**OFF-GRID SYSTEM LOAD PROFILE ASSESSMENT FORM**

**Interviewing Individuals for Initial Access to Electricity**

When conducting interviews with individuals who will access electricity for the first time, it is crucial to approach the process with sensitivity and awareness. These individuals may have unique perspectives and considerations due to their unfamiliarity with electricity usage. Here are some specific aspects to consider during the interview:

Education and Awareness

Assess the interviewee's understanding of electricity and its implications. Since they are new to electricity, it is essential to gauge their knowledge level and provide them with basic information about electricity, including safety precautions, potential benefits, and the role of electrical appliances in daily life. Educating the interviewee helps them make informed decisions about their energy usage.

Energy Needs and Aspirations

Explore the interviewee's energy needs and aspirations. Understand the activities or appliances they prioritize when accessing electricity for the first time. Please inquire about the potential improvements in their quality of life that they envision with the introduction of electricity. This information helps plan and design a suitable and sustainable energy solution for their specific requirements.

Lifestyle and Household Dynamics

Understand the interviewee's lifestyle, household size, and typical routines. Introducing electricity may significantly change their daily activities, including lighting, cooking, education, and entertainment. Assessing these factors helps comprehend the potential load profile and tailor the energy solution accordingly.

Cultural Factors

Consider cultural or societal norms that may impact the interviewee's load profile. Some communities may have specific rules or traditions related to electricity usage that can significantly influence their energy patterns. By exploring these cultural aspects, you can better comprehend the context and make more accurate assessments.

Safety and Training

Emphasize the importance of electrical safety and guide safe electrical practices. Understanding the potential risks and necessary precautions is crucial for individuals unfamiliar with electricity. Educate them on electrical hazards, proper appliance usage, and the significance of qualified electrical installations. Ensure they know available resources for obtaining further training or assistance when needed.

Community Engagement

Explore the interviewee's community dynamics and potential collective energy needs. Inquire about their involvement in community decision-making processes and their willingness to participate in energy-related initiatives. Identifying community leaders and engaging them in the energy transition process can facilitate effective implementation.

**Interviewed by:**

**User Information**

Name:

Location:

Contact information:

**Energy Consumption and Appliance Information**

List of room:

* User Name

|  |
| --- |
| **Room Name** |
| Example\_room\_1 |
| Example\_room\_2 |
|  |

List all electrical appliances the customer currently uses or needs:

* Appliance Name
* Manufacturer (if any preference)
* Quantity
* Room/Location (where the appliance will be used)
* Prioritization (High/Medium/Low)
* Usage pattern (When and how often the appliance will be used) (Doesn’t have to mean the appliance is used all the time or during the whole duration)
* Flexibility (Is the customer flexible about when and how to use this appliance)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Appliance Name** | **Manufacturer** | **Quantity** | **Room** | **Prioritization** | **Usage pattern** | **Flexibility** |
| Example\_1 | No | 5 | Example\_room\_1 | High | 06:00-12:00 weekdays, 08:00-12:00 weekends. | No |
| Example\_2 | No | 3 | Example\_room\_1, Example\_room\_2 | Medium | 07:00-08:00 weekday | No |
| Example\_3 | No | 2 | Example\_room\_2 | Low | 18:00-20:00 every day. | Yes, can be moved by an hour both ways. |
|  |  |  |  |  |  |  |

Additional Information