments made at the time of data entry. It is advisable to give clear instructions to interviewers.

In the fieldwork, it is recommended to apply the UN Statistical Division, Standard Country or Area Codes for Statistical Use<sup>11</sup>. As proposed by the Conference of European Statisticians Recommendations for the 2010 Censuses of Population and Housing, three-digit alphabetical codes should be used.

### 3.2.35. 138 Citizenship

**Core. For more flexible tabulation it is recommended that all European countries be coded individually.**

Citizenship is defined as the particular legal bond between an individual and his/her State, acquired by birth or naturalisation, whether by declaration, option, marriage or other means according to the national legislation.

National: Resident person having citizenship of the country of residence (= country of survey/enumeration).

Non-national (foreigners): Resident person who does not have citizenship of the country of residence (= country of survey/enumeration).

The information sought is the country of current citizenship of the person concerned.

Information on country of citizenship should be obtained in accordance with the administrative status/legal situation at the time of data collection.

In the case of dual or multiple citizenship, the following approach should be used:

1. A person with citizenship of the country of usual residence will normally be recorded in the survey with the first priority.
2. If none of the citizenships is that of the country of residence, another EU MS citizenship has priority.
3. In other cases the person may choose which country of citizenship will be recorded in the survey.

When a person used to hold the citizenship of a country that currently does not exist, and he/she does not know which citizenship he/she is legally entitled to have, it is preferable to record the citizenship that person had before the borders were changed. Where the host country gives these persons special temporary status (e.g. non-citizens of Latvia and aliens with undetermined citizenship in Estonia) this should be recorded separately. Any further classification of these population groups will be in accordance with the circumstances (e.g. under EU legislation non-citizens of Latvia and aliens with undetermined citizenship in Estonia are currently considered as non-EU nationals).

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<sup>11</sup> <http://unstats.un.org/unsd/methods/m49/m49.htm>.

It is important to record the country of citizenship and not just the adjectival citizenship (e.g. China rather than Chinese, Germany rather than German, and so forth) in order to avoid confusion between ethnic background and citizenship.

Classification of countries and areas issued by UN Statistical Division<sup>12</sup> is a useful tool in terms of citizenship, but bear in mind the dependent territories that are included in the classification may not have their own citizenship. Remember too that the above mentioned classification does not include codes for the countries that became recently independent.

### 3.2.36. 139 *Legal marital status*

#### **Core.**

Legal marital status is defined as the (legal) conjugal status of each individual in relation to the marriage laws (or customs) of the country (i.e. *de jure* status).

If other legal marital statuses (like registered/legal partnership or legally separated) are used in countries, information on these may be collected separately but will be thereafter classified under four main legal marital statuses.

Persons whose only or latest marriage has been annulled will be classified according to their marital status prior to the annulled marriage.

Persons living in consensual unions (see below) should be classified as never married, married, widowed or divorced in accordance with their *de jure* (legal) status.

### 3.2.37. 140 *Consensual union*

#### **Core.**

This variable is referred to as ‘*de facto* marital status’ in the Conference of European Statisticians Recommendations for the 2010 Censuses of Population and Housing.

*De facto* marital status is defined as the marital status of each individual in terms of his or her actual living arrangements within the household.

*De facto* marital status is applied to persons living in consensual union. Two persons are taken to be partners in a consensual union when they have usual residence in the same household, are not married to each other, and have a marriage-like relationship to each other.

More and more countries are experiencing more and more people living in consensual unions. In some countries it is already possible to identify registered partnerships as a category with status equivalent to legal marriage. The extent to which couples form consensual unions rather than formally marry varies across EU Member States. In terms of the practical aspects of daily life, living in consensual union does not differ significantly from living with a married or registered partner. So restricting data

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<sup>12</sup> <http://unstats.un.org/unsd/methods/m49/m49.htm>



collection to legal marital status does not fully cover the family and identify family composition.

3.2.38. I 41 *Type of interview*

**Fieldwork.**

3.2.39. I 42 *Ending time*

**Fieldwork.**

## 4. THE DIARY

### 4.1. Cover page

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

- (1) Please fill in this diary for

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

- (2) Diary to be filled in by

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

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

- (3) Designated day

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

- (4) RD

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

- (5) Household

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

- (6) Person

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

- (7) Diary No

'1' for the first day, '2' for the second day.

Each respondent gets two diaries to complete: one on a weekday and one on a weekend day. These are the designated days explained in the Guidelines, section 2.2.

### 4.2. Introducing the diary to the respondent

Ideally all respondents should get the same information about, and introduction to, the diary. If interviewers give substantially different introductions, interviewer-dependent measurement errors and bias might affect the data. So it is important for all interviewers to introduce the diary in the same way.

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

### **1. The diary contains**

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

For more details see *Annex IV Diary*.

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

### **2. Instructions and examples**

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

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

- (1) one column where main activities should be recorded;
- (2) one column to record secondary or parallel activities, should two or more activities be carried out at the same time;
- (3) one column to record the location or the mode of transport;
- (4) one column in which the presence of other persons should be recorded

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

The diary should be filled in now and then during the course of the diary day, not just at the end of the day.

### **5. Checklist**

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

### **6. Two diary days**

The dates are written on the cover of the diaries.

### **7. Who**

Any household members aged 10 years and above are to fill in diaries for the same two days.

## 5. THE WEEKLY SCHEDULE OF WORKING TIME

This form should be given by the interviewer to all respondents holding a job, i.e. all members of the household having answered 1 in I2 (during the reference week, the respondent did a paid job, worked for his or her own account or provided support for a family business) or in I3 (person who was temporarily absent from work for all or part of the week).

The first day of the sheet should be the same as the first diary day, no matter whether this is a weekday or a weekend day. The dates should be written by the interviewer in advance.

The cover page contains two items to be filled in also by the interviewer<sup>13</sup>:

- four digits for the number of the household according to the household questionnaire, necessary to allocate the diary to a specific household
- two digits for the respondent's line number according to the household grid in the household questionnaire

Respondents will indicate the working time in all paid jobs (including time spent working for a family business, second jobs and any work brought home from a paid job and done at home) by drawing a line through the applicable time period. When no work has been carried out on a given day a cross should be made in the square "I did not work". This will distinguish between "No work" and "No answer".

Unpaid breaks (e.g. lunch breaks), or time spent travelling to and from work are not included. See question I7 of the individual questionnaire for more details.

Whether the weekly schedule of working time is usual or not is indicated in the box at the bottom right of the form. A jobholder (as defined above) who is temporarily absent from work for all or part of the week must answer option 2 (unusual working week due to temporary absence from work).

## 6. INTERVIEWER TASKS

### 6.1. Agreeing a time for the household interview

In order to carry out the interview before the first designated day, the household should be contacted well beforehand by sending an advance letter with information on how the household will be contacted for an interview. The time for the interview could be agreed by phone or a time could be proposed in the letter.

The face-to-face interview has to be done prior to the first diary day. Interviews during the first diary day must be avoided as they distort the actual time use of the day. It is recommended to make a special effort to contact people whose diary days coincide with vacations, Christmas or Easter. It is desirable to find a day when all family members can be interviewed. A telephone interview should be carried out only where no face-to-face

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<sup>13</sup> When this instrument is included as an additional page of the diary, the cover page is not necessary.

interview is possible. If it is impossible to do the interview before the first diary day, both diary days have to be postponed.

## 6.2. Postponement of diary days

Postponing diary days means violating the rules of probability sampling. Therefore, postponement must be reduced to a minimum and must follow certain rules.

Postponement is allowed in cases where the interview cannot be done before the first of the originally designated diary days. This should depend on the member(s) of the selected household — not on the way the interviewer organises her/his work. This means that none of the household members can be reached, or that the household cannot arrange a time for the interview. The reason for postponement must be recorded, to permit evaluation of the quality of the fieldwork and the data.

### Basic rules

- If postponement is necessary, as a general rule the diary days should be postponed by either 7 days, 14 days or a maximum of 21 days, i.e. to the same day of the week, one week, two weeks or no more than three weeks later.
- It is highly recommended that all household members fill in the diaries for the same designated days. Where some of the members of the household are not available during the designated days, it is recommended to postpone, by no more than three weeks, the diary of those members, but not the diaries of the members available during that day. The rationale for this recommendation is the fact that individuals are the basis of nearly all tabulations and analyses. Household data is only marginally used. It is also recommended to insist on the importance of filling in the diary over the course of the day; the quality of the data decreases dramatically as the time span between an event and the corresponding diary entry increases.
- Three situations in which postponing may be necessary are described below.

#### *No contact before the designated days*

- One reason for postponement is that the interviewer cannot manage to get in contact with the selected household before the first diary day. This risk must be minimised by careful planning.

#### *No interviewer visit before the designated days*

- Another reason for postponement is that the household cannot arrange time for the interview before the first diary day.

#### *Absent household members*

- One household member's absence is not a reason for postponement. If this household member is to return — or can be contacted in order to get a diary — within three weeks from the date of the interviewer's visit, only the diary days of the absent member should be postponed, preferably by one week.

## 6.3. The interview

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

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

In connection with the individual interview, the diary and the weekly working-time schedule will be handed over and explained. The aim of this guidance is to motivate the respondent to do the job properly. The instructions can be given simultaneously to the whole household, or individually after the interview. An approach that has proven successful is to fill in the diary together with the respondent, sorting out the respondent's activities the day before. This provides a natural opportunity to give instructions. A tentative scheme for guidance in keeping the diary is presented below. This could be printed on a card as an aid to the interviewer.

#### **6.4. Reminding of diary keeping**

If the interview is carried out several days before the first diary day, it is advisable to do something that helps the household remember the first diary day. In some cases, a phone call or a text message from the interviewer could be needed. One recommended alternative is to leave a special reminder card with the actual diary dates.

#### **6.5. Collection of diaries**

After the diary days, the household sends the diaries and weekly schedule of working-time back to the interviewer, or the interviewer collects them. The interviewer carries out the initial checking and contacts the household if necessary. Finally she/he sends the diaries and schedule to the NSI office. An opportunity to send the diaries directly to the statistical office should be offered if desired by the respondent.

#### **6.6. Checking and completion of the diaries**

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

She/he should check, that

- the number of the household and each member is correct;
- the diary date is correct;
- the diaries are legible;
- there are no lengthy time intervals in the diaries without any recorded main activity;
- the questions at the end of the diary are answered;
- the weekly schedule of working time for all household members holding a job is filled in.

In the case of serious omissions the respondent should be called back. The interviewer's additions should be made using a pencil of a distinct colour.

## 6.7. Guidelines for diary keeping

### Guiding the respondent in keeping the diary

As interviewer you should heed the following instructions when guiding the respondent on how to keep the diary.

#### *Dates of diary keeping*

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

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

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

#### *Reminder*

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

#### *Returning the diaries*

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

## 6.8. Proposed work schedule for interviewers

Successful fieldwork calls for careful planning of the interviewer's work. The crucial aim is to capture time-use data for the designated days. A well-planned schedule for the fieldwork is essential in order to achieve this goal. Such a schedule is suggested below, where the necessary fieldwork activities and their proposed timing in relation to the diary days are listed. The schedule should be seen as an example of how to organise the fieldwork. The purpose is to maximise the likelihood of reaching the households in time. The schedule presupposes that the sampled households have telephones at their disposal. If not, the schedule needs to be adjusted and contacts made in alternative ways recommended by the NSI.

### **Interviewer work schedule**

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

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

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

During this period an appointment for the interview should be made by phone. This contact must be made as soon as possible after the household has received the advance letter.

The interview must be completed no later than the day before the first diary day. Otherwise the diary day must be postponed. No interviews should be done during the diary day because of the influence on the time use for the day of the interview.

In households where a member spends only weekends at home, the interview should be carried out at the weekend or on a day before the weekend, prior to the first diary day. This will guarantee that this family member will also receive a diary in time.

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

Personal interview. Reminding of diary keeping if needed.

#### ***Diary Day 1***

This is the first of two randomly designated diary days. All household members are requested to fill in diaries. Household members holding a job should also begin filling in the weekly schedule.

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

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

#### ***Diary Day 2***

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

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

If the diaries and weekly schedules are not sent back within a week after the second diary day, the interviewer should remind the household to return the forms. Even incomplete or damaged forms should be sent back.

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

Forms are checked and, if necessary, completed. In order to confirm their reception, a thank-you letter should be sent to the household.



## 7. USEFUL LINKS

- **Labour Force Survey** (see “Core variables User guide”):  
[http://circa.europa.eu/irc/dsis/employment/info/data/eu\\_lfs/index.htm](http://circa.europa.eu/irc/dsis/employment/info/data/eu_lfs/index.htm)
  
- **European Union Statistics on Income and Living Conditions (EU-SILC)**:  
[http://circa.europa.eu/Public/irc/dsis/eusilc/library?l=/data\\_dissemination/udb\\_user\\_database&vm=detailed&sb=Title](http://circa.europa.eu/Public/irc/dsis/eusilc/library?l=/data_dissemination/udb_user_database&vm=detailed&sb=Title)
  
- **NACE Rev. 2, Statistical Classification of Economic Activities in the European Community**:  
<http://circa.europa.eu/irc/dsis/nacepacon/info/data/en/index.htm>  
or  
[http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST\\_NOM\\_DTL&StrNom=NACE\\_REV2&StrLanguageCode=EN&IntPcKey=&StrLayoutCode=HIERARCHIC&CFID=1603141&CFTOKEN=cc4fc12431057ddf-EE18E557-0216-B5E3-8D0FC3C3D7C978D7&jsessionid=ee307ab407773d2cb344](http://ec.europa.eu/eurostat/ramon/nomenclatures/index.cfm?TargetUrl=LST_NOM_DTL&StrNom=NACE_REV2&StrLanguageCode=EN&IntPcKey=&StrLayoutCode=HIERARCHIC&CFID=1603141&CFTOKEN=cc4fc12431057ddf-EE18E557-0216-B5E3-8D0FC3C3D7C978D7&jsessionid=ee307ab407773d2cb344)
  
- **International Standard Classification of Occupations ISCO (ISCO-88 (COM) and ISCO-08)**:  
<http://www.ilo.org/public/english/bureau/stat/isco/index.htm>
  
- **International Standard Classification of Education ISCED 1997**:  
[http://www.uis.unesco.org/ev.php?ID=3813\\_201&ID2=DO\\_TOPIC](http://www.uis.unesco.org/ev.php?ID=3813_201&ID2=DO_TOPIC)
  
- **Standard Country or Area Codes for Statistical Use**:  
<http://unstats.un.org/unsd/methods/m49/m49.htm>



# **Annex II**

## **Household Questionnaire**



# Household Questionnaire

Number of the household:	_ _ _ _	Col 1-4
Number of the interviewer:	_ _ _	Col 5-7
Date of interview:	_ _ _ _ _ _ _ _ _ _ _	Col 8-15 <i>(Fieldwork)</i>

## HOUSEHOLD COMPOSITION

Col 16-19

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

Hh		Mm			

(Fieldwork)

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

**Using this definition:**

**Who are the members of your household? Please give in each case their A) first name, B) date of birth (dd-mm-yyyy), C) sex, D) relationship to the other household members, and E) activity status (the full definition of this given on page 2).**

HH member No	HH member present or absent	First name (10 digits) <b>A</b>	Date of birth: day-month-year (4 digits) <b>B</b>	Sex <b>C</b>	Relationship to <b>D</b>										Self-decl. labour status (15 years and older) <b>E</b>	
					1	2	3	4	5	6	7	8	9	10		
01 Col 20-21	Col 22	Col 23-32	Col 33-40	Col 41												Col 42-43
02 Col 44-45	Col 46	Col 47-56	Col 57-64	Col 65	Col 66											Col 67-68
03 Col 69-70	Col 71	Col 72-81	Col 82-89	Col 90	Col 91	Col 92										Col 93-94
04 Col 95-96	Col 97	Col 98-107	Col 108-115	Col 116	Col 117	Col 118	Col 119									Col 120-121
05 Col 122-123	Col 124	Col 125-134	Col 135-142	Col 143	Col 144	Col 145	Col 146	Col 147								Col 148-149
06 Col 150-151	Col 152	Col 153-162	Col 163-170	Col 171	Col 172	Col 173	Col 174	Col 175	Col 176							Col 177-178
07 Col 179-180	Col 181	Col 182-191	Col 192-199	Col 200	Col 201	Col 202	Col 203	Col 204	Col 205	Col 206						Col 207-208
08 Col 209-210	Col 211	Col 212-221	Col 222-229	Col 230	Col 231	Col 232	Col 233	Col 234	Col 235	Col 236	Col 237					Col 238-239
09 Col 240-241	Col 242	Col 243-252	Col 253-260	Col 261	Col 262	Col 263	Col 264	Col 265	Col 266	Col 267	Col 268	Col 269				Col 270-271
10 Col 272-273	Col 274	Col 275-284	Col 285-292	Col 293	Col 294	Col 295	Col 296	Col 297	Col 298	Col 299	Col 300	Col 301	Col 302			Col 303-304

↑

(1) present  
(2) temporary absent

↑

**C**  
(1) male  
(2) female

↑

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

↑

**E**  
(10) carries out a job or profession  
(20) unemployed  
(31) at school, student etc.  
(32) in retirement etc.  
(33) permanently disabled  
(34) in compulsory military service  
(35) doing domestic work at home  
(36) other inactive person

(Core, except present/absent column)

## Members of the household temporary absent

A person is regarded as temporarily absent from his/her household if he or she is staying, or intends to stay outside his/her household for a period of less than one year. In this case the individual has to be considered as a member of the household. For example a seasonal worker who works every year six months in one country and six months in another has to be surveyed in the country where he/she has the family dwelling.

Each person should have one, and only one, place of usual residence.

For most persons these rules will not give rise to any major difficulty. However, problems may be encountered in a number of special cases. The recommended conventional treatment of these cases is as follows:

- a) Persons who work away from home during the week and who return to the family home at weekends should consider the family home as their place of usual residence regardless of whether their place of work is elsewhere in the country or abroad.
- b) Primary and secondary school children who are away from home during the school term should consider their family home as their place of usual residence regardless of whether they are pursuing their education elsewhere in the country or abroad.
- c) Students who are away from home at college or university should consider their term-time address as their place of usual residence regardless of whether this is an institution (such as a student accommodation) or a private residence and regardless of whether they are pursuing their education elsewhere in the country or abroad. As an exceptional measure, where the place of education is within the country, the place of usual residence may be considered to be the family home.
- d) Where a person regularly lives in more than one residence during the year, the one which he/she considers as the principal residence should be taken to be the place of usual residence regardless of whether this is located elsewhere within the country or abroad; the definition of main residence is not totally objective and can be based on different criteria, like time spent during the year or residence of the other family members.
- e) A child who alternates between two households (for instance after the parents have divorced) should consider the household where he or she spends the majority of the time as his or her place of usual residence. Where an equal amount of time is spent with both parents, the place of usual residence should be the place where the child is at the time of the interview.
- f) People temporarily living in an institution (e.g. hospital, prison, boarding school, nursing home, convalescent home, military barracks) with no other private address should be considered as a member of the family if they have close financial ties with the household and the absence is less than one year.

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

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

*Complete this column only for household members (15+) who do not fill in the individual questionnaire.*

*If more than one activity status is mentioned, record the one considered most important. Alternative 10 below include vacation, own sick leave, and leave for care of sick child.*

- (10) carries out a job or profession, including unpaid work for a family business or holding, including an apprenticeship or paid traineeship, etc.
- (20) unemployed
- (31) at school, student, further training, unpaid work experience
- (32) in retirement or early retirement or has given up business
- (33) permanently disabled
- (34) in compulsory military or community service
- (35) doing domestic work at home
- (36) other inactive person

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

⇒ Continue with H 3

⇒ Otherwise, please go to H 5

<b>CHILDCARE</b>
------------------

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

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

Col 305

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

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

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

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

	Child-care		
	Public	Private	
Youngest child	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	Col 306
Second youngest child	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	Col 307
Third child	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	Col 308

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



<b>HOUSING AND LIVING CONDITIONS</b>
--------------------------------------

The following questions deal with your main place of residence.

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

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

Is it ...?

Col 309

**a single-family house** (detached, semi-detached or terraced)  (1)

**an apartment or a flat in a building**  (2)

**another form of accommodation**  (3)

(Voluntary)

---

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

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

Col 310-311

--	--

 (Enter the number of rooms)

(Voluntary)

---

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

**The household...** Col 312

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

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

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

(Voluntary)

---

---

**H 8 Please indicate whether your household has the following items in use, irrespective of whether the item is owned, rented or otherwise provided for your use.**

**Interviewer:** Please read the answering categories aloud to the respondent, and tick “Yes” or “No” for each of them. If the answer is “Yes” for items **a, i, k and m**, ask “How many?” (if 10 or more, please code 9).

