



UHURU 2.0

Residential Immersion Camp

M&E EVALUATION REPORT

Overall Cohort Report July 2026

Dates: Saturday 25 July – Friday 31 July 2026

Cohort size: 12 participants documented

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Evidence base: Daily Facilitator Log (Sat 25 Jul – Fri 31 Jul) · 12 Individual Participant Focal Sheets (6 rubric-scored domains × 7 days) · Rubric reference sheet (Rubrics A–E)

Participant names have been anonymized as Participant 1–Participant 12; the numbering is used consistently throughout this report.

Evidence Base & Methodology

This report evaluates the Uhuru 2.0 July 2026 cohort using only the two source documents supplied: the Daily Facilitator Log (one running log per day, Sat 25 Jul–Fri 31 Jul) and the Individual Participant Focal Sheets (one tab per participant, with a fixed six-domain rubric grid completed for each of the seven camp days). Nothing below is drawn from outside these two files.

- **Individual Participant Focal Sheets:** 12 participant tabs (Participant 1, Participant 2, Participant 3, Participant 4, Participant 5, Participant 6, Participant 7, Participant 8, Participant 9, Participant 10, Participant 11, Participant 12), each with a fixed grid of 6 domains — ADL, Fitness/Walk, Music/Circle Time, Learning Block, Community Living, Collaborative Project, Quiet Time — plus Social Immersion on the two corporate-visit days, rated evening-by-evening against five rubrics (A–E). This is the primary quantitative evidence base for this report.
- **Daily Facilitator Log:** a single running narrative log per day, kept by whichever facilitator was with the group at the time, tagged in line with the rubric lens(es) that applied. This is the primary source for the facilitation-quality, pacing, and day-narrative sections, and for corroborating specific incidents named in the participant sheets.
- **Day 7 (Fri 31 Jul) is excluded from every score, chart, and trend statement:** it was the closing celebration day parents arrived to collect their children, certificates were presented, and parents were given a brief look at how their child's week had gone and both source documents contain only a placeholder header row for it, with no rubric session data logged. This is stated directly rather than smoothed over, in the same spirit as the reference report's treatment of its own no-data day.
- **Rubric scoring convention:** the five rubrics used throughout the source sheets are categorical, not numeric. For the purposes of trend charts and cohort-level averages only, this report maps each rubric's categories onto their own internal order (as listed in the Rubrics reference sheet, most-independent/most-positive first) and rescales to a common 1–5 band. Rubric A (Participation & Support) and Rubric B (Enjoyment & Engagement) have 5 native levels; Rubric C (Group/Community Comfort) has 5; Rubric D (Voice & Self-Expression) has 4; Rubric E (Regulation) has 3 — D and E are linearly rescaled onto the same 1–5 band so they can sit on the same chart axis as A–C. This rescaling is an analytical convenience for this report only; it does not appear in, or change, the source sheets.
- **A lower score on this rescaled band is not automatically a concern.** The rubric reference sheet is explicit that some 'lower' categories a participant taking space and stepping back, or declining an activity outright are healthy, self-regulating choices, not failures. Where this matters for interpretation, it is flagged in the relevant section rather than left implicit in the numbers.

- **Declined/not attempted is treated as a recorded choice, not a missing value.** Where a participant's row is genuinely blank (no rating and no note), this is treated as an attendance/data gap and reported separately from a recorded decline.
- **No external client rubric or facilitator guide was supplied.** In their absence, the Rubrics A–E reference sheet bundled with the Daily Log is used as the sole scoring frame, and the rating bands used in this report (see Overall Score & Rating) were constructed for this exercise and are qualitative in nature.

Strategic Framework: Identity, Agency, and Environment

The July cohort was guided by a thematic compass titled "**Freedom, Voice, and the Rhythms of Monsoon.**" As architects of this experience, we selected these themes to navigate two central questions: *Who am I becoming?* and *how do I govern my own life within a community?* By aligning the program with the approach to Independence Day, we moved these concepts from abstract ideals into lived, behavioural realities.

The following three pillars formed the foundation of our philosophy this week:

- **Freedom as Lived Practice:** Rather than treating freedom as a performance, it was practiced through daily self-governance. This included the courage to express disagreement, the ability to hold personal boundaries, and the autonomy to make small, human choices such as a participant choosing to lie down beside a hand pan rather than sing, a valid expression of belonging.
- **The Monsoon Rhythm:** The arrival of the rains introduced a natural lesson in adaptability. When external changes occurred such as the rain-cancelled evening walk on Day 5 participants were challenged to trust in a rhythm larger than their individual plans, practicing grace through environmental shifts beyond their control.
- **Collective Courage:** Independence was framed as a discipline built through shared life. This was most evident in our collaborative weaving project, where the "three-way split" in engagement ranging from independent weaving for 45 minutes to observing from the perimeter demonstrated how every voice and varied level of participation shapes the community's fabric.

Executive Summary

Uhuru 2.0 ran as a seven-day residential immersion (Sat 25 Jul–Thu 30 Jul of programmed sessions, with Fri 31 Jul as a closing celebration day parent pickup, certificate presentation, and a parent preview of the week) for a cohort of 12 participants, structured around a fixed daily rhythm of ADL/morning routine, fitness or circle time, a learning block, community-living tasks, a collaborative weaving project, an evening walk, quiet time, and a closing assembly with two additional corporate Social Immersion sessions (a JPMC visit on Day 3 and a Google-partnered 'monsoon' session on Day 5). Across the six scored days, the cohort's composite rubric score (the mean of the five rubric averages, each rescaled to a common 1–5 band) was 4.33 out of 5, with the two voice-and-regulation rubrics (D and E) consistently the strongest and the participation/support rubric (A) the most variable of the five.

Independence and enjoyment were strongest in the group's most familiar, sensory-rich domains Fitness/Walk and Music/Circle Time, both scoring a composite of roughly 4.50, the two highest of the eight domains where nearly every participant engaged without prompting and several facilitators recorded participants initiating extra, unscripted contributions (playing new instruments, starting their own actions, carrying kit on the walk). Learning Block, Collaborative Project, Community Living and Social Immersion were the more variable domains, each combining moments of strong, self-initiated engagement with a meaningful minority of declines or support-heavy participation consistent with the more demanding, less familiar, or more socially exposed nature of those sessions.

Voice (Rubric D) and self-expression were the cohort's most consistent strength throughout the week: across all six days, the large majority of logged sessions recorded participants as having 'expressed & was heard,' regardless of how independently they were otherwise participating. Facilitators repeatedly honoured a declined activity or a request for space as a valid, heard choice rather than a behaviour to correct a pattern that shows up as a genuinely high floor on Rubric D even on the cohort's more difficult days.

