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CLASSIFYING ACTIVITIES IN A TIME USE SURVEY

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Introduction

The objective of this note is to present for discussion an evaluation of the structure of the classifications of time use activities (CTUAs) which have been used for many years, and to propose an approach for classifying activities in a time use survey that overcomes their inherent limitations. This approach does not represent a dramatic break from CTUAs and it is possible, by combining various variables, to link them. On the other side, it simplifies the classification of time use activities and the coding process by reducing the number of categories, minimizing internal and external duplications, clarifying concepts and maximizing coverage of activities. We hope to stimulate discussion regarding ways in which CTUAs, and the International Classification of Activities for Time Use Surveys (ICATUS) in particular, can incorporate the principles in this approach in order to add to increase its usefulness and applicability.

The proposed approach assigns, as much as possible, only one category to each type of activity. The context in which the activity is carried out is explicitly described in separate classifications. On this basis each time interval can be assigned to the type of descriptive and analytical category needed by the users by combining the information in the various classifications. With this approach, for example, all travel activities are grouped together, which is useful for the analysis of total travel time and travel patterns, but it is also possible to associate the traveling to the different purposes for which persons travel when the total time devoted to these purposes is to be the focus of analysis. Similarly, learning activities are grouped together, but it is possible to distinguish between learning carried out in the context of work, in the framework of formal education or as self study.

¹

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Time use surveys and the importance of classifications

Time Use Surveys provide the most complete account of all human activities performed by the respondents: the time spent on each of them, the sex and family context of persons performing them, as well as the location in the day or week when these activities are performed. They do this by using a “demographic” questionnaire and a “time diary”, which can be combined and compared. The “demographic” questionnaire is designed to collect personal and work related information during a reference week that covers the period of the time diary, and often follows the structure and content of a Labour Force Survey questionnaire. The “time diary” collects information on all activities carried out during a short reference period, normally during one to three days and rarely for as long as a full week. Respondents are expected to report the duration and timing of their different activities in sequence throughout the day(s) of the reference period, together with information on the context of the activities, i.e., “where” the activities are performed, “with whom” and “for what purpose”.

In order to facilitate the analysis of the vast number of activities carried out by the population in a meaningful and systematic way, activities need to be described systematically, e.g. by organizing them in groups or categories according to one or more hierarchical classifications. A hierarchical classification groups together units of a “similar” kind - “similarity” being determined in relation to specific criteria related to the characteristics - which allows for different degrees of detail to describe the characteristic in a systematic and simplified way. It is therefore a set of exhaustive and mutually exclusive categories arranged in “levels of detail” from the broadest to the most detailed level, where each level is defined in terms of the categories at the next lower level of the classification. The classification used to organise time use activities plays a fundamental role: it will determine what activities are covered or not and in how much detail activities will be described. The whole data production process is in fact affected by the classification used, and therefore the quality of the resulting figures depends on how well this classification reflects the types of activities carried out by the population.

Current classifications of time use activities

Looking at how the categories in national and international classifications (including ICATUS), are conventionally organized it is possible to see that in most cases they are based on two criteria, namely, the “type of the activity” done by the respondent and the “purpose” for which the activity was carried out, the latter being often the main criterion for distinguishing between activities. Thus, at the first digit level, categories are generally distinguished by whether they are “contracted”, “committed”, “necessary” or “free”². In a smaller number of categories distinctions are made on the basis of other context variables, including the location or “where” the activities were performed (for example, when distinguishing between attendance at theatres and at movies), “with whom” they were carried out (for example, when distinguishing between accompanying children and accompanying

² “Contracted” activities may cover paid work activities, unpaid SNA activities and learning; “committed” activities may include non-SNA work activities; “necessary” activities may include personal care and rest activities; and “free” activities relate to leisure activities.

adults), as well as the “object” that was used (for example, when distinguishing between reading newspapers, books or from the computer).

There are a number of interrelated consequences of using so many criteria when trying to organize activities into a single classification. The first consequence is **confusion** between the nature of the activities and the purpose or function they serve. Sometimes a category meant to reflect an activity actually relates to the purpose of the activity, e.g., accompanying somebody else, doing community work, attending a show, visiting a museum, camping, etc., and not what the person is actually doing: e.g., sitting, watching, reading, talking, while accompanying somebody; cooking, selling, counseling, etc. while doing community work; watching, waiting, listening, while attending a show; watching works of art, sitting, resting while visiting a museum; or starting a fire, making a tent, cooking, etc. while camping.

