

BER4 · WP3 · DIGITAL SIMULATION TOOLKIT

Culturally Adaptive Community-Based Search and Rescue



Cultural adaptation	Gender & religious sensitivity	Layered response	Youth roles	Village simulation	
MAP1 Toolkit Map	DIM1 Cultural Cards	COMP1 Comparison Grid	LEAD1 Leader Bridge	PRIN1 Six Principles	GEN1 Gender Protocols
REL1 Religious Strip	LAYER1 Response Ladder	COMM1 Prep Map	YOUTH1 Youth Roles	CASE1 Atlas Cards	DISC1 Prompt Deck
SIM1 Video Module	OBS1 Dashboard	TEST1 Assessment	EXIT1 Passport	FAC Facilitator Guide	

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MAP1 · Toolkit Map & Resource Structure

This toolkit converts the training module into printable, visual, discussion-based resources. The central method is a fixed digital video simulation rooted in a Morocco-contextualized MENA setting.

Module Code & Title	Resource Objective & Operational Focus
MAP1 Toolkit Map	Resource codes, structure, and quick-use navigation index.
DIM1 Cultural Dimensions Cards	Use cards to identify sensitivities and operational implications.
COMP1 Europe–MENA Comparison Grid	Compare default European assumptions with required MENA adaptations.
LEAD1 Technical Leader Bridge	Map mentor-facilitator role between state systems and local communities.
PRIN1 Six Principles Board	Sort actions that respect or violate culturally sensitive field practice.
GEN1 Gender Protocol Cards	Choose the most respectful course of action for female victim handling.
REL1 Religious Sensitivity Strip	Connect prayer, mosque, Ramadan, and deceased handling to field choices.
LAYER1 Layered Response Ladder	Build the 4-layer response model from community to heavy USAR.
COMM1 Community Preparedness Map	Place local assets, caches, open spaces, and communication points.
YOUTH1 Youth Roles Match	Match youth organizations to preparedness, logistics, interpretation, outreach.
CASE1 High Atlas Gap Cards	Connect observed operational gaps to future training and field actions.
DISC1 Discussion Prompt Deck	Short prompts for structured group exchange and operational reflection.
SIM1 Interactive Video Module	Tamazirt Village Simulation - Interactive digital video module.
OBS1 Cultural Performance Dashboard	Observer sheet for adaptation, community coordination, and dignity.
TEST1 Written Assessment Pack	Short-answer prompts aligned with core module content.
EXIT1 Reflection Passport	Transfer key learnings and personal commitments to participant contexts.
FAC Facilitator Guide	Delivery guidance, debrief rules, and group facilitation instructions.

DIM1 · Cultural Dimensions Cards

Use cards to identify sensitivities and operational implications.

Dimension	Cultural Sensitivity	Operational Implication
Hierarchy	Strong respect for state and local authority	Flow through official channels; consult caid or local elder.
Family centrality	Families act as a unit	Evacuation and reunification planning must track family links.
Gender segregation	Mixed-gender contact may be restricted	Use female rescuers or local female volunteers when possible.
Islamic practices	Prayer, burial dignity, mosque respect	Schedules and victim handling must reflect religious norms.
Collectivism / shura	Decisions through consultation	Include elders and community voices in planning.
Language diversity	Darija, Tamazight, French, Arabic	Prepare interpreters, especially for elderly rural populations.



COMP1 · Europe–MENA Comparison Grid

Compare default assumptions and required operational adaptations.

Dimension	Europe Default	MENA / Morocco Context	Operational Shift Needed
Hierarchy	Flatter structures	More hierarchical and state-led	Use formal channels & honor local authority.
Volunteer role	Formally integrated	Auxiliary or ad hoc	Create clear supervised roles for volunteers.
Gender norms	Mixed-gender routine	Shapes victim acceptance	Adjust staffing and privacy protocols.
Religion	Secular planning	Prayer & burial norms shape ops	Integrate religious timing and dignity.
Communication	Direct	Relationship-oriented / indirect	Use greetings, honorifics, local intermediaries.

LEAD1 · Technical Leader Bridge

Map the mentor-facilitator role between state systems and local communities.