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

	<b>Yes</b>		<b>No</b>		<b>How many?</b>	
a. TV.....	<input type="checkbox"/>	(1)	<input type="checkbox"/>	(2)	Col 313	Col 314
b. TV satellite or cable receiver .....	<input type="checkbox"/>	(1)	<input type="checkbox"/>	(2)	Col 315	
c. Video recorder or DVD.....	<input type="checkbox"/>	(1)	<input type="checkbox"/>	(2)	Col 316	
d. Microwave oven.....	<input type="checkbox"/>	(1)	<input type="checkbox"/>	(2)	Col 317	
e. Dishwasher .....	<input type="checkbox"/>	(1)	<input type="checkbox"/>	(2)	Col 318	
f. Washing machine .....	<input type="checkbox"/>	(1)	<input type="checkbox"/>	(2)	Col 319	
g. Deep freeze.....	<input type="checkbox"/>	(1)	<input type="checkbox"/>	(2)	Col 320	
h. Landline telephone .....	<input type="checkbox"/>	(1)	<input type="checkbox"/>	(2)	Col 321	
i. Mobile telephone.....	<input type="checkbox"/>	(1)	<input type="checkbox"/>	(2)	Col 322	Col 323
j. A second home (e.g. for holidays) .....	<input type="checkbox"/>	(1)	<input type="checkbox"/>	(2)	Col 324	
k. Computers of any kind (PC, portable, etc ..)	<input type="checkbox"/>	(1)	<input type="checkbox"/>	(2)	Col 325	Col 326
l. Internet connection .....	<input type="checkbox"/>	(1)	<input type="checkbox"/>	(2)	Col 327	
m. Car or van (available for private use).....	<input type="checkbox"/>	(1)	<input type="checkbox"/>	(2)	Col 328	Col 329

*(Voluntary, except k, l and m core)*

---

---

The following questions deal with building work and repairs on your main place of residence or second home.

**H 9 Are you at the moment building a house for your permanent occupation, a second home or an outbuilding?**

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

Col 330

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

*(Voluntary)*

---

**H 10 Are you at the moment making extensive repairs to your main residence or to a second home?**

Col 331

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

*(Voluntary)*

---

**GROWING PLANTS AND KEEPING/BREEDING ANIMALS**

**H 11 Does your household grow any plants/cereals/crops/vegetables?**

Col 332

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

*(Voluntary)*

---

**H 12 Does your household keep/breed domestic animals?**

Col 333

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

*(Voluntary)*

---

**H 13 Does your household keep/breed any pets?**

Col 334

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

*(Voluntary)*

---

**IF THE ANSWER TO ANY OF THE QUESTIONS H 11 OR H 12 IS YES (1)**

⇒Continue with **H 14**

⇒Otherwise, please go to **H 15**

---

**H 14 Does your household sell any products on the market which are the outcome of growing plants/cereals/crops/vegetables or keeping/breeding domestic animals?**

Col 335

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

*(Voluntary)*

---

<b>INCOME</b>
---------------

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

**H 15 Which of the following sources of income does your household have at present?**

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

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

		Yes		No	
1. Wages or salaries .....	<input type="checkbox"/>	(1)	<input type="checkbox"/>	(2)	Col 336
2. Income from self-employment or farming.	<input type="checkbox"/>	(1)	<input type="checkbox"/>	(2)	Col 337
3. Pensions .....	<input type="checkbox"/>	(1)	<input type="checkbox"/>	(2)	Col 338
4. Unemployment benefit.....	<input type="checkbox"/>	(1)	<input type="checkbox"/>	(2)	Col 339
5. Other types of social benefits and grants and other pensions.....	<input type="checkbox"/>	(1)	<input type="checkbox"/>	(2)	Col 340
6. Income from investment, savings or property .....	<input type="checkbox"/>	(1)	<input type="checkbox"/>	(2)	Col 341
7. Income from other sources (e.g. private transfers) .....	<input type="checkbox"/>	(1)	<input type="checkbox"/>	(2)	Col 342

*(Voluntary to add more detail to questions H16 and H17)*

---



## RECEIVING HELP

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

**H 18 Did you or any other member of your household receive help or services from someone who is not a member of your household at any time during the last 4 weeks?**

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

**Show Card 1**

Read the alternatives **a.** and **b.** on Card 1 aloud to the respondent, and tick “Yes” or “No” in column **A** in the table on this page, for each kind of help or services.

IF THE ANSWER TO ANY OF THE ALTERNATIVES **a** or **b** IN **H 18 A** IS “YES” (1), THEN CONTINUE WITH **H 18 B**, OTHERWISE GO TO **H 19**

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

For each kind of help or services where the “Yes”-box has been ticked under **H 18 A**, record in column **B** in the table on this page the number of times the respondent or any other member of her/his household received this kind of help or service.

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

For each kind of help or services where the “Yes”-box has been ticked under **H 18 A**, tick “Yes” or “No” in column **C** in the table on this page.

Kind of help or services	A		B	C	
	Did you receive help?			How many times during the last 4 weeks?	Did you pay for the help the last time?
	Yes	No			Yes
<b>a. Child-care</b>	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<div style="border-bottom: 1px solid black; width: 40px; margin: 0 auto;"></div> Col 352-353	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)
<b>b. Care for sick and elderly</b>	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)	<div style="border-bottom: 1px solid black; width: 40px; margin: 0 auto;"></div> Col 356-357	<input type="checkbox"/> (1)	<input type="checkbox"/> (2)

*(Voluntary)*

**H 19 Who answered this questionnaire?**

Col 359-360

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

(Fieldwork)

---

Col 361-364

**H 20 Please note the time when you finished filling in this questionnaire:** |  
Hh Mm

(Fieldwork)

---



# **Annex III**

## **Individual Questionnaire**



# Individual Questionnaire

Number of the household:	_ _ _ _	Col 1-4
Number of the person:	_ _	Col 5-6
Number of the interviewer:	_ _ _	Col 7-9
Date of interview:	_ _ _ _ _ _ _ _ _ _ _	Col 10-17

*(Fieldwork)*

<b>EMPLOYMENT</b>
-------------------

Col 18-21

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

Hh		Mm			

*(Fieldwork)*

RESPONDENTS LESS THAN 15 YEARS

⇒ Please go to **I 26**

RESPONDENTS 15 YEARS AND OLDER

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

**I 2 This/next week\* (WEEK ON WHICH WEEKDAY RECORDS ARE KEPT) beginning on Monday and ending on Sunday. Will you work this/next week for at least one hour in a paid job, in your own business or in a family business, or on a farm belonging to your family?**

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

Col 22

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

IF NOT WORKING LAST WEEK

**I 3 Although you will not work during those 7 days, do you have a paid job or do you work in a business of your own or in a family firm, from which you are temporarily absent for some reason?**

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

Col 23

- Yes .....  (1)⇒ Please continue with **I 4**- No .....  (2)⇒ Please go to **I 22***(Core)*

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

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

## IF ABSENT

**I 4 What is the reason for your not working at all that week?***Hint: Please note the main reason.*

Col 24

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

*(Core)*

## FOR PEOPLE CARRYING OUT A JOB OR PROFESSION. MAIN JOB (I 5 — I 8)

**I 5 What does the business/organisation mainly make or do at the place where you work (e.g. chemical, fishing, hotel/restaurant, health and social work, etc.)?***Hint: Main activity of the local unit refers to the branch of the enterprise or organisation where you work.*

.....

.....

|\_|\_|\_|\_| Col 25-26  
(NSI, code NACE. Rev. 2, 2 digits)

*(Core)***I 6 What is your occupation in this business/organisation?***Hint: Please be as exact as possible. For example, note “Secretary” instead of “Employee”, “Carpenter” instead of “Manual worker”, “Teacher at secondary school”, etc. If there is no accurate occupational title, ask the respondent to describe his/her principal activity.*

.....

.....

|\_|\_|\_|\_|\_| Col 27-29  
(NSI, ISCO-08 or ISCO-88, 3 digits)

*(Core)*

---

**I 7 What are the number of hours you usually work in this job?**

Col 30-31

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

(Voluntary to estimate the number of hours usually worked in all jobs)

---

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

Col 32

- Self-employed .....  (1) ⇒ Please go to **I 16**
- Employee: .....  (2) ⇒ Please continue with **I 9**

(Core)

---

**FOR EMPLOYEES (I 9 — I 15)**

**I 9 Do you have a permanent job or an open-ended work contract?**

Col 33

- Yes, a permanent job or open-ended work contract .....  (1)
- No, it is a temporary job / fixed-duration work contract .....  (2)

(Core)

---

**I 10 In this job, do you work full-time or part-time?**

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

Col 34

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

(Core)

---

---

**I 11 Do you have a fixed starting and finishing time of work in this job?**

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

Col 35

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

(Voluntary)

---

**I 12 Do you have paid holidays?**

Col 36

- Yes .....  (1)                   ⇒Please continue with **I 13**  
- No .....  (2)                   ⇒Please go to **I 14**

(Voluntary)

---

**I 13 How many days of paid holiday do you have a year?**

Col 37-38

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

(Voluntary)

---









---

**I 21 Could you please give the approximate net range of income from all your second jobs, that is, the amount after tax and social insurance.**

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

Col 64-65

- below first decile .....  (01)
- Between 1<sup>st</sup> decile and 2<sup>nd</sup> decile.....  (02)
- Between 2<sup>nd</sup> decile and 3<sup>rd</sup> decile .....  (03)
- Between 3<sup>rd</sup> decile and 4<sup>th</sup> decile.....  (04)
- Between 4<sup>th</sup> decile and 5<sup>th</sup> decile.....  (05)
- Between 5<sup>th</sup> decile and 6<sup>th</sup> decile.....  (06)
- Between 6<sup>th</sup> decile and 7<sup>th</sup> decile.....  (07)
- Between 7<sup>th</sup> decile and 8<sup>th</sup> decile.....  (08)
- Between 8<sup>th</sup> decile and 9<sup>th</sup> decile.....  (09)
- Above 9<sup>th</sup> decile.....  (10)
- *Does not know* .....  (99)
- *Declines to answer* .....  (98)

*(Voluntary to estimate the income from all jobs. NSI, please adapt the income categories according to income distribution in your country using registers or other available sources)*

⇒ Please go to **I 25**

---

---

**FOR PEOPLE NOT CARRYING OUT A JOB OR PROFESSION (I 22 — I 24)**
**I 22 During the last 4 weeks, did you do anything to find a job, even part-time or occasional work, or to set up your own business?**

Col 66

- Yes .....  (1) ⇒ Please continue with **I 23**
- No, already found a job that will start within a period of at most 3 months .....  (2) ⇒ Please go to **I 25**
- No .....  (3) ⇒ Please go to **I 25**

(Core)

---

**I 23 What methods did you use to find a job during the last 4 weeks?**

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

**Have you for example ...**

- |   | Yes                          | No                           |        |
|---|------------------------------|------------------------------|--------|
| - a. Contacted a public employment office to find work? .....       | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | Col 67 |
| - b. Contacted a private employment agency to find work?.....       | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | Col 68 |
| - c. Applied directly to an employer? .....                         | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | Col 69 |
| - d. Asked friends, relatives, trade unions, etc.?.....             | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | Col 70 |
| - e. Inserted or answered advertisements in newspapers or journals? | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | Col 71 |
| - f. Taken a test, interview or examination? .....                  | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | Col 72 |
| - g. Taken steps to start your own business?.....                   | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | Col 73 |
| - h. Used other active methods not mentioned above.....             | <input type="checkbox"/> (1) | <input type="checkbox"/> (2) | Col 74 |

(Core)

---

**I 24 If you found a job now, would you be able to start work immediately, that is, within 2 weeks?**

Col 75

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

(Core)

⇒ Please continue with **I 25**

<b>SELF-DECLARED LABOUR STATUS</b>
------------------------------------

## RESPONDENTS 15 YEARS AND OLDER (I 25)

**I 25 Do you consider yourself mainly as ...?**

**Hint:** *If more than one activity status is mentioned, record whichever is considered most important. Alternative 10 below includes holiday, own sick leave, and leave to care for a sick child.*

Col 76-77

- carrying out a job or profession, including unpaid work for a family business or holding, including an apprenticeship or paid traineeship etc.....  (10) ⇒ Cont. **I 26**
- unemployed .....  (20) ⇒ Cont. **I 26**
- at school, student, further training, unpaid work experience .....  (31) ⇒ Cont. **I 26**
- in retirement or early retirement or given up business .....  (32) ⇒ Cont. **I 26**
- permanently disabled.....  (33) ⇒ Cont. **I 26**
- in compulsory military or community service.....  (34) ⇒ Go to **I 36**
- doing domestic work (housekeeping, taking care of children or other persons, etc.) .....  (35) ⇒ Cont. **I 26**
- other .....  (36)
- please describe:..... ⇒ Cont. **I 26**

*(Core. Same as column E of the household grid)*

<b>EDUCATION</b>
------------------

ALL RESPONDENTS (I 26 — I 28)

The following questions concern education and training.

---

**I 26 Are you at present receiving any education or training: by attending school, university, vocational education or training, or other courses in general?**

Col 78

- Yes..... (1)   ⇒Please continue with **I 27**
- No..... (2)   ⇒Respondents 15 years and older, please go to **I 29**  
 Respondents less than 15 years, please go to **I 30**

*(Voluntary)*


---

**I 27 Please specify the level of this education.**

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

Col 79

General education:

- Primary or lower secondary (ISCED 1-2)..... (1)
- Upper secondary or post-secondary, not tertiary (ISCED 3-4)..... (2)

Pre-vocational or vocational education or training:

- Lower secondary (ISCED 2)..... (3)
- Upper secondary or post-secondary, not tertiary (ISCED 3-4)..... (4)

Tertiary education

- ISCED 5a ..... (5)
- ISCED 5b ..... (6)
- ISCED 6 ..... (7)

Other training

- Language courses, computer courses, seminars etc..... (8)

*(Voluntary)*

---

**I 28 Do you consider this education to be on a full-time or part-time basis?**

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

Col 80

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

⇒ Respondents 15 years and older continue with **I 29**

⇒ Respondents less than 15 years, please go to **I 30**

(Voluntary)

---

## RESPONDENTS 15 YEARS AND OLDER

**I 29\* Which is the highest level of education or training you have successfully completed?**

*\*Countries should select either this codification (core) or the next (voluntary)*

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

- Col 81-82
- No formal education or below ISCED 1  (01)
  - ISCED 1 — Primary education  (11)
  - ISCED 2- Lower secondary education  (21)
  - ISCED 3 — Upper secondary education  (30)
  - Of which ISCED 3c short (shorter than 2 years)  (22)
  - ISCED 4 — Post secondary education but not tertiary  (40)
  - ISCED 5 — Tertiary education, first stage  (50)
  - ISCED 6 — Tertiary education, second stage  (60)

*(Core. Code 22 core, if important in the country)*

## RESPONDENTS 15 YEARS AND OLDER

**I 29\* Which is the highest level of education or training you have successfully completed?**

*\*Countries should select either this codification (voluntary) or the previous (core)*

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

- Col 81-82
- No formal education or below ISCED 1  (01)
  - ISCED 1 — Primary education  (11)
  - ISCED 2- Lower secondary education  (21)
  - ISCED 3 c (shorter than 2 years)  (22)
  - ISCED 3 c (2 years or more)  (31)
  - ISCED 3 a, b  (32)
  - ISCED 3 (2 years or more without distinction a, b or c possible)  (39)
  - ISCED 4 a, b  (41)
  - ISCED 4 c  (42)
  - ISCED 4 (without distinction a, b or c possible)  (43)
  - ISCED 5 a  (51)
  - ISCED 5 b  (52)
  - ISCED 6  (60)

*(LFS codification. Voluntary in substitution of the core question)*



<b>HEALTH</b>
---------------

ALL RESPONDENTS (I 30 — I 33)

**I 30 What is your general state of health?**

- | Is it ...         | Col 83                       |                                    |
|-------------------|------------------------------|------------------------------------|
| - Very good ..... | <input type="checkbox"/> (1) | ⇒ Please go to <b>I 34</b>         |
| - Good .....      | <input type="checkbox"/> (2) | ⇒ Please go to <b>I 34</b>         |
| - Fair .....      | <input type="checkbox"/> (3) | ⇒ Please continue with <b>I 31</b> |
| - Poor .....      | <input type="checkbox"/> (4) | ⇒ Please continue with <b>I 31</b> |
| - Very poor ..... | <input type="checkbox"/> (5) | ⇒ Please continue with <b>I 31</b> |

*(Core)***I 31 Do you have any chronic physical or mental health problem, illness or disability?**

- |             | Col 84                       |                                    |
|-------------|------------------------------|------------------------------------|
| - Yes ..... | <input type="checkbox"/> (1) | ⇒ Please continue with <b>I 32</b> |
| - No .....  | <input type="checkbox"/> (2) | ⇒ Please go to <b>I 34</b>         |

*(Voluntary)***I 32 Are you hampered in your daily activities by this physical or mental health problem, chronic illness or disability?**

- |             | Col 85                       |                                    |
|-------------|------------------------------|------------------------------------|
| - Yes ..... | <input type="checkbox"/> (1) | ⇒ Please continue with <b>I 33</b> |
| - No .....  | <input type="checkbox"/> (2) | ⇒ Please go to <b>I 34</b>         |

*(Voluntary)***I 33 Would you say that you are...?**

- |                                 | Col 86                       |  |
|---------------------------------|------------------------------|--|
| - Severely hampered.....        | <input type="checkbox"/> (1) |  |
| - Hampered to some extent ..... | <input type="checkbox"/> (2) |  |

*(Voluntary)*

<b>TIME USE</b>
-----------------

RESPONDENTS LESS THAN 15 YEARS

⇒ Please go to **I 37**RESPONDENTS 15 YEARS AND OLDER (**I 34**)**I 34 How often do you feel rushed? Would you say that you ...?**

Col 87

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

*(Voluntary)*

<b>OWN CHILDREN UNDER 18 NOT LIVING IN THE DWELLING</b>
---

RESPONDENTS LESS THAN 18 YEARS

⇒ Please go to **I 37**RESPONDENTS 18 YEARS AND OLDER (**I 35**)**I 35 Do you have any children under 18 who do not live with you and with whom you have contact?**

Col 88

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

*(Voluntary)*

<b>CAR OR MOTORBIKE DRIVING LICENCE</b>
---

RESPONDENTS LESS THAN 18 YEARS

⇒ Please go to **I 37**RESPONDENTS 18 YEARS AND OLDER (**I 36**)**I 36 Do you have a car or a motorbike driving licence?**

Col 89

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

*(Voluntary)*

<b>BIOGRAPHICAL INFORMATION</b>
---------------------------------

ALL RESPONDENTS (I 37 — I 40)

**I 37\* In which country were you born?**

*\*Countries should select either this formulation (core) or the next one (voluntary)*

Col 90

- Born in this country .....  (1)
- Born in another EU Member State ...  (2)
- Born in a non-EU country.....  (3)

(Core)

---

**I 37\* In which country were you born?**

*\*Countries should select either this formulation (voluntary) or the previous one (core)*

Col 90

- Born in this country .....  (1)
- Born in another European country....  (2)  
Which one? \_\_\_\_\_|\_|\_| Col 91-92
- Born in a non-European country.....  (3)

(Voluntary in substitution of the core question)

---

**I 38\* What citizenship do you hold?**

*\*Countries should select either this formulation (core) or the next one (voluntary)*

Col 93

- National of this country .....  (1)
- National of another EU Member State  (2)
- National of a non-EU country.....  (3)

(Core)

---

**I 38\* What citizenship do you hold?**

*\*Countries should select either this formulation (voluntary) or the previous one (core)*

Col 93

- National of this country .....  (1)
- National of another European country  (2)  
Which one? \_\_\_\_\_|\_|\_| Col 94-95
- National of a non-European country.  (3)

(Voluntary in substitution of the core question)

---

**I 39 What is your present marital status?**

Col 96

- Unmarried (*i.e. never married*).....  (1) ⇒ Please continue with **I 40**
- Married (*including registered partnership*)  (2) ⇒ Please go to **I 41**
- Widowed and not remarried  
(*including widowed from registered partnership*)  (3) ⇒ Please continue with **I 40**
- Divorced and not remarried (*including legally separated  
and dissolved registered partnership*).....  (4) ⇒ Please continue with **I 40**

*(Core)***I 40 Are you living in a consensual union?**

Col 97

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

*(Core)***OTHER INFORMATION****ALL RESPONDENTS (I 41 — I 42)****I 41 How was this interview carried out?**

Col.98

- By the interviewer in a face to face personal interview  (1)
- By the interviewer in a face to face personal interview (CAPI)\*  (2)
- By the interviewer in a telephone interview  (3)
- By the interviewer in a proxy interview  (4)

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

*(Fieldwork)*

Col 99-102

**I 42 Please note the time when you finished filling in this questionnaire:**   |  

Hh Mm

*(Fieldwork)*

# **Annex IV**

## **Diary**



**ADULT DIARY****SURVEY ON TIME USE****TIME USE DIARY**

(For persons 15 years and older)

**We all spend our time in different ways. How do you spend your time?**

Please fill in this diary for

.....