Regulation (Rubric E) held for the clear majority of participants across the week and trended upward slightly through Day 6, but the week's two most significant single events were both regulation incidents on the final full day (Thu 30 Jul): one participant needed physical support from four team members to safely release a tight grip on a facilitator during a check-in, and another attempted to hit a team member during a second dysregulated episode before both re-settled and returned to the day's activities. Both were managed by the facilitation team without disrupting the remainder of the session, and neither participant's difficulty was isolated to that day — the log and focal sheets both link it to end-of-camp anticipation, cumulative tiredness, and, in one case, direct exposure to a peer's distress.

The clearest pacing and facilitation-execution finding is that content was not always delivered inside its planned window: on Day 2 (Sun 26 Jul), the log records that of two planned learning blocks, only the first was delivered in

roughly ninety minutes, with the second not reached that day; on Day 5 (Wed 29 Jul), rain cancelled the evening walk outright, and the collaborative project was extended to fill the gap, with a dance party added afterward. Community Living was not logged at all on Day 5, a genuine data gap rather than a session that did not happen. These findings mirror, in a facilitation-execution sense, the reference report's own finding that curriculum design was sound but delivery discipline pacing, sequencing, and debrief completion — was the main lever for improvement.

Attendance, in the sense of active, non-declined engagement, was strongest on Day 1–2 (94–96% of logged session-slots) and dipped through the middle of the week (84–87% on Days 3–5) before recovering slightly on Day 6 (83%, with a small data gap). Two participants, Participant 1 and Participant 4 accounted for the large majority of recorded declines across the week, and in both cases the focal sheets are explicit that these were communicated, respected choices during a genuinely difficult stretch (Participant 1, Days 3–5) or a consistent, boundary-holding preference for observation over hands-on participation (Participant 4, most of the week, with a marked late-week shift toward more sustained social engagement).

Overall Cohort Composite Score

4.33 / 5 — Strong

The cohort achieved consistently strong voice, self-expression, and regulation outcomes, and independent, visibly enjoyed participation in its most familiar domains. The clearest opportunities for improvement are in pacing/content-completion discipline during learning blocks and in planning enough flexible capacity to hold two simultaneous regulation-support incidents on a single high-demand day.

1. Programme Overview & Rubric Framework

The camp followed a consistent daily structure across Days 1–6: a morning ADL/routine block, a fitness circle or morning circle-time block, a learning block (typically two sub-blocks), a community-living task (kitchen, cubby-sorting, cleaning), a collaborative wheel-weaving project, an evening walk, quiet time, and a closing assembly where participants shared likes/dislikes for the day. Day 3 (Mon 27 Jul) and Day 5 (Wed 29 Jul) additionally included a Social Immersion session with visiting corporate partners -15 JPMC employees on Day 3, and a Google-partnered, monsoon-themed session on Day 5 built around a 'stepping stones' activity and a campus walk with buddies.

Every domain-day cell in the Participant Focal Sheets is rated against five rubrics, each with its own fixed set of categories (paraphrased below from the Rubrics reference sheet). These are the same five lenses (A–E) tagged inline throughout the Daily Facilitator Log.

Rubric	What it captures	Categories (most → least independent/positive)
A — Participation & Support	How much prompting or physical support was needed to begin/complete a task	Independent · Verbal prompt · Physical/modelled prompt · Full support · Declined/not attempted
B — Enjoyment & Engagement	Visible affect and willingness during the activity	Visibly enjoyed/initiated · Engaged when invited · Neutral/tolerated · Signs of discomfort · Distressed
C — Group/Community Comfort	Proximity and ease within the shared space	Sought connection · Comfortable alongside · Needed space, took it · Needed space, couldn't access it · Avoided/withdrew
D — Voice & Self-Expression	Whether a preference was expressed and how it was acted on	Expressed & was heard · Expressed, partially accommodated · Expressed, not acted on · No clear expression
E — Regulation	How a transition, frustration, or distress moment was managed	Self-regulated · Regulated with support · Struggled to regulate

Two categories are explicitly not deficits in the source rubric itself: ‘Needed space, took it’ under Rubric C is annotated in the reference sheet as healthy self-regulation, and a decline under Rubric A is described as a valid choice distinct from distress. This report scores them on the rescaled 1–5 band purely for charting comparability, and returns to qualitative framing wherever a low score reflects a respected choice rather than a struggle.

2. Attendance & Participation Analysis

Because Uhuru 2.0 is a residential assisted living rather than a single-session training, ‘attendance’ is best read at the level of each domain-day slot (12 participants × up to 7 domains × 6 scored days = 504 possible slots). A slot was coded engaged when a rating and/or note was logged and Rubric A was not ‘Declined/not attempted’; declined when the participant was present in the space but chose not to take part, a choice the facilitators consistently recorded and respected; and a data gap when neither a rating nor a note was recorded at all (a genuine absence of data, distinct from a decline).

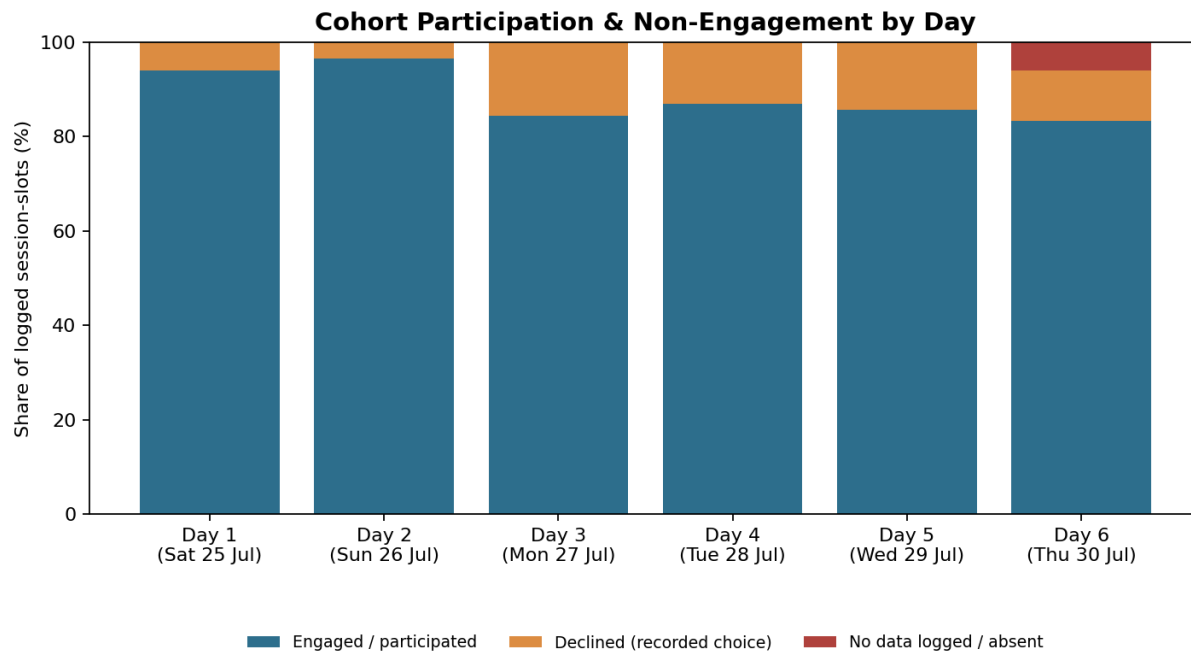


Figure 1. Share of logged session-slots by engagement status, Day 1–6. Engagement was highest on Days 1–2 (94–96%) and dipped through the middle of the week before a small data gap appeared on Day 6.