The second consequence is **internal duplication** of the same type of activities. Because similar type of activities can be carried out in different contexts we may find, for example, that “learning”, “eating” or “having coffee” are repeated in the classification, as they can be carried out in the context of work, school or free time. The same is true of “caring” activities, which can be done for family members, for non-family members or for pets; of “baking”, “repairing” and other types of activities which can be done for own household or for other households; of “talking on the phone” which can be connected to child care, socializing or done for work; or “walking”, which can be connected to traveling or to leisure; etc.

A third result is that this leads to an **incomplete coverage** of those activities that are not separately identified in all contexts. The most notable example relates to paid work activities. These are not distinguished at all, but combined on the basis of the purpose of the activities: that the activities are undertaken “for pay, profit or family gain”, whether in the “main” job or a “secondary” one; that the activity was carried out for the purpose of “finding a job”, or for the benefit of members of the household. Although time use surveys should account for the time spent by the population in all types of activities during a reference period, most have concentrated on the description of non-SNA activities, i.e. activities that are not defined as ‘economic’ according to SNA-93. Even though there is evidence that time use surveys have many advantages for measuring hours spent in paid work, especially for workers in irregular and atypical forms of employment³, these surveys tend to treat paid work activities as a “black box”, where respondents are generally requested to state only whether they were at work or not, and to specify eventual breaks. As a result, estimates of time worked by paid employees, most of whom work outside their home, are not significantly different when obtained through time use surveys or other household surveys. Only in the case of self-employed workers who work at or near their home are respondents expected to provide their activities in detail. As a result, estimates of time worked by self-employed

³ Potentially time use surveys are good instruments for measuring the hours worked over short reference periods because respondents to the TUS diary do not need to know or judge whether a particular activity is classified as work or not. A complete account of the time spent on SNA and non-SNA work activities, as well as their timing during the day, can be derived *post facto* by the analyst, instead of being “guesstimated” by the respondent when answering a question about the number of hours actually worked, as is done in labour force surveys. Therefore, it has been found that the former surveys provide better estimates of working time than the latter, especially for workers for whom the distinction between periods of “work” and “non-work” may be unclear or when such periods are frequently interchanged, e.g., in Niemi (1983).

workers are quite different in the two types of surveys. As can be seen, the potentials of time use surveys for providing statistics on working time and the way it is organized have not yet been fully realized. In order to obtain good estimates of working time for all workers the “black box” of employment needs to be opened, to specify what it is that is done during that one fourth to one third of the time used by a majority of the adult population.

The fourth consequence may partly explain why activities undertaken while working have not been distinguished in CTUAs: constructing a classification which specifies all possible activities in all possible contexts is very **burdensome**. Many of the activities carried out when working for pay, profit or family gain, for example, are activities of the same type as the activities carried out for the benefit of the family or the community: e.g. preparing a meal for the family implies essentially the same set of activities as preparing food in a restaurant for pay; the same can be said of producing goods in general, traveling, reading, writing and talking (face-to-face and on the telephone), waiting and eating, sleeping, caring for children and cleaning the house. But in a conventional CTUA, specifying all the possible work activities would require the creation of new categories for activities which already exist somewhere else in the classification, simply because they are carried out in a different context. ICATUS has made a special effort to identify work activities in the informal economy and has, as a consequence, seen the number of categories increase dramatically.

A fifth consequence is the ensuing **lack of clarity** about where activities of the same type are to be classified in the proposed classification when carried out in a context not currently covered by the classification, e.g., reading or writing emails for study or work purposes as compared to the same activities for socializing purposes.

Finally, a sixth result is the danger of **external duplication**, because distinctions are made within the CTUA that are already covered by other classifications, e.g. a group for ‘eating in restaurants’ duplicates the context variable “where” (or “location”).

A proposed approach

Several issues come out of the above observations. The first is that the **meaning of the criteria used needs to be clarified**. An in-depth discussion is needed to decide what will be understood by an “activity”, and when one activity differs from another, and the main similarity criteria to be used for creating more aggregate groups for the activities: i.e. should *reading* while accompanying other persons; and reading for entertainment, information and learning, be regarded as the same or as different activities, and should they all be included in one more aggregate group *reading*, or in four different aggregate groups *accompanying*, *entertainment*, *information* and *learning*?