State System DGPC · Gendarmerie · official procedures	Technical Leader Bridge mentor · translator of jargon · confidence builder · problem-solving facilitator	Community Structures caid · elders · imam · youth clubs · families
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PRIN1 · Six Principles Board

Sort actions that respect or violate culturally sensitive practice.

1. Acknowledge Civil Protection and local officials at the start. [] RESPECTS CULTURAL PRACTICE	2. Include female participants and rescue pathways. [] RESPECTS CULTURAL PRACTICE
3. Accommodate prayer times and Friday obligations. [] RESPECTS CULTURAL PRACTICE	4. Use local languages such as Darija and Tamazight. [] RESPECTS CULTURAL PRACTICE
5. Involve elders, imams, and local gatekeepers. [] RESPECTS CULTURAL PRACTICE	6. Respect hierarchy; do not bypass local leaders. [] RESPECTS CULTURAL PRACTICE

GEN1 · Gender Protocol Cards

Choose the most respectful course of action during female victim entry/handling.

1. Announce presence before entering a female space.
2. Avert eyes and reduce time in private spaces.
3. Use a female rescuer or local female volunteer when possible.
4. Preserve modesty during extrication with blankets or sheets.
5. Build female rescuer pipelines through universities and women’s groups.

REL1 · Religious Sensitivity Strip

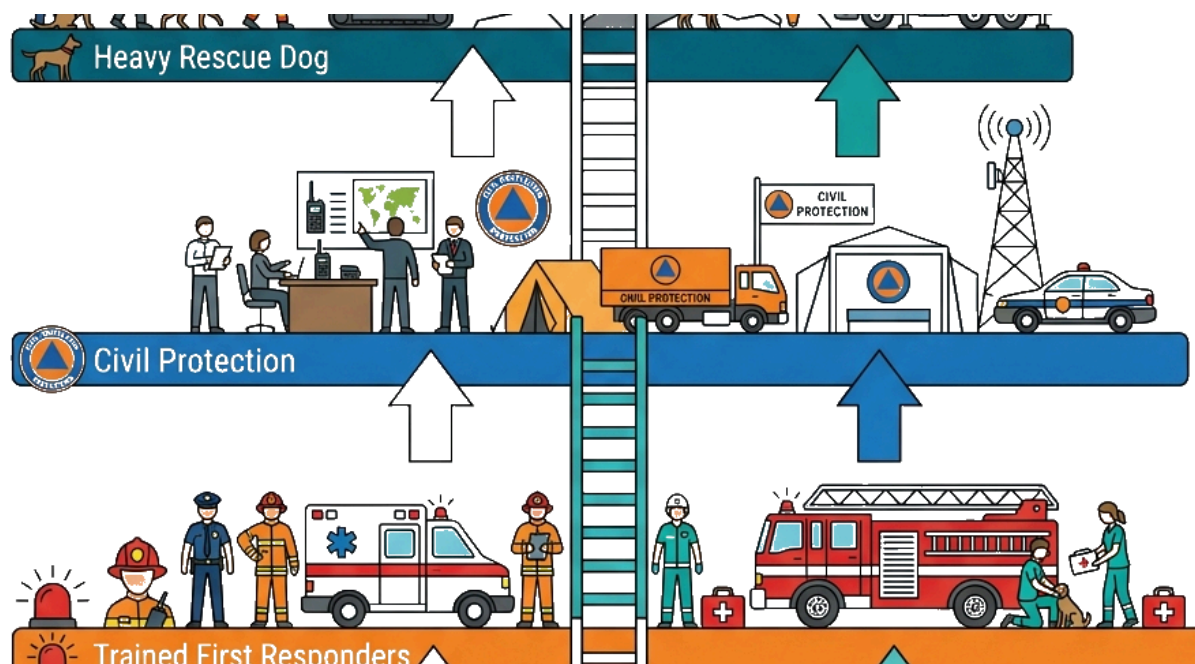
Connect prayer, mosque, Ramadan, and deceased handling to field choices.

Topic	Operational Guideline & Respect Protocol
1. Salat (Prayer)	Rotate teams so prayer can be observed without breaking operational cover.
2. Deceased handling	Cover the victim immediately, notify family, respect ghusl / kafan expectations.
3. Mosques	Never use as debris-dumping sites; notify the imam before entry or staging.
4. Ramadan	Shorten heavy physical shifts; adjust timing and manage team energy levels.