Engagement was strongest on Day 1 (94.0%) and Day 2 (96.4%), the two days with the fewest declines (5 and 3 respectively, out of 84 slots each). Declines rose through the middle of the week 15.6% on Day 3 (the JPMC social-immersion day, which also had the most slots at 96 because of the added domain), 13.1% on Day 4, and 14.3% on Day 5 before easing slightly to 10.7% on Day 6, where a small data gap (6.0% of slots, five cells) also appears for the first time, concentrated in Participant 1's and Participant 12's Fitness/Walk and Quiet Time rows on the final full day.

At the domain level, Social Immersion (20.8% declined) and Collaborative Project (16.7%) carried the most recorded declines, followed by Community Living (15.0%), Fitness/Walk and Quiet Time (13.9% each). Learning Block (8.3%) and Music/Circle Time (4.2%) were the most consistently engaged domains, and ADL had no recorded declines at all across the week every participant completed some form of morning routine every day, even if the level of support required varied widely.

Two participants account for the large majority of recorded declines: Participant 1 (19 of the week's 55 recorded declines) and Participant 4 (15). Both patterns are well-documented and intentional rather than incidental. Participant 1 had a markedly difficult stretch from Day 3 through Day 5 the focal sheet records 'heightened emotions, noticeable mood fluctuations, and periods of distress', with her choosing to spend much of Days 3–4 in her room reading and writing before re-engaging independently and by choice for the Day 5 collaborative session and returning to fuller participation on Day 6. Participant 4's pattern is different in character: across nearly every

day, he 'preferred to engage on his own terms,' communicating clear boundaries and choosing observation over hands-on participation, while the week's narrative arc shows this loosening by Day 5, the log records him 'showing meaningful progress in social engagement... sharing that he would miss the group on Friday.' Participant 9 (8 declines) and Participant 12 (8 declines) show smaller, more session-specific patterns of stepping back, both respected without pressure in the source notes.

3. Domain-wise Performance Analysis

Each session domain is scored here as a composite of all five rescaled rubrics, averaged across every participant and every day that domain ran. This gives a single comparable figure per domain, in the same spirit as the reference report's domain scores, while the qualitative discussion beneath each figure carries the nuance that a single composite number cannot.

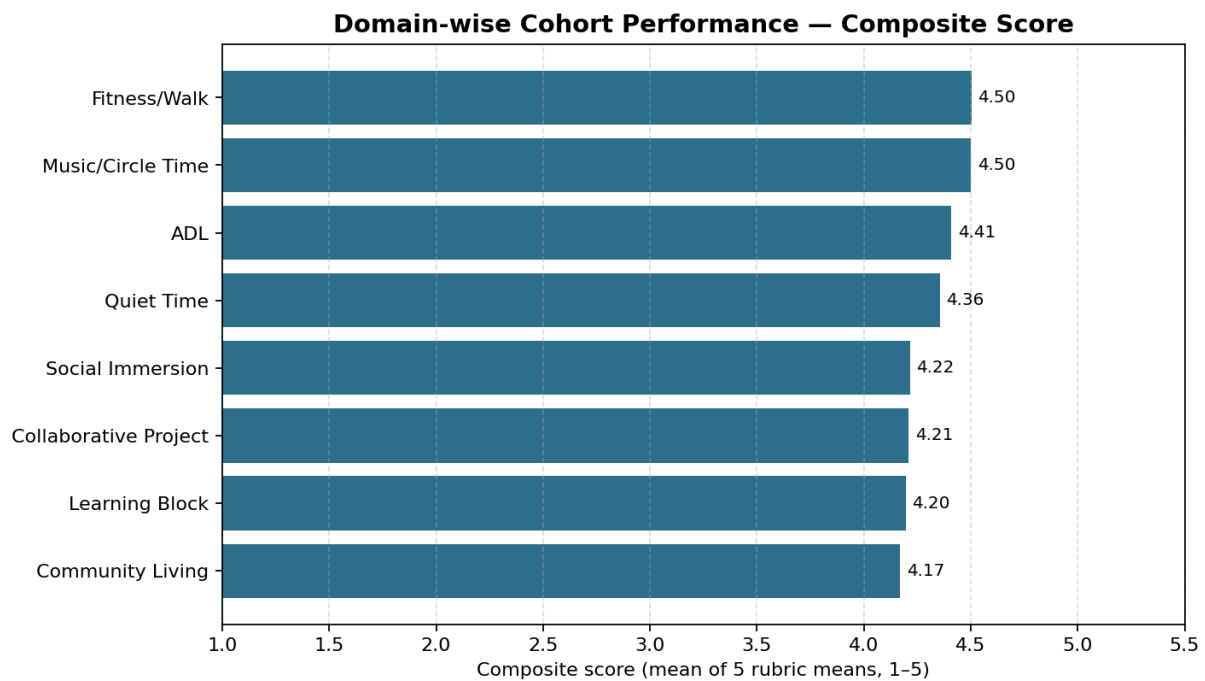


Figure 2. Composite rubric score by session domain (average of Rubrics A–E, rescaled to 1–5), across all participants and all six scored days.

Domain	Composite score (/5)	Read
Fitness/Walk	4.50	Strongest domain
Music/Circle Time	4.50	Strongest domain (tied)
ADL	4.41	Strong
Quiet Time	4.36	Strong
Social Immersion	4.22	Strong where engaged; highest decline rate
Collaborative Project	4.21	Strong, widest support-level spread
Learning Block	4.20	Strong, most variable day-to-day
Community Living	4.17	Lowest composite; Didn't take place on day 5

Music/Circle Time the cohort's most uniformly positive domain

Music hour was repeatedly singled out in the Daily Log as the clearest high point of the day: on Day 3 (Tue), every participant engaged independently nobody needed prompting just to be in the space and the large majority visibly enjoyed themselves, with several participants trying the tongue drum and hand pan for the first time and one participant showing her comfort by lying down beside the hand pan rather than singing. The domain's strength held even for participants who were struggling elsewhere in the week Participant 1, mid-way through her most difficult stretch on Day 3, still joined in by clapping along with the group' during one or two songs despite needing full support to stay present. The presence of corporate buddies on Day 3 was introduced smoothly into circle time through a paired song activity that one participant proposed herself.