One way to accommodate more than one answer to these questions is to regard the “type of activity” variable as an **action**⁴, and the purpose, location, etc. of the activity as the context variable, i.e. *reading* is the operational “type of activity” characteristic, and

⁴ This is in line with the international definition of economic activities, which has been defined as “the combination of actions that results in a homogeneous set of products” (UN - ISIC, rev.3). An ISIC activity therefore requires an input of resources, a production process and an output of products.

entertainment, information and learning are characteristics of the context variable “purpose”. It seems therefore useful to accept that whatever an individual spends time on is considered an activity in the time use context. Whether they are productive, paid or unpaid can only be determined by considering the “purpose” for which they are performed and cannot be defined only on the basis of “what” it is that is being done, i.e. the actions as such.

Information on the “purpose” of the activity can be related to the reason why it is carried out, and can be organised on the basis of whether the intention is to gain income in pay or in kind; finding a job, or whether it is for the direct benefit of the family or other persons.

Information on “where” an activity is carried out can be related to the physical location where persons carried out the activity and can be organised on the basis of whether the location is in the persons’ own dwelling or not and on whether the activity is carried out in closed structures or in open spaces.

Information on “with whom” the activity was carried out can relate to the type and range of company in which the activity was carried out, and can be organised on the basis of whether the activity was carried out alone or in the company of other persons or animals, and whether they are household members, children or adults.

The second issue is the need to **simplify each relevant classification** by basing each of them as much as possible on a relevant one-dimensional criterion: e.g. “type of activity” for the core CTUA. While the presentation and analysis of statistics may require the use of variables with value sets created to reflect variables for different dimensions, both the process of data capture and the explanations of how measurements are made will normally be facilitated by the use of one dimensional variables and value sets in the initial coding. This is because the one-dimensional classification can be combined in many different ways to create the multi-dimensional variables that are needed by the different descriptive and analytical perspectives making use of such data. Using “type of activity” as the main criterion allows to open the “black box” of paid work activities, which would be distinguished from the other activities on the basis of the “purpose” variable.

In annexes I and II we present an illustration of the approach to typologies for time use activities advocated in this note and a list of the most important context variables, namely, “purpose”, the “location” and the “other persons present”. A simplified version of this illustration has been tested in Canada for teachers’ activities with positive results, see Harvey et.al (2003).

Concluding remarks

It is clear that the approach to the classification of time use activities advocated in this note will represent a break with the CTUAs which have been used, successfully, by the TUS carried out in many countries since the pioneering work of Szalai (1972). However, we do not see this as an important argument against the approach proposed by us, for these reasons:

- (i) ICATUS introduces a necessary and long overdue extension of the traditional

- CTUAs to distinguish between different work related activities. This in itself represents a significant break with the traditional CTUAs, and it brings out some of the inherent weaknesses of the approach used in the past, such as the duplications. These weaknesses have been recognized earlier, but not seen as important. However, they are likely to become very important with the extension to work related activities.
- (ii) Comparability with the results of earlier surveys is an important objective which will not be seriously jeopardized by the adoption of an approach proposed in this note. What is important for comparability over time of survey results is not that the structure of the past classification be maintained, but that users of new classifications are able to reconstruct the old classification by combining and reorganizing component parts of the new instruments. In that way tables can be constructed which are consistent with tables made from previous surveys. With the approach we advocate in this paper this will in fact be easier, not more difficult.

We would like to conclude this note by again underlining that the proposal presented in annex I (i.e., an approach to classify time use activities) and annex II (i.e., classification of context variables) have been prepared to illustrate one possible manifestation of the general methodological approach to CTUAs advocated here. Only empirical testing can determine whether or not this approach can be used successfully applied in actual TUSs, and whether it will have the advantages that we claim for it. Such testing is likely to lead to significant modifications of the proposal presented in annex I, but its main features are likely to remain in place.