LAYER1 · Layered Response Ladder

Build the 4-layer response model from community to heavy USAR.

Response Layer	Primary Capability & Action	Timeframe
Layer 1 Neighbors, family, local youth	Light debris removal, victim location, basic first aid	0–2 hours
Layer 2 Trained Community Responders	Organized search, communication relay, light tools	2–6 hours
Layer 3 Civil Protection & Gendarmerie	Technical rescue, medical stabilization, incident command	6–24 hours
Layer 4 Heavy USAR / military support	Advanced heavy extrication and international coordination	24+ hours



COMM1 · Community Preparedness Map

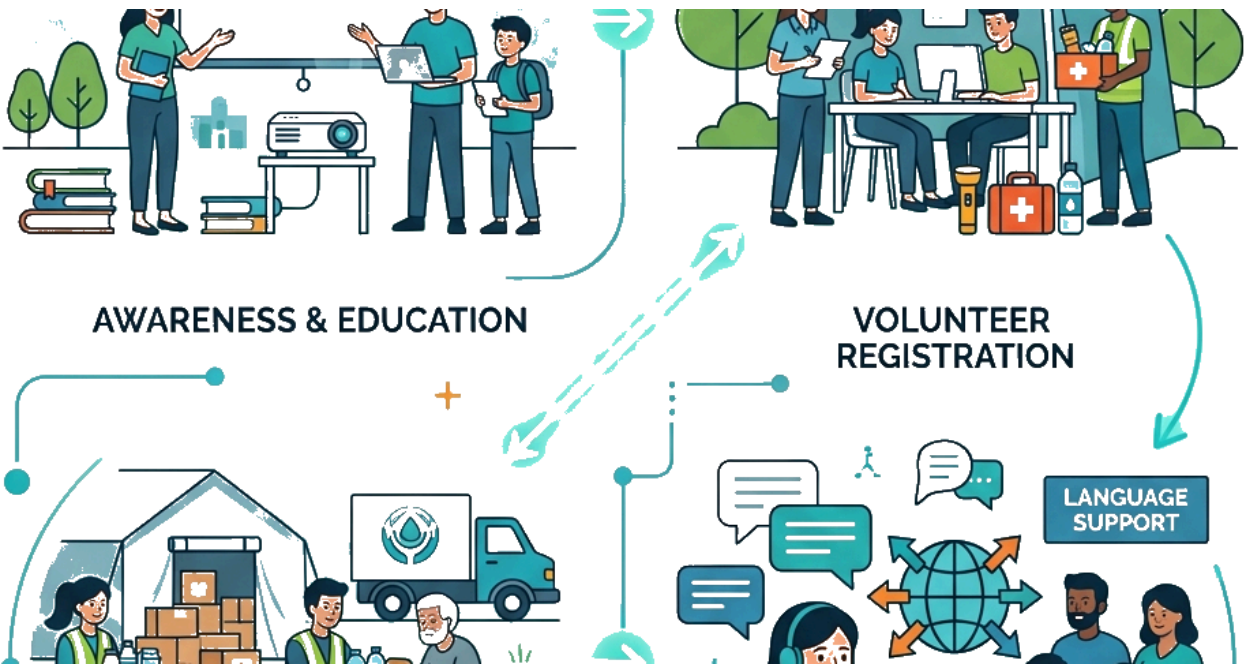
Place local assets, caches, and communication points.

School Plot coordinates on map	Mosque Plot coordinates on map	Tool cache Plot coordinates on map
Open space Plot coordinates on map	Water point Plot coordinates on map	Commune office Plot coordinates on map
Road blocked Plot coordinates on map	Youth point Plot coordinates on map	Medical tent Plot coordinates on map

YOUTH1 · Youth Roles Match

Match youth organizations to preparedness, logistics, interpretation, and outreach roles.

Role Category	Operational Task & Function
Preparedness	Teach Drop, Cover, Hold to children and local neighbors.
Volunteer coordination	Register, direct, and brief spontaneous local volunteers.
Logistics	Run water, food, and relief distribution points.
Public awareness	Create outreach in Darija and Tamazight.
Interpretation / outreach	Bridge professional teams and elderly Amazigh-speaking residents.