(date)

Diary to be filled in by

.....

(name)

**Interviewer only:**

Designated day:   |   |

Day      Month      Year

RD:   |   |

Household:

Person:

Diary No

**Please take this diary with you during the day and fill it in now and then, when you have a spare moment, e.g. on the bus or train, at lunchtime or whilst waiting for someone!**

## Please read these instructions!

It should be quite easy to fill in the time use diary. It will be even easier if you first read these brief instructions and then look at the example of a filled-in diary on the next three pages.

### What were you doing?

In the “What were you doing?” column we would like you to record your activities for every 10-minute period. The diary starts at 04.00 (am) and covers 24 hours, three hours a page. The example on the following pages will give you an idea of the level of the detail we want. If you did more than one thing at the same time, please write the one you regard as the *main* activity. Don’t record more than one main activity on each line. If you did one thing after another within a 10-minute interval, record the activity that took most time. If you were doing something you feel is too private to record, please write “personal”. Indicate whether you used a PC or the internet to do the activity.

**Gainful employment.** You neither need to record what you were doing during working time nor whether you used a computer. Register what you do during breaks; for example “Lunch break, had lunch”, and “Lunch break, went for a walk“. Also mention work brought home and done at home.

**Studies.** Write if you study at home or attend classes/lectures. Record the type of study: secondary school, university, etc. If the studies are part of paid work, please say so.

**Travel.** Separate the travelling itself from the activity that is the reason for travelling; for example “Walked to the bus stop” - “Went by bus to shop” - “Bought food” - “Went back home”. Record the mode of transport in the "Where were you" column

**House work and childcare.** Record what you were really doing; for example “Cooked supper”, “Set the table”, “Washed the dishes”, “Put my child to bed”, “Mowed the lawn”, “Cleaned the car”, “Cleaned the dwelling”.

**Reading (except studies).** Record *what* you read; for example “Read a newspaper”, “Read a novel”, “Read a magazine”, “Read non-fiction”.

**Help to other households.** If the main activity was help of some kind - totally or in part - given to somebody outside your own household then report this in the diary. For example, if you helped your friends repairing their house, record the activity as “Helped

friends repairing their house”. Similarly, you report if you helped a neighbour or relative by buying food for them. Report on the help even if you bought food for your own household as well.

### What else were you doing?

If you were doing more than one thing at the same time, record the second activity in the “What else were you doing” column. Suppose you were taking care of your child (main activity) and watching television at the same time, then record “watching television” as parallel activity. *You* decide which is the main and which is the secondary activity. Please remember to mark the duration of parallel activities, which might differ from the duration of the main activity.

### Where were you?

Write in where you were at that time. E.g. "Home", "At friends' home" or if travelling "in a car", "on a bus, "on a train", "on a bicycle" or "on foot".

### Were you alone or together with somebody you know?

For each 10-minute period, please tick one or more boxes to show if you were alone or together with somebody you know. To be together does not necessarily mean that you actually do things together but rather that somebody else is on hand (e.g. at home). You could have put more than one “x” on each line, and this number of “x’s” may change during an activity that covers more than one 10-minute interval if a person leaves or arrives. You don’t have to answer this question for sleeping time.

### Checklist

When you have filled in the diary, answer the questions at the end of the diary. Finally, please go through the checklist, which is also at the end of the diary.

## Please take the diary with you during the day and fill it in every now and then!



### Adult example page 1/3

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 07.00 to 10.00!</i>	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Where were you?</b> <i>Record the location or the mode of transport</i>	<b>Were you alone or together with somebody you know?</b>					
	Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	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.	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, ...	Mark "yes" by crossing					
				Alone	With other household members				Other persons that you know
				Partner	Parent	Household member up to 9 years	Other household member		
07.00-07.10	<i>Woke up the children</i>		<i>At home</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.10-07.20	<i>Had breakfast</i>	<i>Talked with my family</i>	↓	<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	<i>Cleared the table</i>	<i>Listened to the radio</i>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.40-07.50	<i>Helped the children dress</i>	<i>Talked with my children</i>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.50-08.00	<i>Went to the day care centre</i>	--"--	<i>On foot</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.00-08.10	<i>Went to work</i>	<i>Read the newspaper</i>	<i>Bus</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
08.10-08.20	<i>Went to work</i>	--"--	--"--	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.20-08.30	<i>Work</i>	↗	<i>Workplace</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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.

## Adult example page 2/3

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 10.00 am to 13.00!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>  <i>Indicate if you used, in the main or parallel activity, a computer or internet.</i> <i>You do not need to record the use of a computer or internet during working time.</i>	<b>Where were you?</b> <i>Record the location or the mode of transport</i>  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<b>Were you alone or together with somebody you know?</b>					
				<i>Mark "yes" by crossing</i>					
				Alone	With other household members				Other persons that you know
				Partner	Parent	Household member up to 9 years	Other household member		
10.00-10.10	Work	Coffe break	Workplace	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10.10-10.20				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.20-10.30				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.30-10.40				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.40-10.50				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.50-11.00				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.00-11.10				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.10-11.20				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.20-11.30	↓			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.30-11.40	Lunch break: had lunch	Talked with colleagues	Canteen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11.40-11.50	--"	--"	--"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11.50-12.00	--"	--"	--"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12.00-12.10	Lunch break: went to the supermarket		On foot	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.10-12.20	Lunch break: bought food		Supermarket	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.20-12.30	Lunch break: went back to work		On foot	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.30-12.40	Work		Workplace	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.40-12.50	↓		↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.50-13.00	↓		↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adult example

### Adult example page 3/3

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 16.00 to 19.00!</i>	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>  <i>Indicate if you used, in the main or parallel activity, a computer or internet.</i> <i>You do not need to record the use of a computer or internet during working time.</i>	<b>Where were you?</b> <i>Record the location or the mode of transport</i>  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<b>Were you alone or together with somebody you know?</b>					
				<i>Mark "yes" by crossing</i>					
				Alone	With other household members			Other persons that you know	
					Partner	Parent	Household member up to 9 years	Other household member	
16.00-16.10	Went from work to the day care centre	Planned a birthday party for my son	Bus	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.10-16.20	--"--	--"--	--"--	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.20-16.30	Talked with the child minder	Helped the children dress	Day care centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16.30-16.40	Went to the grocer's	Talked with my children	On foot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.40-16.50	Bought food for my family and my neighbour		Shopping centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.50-17.00	Went home		On foot	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.00-17.10	Delivered food to my neighbour		At neighbours' home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
17.10-17.20	Put own food in fridge		Home	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.20-17.30	Cooked supper	Listened to the radio		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.30-17.40	--"--	--"--		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.40-17.50	Had supper	Talked with my family		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.50-18.00	--"--	--"--		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.00-18.10	--"--	--"--		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.10-18.20	Cleared the table			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.20-18.30	Checked the e-mails	By computer		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.30-18.40	Watched TV with my family	Knitted		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.40-18.50	--"--	--"--		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.50-19.00	--"--	--"--	↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Adult example

## Elderly example page 1/2

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 07.00 to 10.00!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>  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.	<b>Where were you?</b> <i>Record the location or the mode of transport</i>  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<b>Were you alone or together with somebody you know?</b> Mark "yes" by crossing					
	Alone	With other household members				Other persons that you know			
				Partner	Parent	Household member up to 9 years	Other household member		
07.00-07.10	Got out of bed		At home	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.10-07.20	Took a shower		↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.20-07.30	--"--		↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.30-07.40	Made breakfast	Listened to the radio	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.40-07.50	--"--	--"--	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.50-08.00	Had breakfast	Read the newspaper	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.00-08.10	--"--	--"--	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.10-08.20	--"--	--"--	↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.20-08.30	Cleared the table		↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.30-08.40	Dressed		↓	<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	Waited for a taxi to go to the doctor		↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.00-09.10	Went to the doctor		Taxi	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.10-09.20	Waiting in the doctor's waiting room		Doctor's waiting room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
09.20-09.30	Had a medical examination		Doctor's room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
09.30-09.40	↓		↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
09.40-09.50	↓		↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
09.50-10.00	↓		↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

Elderly example

### Elderly example page 2/2

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 10.00 am to 13.00!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>  <i>Indicate if you used, in the main or parallel activity, a computer or internet.</i> <i>You do not need to record the use of a computer or internet during working time.</i>	<b>Where were you?</b> <i>Record the location or the mode of transport</i>  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<b>Were you alone or together with somebody you know?</b> <i>Mark "yes" by crossing</i>					
				Alone	Other household members				Other persons that you know
					Partner	Parent	Household member up to 9 years	Other household member	
10.00-10.10	<i>Waiting for a taxi to go back home</i>		<i>Street</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.10-10.20	<i>Went home</i>		<i>Taxi</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.20-10.30	<i>Resting on the sofa</i>		<i>At home</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.30-10.40	↓		↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.40-10.50				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.50-11.00				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.00-11.10	↓			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.10-11.20	<i>Talked with my daughter on the phone</i>			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.20-11.30	--"--			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.30-11.40	<i>Made lunch</i>	<i>Listened to the radio</i>		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.40-11.50	--"--	--"--		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.50-12.00	<i>Had lunch</i>			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.00-12.10	--"--			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.10-12.20	<i>Washed up the dishes</i>			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.20-12.30	--"--			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.30-12.40	<i>Took a nap</i>			<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.40-12.50	↓		↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.50-13.00	↓		↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Elderly example

## DIARY page 1/8

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 04.00 to 07.00!</i>	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Where were you?</b> <i>Record the location or the mode of transport</i>	<b>Were you alone or together with somebody you know?</b>					
	<i>Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.</i>	<i>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.</i>	<i>e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...</i>	<i>Mark "yes" by crossing</i>					
				Alone	With other household members				Other persons that you know
				Partner	Parent	Household member up to 9 years	Other household member		
04.00-04.10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04.10-04.20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04.20-04.30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04.30-04.40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04.40-04.50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04.50-05.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05.00-05.10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05.10-05.20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05.20-05.30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05.30-05.40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05.40-05.50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05.50-06.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06.00-06.10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06.10-06.20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06.20-06.30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06.30-06.40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06.40-06.50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06.50-07.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Diary

## DIARY page 2/8

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 07.00 to 10.00!</i>	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Where were you?</b> <i>Record the location or the mode of transport</i>	<b>Were you alone or together with somebody you know?</b>					
	<i>Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.</i>	<i>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.</i>	<i>e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...</i>	<i>Mark "yes" by crossing</i>					
				Alone	With other household members				Other persons that you know
				Partner	Parent	Household member up to 9 years	Other household member		
<b>07.00-07.10</b>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.10-07.20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.20-07.30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.30-07.40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.40-07.50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.50- <b>08.00</b>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>08.00-08.10</b>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.10-08.20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.20-08.30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.30-08.40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.40-08.50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.50- <b>09.00</b>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>09.00-09.10</b>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.10-09.20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.20-09.30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.30-09.40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.40-09.50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.50- <b>10.00</b>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## DIARY page 3/8

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 10.00 to 13.00!</i>	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Where were you?</b> <i>Record the location or the mode of transport</i>	<b>Were you alone or together with somebody you know?</b>					
	Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	<i>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.</i>	e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<i>Mark "yes" by crossing</i>					
				Alone	With other household members				Other persons that you know
				Partner	Parent	Household member up to 9 years	Other household member		
10.00-10.10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.10-10.20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.20-10.30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.30-10.40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.40-10.50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.50-11.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.00-11.10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.10-11.20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.20-11.30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.30-11.40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.40-11.50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.50-12.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.00-12.10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.10-12.20				<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"/>
12.30-12.40				<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"/>
12.50-13.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Diary



## DIARY page 4/8

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 13.00 to 16.00!</i>	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>  <i>Indicate if you used, in the main or parallel activity, a computer or internet.</i> <i>You do not need to record the use of a computer or internet during working time.</i>	<b>Where were you?</b> <i>Record the location or the mode of transport</i>  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<b>Were you alone or together with somebody you know?</b>					
	<i>Mark "yes" by crossing</i>								
				Alone	With other household members			Other persons that you know	
					Partner	Parent	Household member up to 9 years	Other household member	
13.00-13.10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.10-13.20				<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"/>
13.30-13.40				<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"/>
13.50-14.00				<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"/>
14.10-14.20				<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"/>
14.30-14.40				<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"/>
14.50-15.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.00-15.10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.10-15.20				<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"/>
15.30-15.40				<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"/>
15.50-16.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Diary

## DIARY page 5/8

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 16.00 to 19.00!</i>	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Where were you?</b> <i>Record the location or the mode of transport</i>	<b>Were you alone or together with somebody you know?</b>					
	Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	<i>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.</i>	e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<i>Mark "yes" by crossing</i>					
				Alone	With other household members				Other persons that you know
					Partner	Parent	Household member up to 9 years	Other household member	
16.00-16.10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.10-16.20				<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"/>
16.30-16.40				<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"/>
16.50-17.00				<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"/>
17.10-17.20				<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"/>
17.30-17.40				<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"/>
17.50-18.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.00-18.10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.10-18.20				<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"/>
18.30-18.40				<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"/>
18.50-19.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Diary

## DIARY page 6/8

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 19.00 to 22.00!</i>	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Where were you?</b> <i>Record the location or the mode of transport</i>	<b>Were you alone or together with somebody you know?</b>					
	Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	<i>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.</i>	e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<i>Mark "yes" by crossing</i>					
				Alone	With other household members				Other persons that you know
					Partner	Parent	Household member up to 9 years	Other household member	
<b>19.00-19.10</b>				<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"/>
19.20-19.30				<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"/>
19.40-19.50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>19.50-20.00</b>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>20.00-20.10</b>				<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"/>
20.20-20.30				<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"/>
20.40-20.50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>20.50-21.00</b>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>21.00-21.10</b>				<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"/>
21.20-21.30				<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"/>
21.40-21.50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>21.50-22.00</b>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Diary

## DIARY page 7/8

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 22.00 pm to 01.00!</i>	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Where were you?</b> <i>Record the location or the mode of transport</i>	<b>Were you alone or together with somebody you know?</b>					
	Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	<i>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.</i>	e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<i>Mark "yes" by crossing</i>					
				Alone	With other household members				Other persons that you know
					Partner	Parent	Household member up to 9 years	Other household member	
22.00-22.10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.10-22.20				<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"/>
22.30-22.40				<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"/>
22.50-23.00				<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"/>
23.10-23.20				<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"/>
23.30-23.40				<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"/>
23.50-24.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
00.00-00.10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
00.10-00.20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
00.20-00.30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
00.30-00.40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
00.40-00.50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
00.50-01.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Diary

## DIARY page 8/8

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 01.00 to 04.00!</i>	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Where were you?</b> <i>Record the location or the mode of transport</i>	<b>Were you alone or together with somebody you know?</b>					
	<i>Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.</i>	<i>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.</i>	<i>e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...</i>	<i>Mark "yes" by crossing</i>					
				Alone	With other household members				Other persons that you know
				Partner	Parent	Household member up to 9 years	Other household member		
<b>01.00-01.10</b>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
01.10-01.20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
01.20-01.30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
01.30-01.40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
01.40-01.50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
01.50- <b>02.00</b>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>02.00-02.10</b>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02.10-02.20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02.20-02.30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02.30-02.40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02.40-02.50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02.50- <b>03.00</b>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>03.00-03.10</b>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03.10-03.20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03.20-03.30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03.30-03.40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03.40-03.50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03.50- <b>04.00</b>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Diary  
→



**CHILD DIARY****SURVEY ON TIME USE****TIME USE DIARY**

(For children aged 10 to 14 years)

**We all spend our time in different ways. How do you spend your time?**

Please fill in this diary for

.....

(date)

Diary to be filled in by

.....

(name)

**Interviewer only:**
 Designated day:   |   |    

Day    Month    Year

RD:   |   |    Household:    Person:  Diary No 

**Please take this diary with you during the day and fill it in now and then, when you have a spare moment, e.g. on the bus or train, at lunchtime or whilst waiting for someone!**

## Please read these instructions!

It should be quite easy to fill in this diary. It will be even easier if you first read these brief instructions and then look at the example of a filled-in diary on the next three pages.

### What were you doing?

In the column “What were you doing?“, we would like you to record your activities for every 10-minute period. The diary starts at 04.00 (am) and covers 24 hours, three hours a page. The example on the following pages will give you an idea of the level of the detail we want. If you did more than one thing at the same time, please write the one you regard as the *main* activity. Don’t record more than one main activity on each line. If you did one thing after another within a 10-minute period, record the activity that took most time. If you were doing something you feel is too private to record, please write “personal“. Indicate whether you used a PC or the internet to do the activity.

**School.** Record when you have lessons. You don’t need to record the subject of the lesson. Also record when you have breaks, free periods and when you are waiting for a lesson to start. Record what you do during breaks and free periods; for example “Did homework”, “Had a snack with my classmates”, “Went shopping”. Also record when you do your homework at home.

**Travel.** Separate the travelling itself from the activity that is the reason for travelling; for example “Walked to the bus-station” - “Went by bus to school” - “In school” - “Went by car with mum to training” - “Training”, etc. Record the mode of transport in the “Where were you” column.

**Helping at home.** When you are helping with something at home record what you do; for example “Washed up after snack”, “Made dinner”, “Vacuumed my room”, “Laid the table for lunch”, “Went out with the dog”.

**Reading.** Record *what* you read; for example “Read a newspaper”, “Read a story”, “Read a factual book”, “Read a comic”, “Read a school book”, “Read a magazine”.

**Help to other households.** If you helped somebody who doesn’t live with your family, report in the diary whom you helped; for example “Went out with the neighbour’s dog”, “Looked after my cousin’s child”. If you did something simultaneously for someone in your family and someone outside your family don’t forget to record

besides the activity also whom you helped. For example if you bought food for your family and for your neighbour, you should fill in the main activity as “Bought food for my family and the neighbour”.

### What else were you doing?

If you were doing more than one thing at the same time, record the second activity in the “What else were you doing” column. If you listened to records when you were doing your homework then record “Listened to records” in this column and “Did homework” in the “What were you doing?“ column. *You* have to decide which activity is most important. Please remember to mark the duration of parallel activities, which might differ from the duration of the main activity.

### Where were you?

Write in where you were at that time. E.g. "Home", "At friends' home" or if travelling "in a car", "on a bus", "on a train", "on a bicycle" or "on foot".

### Were you alone or together with somebody you know?

For each 10-minute period, please tick one or more boxes to show if you were alone or together with somebody you know. To be together does not necessarily mean that you actually do things together, but simply that somebody else is on hand (e.g. at home). If you were together with your parent(s) or stepparent, mark it in the column “Parent“. If you were together with brothers or sisters 9 years or younger, mark it in the column “Household member up to 9 years“. If you were together with brothers or sisters older than 9 years, use the column “Other household member“. If you did something together with a friend or a relative who doesn’t live with you, mark it in the column “Other persons that you know“. You don’t have to answer this question for sleeping time.

### Checklist

When you have filled in the diary, answer the questions at the end of the diary. Finally, please go through the checklist, which is also at the end of the diary.