Fitness/Walk - strong independent participation with a wide behavioural range

Fitness and the evening walk together formed the second-strongest domain (4.42), though the log notes real day-to-day texture within that headline number. Day 4 (Tue 28 Jul) was described as 'a genuinely mixed session' where 'independent' covered a wide range of behaviour one participant who declined the formal exercises still 'entered the space anyway, sat and watched then came back in to help fold the mats at the end, which the log explicitly reads as engagement on his own terms rather than disengagement. The evening walks consistently ran as a lighter, more socially connective complement to the more structured fitness circle, with ball games and football repeatedly cited as highlights, including one participant who 'initiated football himself' and was 'thrilled.'

ADL -the domain with zero recorded declines

Morning routines were the most consistently completed domain across the week: every participant attempted some form of ADL every day, even though the level of support required varied from fully independent to full physical support depending on the individual and the day. The log records a small number of individualised adjustments one participant's morning routine being re-sequenced (brushing teeth after rather than before breakfast) and one significant overnight incident logged against the Day 6 ADL entry, discussed in Section 5 below.

Quiet Time a genuine regulation-practice space, not a passive rest period

Quiet time scored strongly overall (4.20) but is better read, per the Day 2 log, as capturing the group 'mid-practice at self-regulation rather than arriving at it already settled': a clear majority started sessions restless — vocalising, moving, trying to start conversations before settling into stillness for the final stretch, either independently or with a light prompt. Voice showed more variation here than in most other domains, with a few participants only partially accommodated when they wanted to talk. By Day 5 (Wed 29 Jul), the log records a specific marker of progress: one participant was 'completely quiet and calm throughout, for the first time in four days, a change explicitly framed against her earlier-week pattern.

Learning Block - the most variable domain from day to day

Learning Block scored a solid 4.16 overall, but this average sits on top of the week's largest day-to-day swings and the clearest pacing issue in the whole log (see Section 5). Day 2's two planned learning blocks became one, delivered slowly with heavy verbal prompting; Day 4's block was 'the most variable domain of the day, both in support needs and in emotional tone,' with two participants needing to step back mid-session (one using a previously-taught 'pause and breathe' technique to self-regulate, a meaningful instance of a strategy transferring across days); and Day 6's block was, in the log's own words, the most significant session of the final day,' containing both of the week's most serious regulation incidents (Section 5).

Collaborative Project (wheel-weaving) a genuine three-way engagement split

The recurring weaving project had the widest spread of support levels of any domain in several sessions — the Day 5 log describes 'an almost perfectly even three-way split roughly equal numbers were independent, needed verbal prompting, or declined the activity outright but among those who engaged, the tone leaned consistently positive: one participant worked the wheel for 45 minutes without a break and taught a peer a Konkani word for tying a knot; another reported having finally gotten into the rhythm' of the movement. Participants who declined the hands-on task typically still stayed in the room, a pattern the log treats as partial, valid participation rather

than disengagement. On the final day the project doubled as an installation/wrap-up session, with several participants asking specifically for their finished piece to be displayed.

Community Living the lowest-scoring domain, but not a weak one in absolute terms

Community-living tasks (kitchen work, cubby-sorting, room cleaning, packing) had the lowest composite of the eight domains at 4.17 still comfortably inside the 'Strong' band, and consistently productive of peer connection once participants engaged (singing while mopping, dancing while cleaning, buddying for support). The lower relative position reflects the domain's own wide support-level spread (from fully independent to full physical support within the same session) rather than any single weak day. It is also the one domain with a confirmed evidence gap: no Community Living entry was logged in the Daily Log or reflected in the participant sheets for Day 5 (Wed 29 Jul), the day the evening walk was also rained out. This report treats Day 5 Community Living as a data gap rather than assuming the session did not run, and the 4.17 composite is therefore based on five days of data rather than six.

Social Immersion -the highest decline rate of any domain, but strong engagement where it happened

The two corporate-partnered sessions (JPMC on Day 3, Google on Day 5) carried the highest decline rate of any domain (20.8%), yet still achieved a mid-table composite of 4.22 meaning that among the roughly four-fifths of the cohort who took part, the quality of engagement was strong. This combination is consistent with the demands of the format: pairing participants with unfamiliar adult buddies for an extended, socially exposed session is a meaningfully different ask than the camp's more familiar routines. Where it worked, it worked well the Day 3 log describes buddies and participants creating a 'stories wall' together and singing around hand-made origami boats, and the Day 5 session (built around a monsoon/flood theme with a 'stepping stones' activity) drew strong, independent engagement from more than half the cohort, including several participants answering content questions confidently and one participant suggesting a safe assembly point during a group discussion. Where participants opted out (Participant 1, Participant 12 both declined both immersion sessions; Participant 4 declined but stayed present and engaged with a photo activity on his own terms), the choice was recorded and respected rather than pushed against.

Dinner Routine & Mealtime Independence was tried on day 1 and it worked out really well

During dinner, participants demonstrated growing familiarity with mealtime routines. After finishing soup, most independently collected their plates, formed a queue, and washed their tumblers with only minimal verbal prompting. One participant continued to require reminders to wash their tumbler. Minor instances of dysregulation (wanting a parent, seeking to walk around) were observed but were managed without disrupting the group. A positive social interaction was noted when one participant chose to adjust their own seating route rather than asking a peer to move. Dinner and clean-up routines were completed within approximately **40 minutes**, reflecting increasing independence and adherence to the group structure.

4. Rubric-Level Analysis

Rescaled to a common 1–5 band, the cohort's five rubrics separate into two clear tiers across the week: Voice (D, 4.84 average) and Regulation (E, 4.62) sit consistently near the top of the band, while Participation/Support (A, 3.93), Enjoyment/Engagement (B, 4.03) and Group Comfort (C, 4.21) are more variable and more sensitive to which domain and which day is being rated.