CASE1 · High Atlas Gap-to-Lesson Cards

Connect observed operational gaps to future training action.

Observed Gap	Future Training & Operational Lesson
Delayed community activation	Train Community First Responders in every village.
Gender barriers	Recruit and train female volunteers and responders.
Language barriers	Pre-identify community interpreters (Darija / Tamazight).
Religious sensitivity gaps	Include Islamic dignity and burial protocols in training.
Geographic disparity	Decentralize equipment caches to remote mountain villages.
Authority bypass	Mandate all external coordination through local caids.

DISC1 · Discussion Prompt Deck

Short prompts for structured group exchange.

1. If you were the commander in the first hour, how would you activate community volunteers? Notes / Reflection: _____
2. What cultural adaptations would you request from an international USAR team? Notes / Reflection: _____
3. How would you recruit female rescuers in a conservative rural setting? Notes / Reflection: _____
4. Which similar cultural or community gaps exist in your own country's emergency system? Notes / Reflection: _____

SIM1 · Tamazirt Village - Interactive Video Simulation

UPGRADE NOTICE: The 5-round tabletop decision text (SIM1-R through SIM1-5) has been upgraded into an interactive digital video simulation. Click the video frame below or use the button to launch the simulation directly from the server.

Scenario Overview: A 5.8 magnitude earthquake strikes the fictional village of Tamazirt in the High Atlas. Roads are damaged, communication is cut, the population is mostly Amazigh-speaking, and mixed-gender victims are trapped in collapsed adobe homes. Professional Civil Protection teams, youth volunteers, elders, and local authority figures must coordinate.



■ [CLICK HERE TO WATCH THE SIM1 VIDEO SIMULATION](http://disastersimulation.beready4life.com/video/BeR4_Culturally_Adaptive_Community_Based_SAR_Toolkit_EN.mp4)

Direct Video Link: http://disastersimulation.beready4life.com/video/BeR4_Culturally_Adaptive_Community_Based_SAR_Toolkit_EN.mp4

OBS1 · Cultural Performance Dashboard

Observer sheet for adaptation, coordination, and dignity.

Used local authority respectfully [] YES [] NO [] PARTIAL	Included gender-sensitive action [] YES [] NO [] PARTIAL	Protected modesty and dignity [] YES [] NO [] PARTIAL
Integrated prayer timing appropriately [] YES [] NO [] PARTIAL	Used community interpreter effectively [] YES [] NO [] PARTIAL	Assigned youth within safe limits [] YES [] NO [] PARTIAL
Respected mosque and religious items [] YES [] NO [] PARTIAL	Maintained command coordination [] YES [] NO [] PARTIAL	Linked family & evacuation planning [] YES [] NO [] PARTIAL

TEST1 · Written Assessment Pack

Short-answer prompts aligned with module content.

1. List three cultural dimensions affecting SAR in MENA and one adaptation for each. Answer: _____	2. Why are female rescuers important in conservative settings? Answer: _____
3. Describe the four-layer community response model. Answer: _____	4. Name two Islamic sensitivities relevant to deceased handling. Answer: _____
5. How would you adapt communication in an Amazigh-speaking village? Answer: _____	6. Why must teams coordinate through the local caid? Answer: _____
7. What shift changes may be needed during Ramadan? Answer: _____	8. Give two roles youth organizations can play in preparedness or response. Answer: _____
9. Name two gaps revealed by the High Atlas response. Answer: _____	10. A male rescuer reaches a trapped female victim and no female rescuer is present. What should he do? Answer: _____

EXIT1 · Reflection Passport

Transfer key learning to participants' own contexts.

1. One cultural sensitivity I will watch for more carefully:

2. One way I can involve youth safely in preparedness/response:

3. One authority or community actor I should never bypass:

4. One change I would make in my own country's context:

5. One action commitment for my next exercise:

FAC · Facilitator Guide

Delivery guidance for the whole toolkit.

1. Keep the simulation fixed and use the same inject order for all groups.

2. Use role cards, discussion cards, and village-board movement rather than long lectures.

3. Frame volunteers as supervised contributors, not unbounded substitutes for professionals.

4. Pause after each round to surface cultural reasoning, not just technical choices.

5. Use debrief questions to connect High Atlas lessons to participants' own countries.



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