## Please take the diary with you during the day and fill it in every now and then!



### Child example page 1/3

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 07.00 to 10.00!</i>	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Where were you?</b> <i>Record the location or the mode of transport</i>	<b>Were you alone or together with somebody you know?</b>					
	Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	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.	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, ...	Mark "yes" by crossing					
				Alone	With other household members				Other persons that you know
					Partner	Parent	Household member up to 9 years	Other household member	
07.00-07.10	<i>Slept</i>		<i>At home</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.10-07.20	<i>Woke up</i>		↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.20-07.30	<i>Had a shower</i>		↓	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.30-07.40	<i>Had breakfast</i>	<i>Listened to the radio</i>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.40-07.50	--"--	--"--	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.50-08.00	<i>Dressed</i>		↓	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.00-08.10	<i>Went to bus stop</i>		<i>On foot</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.10-08.20	<i>To school</i>	<i>Talked with a friend</i>	<i>On bus</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
08.20-08.30	--"--	--"--	--"--	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
08.30-08.40	<i>Class</i>	↗	<i>At school</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
08.40-08.50	↓		↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
08.50-09.00			↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
09.00-09.10	↓		↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
09.10-09.20	↓		↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
09.20-09.30	↓		↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
09.30-09.40	↓		↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
09.40-09.50	<i>Break, had a snack</i>	<i>Talked with a friend</i>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
09.50-10.00	<i>Break</i>	--"--	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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

## Child example page 2/3

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 13.00 to 16.00!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>  <i>Indicate if you used, in the main or parallel activity, a computer or internet.</i> <i>You do not need to record the use of a computer or internet during working time.</i>	<b>Where were you?</b> <i>Record the location or the mode of transport</i>  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<b>Were you alone or together with somebody you know?</b> <i>Mark "yes" by crossing</i>					
				Alone	Other household members				Other persons that you know
				Partner	Parent	Household member up to 9 years	Other household member		
13.00-13.10	Class		At school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13.10-13.20	↓		↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13.20-13.30	↓		↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13.30-13.40	↓		↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13.40-13.50	Break	Talked with friends		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
13.50-14.00	Class			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14.00-14.10	↓		↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14.10-14.20	↓		↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14.20-14.30	↓		↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14.30-14.40	↓		↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14.40-14.50	Waited for the bus	Talked with friends	Street	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
14.50-15.00	Went home on bus	Read a comic	On bus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15.00-15.10	--"--	--"--	--"--	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
15.10-15.20	Went from bus stop to home		On foot	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.20-15.30	Had a snack		At home	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.30-15.40	--"--		↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.40-15.50	Chatted to a friend on the computer		↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.50-15.00	--"--		↓	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Child example

### Child example page 3/3

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 16.00 to 19.00!</i>	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Where were you?</b> <i>Record the location or the mode of transport</i>	<b>Were you alone or together with somebody you know?</b>					
	<i>Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.</i>	<i>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.</i>	<i>e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...</i>	<i>Mark "yes" by crossing</i>					
				Alone	Other household members				Other persons that you know
					Partner	Parent	Household member up to 9 years	Other household member	
16.00-16.10	<i>Clothes changed</i>		<i>At home</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.10-16.20	<i>Played football with friends</i>		<i>Playground</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16.20-16.30	--"--		↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16.30-16.40	--"--		↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16.40-16.50	<i>Had a rest at home</i>		<i>At home</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.50-17.00	<i>Did homework</i>		↓	<input checked="" type="checkbox"/>	<input 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 checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.10-17.20	--"--		↓	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.20-17.30	<i>Had supper</i>	<i>Listened to the radio</i>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.30-17.40	--"--	<i>Talked with my mum and dad</i>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.40-17.50	--"--	--"--	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.50-18.00	<i>Walked the neighbour's dog</i>		<i>Park</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.00-18.10	--"--		--"--	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.10-18.20	<i>Went to the youth centre</i>	<i>Talked with my friends</i>	<i>On foot</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
18.20-18.30	<i>Played guitar, practiced with a band</i>		<i>Youth centre</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
18.30-18.40	--"--		--"--	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
18.40-18.50	--"--		--"--	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
18.50-19.00	<i>Went back home</i>	<i>Talked with my friends</i>	<i>On foot</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

## DIARY page 1/8

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 04.00 to 07.00!</i>	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Where were you?</b> <i>Record the location or the mode of transport</i>	<b>Were you alone or together with somebody you know?</b>					
	Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	<i>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.</i>	e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<i>Mark "yes" by crossing</i>					
				Alone	With other household members				Other persons that you know
				Partner	Parent	Household member up to 9 years	Other household member		
04.00-04.10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04.10-04.20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04.20-04.30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04.30-04.40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04.40-04.50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
04.50-05.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05.00-05.10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05.10-05.20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05.20-05.30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05.30-05.40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05.40-05.50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
05.50-06.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06.00-06.10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06.10-06.20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06.20-06.30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06.30-06.40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06.40-06.50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
06.50-07.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Diary

## DIARY page 2/8

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 07.00 to 10.00!</i>	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Where were you?</b> <i>Record the location or the mode of transport</i>	<b>Were you alone or together with somebody you know?</b>					
	<i>Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.</i>	<i>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.</i>	<i>e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...</i>	<i>Mark "yes" by crossing</i>					
				Alone	With other household members				Other persons that you know
				Partner	Parent	Household member up to 9 years	Other household member		
07.00-07.10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.10-07.20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.20-07.30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.30-07.40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.40-07.50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.50-08.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.00-08.10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.10-08.20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.20-08.30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.30-08.40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.40-08.50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.50-09.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.00-09.10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.10-09.20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.20-09.30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.30-09.40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.40-09.50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
09.50-10.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## DIARY page 3/8

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 10.00 to 13.00!</i>	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Where were you?</b> <i>Record the location or the mode of transport</i>	<b>Were you alone or together with somebody you know?</b>					
	Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	<i>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.</i>	e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<i>Mark "yes" by crossing</i>					
				Alone	With other household members				Other persons that you know
				Partner	Parent	Household member up to 9 years	Other household member		
10.00-10.10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.10-10.20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.20-10.30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.30-10.40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.40-10.50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.50-11.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.00-11.10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.10-11.20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.20-11.30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.30-11.40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.40-11.50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.50-12.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.00-12.10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.10-12.20				<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"/>
12.30-12.40				<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"/>
12.50-13.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## DIARY page 4/8

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 13.00 to 16.00!</i>	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Where were you?</b> <i>Record the location or the mode of transport</i>	<b>Were you alone or together with somebody you know?</b>					
	Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	<i>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.</i>	e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<i>Mark "yes" by crossing</i>					
				Alone	With other household members				Other persons that you know
					Partner	Parent	Household member up to 9 years	Other household member	
13.00-13.10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13.10-13.20				<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"/>
13.30-13.40				<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"/>
13.50-14.00				<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"/>
14.10-14.20				<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"/>
14.30-14.40				<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"/>
14.50-15.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.00-15.10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15.10-15.20				<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"/>
15.30-15.40				<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"/>
15.50-16.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Diary

## DIARY page 5/8

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 16.00 to 19.00!</i>	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Where were you?</b> <i>Record the location or the mode of transport</i>	<b>Were you alone or together with somebody you know?</b>					
	Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	<i>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.</i>	e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<i>Mark "yes" by crossing</i>					
				Alone	With other household members				Other persons that you know
					Partner	Parent	Household member up to 9 years	Other household member	
16.00-16.10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.10-16.20				<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"/>
16.30-16.40				<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"/>
16.50-17.00				<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"/>
17.10-17.20				<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"/>
17.30-17.40				<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"/>
17.50-18.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.00-18.10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.10-18.20				<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"/>
18.30-18.40				<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"/>
18.50-19.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Diary



## DIARY page 6/8

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 19.00 to 22.00!</i>	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Where were you?</b> <i>Record the location or the mode of transport</i>	<b>Were you alone or together with somebody you know?</b>					
	Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	<i>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.</i>	e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<i>Mark "yes" by crossing</i>					
				Alone	With other household members				Other persons that you know
					Partner	Parent	Household member up to 9 years	Other household member	
<b>19.00-19.10</b>				<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"/>
19.20-19.30				<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"/>
19.40-19.50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>19.50-20.00</b>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>20.00-20.10</b>				<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"/>
20.20-20.30				<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"/>
20.40-20.50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>20.50-21.00</b>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>21.00-21.10</b>				<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"/>
21.20-21.30				<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"/>
21.40-21.50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>21.50-22.00</b>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Diary

## DIARY page 7/8

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 22.00 pm to 01.00!</i>	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Where were you?</b> <i>Record the location or the mode of transport</i>	<b>Were you alone or together with somebody you know?</b>					
	Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	<i>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.</i>	e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...	<i>Mark "yes" by crossing</i>					
				Alone	With other household members				Other persons that you know
					Partner	Parent	Household member up to 9 years	Other household member	
22.00-22.10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22.10-22.20				<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"/>
22.30-22.40				<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"/>
22.50-23.00				<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"/>
23.10-23.20				<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"/>
23.30-23.40				<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"/>
23.50-24.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
00.00-00.10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
00.10-00.20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
00.20-00.30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
00.30-00.40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
00.40-00.50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
00.50-01.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## DIARY page 8/8

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 01.00 to 04.00!</i>	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Where were you?</b> <i>Record the location or the mode of transport</i>	<b>Were you alone or together with somebody you know?</b>					
	<i>Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.</i>	<i>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.</i>	<i>e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, on foot, on bicycle, in car, on motorbike, on bus, ...</i>	<i>Mark "yes" by crossing</i>					
				Alone	With other household members				Other persons that you know
				Partner	Parent	Household member up to 9 years	Other household member		
01.00-01.10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
01.10-01.20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
01.20-01.30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
01.30-01.40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
01.40-01.50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
01.50-02.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02.00-02.10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02.10-02.20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02.20-02.30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02.30-02.40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02.40-02.50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
02.50-03.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03.00-03.10				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03.10-03.20				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03.20-03.30				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03.30-03.40				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03.40-03.50				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
03.50-04.00				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Diary  
→

<b>1</b>	<b>When did you fill in the diary?</b>	<input type="checkbox"/> 1 Now and then during the diary day <input type="checkbox"/> 2 At the end of the diary day <input type="checkbox"/> 3 The day after the diary day <input type="checkbox"/> 4 Later, about __ days after the diary day				
<b>2</b>	<b>At what time did you start the activity you were doing at the beginning of the diary day (04.00 am)?</b>	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"> _ _ _ _ </td> <td style="text-align: center;">Hh</td> <td style="text-align: center;"> _ _ </td> <td style="text-align: center;">Mm</td> </tr> </table>	_ _ _ _	Hh	_ _	Mm
_ _ _ _	Hh	_ _	Mm			
<b>3</b>	<b>At what time did you stop doing the activity you were doing at the end of the diary day?</b>	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"> _ _ _ _ </td> <td style="text-align: center;">Hh</td> <td style="text-align: center;"> _ _ </td> <td style="text-align: center;">Mm</td> </tr> </table>	_ _ _ _	Hh	_ _	Mm
_ _ _ _	Hh	_ _	Mm			
<b>4</b>	<b>Did you feel rushed this day?</b>	<input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No				
<b>5</b>	<b>Was this an ordinary or an unusual day?</b>	<input type="checkbox"/> 1 An ordinary day <input type="checkbox"/> 2 An unusual day				
<b>6a</b>	<b>Are you a student or employed</b>	<input type="checkbox"/> 1 Yes <input type="checkbox"/> 2 No				
<b>6b</b>	<b>If yes: What kind of day was this day?</b>	<input type="checkbox"/> 2 An ordinary school day <input type="checkbox"/> 1 An ordinary workday <input type="checkbox"/> 3 A day off due to weekend/holiday or work schedule <input type="checkbox"/> 4 A sick leave day <input type="checkbox"/> 5 A vacation day <input type="checkbox"/> 6 On leave for other reasons				

<b>7a</b>	<b>Were you on a trip e.g. to another locality(town) during the diary day? (Disregard regular trips to school or work or trips lasting less than two hours in total.)</b>	<input type="checkbox"/> 1 No <input type="checkbox"/> 2 Yes, on a single day trip within the country <input type="checkbox"/> 3 Yes, on a single day trip abroad <input type="checkbox"/> 4 Yes, on an overnight trip within the country <input type="checkbox"/> 5 Yes, on an overnight trip abroad		
<b>7b</b>	<b>If yes: How far from home did you travel? Note the approximate distance from home (one way). If several trips, note the longest.</b>	<table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"> _ _ _ _ </td> <td style="text-align: center;">km</td> </tr> </table>	_ _ _ _	km
_ _ _ _	km			

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

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

⇒ Have you recorded all travel and modes of transport?

⇒ Have you marked the duration of parallel activities, if any?

⇒ Please check that there is at least one “x” at each line in the “with whom” column, except for time that you spent in bed.

**Many thanks for filling in this diary!**

## **Annex V**

# **Activity coding list and Location/Transport mode**



## 1 Introduction

The activity coding list is based on earlier experience with the *Multinational Comparative Time-Budget Research Project* (Szalai 1972), and on country modifications in Europe, Canada and Australia. The original version of the coding list was prepared by Iiris Niemi at Statistics Finland in 1993 as a consultant to Eurostat.<sup>1</sup>

Since then several workshops and expert groups have discussed the coding system and the activity coding list. Comments from international organisations (ILO, OECD, UNESCO, UN/INSTRAW and UN/Statistical Office) and from time use researchers around the world have also been taken into account. In October 1995 a further improved version, prepared by Ms I. Niemi and Ms M. Pietiläinen, was presented at the first Working Group on Time Use Surveys at Eurostat. Drawing on remarks from participants and additional feedback from other experts, Eurostat did further work on the list, culminating in a code system for the Time Use pilot surveys in close collaboration with Prof. J. Gershuny, University of Essex, Ms I. Niemi, Statistics Finland, Mr K. Rydenstam, Statistics Sweden and Ms K. Blanke, formerly Eurostat.

The pilot activity code system and coding index were revised on the basis of the Time Use pilot survey results, coding indices from participating countries and a revised proposal from Ms I. Niemi. The final revision of the activity coding list including instructions was done by Ms C. Österberg, Eurostat, and Ms E. Belak, formerly Eurostat, in conjunction with Ms I. Niemi and Mr K. Rydenstam. This version was included in the HETUS 2000 guidelines.

Now, on the basis of experience, the harmonised TUS database and suggestions from a number of countries, a new activity coding list has been developed, known as ACL2008 and based on the following principles: keep the database categories; keep the main structure of the previous classification and, finally, simplify. The proposed changes take into account rare frequencies (unspecified have been merged with the “*Other*” category, and some rare codes have been combined with other codes); quality problems (“*Travel during working hours*”) and new policy needs (“*Help to an adult household member*”). A table of correspondence between the previous activity coding list (ACL2000) and the new one is available in section 10.

## 2 General remarks

This annex to the *Guidelines on harmonised European Time Use Surveys* covers the coding of the Time Use diaries, i.e. preparing them for data entry. To make surveys more consistent and more comparable, both internationally on the cross-sectional level and nationally on the longitudinal level, **it is recommended** that the diaries be coded centrally in the national survey agencies.

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

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<sup>1</sup> For a theoretical basis see Harvey, A. and Niemi, I. (1994) An International Standard Activity Classification (ISAC): towards a framework, relevant issues. In *Fifteenth Meeting of the International Association for Time Use Research, Amsterdam June 1993*. Eds. N. Kalfs and A. Harvey.

<sup>2</sup> This is dependent on the format of the data file, which is the outcome of the coding and data entry process. See sections on Data file format and Delimiting episodes.

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

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

The pilot surveys were a good starting point for creating national *coding indices* with descriptions of activities as recorded by the respondents, for the various activity categories. These indices were very useful in working out section 9 *Activity coding list with definitions, notes and examples*. It is **highly recommended** to maintain and update the **coding indices**.

The activity coding list (ACL) presented in sections 8 and 9 **is recommended** as a minimum common denominator for coding the harmonised European Time Use surveys. Countries that need more specific categories can always extend the coding list according to their needs. In this case, each national code must fit in one – and only one – ACL code (i.e. no national code is equivalent to two or more ACL codes), and all ACL codes are to be covered by the national list.

### 3 Main activities

The respondents record their activities in their own words in the diaries. The main activities are described in the activity column on the left in the diary. There should be only one main activity on each line. Respondents should be reminded to indicate whether they have **used a computer or the internet** when doing the activity.

In the coding process the respondents' written descriptions of their activities are translated into numeric codes, as set out in sections 8 *Activity coding list* and 9 *Activity coding list with definitions, notes and examples*.



### 3.1 The code system

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

#### *Example*

#### **3 HOUSEHOLD AND FAMILY CARE**

**30 UNSPECIFIED HOUSEHOLD AND FAMILY CARE**  
**300 Unspecified household and family care**

**31 FOOD MANAGEMENT**  
**311 Food preparation, baking and preserving**  
**312 Dish washing**

**32 HOUSEHOLD UPKEEP**  
**321 Cleaning dwelling**  
**322 Cleaning garden**  
**323 Heating and water**  
**324 Arranging household goods and materials**  
**329 Other or unspecified household upkeep**

**33**

**·**  
**· MORE SECOND LEVEL CATEGORIES**

**·**  
**39**

At the highest level, the 1-digit code **3** represents **Household and family care**. This is one of 10 first-level activity categories in the code system. As a general rule the first digit in a code defines the first-level activity category.

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

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

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

## 3.2 Characteristics of the code system

### 3.2.1 3-digit Other or unspecified codes (xy9)

As in the ACL2000, the 3-digit code ending with **9** should be used where there is no other proper 3-digit code (or 4-digit country-specific code) except for the **Other** category.

In the ACL2000 there were also specific codes (**xy0** codes) for when there was insufficient information in the diary for coding to 3 digits but just sufficient for coding to 2. In the new ACL, however, all those xy0 codes have been merged with the xy9 codes. Two main reasons are behind this:

- xy0 codes have, in general, very low frequencies<sup>3</sup>.
- Simplification

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

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

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

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

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

#### *Example*

- a. In Finland *Sauna bathing* is a frequent and important activity. Therefore, it is of national interest to be able to separate this activity and not just to have it included in **031 Washing and dressing**. One way of doing this is to create a new 3-digit country-specific code. **032** is an unused code, so it can be used for *Sauna bathing*. As a result the code system would be:

**031 Washing and dressing**  
**032 Sauna bath**

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

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

**031 Washing and dressing**  
**0311 Sauna bath**

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<sup>3</sup> When this condition is not met in a country (i.e. high unspecified frequencies at 3-digit level) it could be possible to create a xy0 code. However this option will hinder international comparability. Thus, countries are encouraged do not make use of this possibility and try to keep the unspecified as low as possible.

### 3.2.3 Insufficient information for coding to 2 digits

A similar approach has been taken in case there is insufficient information in the diary for coding to 2 digits, but just sufficient for 1 digit, although in this case two specific x00 codes have been kept: **200 Unspecified study** and **300 Unspecified household and family care**.

#### Summarised rules for coding main activities

- Rule 1** Code to 3 digits according to the activity coding list.
- Rule 2** If an activity is well described in the diary, but there is no proper 3-digit alternative in the coding list, then code **xy9** 'Other' category.
- Rule 3** If there is a national interest in coding at a more detailed level than the proposed activity code system permits, then insert a new 3 or 4-digit code as demonstrated in section 3.2.2.

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

- Rule 4** If there is insufficient information for coding at the 3-digit level, then code to 2 digits using the 3-digit code **xy9**<sup>4</sup>.
- Rule 5.1** If there is insufficient information for coding at the 2-digit level in groups **2 Study** or **3 Household and family care**, then code to 1 digit using a 3-digit code **x00** ending in two zeros.
- Rule 5.2** If there is insufficient information for coding at the 2-digit level in other groups use the appropriate code (039; 129; 439, 619; 900 or 998).
- Rule 6** If there is insufficient information for coding even at the 1-digit level, select **999**, see section 3.2.6.
- Rule 7** If the activity is a journey defined by purpose according to the definitions in section 3.2.4 select a suitable code from the coding list (see sections 8 or 9).

### 3.2.4 Definition and coding of journeys

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

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

The following pages give six examples showing:

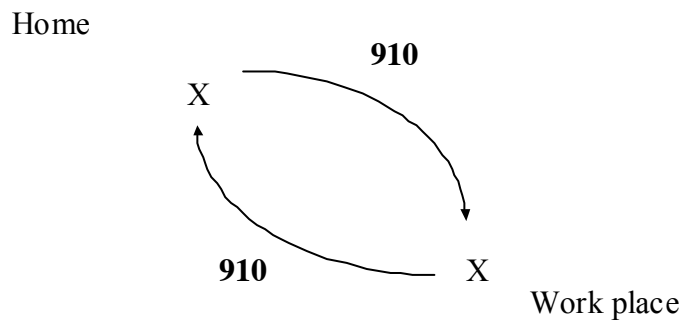
1. A straightforward journey to work and back home
2. A journey to and from work interrupted by an errand
3. A journey to and from work interrupted by two errands
4. An errand during lunch break at work
5. Leaving home to do different errands at different places before returning home
6. Leaving home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

---

<sup>4</sup> If there are high unspecified frequencies at 3-digit level it could be possible to create an xy0 code. However this option will hinder international comparability. Thus, countries are encouraged do not make use of this possibility and try to keep the unspecified as low as possible.