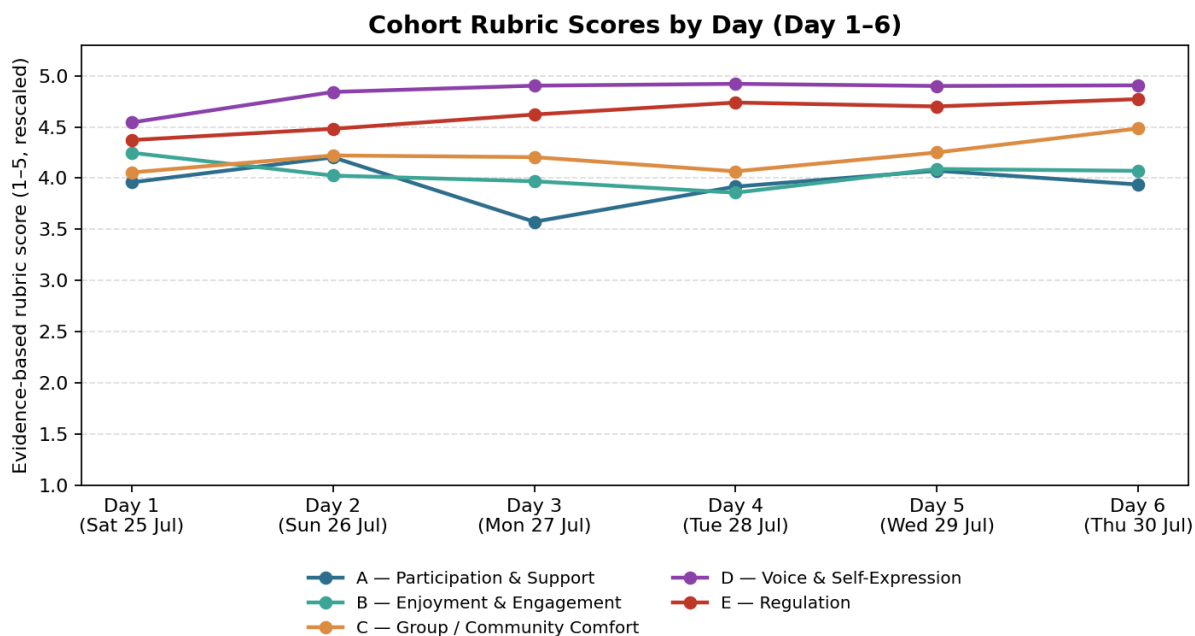


Figure 3. Cohort-average rubric scores by day, Days 1–6 (rescaled 1–5). Rubric D (Voice) and E (Regulation) hold the highest and most stable line; Rubric A (Participation/Support) is the most variable, dipping on Day 3.

Rubric D held above 4.5 on every day from Day 2 onward, reflecting a facilitation culture - visible throughout the log of treating an expressed preference as something to honour, not just record: a declined activity, a request for space, or a mid-session need to step away were consistently logged as the participant being 'heard,' whether or

not the request was fully accommodated. Rubric E (Regulation) rose steadily across the week, from 4.37 on Day 1 to 4.77 on Day 6, even though Day 6 also contained the week's two most serious individual regulation incidents the cohort-wide average absorbed these because the large majority of other participants regulated independently or with only light support that same day.

Rubric A (Participation & Support) is the most volatile of the five, dropping to its week-low of 3.57 on Day 3 before recovering to the 3.9 - 4.1 range for the rest of the week. Day 3 was the JPMC social-immersion day, and the dip is consistent with the demands of that format (Section 3) rather than a general decline in independence. Rubric C (Group Comfort) held steady at 4.20 that same day, meaning participants generally remained comfortable in the shared space even where they needed more support to formally participate.

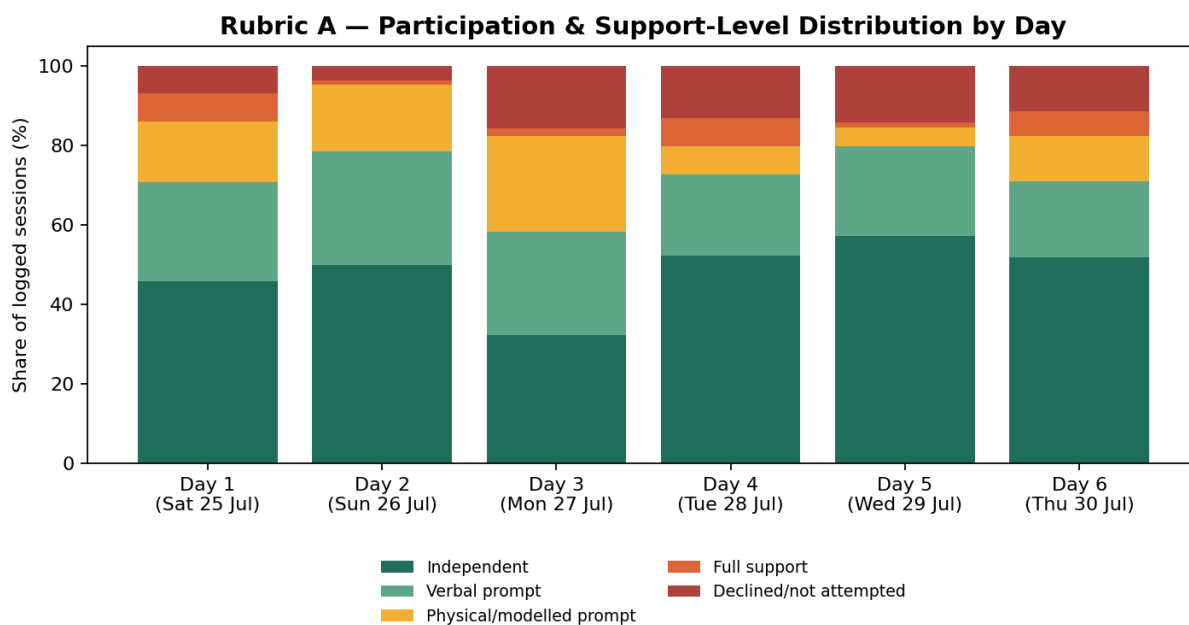


Figure 4. Rubric A category mix by day, as a share of all logged sessions. Independent participation was lowest on Day 3 (32.4%, the JPMC social-immersion day) and highest on Day 5 (57.4%).

The distribution behind Rubric A tells a more encouraging story than the average alone: the 'Declined/not attempted' share (dark red) grew through the middle of the week but never became the dominant category on any day, and the 'Independent' share (dark green) recovered strongly by Day 4–5, reaching its week-high of 57.4% on Day 5 the same day that included the demanding Google social-immersion session — before easing slightly on Day 6, a day that also carried the week's two significant regulation incidents.

5. Week-by-Week (Day-by-Day) Narrative

The camp ran as a single, seven-day residential week, comprising six programmed days (Days 1–6) and a seventh closing celebration day (parent pickup and certificate presentation). Each day is summarised below against the same lens: key activities, participant engagement, facilitator observations, achievements, and challenges followed by the score board in Section 6 and the pacing analysis in Section 7.