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ANNEX I

AN APPROACH TO CLASSIFYING TIME USE ACTIVITIES

1 PRIMARY PRODUCTION ACTIVITIES

11 PLANTING, HARVESTING, PICKING, WEEDING

- 111 Preparing land, sowing, planting, and cultivating crops
- 112 Harvesting and storing crops
- 113 Flower gardening

12 COLLECTING AND GATHERING ACTIVITIES

- 121 Collecting firewood
- 122 Collecting water
- 123 Gathering of wild products

13 FARMING OF ANIMALS

- 131 Tending and breeding animals
- 132 Feeding animals
- 133 Killing and skinning animals and preparing animal products

14 HUNTING, FISHING, FORESTRY

- 141 Setting traps, killing and skinning mammals, birds or reptiles
- 142 Cutting wood, stacking logs and other forestry activities
- 143 Baiting, setting, hauling and gathering aquatic life from shores, shallow waters and deep sea
- 144 Breeding, raising, cultivating, killing and preparing fish, mussels, oysters and other forms of aquatic life

15 DIGGING, CUTTING STONES

- 151 Digging holes on the ground
- 152 Cutting stones
- 153 Extracting minerals and stones from mines or quarries

2 CRAFT-RELATED ACTIVITIES

21 FOOD PROCESSING ACTIVITIES: BUTCHERING, BAKING, CONFECTIONERY MAKING, PRESERVING, CURING

- 211 Butchering, fishmongering, etc.
- 212 Baking, confectionery making
- 213 Making dairy products
- 214 Preserving fruits and vegetables, including jam

- 215 Processing grains
- 216 Processing and making beverages
- 217 Making and preparing food
- 218 Tobacco preparing and curing
- 219 Making herbal and medicinal preparations

22 MAKING HANDICRAFTS OF CLAY, GLASS, PAPER, WOOD, ETC.

- 221 Making articles of pottery and porcelain
- 222 Cutting, heating, blowing, bending, moulding, pressing and polishing glass
- 223 Preparing, carving, moulding, assembling, wood, straw, stone, clay, shells and related materials
- 224 Engraving, etching and painting designs on glass, ceramic, wood, paper and other materials
- 225 Making, adjusting and repairing mechanical instruments
- 226 Making, adjusting and repairing musical instruments
- 227 Cutting, polishing gems, making and repairing jewellery, etc.
- 228 Taking, assembling, developing photographic films, videos, etc.

25 TEXTILE, LEATHER AND WOOD RELATED ACTIVITIES: WEAVING, KNITTING, SEWING, SHOEMAKING, TANNING

- 251 Selecting, preparing, spinning, weaving and knitting textile fibres
- 252 Sewing, embroidering garments and other products of textile, fur and leather
- 253 Treating wood, making, decorating wooden furniture and other wooden articles
- 254 Repairing wooden furniture and other wooden articles
- 255 Selecting and preparing the materials and making baskets, brushes, brooms and furniture
- 256 Making leather articles including footwear, hats, gloves, handbags, belts, etc.
- 257 Repairing textile, fur and leather products

26 LAYING BRICKS, PLUMBING, PAINTING, CARPENTING, PACKING, MAINTAINING AND REPAIRING BUILDINGS

- 261 Making bricks, concrete slabs, hollow blocks, tiles
- 262 Preparing ground, erecting buildings and other structures
- 263 Maintaining and repairing buildings and other structures
- 264 Painting buildings and wallpapering
- 265 Installing pipes, fitting and fixtures of draining, heating, water supply and sewerage systems
- 266 Maintaining and repairing pipes, fitting and fixtures of draining, heating, water supply and sewerage systems
- 267 Installing electrical wiring systems and related equipment
- 268 Maintaining and repairing electrical wiring systems and related equipment
- 269 Other construction activities, including roads, bridges, dams and other structures
- 260 Maintaining and repairing roads, bridges, dams and other structures

27 FITTING, INSTALLING, TOOL SETTING, MAINTAINING AND REPAIRING TOOLS AND MACHINERY

- 271 Moulding, welding, tool-making
- 272 Installing machines, electrical and electronical equipment
- 273 Maintaining and repairing vehicles
- 274 Maintaining and repairing electrical and electronical equipment
- 275 Maintaining and repairing other tools and machinery

28 OPERATING/CONDUCTING FIXED MACHINES AND ASSEMBLING

- 281 Operating stationary plants
- 282 Operating mobile industrial machines
- 283 Assembling machines, equipment and other products

3 TRAVELING

31 DRIVING VEHICLES AND MOBILE PLANTS

- 311 Driving locomotive-engine and related machines (trains, trams, etc.)
- 312 Driving motor-vehicle machines (private cars, taxi, buses, trucks, motorized bikes, etc.)
- 313 Driving agricultural and other mobile-plants vehicles
- 314 Driving ships and boats, barges, etc.
- 315 Piloting aircraft
- 316 Driving hand and pedal vehicles, including bicycles