**Example 1****A straightforward journey to work and back home**

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

*Chart 1*

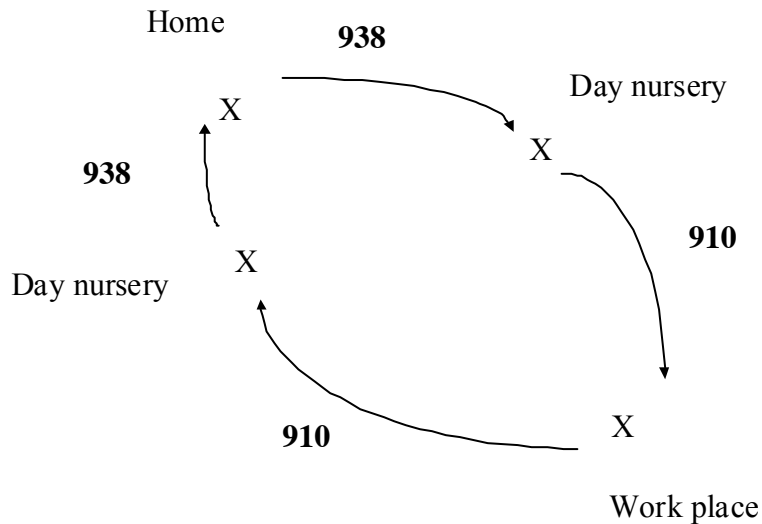
Home is the natural starting and ending point of the journey, and the journey is interrupted by a day's work. The first part of the journey is defined by its purpose, which in this case is to go to work. If the journey back home in the evening was defined in the same way it should be a journey home.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

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

**Example 2**A journey to and from work interrupted by an errand

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

Chart 2

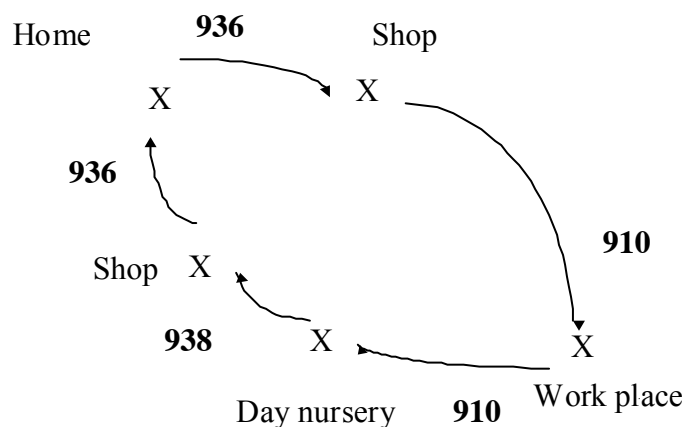


The first part of the journey is now connected with childcare (= the reason to go to the day nursery), and the second part is connected with work. The first part of the way back home is also connected with work and the second with childcare. This principle applies regardless of whether or not the stop at the day nursery will lengthen the journey.

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

**Example 3**A journey to and from work interrupted by two errands.

Chart 3

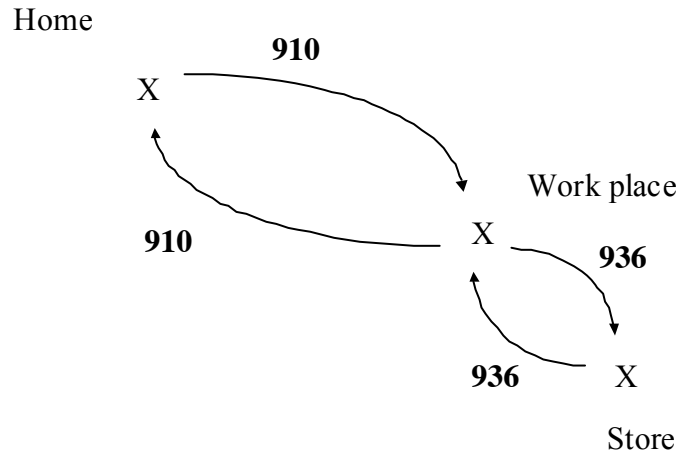


The first part of the journey is now connected with shopping (= the reason to go to the shop), and the second part is connected with work. The first part of the way back home is connected with work, the second part with childcare and the third with shopping.

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

**Example 4****An errand during lunch break at work**

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

*Chart 4*

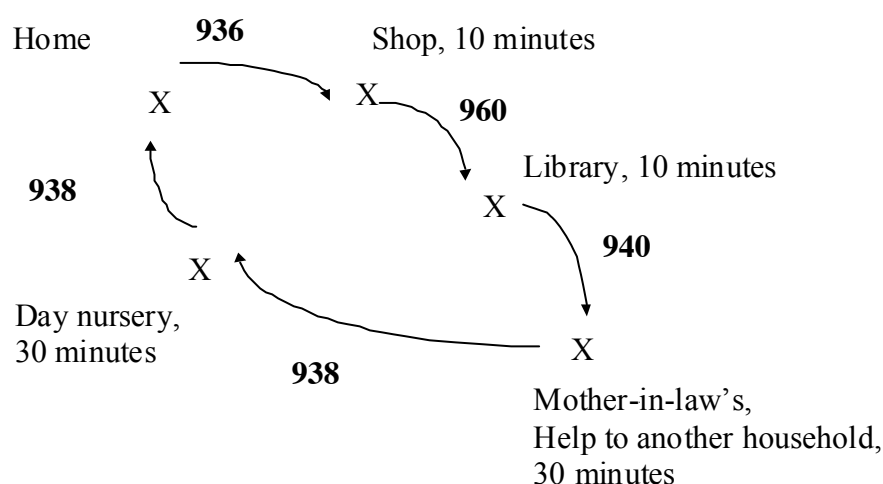
The journeys to and from work are unaffected. The trip to the store is a circle of its own. The workplace is the starting and ending point and the shop the turning point.

**Example 5**Leaving home to do various errands at different places before returning home

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

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

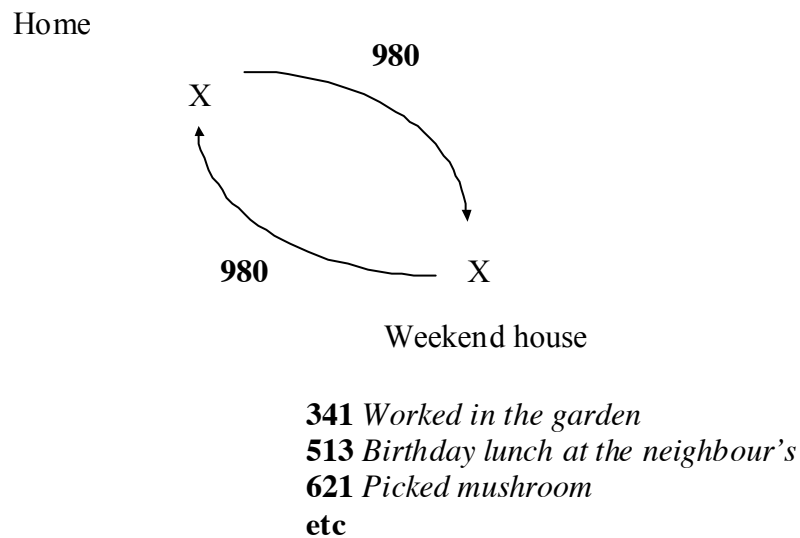
Chart 5





**Example 6**Leaving home to go to another locality to do a number of things before returning home

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

*Chart 6*

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

### 3.2.5 Coding of multiple main activities

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

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

*Example 1*

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

*Example 2*

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

**Rule 2** If the activities are simultaneous, and neither of the activities is likely to be the consequence of the other, then the first is coded as the main activity, the other as the secondary activity.

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

**Rule 4** If the activities are sequential, and neither of them is clearly longer than the other, then the first is coded as the main activity and the other activity not at all.

### 3.2.6 Codes for special situations/activities

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

## 4 Secondary activities

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

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

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

## 5 Use of computers and the internet

Respondents should indicate whether they use a computer or the internet when carrying out the activity. During working time there is not need of indicating the use of a computer or the internet.

A binary code (0=no use; 1=use) will be assigned during the codification process. All activities under **72 Computing** should by definition have the binary code 1.

### *Example*

*I read the newspapers on line* will be coded as 811.1, the last 1 meaning the use of the internet.

## 6 Other episode dimensions

### 6.1 Location and transport mode

In the diary there is a column for the respondent to record the location of the activity and the transport mode. See codes in section 9.3.

### 6.2 With whom time is spent

In this section of the diary, there should be at least one column marked for each row. If not, it counts as a non-response (refusal or the respondent forgot to tick in the proper box). An example of the latter is when a respondent has recorded that she/he played with her/his pre-school child but did not record the presence of the child for the whole episode — perhaps it was recorded only for the first row of the episode. In such a situation, code as if the tick in the ‘With whom’ box in the first row covers the entire episode. This means that corrections can be done when it is perfectly clear that the ‘With whom’ boxes should have been ticked exactly the same way for the whole episode. If there is any doubt, omit this dimension for the episode in question.

## 7 Further remarks and comments

### 7.1 Important comment on the numerical coding

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

### *Example*

The activity ‘Eating a meal’ has to be coded **021 Eating**, according to the Activity coding list. Dropping the **0** would change the activity code to **21, School or university**, which of course is completely wrong.

## 7.2 Monitoring the coding procedure

1. It **is recommended** that the activity coding list be used as the lowest common denominator. It can be extended according to the rules proposed in section 3.2.2.
2. For further development of the code system, it **is highly recommended** to keep a **coding index** including new descriptions of activities assigned to the different activity categories. **It is recommended** that a supervisor take responsibility for updating the coding index and for continuously keeping the coders informed. The index is necessary to standardise the work among the national coders, and to clarify the content of the codes for different countries.

## 7.3 Definition of an episode

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

Sometimes the respondent will record, say, sleep as a main activity on only one line in the diary, followed by empty lines for the whole night. It is then reasonable to assume that the main activity ‘sleep’ continued until the start of a new main activity.

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

### 7.3.1 Marking codes

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

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

Also the codes are to be recorded in the diaries<sup>5</sup>. If there is no designated space for them, they may be recorded anywhere close to their literal counterparts. It is important that there be no ambiguity about which code is connected to which activity, and/or time intervals in the diary.

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

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

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<sup>5</sup> There are of course alternatives to this: the codes might be recorded on separate sheets or, in principle, perhaps even entered directly into the computer. This latter alternative, however, is not recommended for the harmonised European Time Use surveys.

### 7.3.2 Delimiting episodes

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

### 7.3.3 Coding episodes

The diary example in Section 11 demonstrates the principle that one episode ends and a new one starts when there is a change in the main activity, the secondary activity, presence of persons, or the location code.

## 7.4 Data file format

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

## **8 Activity coding list**

### **8.1 Main and secondary activities**

#### **0 PERSONAL CARE**

##### **01 SLEEP**

- 011 Sleep**
- 012 Sick in bed**

##### **02 EATING**

- 021 Eating**

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

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

#### **1 EMPLOYMENT**

##### **11 MAIN JOB AND SECOND JOB**

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

##### **12 ACTIVITIES RELATED TO EMPLOYMENT**

- 121 Lunch break**
- 129 Other or unspecified activities related to employment**

#### **2 STUDY**

##### **20 UNSPECIFIED STUDY**

- 200 Unspecified study**

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

- 211 Classes and lectures**
- 212 Homework**

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

- 221 Free time study**

- 3 HOUSEHOLD AND FAMILY CARE**
  - 30 UNSPECIFIED HOUSEHOLD AND FAMILY CARE**
    - 300 Unspecified household and family care**
  - 31 FOOD MANAGEMENT**
    - 311 Food preparation, baking and preserving**
    - 312 Dish washing**
  - 32 HOUSEHOLD UPKEEP**
    - 321 Cleaning dwelling**
    - 322 Cleaning garden**
    - 323 Heating and water**
    - 324 Arranging household goods and materials**
    - 329 Other or unspecified household upkeep**
  - 33 MAKING AND CARE FOR TEXTILES**
    - 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**
    - 349 Other or unspecified gardening and pet care**
  - 35 CONSTRUCTION AND REPAIRS**
    - 351 House construction and renovation**
    - 352 Repairs to dwelling**
    - 353 Making, repairing and maintaining equipment**
    - 354 Vehicle maintenance**
    - 359 Other or unspecified construction and repairs**
  - 36 SHOPPING AND SERVICES**
    - 361 Shopping**
    - 362 Commercial and administrative services**
    - 363 Personal services**
    - 369 Other or unspecified shopping and services**
  - 37 HOUSEHOLD MANAGEMENT**
    - 371 Household management**
  - 38 CHILDCARE**
    - 381 Physical care and supervision**
    - 382 Teaching the child**
    - 383 Reading, playing and talking with child**
    - 384 Accompanying child**
    - 389 Other or unspecified childcare**
  - 39 HELP TO AN ADULT FAMILY MEMBER**  
*(Codes at three digit level, 391, 392 and 399, are voluntary)*
    - 391 Physical care of a dependent adult household member**
    - 392 Other help of a dependent adult household member**
    - 399 Help to a non dependent adult household member**

- 4 VOLUNTARY WORK AND MEETINGS**
  - 41 ORGANISATIONAL WORK**
    - 411 Organisational work (work for or through an organisation)**
  - 42 INFORMAL HELP TO OTHER HOUSEHOLDS**
    - 421 Construction and repairs as help**
    - 422 Help in employment and farming**
    - 423 Care of own children living in another household**
    - 424 Other childcare as help to another household**
    - 425 Help to an adult of another household**
    - 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**
    - 513 Celebrations**
    - 514 Telephone conversation**
    - 519 Other or unspecified social life**
  - 52 ENTERTAINMENT AND CULTURE**
    - 521 Cinema**
    - 522 Theatre and concerts**
    - 523 Art exhibitions and museums**
    - 524 Library**
    - 525 Sports events**
    - 529 Other or unspecified entertainment and culture**
  - 53 RESTING – TIME OUT**
    - 531 Resting – Time out**
- 6 SPORTS AND OUTDOOR ACTIVITIES**
  - 61 PHYSICAL EXERCISE**
    - 611 Walking and hiking**
    - 612 Jogging and running**
    - 613 Cycling, skiing and skating**
    - 614 Ball games**
    - 615 Gymnastics and fitness**
    - 616 Water sports**
    - 619 Other or unspecified sports or outdoor activities**
  - 62 PRODUCTIVE EXERCISE**
    - 621 Productive exercise (e.g. hunting, fishing, picking berries, mushrooms or herbs)**
  - 63 SPORTS RELATED ACTIVITIES**
    - 631 Sports related activities**



- 7 HOBBIES AND COMPUTING**
- 71 ARTS AND HOBBIES**
- 711 Arts (visual, performing, literary)
  - 712 Collecting
  - 713 Correspondence
  - 719 Other or unspecified hobbies
- 72 COMPUTING**
- 721 Computing — programming
  - 722 Information by computing
  - 723 Communication by computing
  - 729 Other or unspecified computing
- 73 GAMES**
- 731 Solo games and play, gambling
  - 732 Parlour games and play
  - 733 Computer games
  - 739 Other or unspecified games
- 8 MASS MEDIA**
- 81 READING**
- 811 Reading periodicals
  - 812 Reading books
  - 819 Other or unspecified reading
- 82 TV, VIDEO AND DVD**
- 821 Watching TV, video or DVD
- 83 RADIO AND RECORDINGS**
- 831 Listening to radio or recordings
- 9 TRAVEL AND UNSPECIFIED TIME USE**
- TRAVEL BY PURPOSE**
- 910 Travel to/from work
  - 920 Travel related to study
  - 936 Travel related to shopping and services
  - 938 Travel related to childcare
  - 939 Travel related to other household care
  - 940 Travel related to voluntary work and meetings
  - 950 Travel related to social life
  - 960 Travel related to other leisure
  - 980 Travel related to changing locality
  - 900 Other or unspecified travel purpose
- AUXILIARY CODES**
- 995 Filling in the time use diary
  - 998 Unspecified leisure time
  - 999 Other unspecified time use

**8.2 Binary code**

- 0** Neither computer nor the internet used
- 1** Either a computer or the internet used

**8.3 With whom time is spent**

- 1** Alone

**With other household members:**

- 2** Partner
- 3** Parent
- 4** Household member up to 9 years
- 5** Other household members
  
- 6** Other persons known to the respondent

**8.4 Location and transport mode**

- 00** Unspecified location/transport mode

**LOCATION**

- 10** Unspecified location (not travelling)
- 11** Home
- 12** Weekend home or holiday apartment
- 13** Workplace or school
- 14** Other people's home
- 15** Restaurant, cafe or pub
- 16** Shopping centres, markets, other shops
- 17** Hotel, guesthouse, camping site
- 19** Other specified location (not travelling)

**TRANSPORT MODE**

- 20** Unspecified transport mode

**PRIVATE TRANSPORT**

- 21** Travelling on foot
- 22** Travelling by bicycle
- 23** Travelling by moped, motorcycle or motorboat
- 24** Travelling by passenger car
- 29** Other or unspecified private transport mode

**PUBLIC TRANSPORT**

- 31** Travelling by public transport

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

### 9.1 Main and secondary activities

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

## 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)

Waiting to get out of bed after waking up

Waking up, and still in bed

#### 012 Sick in bed

##### Definition

Incapacitated in bed

For sick, elderly or disabled in bed, when no other activity is specified

##### Examples

In hospital, under anaesthetic

Lying in bed because of sickness, old age

### 02 EATING

#### 021 Eating

##### Definition

Eating meals regardless of place; distinctions can be made by using a 'location' code

Eating snacks, ice cream, sweets, etc.

Drinking coffee, tea, juice, beer, wine, spirits, etc.

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

##### Examples

Eating dessert

Eating dinner

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

Eating supper

Got drunk

Had a beer

Had a pizza

Had a sandwich

Had food

Nibbling other food

Using narcotics

### 03 OTHER PERSONAL CARE

#### 031 Washing and dressing

##### Definition

Activities the respondent does for her/himself

Toilet (WC) activities

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

*Getting out of bed* and *Going to bed* are included here.

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

##### Examples

Brushing teeth

Changing clothes

Evening, morning chores

Make-up

Manicure, pedicure

Personal hygiene

Sauna

Shaving

Skin care

Taking a bath

Taking a shower

Washed face, hands and feet

Washing, drying and doing hair

#### 039 Other or unspecified personal care

##### Definition

Personal care for own health.

Receiving health care from a family member or friend

Sexual activities

'Private activities' as suggested in the diary instructions

Unspecified personal care

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

*Note: Services given to somebody else, e.g. cutting hair or medical care, are included in 381 Childcare: Physical care and supervision and 39 Help to an adult household member.*

##### Examples

Aerosol for asthma

Couple relation

Insulin injection

Intimacy

Monitoring blood pressure, sugar level, home diagnostic tests

Personal medical care at home

Preparing and taking medicines

Feet massage (done by her/himself)

Put weekly consumption of medicine/pills in a medicine cassette

Solarium session (at home)

Wound treatment

## 1 EMPLOYMENT

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

1. Hours actually worked during normal periods of work;
2. Time worked in addition, and generally paid at higher than normal rates (overtime);
3. Time spent at the place of work on activities such as preparation of the workplace, repairs and maintenance, preparation and cleaning of tools, and preparation of receipts, time sheets and reports;
4. Time spent at the place of work waiting or standing-by for such reasons as lack of supply of work, breakdown of machinery, or accidents, or time spent at the place of work during which no work is done but for which payment is made under a guaranteed employment contract; and
5. Time corresponding to short rest periods at the workplace, including tea and coffee breaks.

*For more details see explanations to question I7 (usual weekly working hours) of the individual questionnaire.*

*Note:* Working time applies to work done in paid jobs and in a family business or property, also as 'unpaid family member'. It also applies to work done by people who do not regard themselves as employed, e.g. children and elderly people

### 11 MAIN AND SECOND JOB

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

##### Definition

Time spent on main and second job, including: working overtime, work brought home, paid practical training, training during work and travelling due to work, during or outside working hours.

Breaks during working hours 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 regular working hours.

Work trips to seminars etc.

Driver's (taxi, pizza delivery, etc.) job, while moving.

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

*Note:* Trips to/from work are included in **910 Travel to/from work**.

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

*Note:* Work for an organisation is included in **411 Organisational work (work for or through an organisation)** even if some minor fee is paid.

##### Examples

Working as bus driver

Selling at a flea-market stall

Corrected written tests (teacher)

Preparations for work

Planning tomorrow's lessons (teacher)

Business meeting during lunch break

Meeting with a business partner after working hours

Taking and giving back work material, tools, etc.

Inevitable break, e.g. because of shortage of material, power-supply failure

Phone-call at home concerning work

Student's work or contractual work, when paid

Had a rest and read newspapers at work

Phoned my child from the office

Used computer at work to pay personal bills

Accident at work

## 12 ACTIVITIES RELATED TO EMPLOYMENT

### Definition

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

### 121 Lunch break

#### Definition

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

*Note:* People can do different things during their lunch breaks. The respondent is asked to report on her/his activities during the lunch break (e.g. eating lunch, shopping, etc.). Each such activity is given the appropriate code in the 'Main activity' column, and we use the contextual code **121 Lunch break** in the 'Secondary activity' column to indicate that the activity was performed during the lunch break.