Day 1 - Saturday 25 July: Arrival and settling

The day opened with morning arrival of participants followed by circle-time/morning-assembly session, the first learning block (Uhuru Readiness Kit), community-living tasks (watering plants, wiping utensils), the first collaborative wheel-art session, the first evening walk, quiet time, and a closing assembly. The group needed verbal encouragement to settle into circle time as parents left, but engaged well once singing began, participating more confidently in familiar songs than unfamiliar ones. The first collaborative session saw participants excited to prepare materials, with music played on request and some singing and dancing while working. The first walk was described as showing 'clear signs of overall enjoyment' despite it being many participants' first time. At the individual level, several participants needed support settling into the transition away from parents (one, Participant 3, 'entering the space confidently without repeatedly asking about his mother' was itself recorded as his biggest milestone of the day), while Participant 2 'initially found it difficult to separate from his father' before settling in through the day. **Composite score: 4.24/5.**

Day 2 - Sunday 26 July: The clearest pacing issue of the week

Day 2 introduced the fitness circle (rather than a second circle-time), and was 'the group's strongest domain of the day by a clear margin for fitness, with the large majority participating independently and several going beyond the base activity. The two planned learning blocks did not both run to completion: the log records that 'out of the two planned learning blocks, the content of only the first learning block was delivered in the span of roughly one and half hours, attributed partly to participants needing repeated prompts and partly to 'the facilitator's lack of clear examples and questions.' Despite the slower pace, the group's stamina was notable they actively asked for repetitions and continued through the learning block without a break' and produced strong content connections to the theme of freedom ('I will fight for justice', 'I will fight for electricity'). **Composite score: 4.35/5**, among the stronger days of the week.

Day 3 - Monday 27 July: JPMC social immersion

Day 3 added the Social Immersion domain for the first of two corporate-partnered sessions, hosting 15 JPMC employees across circle time and both learning blocks around a shared theme, including a storytelling wall and an origami-boat activity that closed with the whole group singing together around the boats they had made. This was also the week's most demanding day for Rubric A (composite 3.57, the week's low), with the community-living session showing a clear split between those who joined kitchen/sweeping tasks and those who opted out (Participant 1, Participant 2, Participant 4, and Participant 9 all stepped back from that specific task, each communicating the choice clearly rather than avoiding the space). Fitness that morning was itself 'a genuinely mixed session,' with one participant declining the formal exercises but remaining present and later helping fold the mats. **Composite score: 4.25/5.**

Day 4 - Tuesday 28 July: A day of individual highs and a harder Learning Block

Music hour was 'the clear high point of the day, and arguably the most uniformly positive domain across the board' every participant engaged independently, with new instruments (tongue drum, hand pan) drawing in even usually-reserved participants. The Learning Block, by contrast, was 'the most variable domain of the day, both in support needs and emotional tone': several participants wandered or got distracted before settling back in, and two showed visible discomfort and needed to step back mid-session one used a 'pause and breathe' technique learned in an earlier session and carried it with her for the rest of the day, a clear instance of a regulation strategy transferring across days. Community living (cubby-sorting, folding clothes) pulled in the widest range of support needs of any single session that day, from full independence to full physical support, but the common thread was participants seeking real connection with facilitators once engaged, including one participant who re-folded items several times on his own until satisfied. **Composite score: 4.30/5.**

Day 5 -Wednesday 29 July: Google social immersion, and the week's clearest external disruption

The day's Social Immersion session, themed around monsoon and flooding with Google-partnered buddies, drove strong engagement: a 'stepping stones' activity and a shared campus walk produced confident, independent contributions from more than half the cohort. Fitness was 'one of the strongest of the week for independent participation' (9 of 12 without prompts). The evening walk, however, 'didn't happen because of rains,' so the collaborative-project session was extended and a roughly 40-minute dance party was added before quiet time — a clear, well-handled real-time facilitation adaptation to weather, though it means the day's Collaborative Project figures reflect an atypically long session and Community Living was not logged at all that day (a data gap, not a confirmed non-event; see Section 2). **Composite score: 4.40/5.**

Day 6 -Thursday 30 July: The most significant single day, and the week's two regulation incidents

Day 6 opened with an overnight incident logged against the morning ADL entry: one participant woke at midnight, disturbed by noise, and had to be held back by multiple facilitators before settling within about 20 minutes and being given water later confirmed in his own focal sheet as an 'isolated incident of dysregulation during the night towards the end of the week. The day's Learning Block is explicitly flagged in the log as the most significant session of the final day and needs to be documented carefully: one participant became agitated during a check-in and held a facilitator's hands so tightly that physical support from four team members was needed to help him safely release his hold, after which he settled and re-engaged; separately, a second participant became agitated twice during the same session, the first time self-managing with a water break, the second time attempting to hit a team member before being helped to calm down and returning to complete his written work. Both participants were fully re-settled within the same session, and the second participant's own focal sheet records that the trigger was witnessing the first participant's distress, followed by his own effort afterward to write that he would 'not shout or be aggressive toward anyone' a conscious act of self-regulation and that he closed the day by apologetically checking in with the team member involved. **Composite score: 4.43/5**, the highest of the week, reflecting that these two significant incidents sat within an otherwise calm, well-regulated day for the wider group (Rubric E, Regulation, in fact reached its week-high of 4.77 on this day, and Rubric C, Group Comfort, also peaked at 4.48).

Day 7 - Friday 31 July: Closing Celebration - parent pickup & certificates (no session data)

Day 7 was for the closing celebration parents arrived to pick up their children, certificates were presented to the children, and parents were given a brief look at how their child's week had gone rather than a scored programme day, and it is excluded from every chart and average in this report.

6. Participant-Level Analysis

Individual composite scores (the mean of each participant's five rubric averages across Days 1–6, rescaled to 1–5) range from 3.55 to 4.82 across the 12 documented participants. This spread reflects genuinely different starting points and week-long arcs rather than a simple 'better/worse' ranking several of the participants with lower composites show the clearest documented growth across the week, and several rubric categories scored lower by design reflect a respected choice (declining, taking space) rather than a struggle.

Figure 5. Participant-wise composite score across Days 1–6 (mean of five rescaled rubric averages, 1–5).

Participant	Composite (/5)	One-line arc across the week
Participant 5	4.82	Consistently curious and independent; strong memory and content recall; one significant regulation episode on Day 6 after witnessing a peer's distress, resolved with support and a spontaneous apology.
Participant 7	4.80	Confident, verbal, and socially motivated by familiar facilitators; occasional resistance to unplanned routine changes, consistently worked through with brief negotiation.
Participant 8	4.68	Steady, increasingly initiating participant; grew across the week from responding-when-invited to spontaneously leading the closing-assembly song on the final day.
Participant 11	4.67	High and consistent enjoyment/energy across music, movement, and discussion; settled into the community with ease from Day 1 onward.
Participant 6	4.62	Highly expressive and increasingly self-regulating; used the 'pause and breathe' technique with growing independence; strong connection through drama and performance.
Participant 10	4.39	Found his own, consistent pathway into every activity (writing, observing, working alongside a buddy); one isolated midnight regulation incident on Day 6, otherwise low support needs throughout.
Participant 2	4.29	Needed support separating from his father on Day 1; steadily gained independence and warmth (notably with Participant 5) across the week, closing with one of his most engaged days on Day 5.