32 BEING DRIVEN

- 321 Taking a bus, taxi
- 322 Taking a train
- 323 Taking a plane, ship
- 324 In a car (other than taxi) driven by somebody else

33 WALKING, RUNNING

- 331 Walking, hiking
- 332 Running, jogging
- 333 Skating, skateboarding

4 CLEANING, SWEEPING, ORDERING

41 CLEANING

- 411 Cleaning dwelling and surroundings
- 412 Cleaning/washing and drying dishes
- 413 Cleaning/washing and drying clothes
- 414 Cleaning vehicles
- 415 Cleaning appliances and machinery, excl. vehicles

416 Cleaning other

42 IRONING

43 ORDERING, SORTING

- 431 Ordering, sorting papers
- 432 Ordering, sorting groceries
- 433 Ordering, sorting garbage
- 434 Ordering, sorting clothes
- 435 Ordering dwelling, rooms, including making beds

44 Packing, assembling, carrying and loading

- 441 Packing (e.g., clothes, household items)
- 442 Assembling (e.g., furniture, camping tent, other household items)
- 443 Carrying
- 444 Loading (e.g., into car, basement)

5 BUYING AND SELLING GOODS

51 BUYING

- 511 Buying inputs of production
- 512 Buying food and household supplies
- 513 Buying clothes
- 513 Buying household appliances, articles and equipment
- 514 Buying capital goods
- 515 Buying other goods and services

52 SELLING, SOLICITING MARKETS FOR PRODUCTS

- 521 Soliciting markets for products
- 522 Selling agricultural goods
- 523 Selling cooked food and beverages
- 524 Selling animals
- 525 Selling manufactured products
- 526 Selling other goods

6 BUSINESS ACTIVITIES

61 MANAGEMENT ACTIVITIES: ORGANISING, THINKING, ANALYSING

- 611 Supervising, inspecting

- 612 Thinking, planning
- 613 Analysing, designing
- 614 Organizing production processes, meetings, events
- 615 Attending meetings
- 616 Other management activities

62 CLERICAL ACTIVITIES: STORING, FILING, CALCULATING

- 621 Typing, word processing
- 622 Programming, encoding
- 623 Accounting, bookkeeping, keeping records of stocks, expenditures and incomes
- 624 Filling in forms, performing administrative procedures
- 625 Making and receiving payments
- 626 Obtaining and providing relevant information

7 CARING ACTIVITIES

71 TEACHING, GUIDING, COACHING, LEADING

- 711 Teaching, tutoring
- 712 Guiding, Coaching, Leading

72 GIVING MEDICAL CARE TO OTHERS

- 721 Provision of medical, nursing and dental services
- 722 Provision of therapy services

73 WASHING, DRESSING, FEEDING, HELPING OTHERS

- 731 Washing others
- 732 Feeding others
- 733 Dressing others
- 734 Serving others, including food
- 735 Grooming others
- 736 Emotional support to others

74 PROTECTING

- 741 Extinguishing fires
- 742 Looking after others (ithout any other activity involved)

8 CREATIVE AND LEISURE ACTIVITIES

81 READING, WRITING

- 811 Reading books
- 812 Reading periodicals
- 813 Reading in computers
- 814 Reading other materials
- 815 Writing books, articles
- 816 Writing letters

82 LEARNING, STUDYING

- 821 Attending formal education classes
- 822 Attending informal education classes
- 823 Receiving assistance/consulting tutor, being supervised
- 824 Doing homework, studying
- 825 Carrying out research

83 TALKING, SOCIALIZING, HOSTING

- 831 Talking on the telephone
- 832 Discussing, negotiating
- 833 Interviewing/being interviewed
- 834 Hosting or attending parties, socializing
- 835 Other talking

84 WATCHING, LISTENING

- 851 Watching TV
- 852 Watching Video, DVD, using computer technology
- 853 Watching a show (in theatre, cinema, circus)
- 854 Watching sport events (in gym, stadium)
- 855 Watching people, except in a show or sport event
- 856 Watching art, animals, plants (in museum, zoo, botanical garden)
- 857 Listening to radio
- 858 Listening to other audio media (CD, cassette player, using computer technology)
- 859 Listening to people

85 CREATING AND PERFORMING MUSIC, ACTING, COLLECTING OBJECTS, DANCING

- 851 Creating or performing music
- 852 Acting
- 853 Dancing
- 854 Collecting stamps, coins, trading cards