*Note:* It is of interest to preserve information for easy calculation of the gross length of the working day. As lunch breaks may be included in the gross working day, the calculation will be facilitated if they are marked as such.

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

#### *Example*

In this example you can see how to use code **121**.

Main activity	Secondary activity
Main job 111	
Lunch break: eating lunch 021	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 connected with own employment, except work itself. Activities not paid for, e.g. time spent at the place of work before starting or after ending work.

Activities connected with job seeking, e.g.

- calling at or visiting a labour office or agency
- reading and replying to job advertisements
- going to see the new employer

Unspecified activities related to employment.

*Note:* Work brought home is included in **111 Working time**.

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

#### Examples

Changed clothes before/after work at the place of work

Reading job announcements

Visiting a future workplace

**2 STUDY****20 UNSPECIFIED STUDY****200 Unspecified study****21 SCHOOL OR UNIVERSITY**Definition

Studies at primary, secondary and tertiary education institutions as part of the formal education system, including general and vocational training.

**211 Classes and lectures**Definition

Besides classes and lectures, includes laboratory work, unpaid practical training, retraining courses, and short breaks at school/university.

Other specified activities related to school or university.

*Note: Includes school-related activities, e.g. waiting in the schoolyard for school to start, 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. with no activity mentioned

At the cinema, theatre with school (during school hours)

Exams

School sports day

Appointment at school

Called my teacher

Visited the studies supervisor

Waiting in the schoolyard for a ride home

**212 Homework**Definition

Homework, study in library. Reading for exam.

*Note: Preparing for school, e.g. arranging the bag, is included in **324 Arranging household goods and materials**.*

Examples

Preparing for a test

Studying together with a fellow pupil

Reading for an exam

Was tested on the homework

Gathering plants for school

**22 FREE TIME STUDY****221 Free time study**Definition

Studies during free time.

*Note: Does not include studies during working hours, which are included in **111 Working time in main/second job**.*

Examples

Administrative courses (typing, accounting)

Artistic courses (painting, music, etc.)

Exercising for piano lesson

Correspondence studies

Driving lesson

Language courses, incl. courses on TV or radio (**821 Watching TV, video or DVD** or **831 Listening to radio or recordings** should be coded as secondary activities)

Music lessons

Preparing for courses: homework related to these courses

Professional training courses, not in direct connection with work

Sewing class

Talked with the supervisor

### 3 HOUSEHOLD AND FAMILY CARE

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

- *If the activity was done for another household only, then choose the appropriate code under **42 Informal help to other households**.*
- *Codes have been defined so that activities regarded as SNA activities are distinguished from those outside the SNA production boundary.*
- *All paid activities or activities connected with employment are included in **1 EMPLOYMENT**, e.g. purchasing or repairing for the family firm.*
- *If help is provided to a family member in a 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 in connection with food preparation, baking, preserving, freezing and canning (e.g. cleaning berries, boiling jam or fruit-syrup; preparing food for use later). Also includes setting the table.

##### Examples

Set the table

Brewed coffee

Cleaning fish

Cooking

Heated up some food

Made meals, snacks, drinks for own children

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

Prepared a lunch box

Serving food to other people

Turned on the oven

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

Churn milk to make cheese, etc.

Cleaned mushrooms

Killing a pig/chicken for later use, when it is not part of one's job on a farm

Prepared food to put in the freezer

Preparing/bottling of home-made wine, brandy, beer, etc.

Sorting out potatoes for preserving

Storing fruits in the basement

#### 312 Dish washing

##### Definition

Also includes activities before and after washing up, e.g. drying up, tidying away dishes, etc.

##### Examples

Cleared the food back to the fridge

Cleared the table after breakfast/lunch/snacks/dinner/supper/coffee

Loaded/unloaded the dishwasher



- 32 HOUSEHOLD UPKEEP**
- 321 Cleaning dwelling**
- Definition  
Vacuuming, washing/waxing floors, washing windows, making beds, tidying, arranging the home, etc.  
Separating papers, bottles, tins, etc.
- Examples  
Airing of bedclothes  
Beating rugs  
Collected the children's toys  
Putting away the cleaning kits  
Tidied up wardrobes  
Took out rubbish, waste
- 322 Cleaning garden**
- Definition  
Cleaning garden or pavement, clearing away snow, also composting waste etc.
- Examples  
Cleaned around garden pool area  
Cleaned patio furniture  
High-pressure hosed the roof or the walls of the house  
Raking together dead leaves  
Swept the entrance
- 323 Heating 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  
Checked the boiler  
Heating up of sauna  
Lit the boiler  
Preparing the heating material  
Warming water for bath  
Went down into the cellar and put firewood in the boiler

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

#### Definition

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

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

#### Examples

Arranging clothes for the morning  
Arranging purchases  
Carrying out garden furniture  
Checking of mousetraps  
Collecting mail from the letter box  
Hanging up curtains  
Loading and unloading the shopping to/from the car  
Looking for lost items  
Moving to a new place to live  
Packing and checking children's school bags  
Packing/ unpacking for a trip  
Packing/unpacking for a removal  
Packing for school or work  
Packing/unpacking hobby equipment  
Preparation of clothes for the next day  
Preparing the satchel  
Put up a tent  
Putting food products into refrigerator  
Putting up posters  
Tending indoor flowers  
Watered indoor flowers  
Wrapped up gifts

### **329 Other or unspecified household upkeep**

#### Definition

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

Unspecified household upkeep.

#### Examples

Closed curtains and blinds  
Closed/opened doors or windows  
Locked the door  
Cleaning, with no distinction as to house, cellar, garage or garden

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

### **331 Laundry**

#### Definition

Hand wash, loading and unloading washing machine, hanging out, putting away (when not ironed or mangled), etc.

#### Examples

Emptied the drying cupboard  
Folding sheets and putting them into the cupboard  
Hand-washing, soaking, rinsing  
Sorting of laundry

### **332 Ironing**

#### Definition

Ironing and mangling.

Tasks connected with ironing and mangling.

Folding and putting things into the wardrobe (after ironing or mangling).

#### Examples

Put laundry in drawer  
Sorting/folding clothes

**333 Handicraft and producing textiles**Definition

Includes only making new products — not repairing clothes etc. — as this distinction is needed for household satellite accounts. Includes hand knitting, needlework, embroidery, etc. and handicraft done by machine or weaving.

Examples

Crocheting

Making new clothes, curtains, etc. using a sewing-machine

Sewing

Stitching

Weaving rag-carpets

**339 Other or unspecified making and care for textiles**Definition

Repairing clothes

Repairing and polishing shoes

Putting seasonal clothes into storage

Unspecified making and care for textiles

Examples

Alteration of clothes

Changed a zip

Cleaned wellingtons

**34 GARDENING AND PET CARE**Definition

Gardening and animal tending activities which are **not** done in connection with farming.

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

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

- 1. If farm work for different reasons is not reported in the individual questionnaire as main or second job (e.g. formal status is student, pensioner, etc.; the farm does not make enough profit; fear of tax authorities), **but** according to the household questionnaire the household sells the products on the market, **then** farming activities connected with tending plants are included in **111 Working time** for all members of the household.*
- 2. If farm work is reported as main or second job by at least one household member and according to the household questionnaire the household sells the products of farming activities on the market, **then** farming activities for all members of the household are included in **111 Working time**.*
- 3. Unpaid help provided to a farmer by a non-household member (the respondent) is included in **422 Help in employment and farming**.*

### 341 Gardening

#### Definition

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

Tending outdoor flowers, mowing the lawn, etc.

Also tending flowers on a grave.

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

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

#### Examples

Collecting rose hips

Forestry for private use (not for firewood)

Planting vegetables

Ploughing

Weeding

Tending apple trees

Trimming of hedge

Watering the garden

Working in the garden

### 342 Tending domestic animals

#### Definition

Keeping domestic animals when products are intended only for own use.

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

#### Examples

Bee-keeping

Feeding domestic animals

Grooming of own riding horse

Tending hens, rabbits, sheep, etc.

### 343 Caring for pets

#### Definition

Feeding and washing pets, taking care of aquarium/terrarium, etc.

#### Examples

Chased the cat back home

Groomed the dog

Training of a dog

Was at a vet, dog school or in a dog show with own pet

### 344 Walking the dog

#### Definition

Walking the dog regardless of the time spent.

Also includes outdoor activities with the cat or other pets

#### Examples

In the forest with the dog

### 349 Other or unspecified gardening and pet care

## 35 CONSTRUCTION AND REPAIRS

### 351 House construction and renovation

#### Definition

Major changes to the house, including construction of a new building or major extension and/or alteration, e.g. restoration of a bathroom. Includes construction and renovation of home, garage, outhouse, etc.

Includes only activities inside the SNA production boundary.

*Note: Activities concerning farm buildings are included in 111 Working time.*

Examples

Adding insulation to walls  
 Garage construction work  
 Installing electricity  
 Lagging of a bored well  
 Put up drain-pipes  
 Restoration of a kitchen

**352 Repairs of dwelling**Definition

Minor changes to the house, not belonging to SNA.  
 Various repairs to the home, garage, outhouse etc.  
 Includes re-plastering walls, repairing roofs, painting, papering walls, carpeting, interior decoration, repairs of fittings etc.

Examples

Installation of light fittings  
 Mounted window-frames  
 Opened a blocked-up sink  
 Panelling a ceiling  
 Tearing down wardrobes (before repairs)  
 Tiled above the stove

**353 Making, repairing and maintaining equipment**Definition

Making and repairing furniture and household goods, furnishing, production of pottery, utensils and durables, etc.  
 Repairing and maintaining tools.  
 Assembling furniture and equipment.  
 Woodcraft.

*Note:* *Repairing farming equipment is included in 111 Working time.*

Examples

Changed electric bulbs  
 Changed the clocks to winter time  
 Changing a lamp  
 Cleaned and oiled sewing machine parts  
 Cleaned the kitchen fan  
 Loading batteries of mobile phone  
 Repairing a lamp  
 Repairing children's toys  
 Replacement of batteries  
 Sharpened kitchen knives  
 Tended garden tools

**354 Vehicle maintenance**Definition

All maintenance of vehicles and appliances of a household: cars, cycles, boats, etc. done by oneself.

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

Examples

Changed tyres on the car  
 Docking of boat for the winter  
 Drove the car into the garage  
 Getting to know my (new) car  
 Put my bike in the outhouse  
 Renovation of vintage cars  
 Repaired the motorcycle  
 Tended the car  
 Washing, cleaning and waxing car by oneself in service station

**359 Other or unspecified construction and repairs**

**36 SHOPPING AND SERVICES**Definition

Errands presuming visits to offices, institutions, etc.

*Note:* Arranging or supervising outside services at home (e.g. phone calls to institutions) is included in **371 Household management**.

**361 Shopping**Definition

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

Including also semi-durable consumer goods.

Buying clothes, shoes, books, etc.

Purchasing for maintenance and repair.

Also looking at things in shops, flea markets, etc.

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

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

Examples

Bought a present

Bought plants for the garden

Bought snack food from a kiosk

Fuelling a motor vehicle

Inspecting a car at a car showroom

Looked at an apartment for sale

Looked at clothes

Purchasing medicines

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

Rented a video film

Tried on clothes in a shop

Was at a food store

Was at estate agents

Was at the market

**362 Commercial and administrative services**Definition

Commercial services like laundry, tailor, shoemaker, etc.

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

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

*Note:* Calling or visiting a labour office is in **129 Other or unspecified activities related to employment**.

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

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

*Note:* Activities (calling the vet, talking to vet, etc.) in connection with Veterinary services for cattle (if it is on a farm) are included in **111 Working time**, and for pets in **343 Caring for pets**.

Examples

Car inspection at car inspection centre

Check-in to hotel

Fetches a package from the post office

Fetches shoes from the shoemaker's

Had oil change and car greased in a garage, as paid service.

Hotel services

Paying bills at ATM

Withdrawing money from cash machine

Visited travel agency

Waiting at customs

Was at decoration service

**363 Personal services**Definition

Individual services that do not belong to household production according to the third-party criterion, i.e. tasks that cannot be delegated to anybody else, and that should not be included in household production.

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

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

Also includes waiting.

Examples

Doctor visited me at home

Facial care

Having one's navel pierced

Visited the maternity ward

Waiting in the doctor's waiting-room

Was at the hospital (as a patient)

**369 Other or unspecified shopping and services**Example

Waited in the car while my wife was shopping

**37 HOUSEHOLD MANAGEMENT****371 Household management**Definition

Planning and arranging, budgeting, paperwork, making a shopping list, arranging and supervising outside services at home.

Phone calls to institutions, correspondence with authorities, etc.

Shopping by phone.

Computing for household management.

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

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

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

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

Examples

Attendance during repairs (supervision)

Bank services by phone or Internet

Booking cinema tickets from home

Called the paint shop

Checking of bookkeeping

Filling in bank giro forms

Ordered a pizza by phone

Ordered goods by Internet

Planned a journey

Planned a party

Planned a birthday party for my son

Planned food purchases, meals

Planned weekend programme for the family

Made reservation for air tickets by Internet

Made reservation for theatre tickets by Internet

**38 CHILDCARE**Definition

Care given by parents, and older children taking care of younger siblings.

*Note:* The upper age limit of a child is 17 years.

*Note:* Childminding for another household **only** is included in informal help to other households, **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 and preparing children for bed, etc.

Supervision indoors or outdoors.

Examples

Babysitting my younger sister

Breast-fed my child

Changed nappies

Combed my child's hair

Holding my child in my arms

Putting my children to bed

Taking care of a sick child

Waking up my child

Was at the playground with the children (supervision outdoors)

Watching children (including my own) playing in the playground, in the garden

Watching my child's physical training

**382 Teaching the child**Definition

Help with homework, giving guidance.

Examples

Checked homework

**383 Reading, playing and talking with child**

*Note:* Siblings talking with each other is included in **511 Socialising with family**.

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

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

Examples

Entertained the children

Playing games with the children

Read a story to the children/to my sister

**384 Accompanying child**Definition

Accompanying child to a doctor.

Waiting at a sports centre, music lesson, etc., if no other activity than waiting is specified.

Visiting school, nursery. Parents' meetings at school.

*Note:* If any other activity than waiting is specified, the actual activity should be coded. Time spent on travel is coded **938 Travel related to childcare**.

Examples

Attending end of term celebration at school

Parent's meeting

At school with my child

Attending children's party at school

Talking with a carer, teacher etc.

Visiting babysitter

**389 Other or unspecified childcare**Examples

Listened to my daughter playing the piano at home

Helped the children



**39 HELP TO AN ADULT HOUSEHOLD MEMBER****Definition**

Adult assistance and care (except housework).

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

*Note:* Housework tasks are 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**

*For people who suffer any physical or mental illness or any disability or problem impairing their day-to-day activities.*

**Definition**

Feeding, washing, dressing and preparing them for bed.

**Examples**

Feeding my elderly mother

Changed nappies

Dressing my Alzheimer-sick wife

Tie shoelace for my elderly father

Combed my elderly mother's hair

Help to go upstairs

Putting my disabled husband to bed

Preparing the medicine for my sister (mentally disabled)

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

*For people who suffer any physical or mental illness or any disability or problem impairing their day-to-day activities.*

**Definition:**

Supervision indoors and outdoors. Accompanying an adult at home to visit a doctor. Waiting at a day centre (if no other activity than waiting is specified). Visiting a household member in hospital or day centre. Teaching a mentally disabled adult or elderly people. Giving guidance. Mental help, information and advice.

**Examples**

Was at the playground with the elderly adult (supervision outdoors)

Talking with a carer, doctor etc.

Entertained my elderly father who lives with us

Playing games with my mentally disabled brother

**399 Help to a non dependent adult household member****Definition**

Cutting hair, massaging. Other care and assistance to a non dependent adult family member. It includes care of an adult temporarily sick.

**Examples**

Cut my husband's hair

Massaging my wife

Waking up adults (husband, wife, etc.)

Taking care of an adult temporarily sick

## 4 VOLUNTARY WORK AND MEETINGS

### 41 ORGANISATIONAL WORK

#### Definition

Working as a volunteer free of charge or for a minor fee.

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

#### Definition

Work done for or through an organisation.

Work for groups and associations, as well as work for school and kindergarten and neighbourhood groups, etc.

Work as a committee member.

Administrative work.

Preparing activities, work for events.

Baking, etc. for the organisation, working in the canteen.

Repairs and other odd jobs for the organisation.

Voluntary fire brigade.

Bookkeeping for clubs.

Giving information, distributing leaflets.

Activities connected with collecting money for the organisation.

Volunteer work. Care of the elderly and disabled via an organisation.

Delivering meals. Teacher or course instructor.

Coach, referee, etc. in sports and gymnastics.

Leader of a youth group, e.g. scout leader.

Work in a childcare group.

Leading or organising self-help group.

*Note: Informal help to private households is included in 42 Informal help to other households and is coded according to the actual activity.*

#### Examples

Board meeting

Collected material for a board meeting

Computer work for the hockey club

Counted and delivered ordered clothes (for the riding club)

Distribution of meeting notices

Election night activities

Environmental care and animal protection

Fetches/sold Bingo lottery tickets

Preparing for the council meeting

Recruitment of sponsors

Sorted clothes (sale for the riding club)

Sorted correspondence of the club

Working with the organisation's newsletter

Activities as member of religious helping groups: hospital visiting, soup kitchen, support groups, etc.

Coached handball team

Coaching sports

Donating blood

Helped at the refugee centre

Helping with organised activities in the baths and clearing up the bathing-place

Leading religious youth group

Meeting with the youth section

Road maintenance in a voluntary group

**42 INFORMAL HELP TO OTHER HOUSEHOLDS**Definition

Direct help given by the respondent to another household and not arranged by an organisation

*Note:* Should be coded as secondary activity if the activity is done for the respondent's own household at the same time.

**421 Construction and repairs as help**Definition

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

Examples

Helped repair the neighbour's roof

Made a toy for the grandchildren

**422 Help in employment and farming**Definition

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

Examples

Help with milking, tending cattle/cows/calves

Helped on my uncle's farm

Helped my sister to clean the office

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

Help to another household with activities that are included in **38 Childcare**, when the care is for one's own child up to 17 years of age living in another household.

Examples

Taking care, over the weekend, of own child usually living with ex-partner.

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

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

Examples

Unpaid childminding

Had a look at grandchildren

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

Adult assistance and care 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.

**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, preserving, 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 an adult to the doctor is included in **425 Help to an adult of another household**.

Examples

Baked for my elderly parents

Helped the hostess with the cooking  
Washed dishes during the visit  
Helped with removal  
Watered indoor flowers at the neighbour's  
Feeding a neighbour's dog  
Mowing the lawn for my elderly mother  
Went with the neighbour to buy a car  
Helping a neighbour  
Delivered food to my neighbour  
Helping a relative

#### **43 PARTICIPATORY ACTIVITIES**

##### Definition

Attending meetings free of charge or for a minor fee.

#### **431 Meetings**

##### Definition

Attending meetings and other organisational activities when not in a position of trust. Concerns all kind of meetings, etc. arranged by social, political, scout and other organisations, informal clubs and groups.

*Note: 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 or other temple.

Participating in religious ceremonies like weddings, funerals.

Religious practice, praying, reading holy books, religious ceremonies, also at home.

Listening to religious service (also on TV, radio and video; media as secondary activity).

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

##### **Celebrations.**

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

##### Examples

Attended mass

Attending Sunday school, confirmation class

Listening to recordings of religious ceremonies

Reading the Bible

Watching religious services on TV

Participating in ceremonies of baptism, confirmation, first communion

Religious meeting

Religious practice carried out in a small group

Studying the bible with family

#### **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

**Note:** *Parents socialising with own children is coded as 383 Reading, playing and talking with child.*

##### Examples

Argued with my big sister

Talked with my brother

Said goodbye to my family

Teasing my brother

#### 512 Visiting and receiving visitors

##### Definition:

Socialising with friends and relatives at home or in their home. Family members can also be present.

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

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

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

##### **Example**

In this example you can see how to use code 512.

Main activity		Secondary activity	
Went for lunch to my sister	900		
Eating lunch	021	Talked with my sister	512
Eating lunch	021	— “ —	512
Washed the dishes	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, confirmation parties, graduations and big anniversaries.

Together with family members, friends, relatives, etc.

Private occasions at or outside home

Parties at work, organisations, etc.

**Note:** *Occasions in church, synagogue, mosque or other temple are included in 432 Religious activities.*

**Note:** *Attending children's parties at school or nursery is included in 384 Accompanying child.*

## 514 Telephone conversation

### Definition

Conversations with members of the family, friends, relatives, etc.

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

### Examples

Listened to messages on the answering machine

Reading, writing, sending text messages by mobile phone

## 519 Other or unspecified social life

### Definition

Together with friends, relatives, etc. Family members can also be present.