Participant	Composite (/5)	One-line arc across the week
Participant 3	4.23	Entered confidently from Day 1; consistently engaged in music and learning, with recurring but manageable support needs to stay focused, especially as departure neared.
Participant 9	4.10	Engaged at her own pace throughout, favouring visual, sensory, and music-based activities; grew steadily more independent in daily routines by the back half of the week.
Participant 12	3.96	Participation strongest in small, relationship-based moments (kitchen work, buddy conversations); needed more space and showed increased dysregulation in the second half of the week.
Participant 4	3.62	Consistently held clear personal boundaries and favoured observation over hands-on participation; documented, genuine movement toward sustained social engagement by Day 5; one significant Day 6 regulation episode during the learning block, safely supported and resolved within the session.
Participant 1	3.55	A difficult Days 3–4 stretch with significant emotional distress and several declined sessions, respected throughout; chose to re-engage independently from Day 5 and returned to fuller participation by Day 6.

Two individual patterns are worth flagging directly to the facilitation team for the next cohort, in the same spirit as the reference report's individual-level flags. First, Participant 1's and Participant 4's declines were concentrated but not identical in character: Participant 1's cluster around a specific, time-bound difficult stretch (Days 3–4) from which she recovered on her own initiative, while Participant 4's reflect a stable, boundary-holding participation style present most of the week, with a genuine late-week shift toward more sustained connection the two call for different kinds of facilitator attention (checking in and offering re-entry points for Participant 1; continuing to offer, rather than push, invitations for Participant 4).

Second, the Day 6 regulation incidents involving Participant 5 and (per the Learning Block log) a second participant both resolved within-session and were followed by documented self-reflection - Participant 5's own focal sheet records him writing that he would 'not shout or be aggressive toward anyone and later apologising to the team member involved, which is a strong marker of the self-regulation skills built across the week being applied under real pressure, not evidence that the skills were absent.

7. Facilitation Quality, Session Delivery & Pacing

This section reads the Daily Facilitator Log specifically for evidence of how sessions were paced and sequenced, where content did or did not complete inside its planned window, where facilitators adapted in real time, and how facilitation practice evolved across the week. It complements Section 5 rather than repeating it.

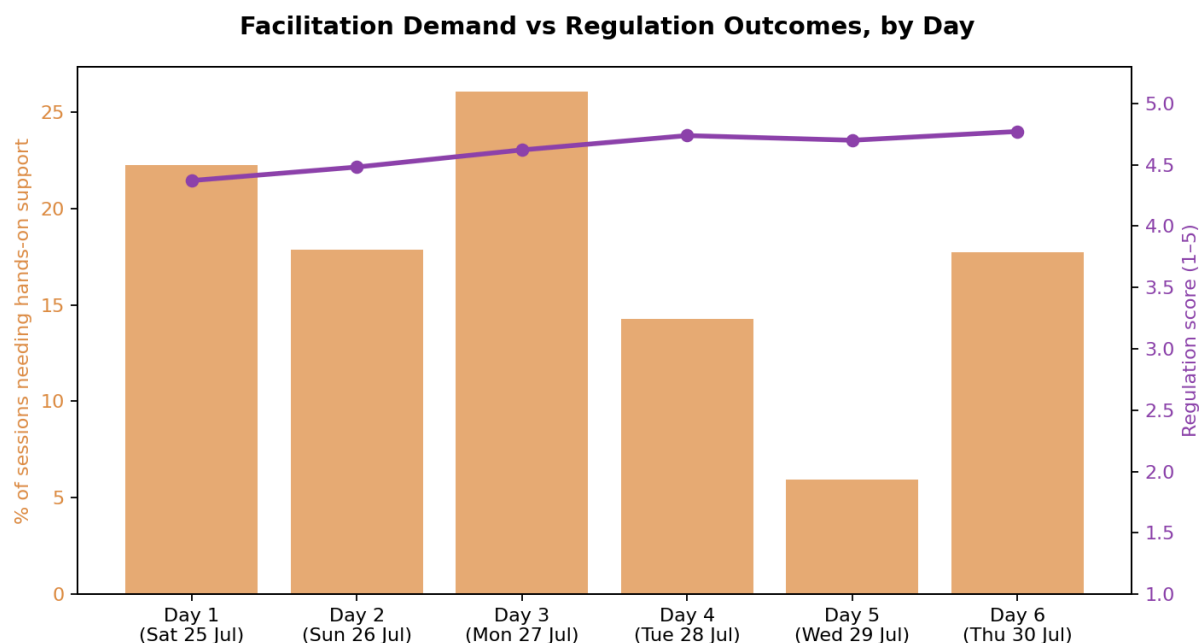


Figure 6. Share of logged sessions needing physical, modelled, or full hands-on support (bars, left axis) against the cohort's average Regulation (Rubric E) score (line, right axis), by day. Hands-on support demand was highest on Day 3 and lowest on Day 5, while regulation outcomes held steady-to-improving throughout.

Content not completed inside its planned window

- Day 2 (Sun 26 July) learning-block carryover:** the log is explicit that of two planned learning blocks, 'the content of only the first learning block was delivered in the span of roughly one and half hours,' with the second not reached. The log itself attributes part of the slower pace to the facilitator's own examples and questions not being clear enough to move the group along, alongside the group's own need for repeated prompts. Notably, the second block's content on 'the kinds of choices being made' does not reappear as a distinct catch-up session in the following days' logs it appears to have been folded into, rather than separately resumed within, the following days' broader thematic content (freedom, then monsoon/flood themes from

Day 5). This is the clearest single instance in the week of a learning block's content not completing on its scheduled day and not being visibly recovered as a discrete make-up session.

- **Day 5 (Wed 29 Jul) - weather-driven resequencing:** the evening walk 'didn't happen because of rains' so the facilitation team extended the collaborative-project session and added a roughly 40-minute dance party in the freed-up time before quiet time. This is a clean example of real-time adaptability: the change was logged plainly, the replacement activity (dance party) was still aligned with the day's energy and the group's love of music, and no session was dropped outright. The trade-off is that Collaborative Project ran longer than usual that day (one participant's focal sheet specifically notes him aware the session ran longer than usual' and pacing himself accordingly), and Community Living was not logged at all a gap this report cannot resolve from the source documents, but one worth the facilitation team confirming directly.
- **Day 6 (Thu 30 Jul) - safety needs reshaping the session, not the schedule:** the two regulation incidents during the final Learning Block did not appear to delay or shorten the rest of the day's schedule both participants were resettled and re-engaged within the same session, and the day's later activities (community living/packing, the final collaborative wrap-up, the walk, quiet time) all ran and were logged as normal. This suggests the facilitation team had, by the final full day, enough capacity and practised response protocols to absorb two significant individual incidents without a knock-on schedule impact a marked contrast with the Day 2 pattern, where a single learning block's pacing issue did have a visible knock-on effect (the second block simply not happening).