86 PHYSICAL EXERCISE

- 861 Fitness activities
- 862 Ball games
- 863 Water sports
- 864 Winter, ice and snow sports
- 865 Contact sports
- 866 Horseback riding

88 PLAYING

- 881 Playing solo games
- 882 Playing card and board games
- 883 Playing computer games
- 884 Gambling

9 PERSONAL CARE AND PASSIVE ACTIVITIES

91 EATING, DRINKING

- 911 Eating
- 912 Drinking
- 913 Smoking

92 PERSONAL HYGIENE AND CARE

- 921 Washing, showering and other toilet activities
- 922 Personal grooming, combing hair, shaving, trimming nails
- 923 Dressing up
- 924 Giving health care to oneself
- 925 Praying, attending religious service

93 RECEIVING CARE

- 931 Being washed, dressed, fed
- 932 Getting a haircut, massage, manicure, etc.
- 933 Receiving medical care from others
- 934 Being walked, being accompanied, being talked to
- 935 Receiving spiritual or psychological counselling

94 RELAXING, SITTING, DOING NOTHING, SLEEPING AND AFFECTIVE ACTIVITIES

- 941 Relaxing, doing nothing
- 942 Sleeping
- 943 Affective activities

95 WAITING

- 951 Queuing
- 952 Standing by
- 953 Being on call

ANNEX II. A PROPOSED APPROACH TO CLASSIFY CONTEXT VARIABLES

FOR WHAT PURPOSE/ FOR WHOM:

- 1 For sale in the market/for pay, profit, family gain**
- 11 For a main paid employment job
- 12 For a secondary paid employment job
- 13 For a self employment job
- 14 As an apprentice

- 2 For finding a job**
- 21 For finding a paid employment job
- 22 For finding a self employment job

- 3 For the consumption, use or benefit of household members**
- 31 For oneself
 - 311 For personal care
 - 312 For learning
 - 313 For leisure
- 32 For own children
- 33 For spouse
- 34 For others in household
- 35 For household as a whole
 - 351 For personal care
 - 352 For dwelling upkeep
 - 352 For shopping and services
 - 353 For leisure
- 36 For pets

- 4 For the consumption, use or benefit of non-household members (voluntary and benevolent activities)**
- 41 For other children not of household
- 42 For other adults not of household
- 43 For organizations
 - 431 For school
 - 432 For church
 - 433 For community
 - 434 For other organizations

- 5 For other purposes**

WHERE:

1 At own dwelling and surroundings

- 11 In their own dwelling: apartment, caravan (trailer) park; farmhouse; home premises; driveway to home, garage, garden to home, swimming pool in home.
- 12 Attached to own home

2 At other permanent structures

- 21 At their employer's or partner's home
- 22 At other residential dwellings, e.g., home for the sick or the elderly; orphanage; prisons; military camp.
- 23 At trade and service buildings, e.g., shops and stores (commercial), shopping malls, supermarkets, markets (commercial), warehouses; hotels, restaurants, cafes, casinos; banks, government offices; airports, bus or railway stations; cinema, theatres, museums, galleries; courthouse, post office, assembly hall; hospitals; garage, gas stations, radio or TV stations.
- 24 At learning institutions, e.g., schools, universities, kindergarten, day nursery
- 25 At farm buildings and fields, e.g., farm buildings, farmland under cultivation, ranch, plantation, etc.
- 26 At industrial production buildings and workshops, e.g., factory buildings and premises; industrial yards, mines, gasworks, oil rigs and other off-shore installations; coal, gravel and sand pits; coal, nuclear and oil power stations; dockyards, dry docks, shipyards; repair workshops.
- 27 At construction sites and similar areas: buildings, roads, tunnels, etc. under construction

3 In open spaces

- 31 In open air markets
- 32 In the street, e.g., roads, highways, sidewalks.
- 33 In other open spaces, e.g., beaches, seashores, harbour; outdoor non-residential swimming pools, lakes, rivers, sea; deserts; forests, mountains; amusement parks, public parks, zoos; parking lots; military training grounds; railway lines; sport fields and courts; in the air.

WITH WHOM:**1 Alone****2 With members of household**

- 21 With own children
- 22 With spouse
- 23 With other members of household
- 24 With pets

3 With children not of household**4 With adults not of household**

- 41 With colleagues

- 42 With friends
- 43 With other adults not of household