### Examples

Conversation with neighbour

Conversations with relatives in a cafeteria

Outdoors with friends

Was at a pub with a friend

Was together with friends

## 52 ENTERTAINMENT AND CULTURE

### Definition

As spectator/listener.

## 521 Cinema

### Definition

Watching movies in cinema or movie club.

Waiting for the doors to open.

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

## 522 Theatre and concerts

### Definition

Also opera, musical, operetta, ballet, dance performance. Live music concert, street performance, etc.

### Examples

Dance (ballet, modern dance and other dance)

Live music (concert, chamber recital, jazz, rock concert, etc.)

Music theatre (opera, light opera, musicals and other music theatre)

Other performance (street theatre, multi-media, etc.)

Plays

## 523 Art exhibitions and museums

## 524 Library

### Definition

Borrowing books, records, audiotapes, videotapes, etc.

Using a computer in the library. Reading newspapers or listening to music in the library.

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

### Examples

Borrowed a book from the school library

Searching for a book (also with the help of computer)

**525 Sports events**Definition

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

*Note: Watching sports events on TV is included in **821 Watching TV, Video or DVD**. Accompanying own child at a sports centre is included in **384 Accompanying child** if just for exercising, not competition.*

Examples

Boxing, Wrestling, Martial arts

Cricket

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

Watched child's tournament.

Motor sports (car/motorcycle racing, rallying, scrambling, time trials, etc.)

Rugby union, Rugby league

Soccer, American football

**529 Other or unspecified entertainment and culture**Examples

Botanical garden, arboretum

Car shows

Cathedral, church, abbey

Consumer events

Factory visits (e.g. brewery)

Fairs, sales exhibitions, etc.

Fashion show

Leisure parks (theme park, pier, fairground, circus, fete, fairground, carnival)

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

Stately homes, etc. (castles, monuments, historic houses)

Was on a visit to the fire-brigade

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

## 53 RESTING — TIME OUT

### 531 Resting — Time out

#### Definition

Doing nothing, just sitting, reflecting, relaxing, resting, waiting, meditating, smoking, sun bathing, thinking, talking to/stroking a cat or dog, etc.

*Note:* *Waiting in the car while a family member is shopping is coded*  
**369 Other or unspecified shopping and services.**

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

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

#### Examples

Admiring a flower  
Being bored  
Cooling off  
Did not do anything special  
Gathering strength  
Just let the time pass  
Looked out through the window  
Just listening to birds  
Killed time  
Lay in bed after lunch and rested  
Lazed around  
Lounging  
Lying in sun  
Philosophised (alone)  
To be at the beach  
Took it easy  
Tried to get to know myself  
Waited for the children to come  
Waited for guests to arrive  
Walking in the house or around it  
Watched an aquarium  
Watched through the window  
Watching e.g. aeroplanes, people in general, boats



## 6 SPORTS AND OUTDOOR ACTIVITIES

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

### 61 PHYSICAL EXERCISE

#### 611 Walking and hiking

##### Definition

Walking in town, in the countryside, etc.

Looking at shop windows during a walk.

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

##### Examples

Picked wild flowers during a nature walk

Strolled in town

Taking a walk with the child in the neighbourhood

Took a nature walk

Watched birds during the walk

#### 612 Jogging and running

#### 613 Cycling, skiing and skating

##### Definition

For exercise.

##### Examples

Alpine skiing, snow boarding

Cross-country skiing

Roller skating, in-line skating

Ski jumping

#### 614 Ball games

##### Definition

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

##### Examples

Football training

Kicked ball

Playing handball

Playing field hockey

Playing soccer

#### 615 Gymnastics and fitness

##### Definition

Organised programme or at home. All types of gymnastics, aerobic, yoga, etc.

Exercise in fitness centre/gym or at home using equipment.

##### Examples

Back gymnastics

Aerobics

Qi Gong

Morning gymnastics at home

Stretching

Body building

Using an exercise bike

Weight-lifting

#### 616 Water sports

##### Definition

Rowing, sailing, windsurfing, etc.

##### Examples

Swimming in the pool

Water gymnastics

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

Examples

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

**62 PRODUCTIVE EXERCISE**

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

Definition

Productive activities of monetary value belonging to SNA.

Examples

Gutting and skinning in the forest  
Sprat-nets into the lake  
Waited for the moose  
Picking aromatic plants  
.

**63 SPORTS-RELATED ACTIVITIES**

**631 Sports-related activities**

Definition

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

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

Examples

Waited for the gymnastics to start  
Chose a horse  
Cleaned nets  
Cleaning of hunting gear  
Unpacked jogging/training equipment at the sports centre  
Working at the stables (not for own horse)

## 7 HOBBIES AND COMPUTING

### 71 ARTS AND HOBBIES

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

##### Definition

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

Also visual arts created with the help of a computer.

Singing, acting, playing alone or in a group.

Producing music.

Also performing arts created with help of a computer.

Writing novels, poetry, personal diary, etc.

Literary arts, also when use of computer is mentioned.

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

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

##### Examples

Painted china

Video-filmed children

Choir practising in church

Live role-play

Played music on the keyboard

Played the clarinet in an orchestra

Played the piano

Playing in a band

Practised with the orchestra

Sang a little

Singing in a choir

Singing karaoke

Warmed up before concert

Wrote a book

Wrote down memorable moments (concerts, etc.)

#### 712 Collecting

##### Definition

Collecting stamps, coins, etc.

##### Examples

Exchanged ice hockey cards

Sorting stamps

#### 713 Correspondence

##### Definition

Writing and reading personal letters, faxes, etc.

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

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

##### Examples

Audio letters

Writing Christmas cards

## 719 Other or unspecified hobbies

### Definition

Hobbies not included in the previous categories, research as hobby, genealogy, assembling apparatus, watching and sorting photos, slides, etc.

*Note: 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

## 72 COMPUTING

### 721 Computing — programming

#### Definition

Programming, fixing and repairing the computer.

#### Examples

Assembling of computer  
Fixed the computer  
Installing a computer game

### 722 Information by computing

#### Definition

Seeking, reading information by means of a computer, via network (e.g. net-surfing) or other data medium (e.g. encyclopaedia on CD Rom).

*Note: Household management computing is included in 371 Household management.*

#### Examples

Called Internet  
Surfed on Internet  
Used the modem

### 723 Communication by computing

#### Definition

Reading, writing and sending e-mail messages  
Chatting on Internet

#### Examples

Checked the mail in the computer  
Talking with a friend through Messenger, Skype or any other VoIP (Voice over the Internet) protocol

### 729 Other or unspecified computing

#### Definition

Unspecified computing or specified computing not mentioned above.

#### Examples

Sat by the computer  
Tapped at the computer keyboard  
Worked at the computer (when not in employment)

**73 GAMES****731 Solo games and play, gambling**Definition

Crosswords, patience, etc. solo games.  
 Playing alone with dolls, toys, cats, dogs, etc.  
 Lottery, etc.  
 Also playing cards specified as gambling.

Examples

Assembled a jigsaw puzzle (when alone)  
 Pinball (playing machine)  
 Practised card tricks  
 Betting (on-course and in betting shop)  
 Bingo  
 Gambling at casino  
 Have played in the shop  
 In betting shop  
 National Lottery  
 Playing cards for money  
 Pools  
 Slot (jackpot) machine

**732 Parlour games and play**Definition

Forms of play and games indoors and outdoors.  
 Children playing with each other or adults

*Note: Games as gambling are included in 731 Solo games and play, gambling.*

*Note: Live role games are included in 711 Arts.*

*Note: Parent playing with own child aged up to 17 is included in 383 Reading, playing, talking with child.*

Examples

Cards, dice, dominoes, chess and other board games.  
 Billiards, snooker, darts  
 Outdoor games such as boules and petanque.  
 Noughts and crosses  
 Backgammon  
 Bridge

**733 Computer games**Definition

Computer and video games.

Examples

Playing Nintendo, Play-station, Xbox  
 Playing patience on the computer

**739 Other or unspecified games**Examples

Played a game

## 8 MASS MEDIA

### 81 READING

#### 811 Reading periodicals

##### Definition

Reading daily, weekly, monthly, quarterly, etc. publications — newspapers, magazines.

Reading local/national/international newspapers.

*Note:* Reading strictly connected with work is included in **111 Working time**.

##### Examples

Comics

Free distribution papers

Reading a hunting journal

Reading afternoon papers

Reading cartoons

Reading a computer journal

Reading the morning papers

Reading a scientific journal

Reader's digest

#### 812 Reading books

##### Definition

Novels, life stories, instructional books, etc.

*Note:* Reading strictly connected with work is included in **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

#### 819 Other or unspecified reading

##### Definition

Brochures, advertisements, etc.

##### Examples

Looked in a clothes catalogue

Read a furniture catalogue

Read a mail order catalogue

Read old personal letters

Read travel catalogues

Reading of user instructions

Reading of post

Read in bed

**82 TV, VIDEO AND DVD****821 Watching TV, Video or DVD**Definition

Watching TV, DVD or video when specified.

Includes videotaped TV programmes and borrowed films.

*Note: Following courses (language courses, etc.) on TV is included in **221 Free time study**. Watching TV is coded as secondary activity.*

*Note: Watching religious services on TV is included in **432 Religious activities**. Watching TV is coded as secondary activity.*

Examples

Listened to music on TV

Teletext

Watched movies

Watched TV with the children

Video recording

Watched a DVD film

Watched a home video

Watched a video film

**83 RADIO AND RECORDINGS****831 Listening to radio or recordings**Definition

Listening to the radio: music, news, commentaries, etc.

Listening to CDs, cassettes, records and digital audio files..

*Note: Following courses (language courses etc.) on radio is included in **221 Free time study**. Listening to the radio is coded as secondary activity.*

*Note: Listening to religious services on radio is included in **432 Religious activities**. Listening to the radio is coded as secondary activity.*

Examples

Recording music

Taping, audio books

Listened to music

## 9 TRAVEL AND UNSPECIFIED TIME USE

*Note: This group includes two different types of codes, which are 1) codes for **travel related to its main purpose**, and 2) **auxiliary codes** for activities that cannot be classified as belonging to any of the groups 0-8.*

*Note: Also included in this group is **995 Filling in the Time Use diary**.*

*Note: Travel as part of/during job is coded as **111 Working time**.*

### TRAVEL BY PURPOSE

#### Definition

Movement between two localities, except when the activity is physical exercise like jogging, walking the dog or just walking. See also section 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 in connection with a visit is coded **950 Travel related to social life**, in connection with help to another household is coded **940 Travel related to volunteer work and meetings**, and in connection with eating is coded **900 Other or unspecified travel purpose**.*

*Note: When the activity is mixed with the trip no subjective distinction between activity and travel should be made. The main rule is to code the whole episode by the activity, e.g. went shopping is coded **361 Shopping**.*

#### **910 Travel to/from work**

##### Definition

Travel to or from work (both main and second job(s)).

*Note: Trips connected with shopping, childcare, etc. should be separated.*

#### **920 Travel related to study**

##### Definition

Travel to or from school or university

Other travel related to school/university, e.g. excursions

Travel related to free time study

#### **936 Travel related to shopping and services**

##### Definition

Travel related to:

**36** Shopping and services

**37** Household management

##### Examples

By car to the shopping centre

Walked to the shop

#### **938 Travel related to childcare**

##### Examples

Taking own children to school, practice, etc.

#### **939 Travel related to other household care**

##### Definition

Travel related to:

**31** Food management

**32** Household upkeep

**33** Making and care for textiles

**34** Gardening and pet care

**35** Construction and repairs

It also includes Transporting an 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**Examples

Went to chat with a 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, unrelated to any special activity.

Examples

Drove around the village in the car

Going for a drive — with no 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 a longer stay (e.g. overnight), and for several different activities.

Also applies to one-day trips to e.g. the weekend home, when the trip is done for several purposes and not just for e.g. harvesting

*Note: A one-day trip just for a visit to the theatre or to a sports event, for shopping, etc. should be coded by purpose, even if the travel itself lasts longer than the principal activity.*Examples

By train to spend a night in a hotel

Interrail 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 the Time Use survey itself.

Examples

Contacts with the interviewer

Helped the child with the Time Use diary

**998 Unspecified leisure time**Definition

Leisure time, but no specific activity is mentioned.

**Note:** The code **998** should be used only when the activity falls into one of the following groups **5 Social life and entertainment**, **7 Hobbies and computing** or **8 Mass media** but no more precise code can be assigned.

Examples

Leisure time

Various leisure time activities

Time off

Spare time

**999 Other unspecified time use**Examples

No activity recorded in the diary

Did a little bit of everything

Spent the evening at home

Was at home

Was on holiday

Came home, went out (if it is not possible to add it to the previous or the following activity)

**9.2 Binary code**

- 0 Neither computer nor the internet used**
- 1 Either a computer or the internet used**

**9.3 With whom time is spent**

*Note:* Each group of persons is regarded as a single variable in the 'with whom' variable.

*Note:* The age limit "up to 9 years" should be applied in the interests of international comparison.

- 1 Alone** (also with unknown persons, alone in crowd)
- With other household members (codes 2-5):**
- 2 Partner**
- 3 Parent**
- 4 Household member up to 9 years**
- 5 Other household members**
- 6 Other persons known to the respondent**

## 9.4 Location and transport mode

Location is travel when the main activity is also coded as travel.

### 00 Unspecified location/transport mode

#### LOCATION

#### 10 Unspecified location (not travelling)

##### 11 Home

At home, in the yard, in the garden of a single-family or a terraced house.  
Workplace if working at home.

Apartment use by a student during the term or by an employed family member during working periods.

##### 12 Weekend home or holiday apartment

Own or rented house or apartment for leisure purposes in own country or abroad.

##### 13 Workplace or school

Own workplace or school.  
Canteens at the (own)workplace or (own)school.  
For a farmer when working outside the garden, in the field or forest.

##### 14 Other people's home

Also weekend home of another household

##### 15 Restaurant, cafe or pub

*Note:* Lunch in the canteen at the (own)workplace or (own)school are included in **13 Workplace or school**.

##### 16 Shopping centres, markets, other shops

##### 17 Hotel, guesthouse, camping site

*Note:* This code is voluntary. Countries not using it should code these locations as **19 Other specified location (not travelling)**.

*Note:* Restaurants in a hotel, guesthouse or camping site are included in **15 Restaurant, cafe or pub**. Shops of those establishments are included in **16 Shopping centres, markets, other shops**.

##### 19 Other specified location (not travelling)

Beach, swimming pool  
Child's school  
Country (side)  
In the street  
Sports centre  
Spouse's workplace

## **TRANSPORT MODE**

### **20 Unspecified transport mode**

#### **Private transport**

##### **21 Travelling on foot**

Also waiting for a bus, train, etc.

##### **22 Travelling by bicycle**

##### **23 Travelling by moped, motorcycle or motorboat**

Example

Snowmobile

##### **24 Travelling by passenger car**

##### **29 Other or unspecified private transport mode**

Examples

Lorry

Tractor

Van

Kick-sledge

Roller-skating

Rowing

Travelling by horse

#### **Public transport**

##### **31 Travelling by public transport**

Examples

Taxi

Bus

Coach

Tram

Underground

Train

Aeroplane

Boat or ship

## 10 Correspondence tables

### 10.1 Activity coding list

Code ACL 2008	Heading HETUS 2008	Code ACL 2000	Heading HETUS 2000
<b>0</b>	<b>PERSONAL CARE</b>	<b>0</b>	<b>PERSONAL CARE</b>
<b>01</b>	<b>SLEEP</b>	<b>01</b>	<b>SLEEP</b>
011	Sleep	010-011	Unspecified sleep (010) Sleep (011)
012	Sick in bed	012	Sick in bed
<b>02</b>	<b>EATING</b>	<b>02</b>	<b>EATING</b>
021	Eating	021	Eating
<b>03</b>	<b>OTHER PERSONAL CARE</b>	<b>03, 000</b>	<b>OTHER PERSONAL CARE</b>
031	Washing and dressing	031	Washing and dressing
039	Other or unspecified personal care	000, 030, 039	Unspecified personal care (000) Unspecified other personal care (030) Other specified personal care (039)
<b>1</b>	<b>EMPLOYMENT</b>	<b>1</b>	<b>EMPLOYMENT</b>
<b>11</b>	<b>MAIN AND SECOND JOB</b>	<b>11, 911, 912</b>	<b>MAIN AND SECOND JOB</b>
111	Working time in main and second job (Including coffee breaks and travel at work)	111-112, 121-122, 911-912	Working time in main job (111) Coffee and other breaks in main job (112) Working time in second job (121) Coffee and other breaks in second job (122) Travel as part of/during main job (911) Travel as part of/during second job (912)
<b>12</b>	<b>ACTIVITIES RELATED TO EMPLOYMENT</b>	<b>13, 100</b>	<b>ACTIVITIES RELATED TO EMPLOYMENT</b>
121	Lunch break	131	Lunch break
129	Other or unspecified activities related to employment	100, 130, 139	Unspecified employment (100) Unspecified activities related to employment (130) Other specified activities related to employment (139)
<b>2</b>	<b>STUDY</b>	<b>2</b>	<b>STUDY</b>
<b>20</b>	<b>UNSPECIFIED STUDY</b>	<b>20</b>	<b>UNSPECIFIED STUDY</b>
200	Unspecified study	200	Unspecified study
<b>21</b>	<b>SCHOOL OR UNIVERSITY</b>	<b>210-211, 219</b>	<b>SCHOOL OR UNIVERSITY</b>
211	Classes and lectures	210-211, 219	Unspecified activities related to school or university (210) Classes and lectures (211) Other specified activities related to school or university (219)
212	Homework	212	Homework
<b>22</b>	<b>FREE TIME STUDY</b>	<b>22</b>	<b>FREE TIME STUDY</b>
221	Free time study	221	Free time study

<b>3</b>	<b>HOUSEHOLD AND FAMILY CARE</b>	<b>3</b>	<b>HOUSEHOLD AND FAMILY CARE</b>
<b>30</b>	<b>UNSPECIFIED HOUSEHOLD AND FAMILY CARE</b>	<b>30</b>	<b>UNSPECIFIED HOUSEHOLD AND FAMILY CARE</b>
300	Unspecified household and family care	300	Unspecified household and family care
<b>31</b>	<b>FOOD MANAGEMENT</b>	<b>31</b>	<b>FOOD MANAGEMENT</b>
311	Food preparation, baking and preserving	310-312, 314,319	Unspecified food management (310) Food preparation (311) Baking (312) Preserving (314) Other specified food management (319)
312	Dish washing	313	Dish washing
<b>32</b>	<b>HOUSEHOLD UPKEEP</b>	<b>32</b>	<b>HOUSEHOLD UPKEEP</b>
321	Cleaning dwelling	321	Cleaning dwelling
322	Cleaning garden	322	Cleaning yard
323	Heating and water	323	Heating and water
324	Arranging household goods and materials	324	Various arrangements
329	Other or unspecified household upkeep	320, 329	Unspecified household upkeep (320) Other specified household upkeep (329)
<b>33</b>	<b>MAKING AND CARE FOR TEXTILES</b>	<b>33</b>	<b>MAKING AND CARE FOR TEXTILES</b>
331	Laundry	331	Laundry
332	Ironing	332	Ironing
333	Handicraft and producing textiles	333	Handicraft and producing textiles
339	Other or unspecified making and care for textiles	330, 339	Unspecified making and care for textiles (330) Other specified making and care for textiles (339)
<b>34</b>	<b>GARDENING AND PET CARE</b>	<b>34</b>	<b>GARDENING AND PET CARE</b>
341	Gardening	341	Gardening
342	Tending domestic animals	342	Tending domestic animals
343	Caring for pets	343	Caring for pets
344	Walking the dog	344	Walking the dog
349	Other or unspecified gardening and pet care	340, 349	Unspecified gardening and pet care (340) Other specified gardening and pet care (349)
<b>35</b>	<b>CONSTRUCTION AND REPAIRS</b>	<b>35</b>	<b>CONSTRUCTION AND REPAIRS</b>
351	House construction and renovation	351	House construction and renovation
352	Repairs of dwelling	352	Repairs of dwelling
353	Making, repairing and maintaining equipment	353	Making, repairing and maintaining equipment
354	Vehicle maintenance	354	Vehicle maintenance
359	Other or unspecified construction and repairs	350, 359	Unspecified construction and repairs (350) Other specified construction and repairs (359)
<b>36</b>	<b>SHOPPING AND SERVICES</b>	<b>36</b>	<b>SHOPPING AND SERVICES</b>
361	Shopping	361	Shopping
362	Commercial and administrative services	362	Commercial and administrative services
363	Personal services	363	Personal services
369	Other or unspecified shopping and services	360, 369	Unspecified shopping and services (360) Other specified shopping and services (369)
<b>37</b>	<b>HOUSEHOLD MANAGEMENT</b>	<b>37</b>	<b>HOUSEHOLD MANAGEMENT</b>
371	Household management	371	Household management
<b>38</b>	<b>CHILDCARE</b>	<b>38</b>	<b>CHILDCARE</b>
381	Physical care and supervision	381	Physical care and supervision
382	Teaching the child	382	Teaching the child
383	Reading, playing and talking with child	383	Reading, playing and talking with child
384	Accompanying child	384	Accompanying child
389	Other or unspecified childcare	380, 389	Unspecified childcare (380) Other specified childcare (389)
<b>39</b>	<b>HELP TO AN ADULT HOUSEHOLD MEMBER</b>	<b>39</b>	<b>HELP TO AN ADULT FAMILY MEMBER</b>
	<i>(Codes at three digit level, 391, 392 and 399, are voluntary)</i>		
391	Physical care of a dependent adult household member	391 partly	Help to an adult family member
392	Other help of a dependent adult household member	391 partly	Help to an adult family member
399	Help to a non dependent adult household member	391 partly	Help to an adult family member

<b>4</b>	<b>VOLUNTEER WORK AND MEETINGS</b>	<b>4</b>	<b>VOLUNTEER WORK AND MEETINGS</b>
<b>41</b>	<b>ORGANISATIONAL WORK</b>	<b>41</b>	<b>ORGANISATIONAL WORK</b>
411	Organisational work (work for or through an organisation)	410-412, 419	Unspecified organisational work (410) Work for an organisation (411) Work through an organisation (412) Other specified organisational work (419)
<b>42</b>	<b>INFORMAL HELP TO OTHER HOUSEHOLDS</b>	<b>42</b>	<b>INFORMAL HELP TO OTHER HOUSEHOLDS</b>
421	Construction and repairs as help	424	Construction and repairs as help
422	Help in employment and farming	426	Help in employment and farming
423	Care of own children living in another household	427 partly	Childcare as help
424	Other childcare as help to another household	427 partly	Childcare as help
425	Help to an adult of another household	428	Help to an adult of another household
429	Other or unspecified informal help to another household	420-423, 425, 429	Unspecified informal help (420) Food management as help (421) Household upkeep as help (422) Gardening and pet care as help (423) Shopping and services as help (425) Other specified informal help (420)
<b>43</b>	<b>PARTICIPATORY ACTIVITIES</b>	<b>43</b>	<b>PARTICIPATORY ACTIVITIES</b>
431	Meetings	431	Meetings
432	Religious activities	432	Religious activities
439	Other or unspecified participatory activities	400, 430, 439	Unspecified volunteer work and meetings (400) Unspecified participatory activities (430) Other specified participatory activities (439)
<b>5</b>	<b>SOCIAL LIFE AND ENTERTAINMENT</b>	<b>5*</b>	<b>SOCIAL LIFE AND ENTERTAINMENT</b> *Except 500 Unspecified social life and entertainment. See 998 Unspecified leisure time
<b>51</b>	<b>SOCIAL LIFE</b>	<b>51</b>	<b>SOCIAL LIFE</b>
511	Socialising with family	511	Socialising with family
512	Visiting and receiving visitors	512	Visiting and receiving visitors
513	Celebrations	513	Feasts
514	Telephone conversation	514	Telephone conversation
519	Other or unspecified social life	510, 519	Unspecified social life (510) Other specified social life (519)
<b>52</b>	<b>ENTERTAINMENT AND CULTURE</b>	<b>52</b>	<b>ENTERTAINMENT AND CULTURE</b>
521	Cinema	521	Cinema
522	Theatre and concerts	522	Theatre and concerts
523	Art exhibitions and museums	523	Art exhibitions and museums
524	Library	524	Library
525	Sports events	525	Sports events
529	Other or unspecified entertainment and culture	520, 529	Unspecified entertainment and culture (520) Other specified entertainment and culture (529)
<b>53</b>	<b>RESTING - TIME OUT</b>	<b>53</b>	<b>RESTING - TIME OUT</b>
531	Resting - time out	531	Resting - time out
<b>6</b>	<b>SPORTS AND OUTDOOR ACTIVITIES</b>	<b>6</b>	<b>SPORTS AND OUTDOOR ACTIVITIES</b>
<b>61</b>	<b>PHYSICAL EXERCISE</b>	<b>61</b>	<b>PHYSICAL EXERCISE</b>
611	Walking and hiking	611	Walking and hiking
612	Jogging and running	612	Jogging and running
613	Cycling, skiing and skating	613	Biking, skiing and skating
614	Ball games	614	Ball games
615	Gymnastics and fitness	615, 616	Gymnastics (615) Fitness (616)
616	Water sports	617	Water sports
619	Other or unspecified sports or outdoor activities	600, 610, 619	Unspecified sports and outdoor activities (600) Unspecified physical exercise (610) Other specified physical exercise (619)
<b>62</b>	<b>PRODUCTIVE EXERCISE</b>	<b>62</b>	<b>PRODUCTIVE EXERCISE</b>
621	Productive exercise (e.g. hunting, fishing, picking berries, mushrooms or herbs)	620-622, 629	Unspecified productive exercise (620) Hunting and fishing (621) Picking berries, mushrooms or herbs (622) Other specified productive exercise (629)
<b>63</b>	<b>SPORTS RELATED ACTIVITIES</b>	<b>63</b>	<b>SPORTS RELATED ACTIVITIES</b>
631	Sports related activities	631	Sports related activities

<p><b>7</b></p> <p><b>HOBBIES AND COMPUTING</b></p> <p><b>71</b> 711 712 713 719</p> <p><b>72</b> 721 722 723 729</p> <p><b>73</b> 731  732 733 739</p>	<p><b>ARTS AND HOBBIES</b> Arts (visual, performing, literary) Collecting Correspondence Other or unspecified hobbies</p> <p><b>COMPUTING</b> Computing – programming Information by computing Communication by computing Other or unspecified computing</p> <p><b>GAMES</b> Solo games and play, gambling  Parlour games and play Computer games Other or unspecified games</p>	<p><b>7*</b></p> <p><b>71, 720-721, 726, 729</b> 71 721 726 720, 729</p> <p><b>722-725</b> 722 723 724 725</p> <p><b>73</b> 731, 734  732 733 730, 739</p>	<p><b>HOBBIES AND GAMES</b> *Except 700 Unspecified hobbies and games. See 998 Unspecified leisure time</p> <p><b>ARTS AND HOBBIES</b> ARTS Collecting Correspondence Unspecified hobbies (720) Other specified hobbies (729)</p> <p><b>COMPUTING</b> Computing – programming Information by computing Communication by computing Other or unspecified computing</p> <p><b>GAMES</b> Solo games and play (731) Gambling (734) Parlour games and play Computer games Unspecified games (730) Other specified games (739)</p>
<p><b>8</b></p> <p><b>81</b> 811 812 819</p> <p><b>82</b> 821</p> <p><b>83</b> 831</p>	<p><b>MASS MEDIA</b></p> <p><b>READING</b> Reading periodicals Reading books Other or unspecified reading</p> <p><b>TV, VIDEO AND DVD</b> Watching TV, video or DVD</p> <p><b>RADIO AND RECORDINGS</b> Listening to radio or recordings</p>	<p><b>8*</b></p> <p><b>81</b> 811 812 810, 819</p> <p><b>82</b> 821-822</p> <p><b>83</b> 830-832</p>	<p><b>MASS MEDIA</b> *Except 800 Unspecified mass media. See 998 Unspecified leisure time</p> <p><b>READING</b> Reading periodicals Reading books Unspecified reading (810) Other specified reading (819)</p> <p><b>TV AND VIDEO</b> Watching TV (821) Watching video (822)</p> <p><b>RADIO AND MUSIC</b> Unspecified listening to radio and music (830) Listening to radio (831) Listening to recordings (832)</p>
<p><b>9</b></p> <p><b>TRAVEL AND UNSPECIFIED TIME USE</b></p> <p><b>Travel by purpose</b> 910 920  936 938 939  940  950 960  980 900</p> <p><b>Auxiliary codes</b> 995 998</p> <p>999</p>	<p><b>Travel by purpose</b> Travel to/from work Travel related to study  Travel related to shopping and services Travel related to childcare Travel related to other household care  Travel related to volunteer work and meetings  Travel related to social life Travel related to other leisure  Travel related to changing locality Other or unspecified travel purpose</p> <p><b>Auxiliary codes</b> Filling in the time use diary Unspecified leisure time</p> <p>Other unspecified time use</p>	<p><b>9*, 500, 700, 800</b> 913 921-922  936 938 931, 939  941-943  951 952, 961, 971, 982  981 900, 901</p> <p>995 500, 700, 800, 998</p> <p>999</p>	<p><b>Several headings (see below)</b> *Except travel as part of/during main (911) and second job (912). See 111 Working time</p> <p>Travel to/from work Travel to/from school or university (921) Travel related to free time study (922) Travel related to shopping and services Transporting a child Travel related to household care (931) Transporting an adult family member (939) Travel related to organisational work (941) Travel related to help to other households (942) Travel related to participatory activities (943) Travel related to social life Travel related to entertainment and culture (952) Travel related to sports and outdoor activities (961) Travel related to hobbies (971) Driving for pleasure (982) Travel related to changing locality Unspecified travel purpose (900) Travel related to personal care (901)</p> <p>Filling in the time use diary Unspecified social life and entertainment (500) Unspecified hobbies and games (700) Unspecified mass media (800) Unspecified leisure time (998)</p> <p>Other unspecified time use</p>



## 10.2 Location/transport mode

Code HETUS 2008	Heading HETUS 2008	Code HETUS 2000	Heading HETUS 2000
00	Unspecified location/transport mode	00	Unspecified location/transport mode
	LOCATION		LOCATION
10	Unspecified location (not travelling)	10	Unspecified location (not travelling)
11	Home	11	Home
12	Weekend home or holiday apartment	12	Second home
13	Workplace or school	13	Working place or school
14	Other people's home	14	Other people's home
15	Restaurant, cafe or pub	15	Restaurant, cafe or pub
16	Shopping centres, markets, other shops	19 (partly)	Other specified location (not travelling)
17*	Hotel, guesthouse, camping site	19 (partly)	Other specified location (not travelling)
19	Other specified location (not travelling)	19 (partly)	Other specified location (not travelling)
	TRANSPORT		
20	Unspecified transport mode	40	Unspecified transport mode
	PRIVATE TRANSPORT		PRIVATE TRANSPORT
21	Travelling on foot	21	Travelling on foot
22	Travelling by bicycle	22	Travelling by bicycle
23	Travelling by moped, motorcycle or motorboat	23	Travelling by moped, motorcycle or motorboat
24	Travelling by passenger car	24	Travelling by passenger car
29	Other or unspecified private transport mode	20, 25, 29	Unspecified private transport mode (20) Travelling by lorry, van or tractor (25) Other specified private travelling mode (29)
	PUBLIC TRANSPORT		PUBLIC TRANSPORT
31	Travelling by public transport	30-36, 39	Unspecified public transport mode (30) Travelling by taxi (31) Travelling by bus or coach (32) Travelling by tram or underground (33) Travelling by train (34) Travelling by aeroplane (35) Travelling by boat or ship (36) Other specified public transport mode (39)

\* Voluntary code

### 10.3 Main activity codes of the TUS database

<b>Database main activity codes</b>	<b>Database heading</b>	<b>Original HETUS 2000 codes</b> <i>(For more details see section 10.1 Activity coding list)</i>
<b>1 - 3</b> 1 2 3	<b>Personal care total</b> Sleep Eating Other personal care	<b>000 – 039</b> 01 02 000, 03
<b>4 - 5</b>  4 5	<b>Employment total</b>  Main and second job Activities related to employment	<b>100 – 139, 911, 912</b>  11, 12, 911, 912 100, 13
<b>6 - 8</b> 6 7 8	<b>Study total</b> School and university Homework Freetime study	<b>200 – 221</b> 210-211, 219, 200 212 22
<b>9 - 24</b> 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24	<b>Domestic total</b> Food preparation Dish washing Cleaning dwelling Other household upkeep Laundry Ironing Handicraft Gardening Tending domestic animals Caring for pets Walking the dog Construction and repairs Shopping and services Physical care and supervision of child Teaching, reading and talking with child Other domestic work	<b>300 – 391</b> 310, 311, 312, 314, 319 313 321 320,322-329 331 332 330, 333, 339 340, 341, 349 342 343 344 35 36 380-381, 384, 389 382, 383 300, 37, 39
<b>25 - 41</b> 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41	<b>Leisure total</b> Organisational work Informal help to other households Participatory activities Visits and feasts Other social life Entertainment and culture Resting Walking and hiking Other sports and outdoor activities Computer and video games Other computing Other hobbies and games Reading books Other reading TV and video Radio and music Unspecified leisure	<b>400, 430 – 832, 998</b> 41 42 400, 43 512, 513 510, 511, 514, 519 52 53 611 600, 610, 612-619, 62-63 733 722-725 71, 720, 721,726, 729, 730-732, 734, 739 812 810, 811, 819 82 83 500, 700, 800, 998
<b>42-48</b> 42 43 44 45 46 47 48	<b>Travel total</b> Travel to/from work Travel related to study Travel related to shopping Transporting a child Travel related to other domestic Travel related to leisure Unspecified travel	<b>900, 901, 913—982</b> 913 921, 922 936 938 931, 939 941-943, 951, 952, 961, 971, 981, 982 900, 901
<b>49</b>	<b>Unspecified time use</b>	995-999

## 11 Coding diary example

On the next three pages you will find an example showing how to code the diary.

In section 7.3.1 it is said that *‘To indicate that there is a new episode to register in the data file, the start of an episode could be marked by a circle around the starting time, in the first column of the diary’*. This was not possible to do in the following example. Instead bold figures indicate the start of an episode.

### Coding diary example page 1/3

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 04.00 to 07.00!</i>	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Where were you?</b> <i>Record the location or the mode of transport</i>	<b>Were you alone or together with somebody you know?</b>					
	Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	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.	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, ...	Mark "yes" by crossing					
				Alone	With other household members				Other persons that you know
				Partner	Parent	Household member up to 9 years	Other household member		
07.00-07.10	<i>Woke up the children</i> <b>381</b>		<i>At home</i> <b>11</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.10-07.20	<i>Had breakfast</i> <b>021</b>	<i>Talked with my family</i> <b>511</b>	↓	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input 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	<i>Cleared the table</i> <b>312</b>	<i>Listened to the radio</i> <b>831</b>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.40-07.50	<i>Helped the children dress</i> <b>381</b>	<i>Talked with my children</i> <b>383</b>	↓	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
07.50-08.00	<i>Went to the day care centre</i> <b>938</b>	--"--	<i>On foot</i> <b>21</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.00-08.10	<i>Went to work</i> <b>910</b>	<i>Read the newspaper</i> <b>811</b>	<i>Bus</i> <b>31</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
08.10-08.20	<i>Went to work</i> <b>910</b>	--"--	--"--	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
08.20-08.30	<i>Work</i> <b>111</b>		<i>Workplace</i> <b>13</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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"/>

### Coding diary example page 2/3

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 10.00 to 13.00!</i>  Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>  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.	<b>Where were you?</b> <i>Record the location or the mode of transport</i>  e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, by foot, on bicycle, in car, on motorbike, on bus, ...	<b>Were you alone or together with somebody you know?</b> Mark "yes" by crossing					
				Alone	With other household members				Other persons that you know
					Partner	Parent	Household member up to 9 years	Other household member	
10.00-10.10	Work 111	Coffee break*	Workplace 13	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
10.10-10.20				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.20-10.30				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.30-10.40				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.40-10.50				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10.50-11.00				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.00-11.10				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.10-11.20				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.20-11.30				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11.30-11.40	Lunch break: had lunch 021	Talked with colleagues 121	Canteen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11.40-11.50	--"	--"	--"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
11.50-12.00	--"	--"	--"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
12.00-12.10	Lunch break: went to the supermarket 936		On foot 21	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.10-12.20	Lunch break: bought food 361		Supermarket 16	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.20-12.30	Lunch break: went back to work 936		On foot 21	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.30-12.40	Work 111		Workplace 13	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.40-12.50				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12.50-13.00				<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

\* As code 111 includes coffee breaks, there is no need of coding this item here

## Coding diary example page 3/3

Time	<b>What were you doing?</b> <i>Record your main activity for each 10-minute period from 16.00 to 19.00!</i>	<b>What else were you doing?</b> <i>Record the most important parallel activity.</i>	<b>Where were you?</b> <i>Record the location or the mode of transport</i>	<b>Were you alone or together with somebody you know?</b>					
	Only one main activity on each line! Distinguish between travel and the activity that is the reason for travelling.	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.	e.g. at home, at friends' home, at school, at workplace, in restaurant, in shop, by foot, on bicycle, in car, on motorbike, on bus, ...	Mark "yes" by crossing					
				Alone	With other household members				Other persons that you know
				Partner	Parent	Household member up to 9 years	Other household member		
16.00-16.10	Went from work to the day care centre 910	Planned a birthday party for my son 371	Bus 31	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.10-16.20	--"--	--"--	--"--	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.20-16.30	Talked with the child minder 384	Helped the children dress 381	Day care centre 19	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
16.30-16.40	Went to the grocer's 938	Talked with my children 383	On foot 21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.40-16.50	Bought food for my family and my neigt 361	429	Shopping centre 16	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16.50-17.00	Went home 936		On foot 21	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.00-17.10	Delivered food to my neighbour 429		At neighbours' home 14	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
17.10-17.20	Put own food in fridge 324		Home 11	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.20-17.30	Cooked supper 311	Listened to the radio 831		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.30-17.40	--"-- 311	--"-- 831		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.40-17.50	Had supper 021	Talked with my family 511		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17.50-18.00	--"--	--"--		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.00-18.10	--"--	--"--		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.10-18.20	Cleared the table 312			<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.20-18.30	Checked the e-mails 723.1	By computer		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.30-18.40	Watched TV with my family 821	Knitted 333		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.40-18.50	--"--	--"--		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18.50-19.00	--"--	--"--		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## **Annex VI**

# **Weekly schedule of working time**





## Weekly schedule of working time

Number of the household:

Number of the person:

# Weekly schedule of working time (only for jobholders: 1 in I2 or I3 of the individual questionnaire)

- The aim of this questionnaire is to get an overview of your working week.
- A jobholder is defined as:
  - a person in a paid job (paid in money or in kind) working for an employer (employee);
  - a person working for his or her own account (self-employed person);
  - a person providing support for a family business (family worker).
- A jobholder (as defined above) who is temporarily absent from work for all or part of the week must answer option 2 (unusual working week due to temporary absence from work) to the question below on the type of working week.

- The first day of this sheet should be the same as your first diary day.
- At what times, and for how long, did you work each day of the week? Indicate your working time by drawing a line through the applicable time period (see example at the foot of the page). Write the date in the boxes on the left of the row. If you did not work on a particular day, mark the square "I did not work".
- Include part-time and one-off jobs, however small, e.g. a paid job for a friend or childminding. Self-employment and time spent working for a family business should also be included.
- Include second jobs and any work brought home from a paid job and done at home.
- Do not include unpaid breaks such as lunch breaks, or time spent travelling to and from work.

Day	Month	Day of the week	I did not work	4am	5am	6am	7am	8am	9am	10am	11am	12pm	1pm	2pm	3pm	4pm	5pm	6pm	7pm	8pm	9pm	10pm	11pm	12am	1am	2am	3am	4am			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	[Timeline grid]																											
<b>2nd day</b>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	[Timeline grid]																											
<b>3rd day</b>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	[Timeline grid]																											
<b>4th day</b>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	[Timeline grid]																											
<b>5th day</b>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	[Timeline grid]																											
<b>6th day</b>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	[Timeline grid]																											
<b>7th day</b>	<input type="text"/>	<input type="text"/>	<input type="checkbox"/>	[Timeline grid]																											

**How would you classify this working week?**

1. Usual working week  1

2. Unusual working week due to temporary absence from work  2

3. Unusual working week due to other reasons  3

**Example:** on 12 June, Wednesday, you worked from 7:15am to 6:00pm with a lunch break between 1:15pm and 2:15pm

Day	Month	Day of the week	I did not work	4am	5am	6am	7am	8am	9am	10am	11am	12pm	1pm	2pm	3pm	4pm	5pm	6pm	7pm	8pm	9pm	10pm	11pm	12am	1am	2am	3am	4am					
1	2	0	6	Wednesday	<input type="checkbox"/>	[Timeline grid with example working hours: 7:15am-6:00pm with a break from 1:15pm-2:15pm]																											