Facilitator adaptations made in response to participant needs

- Morning ADL routines were individually re-sequenced where needed (e.g., swapping the order of brushing teeth and breakfast) rather than enforcing a fixed sequence.
- Circle time repeatedly incorporated participant-suggested changes a paired song activity with corporate buddies was introduced on Day 2 because a participant suggested it, and was 'well received'.
- During Day 4's voice warm-up, a participant who was shouting was proactively paired with a different buddy and gently reminded about volume rather than removed from the activity, and she was able to regulate and continue participating at a level that suited her.
- On Day 6, lunch was delayed by five to ten minutes to let the learning-block activity finish rather than cutting the activity short -a deliberate trade-off that caused one participant (Participant 7) visible distress about the disrupted routine, resolved through a brief conversation, illustrating the facilitation team weighing content completion against routine predictability in real time.

- Participants who declined an activity were consistently offered and, in several cases, took up an alternative route into the same session (e.g joining the evening walk instead of fitness, or engaging with a photo activity instead of the group discussion), rather than being logged simply as absent.

How facilitation evolved across the week

Read end to end, the log shows a facilitation team that became more consistent, not less, as the week's demands increased. The clearest pacing shortfall (Day 2) occurred early, while unfamiliar corporate-partnered sessions (Days 3 and 5) and the week's most demanding single day for individual regulation (Day 6) were all handled with the day's broader schedule intact. Rubric E (Regulation) rose from 4.37 on Day 1 to 4.77 on Day 6 even as the log's own narrative content became more demanding a pattern consistent with facilitators and participants alike building a shared repertoire of strategies (the recurring 'pause and breathe' technique is referenced independently in at least three different participants' records, each time used by the participant themselves rather than only prompted by staff) that held up under real pressure by the end of the week.

Recommendations for pacing and delivery in future cohorts

- **Build a visible catch-up mechanism for unfinished learning-block content.** When a planned block does not complete (as on Day 2), log explicitly whether and when its remaining content is picked up, rather than letting it fold silently into later themes. This preserves the ability to check that every planned concept actually landed with the group.
- **Plan facilitator capacity for concurrent regulation incidents on emotionally heavy or transition-heavy days.** Day 6 required four team members to safely support one incident while a second, separate incident was unfolding in the same session. The team managed this without a schedule impact, but this appears to have been a capacity-intensive moment; naming end-of-camp/departure days as a period of elevated regulation-support demand in advance would let the team roster accordingly.
- **Carry the 'offer an alternative route in' pattern forward explicitly as a stated practice.** This was one of the week's clearest facilitation strengths (evident in Fitness/Walk, Learning Block, and Social Immersion alike) and is worth naming as a deliberate technique for the next facilitation team's briefing, rather than leaving it as an emergent practice.

8. Key Insights & Recurring Themes

- **Voice is the cohort's most dependable strength.** Across every day and every domain, participants were recorded as having expressed a preference and been heard far more consistently than any other rubric — including on the cohort's hardest days. This reflects a facilitation culture that treats a decline or a request for space as valid communication, not a problem to solve.
- **Familiarity and sensory richness predict independence.** The two highest-scoring domains, Fitness/Walk and Music/Circle Time, are also the two most repetitive, physically expressive, and low-stakes domains in the schedule. The lowest-scoring domains Community Living, Learning Block, Collaborative Project, Social Immersion all ask for either sustained fine-motor/cognitive effort, unfamiliar adults, or both.
- **Regulation strategies visibly transferred across days.** The 'pause and breathe' technique appears independently in at least three participants' records this week, each time self-initiated rather than only prompted — a concrete, evidenced marker that skills introduced early in the week were still being used, unprompted, by participants under real pressure later in the week.
- **A small number of participants account for most recorded declines, for different underlying reasons.** Participant 1 and Participant 4 together account for 34 of the week's 55 recorded declines, but the pattern behind each is distinct (a time-bound difficult stretch for Participant 1; a stable, gradually loosening boundary-holding style for Participant 4) a reminder that a simple decline count should never be read as a single kind of finding.
- **The week's two most serious regulation incidents occurred on the final full day and were both fully resolved within-session.** This is consistent with end-of-camp anticipation and cumulative tiredness as a genuine risk period, but it is equally evidence that the facilitation team's regulation-support capacity held up under real, concurrent pressure without disrupting the wider group's day.
- **Content-completion discipline, not curriculum design, is the clearest lever for improvement.** The one clearly under-delivered learning block (Day 2) did not appear to be picked up as a distinct catch-up session, and one domain (Community Living, Day 5) has a confirmed data gap rather than a confirmed non-event. Both are execution/documentation findings, not concerns about what was planned.

9. Overall Score & Rating

The overall cohort score is the mean of the five rubric averages (A–E), each rescaled to a common 1–5 band as described in Section 1, calculated across all logged sessions on Days 1–6. Day 7 is excluded.

Rubric	Cohort average (/5, rescaled)
A — Participation & Support	3.93
B — Enjoyment & Engagement	4.03
C — Group / Community Comfort	4.21
D — Voice & Self-Expression	4.84
E — Regulation	4.62
Overall Composite Score	4.33

Rating: Strong

4.33 / 5

The cohort achieved consistently strong voice, self-expression, and regulation outcomes, and independent, visibly enjoyed participation in its most familiar domains (Fitness/Walk, Music/Circle Time). The clearest opportunities for improvement are pacing/content-completion discipline in learning blocks, closing the Day 5 Community Living data gap, and pre-planned facilitator capacity for concurrent regulation-support needs on high-demand days such as the final full day of camp. Rating bands used in this report — 4.5–5.0 Excellent · 3.5–4.4 Strong · 2.5–3.4 Adequate/Developing · below 2.5 Needs Improvement — were constructed for this exercise in the absence of a supplied client rubric, and are qualitative in nature.

10. Facilitator Daily Snapshot -Additional Operational Evidence

Alongside the Daily Facilitator Log and the Participant Focal Sheets, the facilitation team kept a third record: a two-minute 'evening huddle' snapshot for each day, structured as What stood out (good) / Needs attention tomorrow / Flags to carry forward. This is a different register from the other two sources shorter, more operational, and written for the next morning's briefing rather than for scoring and it surfaces logistics, staffing, and environment themes that the rubric-scored data cannot capture on its own. Entries were completed for Sat

25 Jul, Sun 26 Jul, and Mon 27 Jul; Wed 29 Jul has a partial entry (one line, no 'needs attention' or 'flags' recorded); and Tue 28 Jul and Thu 30 Jul's 'needs attention' / 'flags' columns were not completed at all. This gap in the huddle record itself is one of the findings below.

1. Internal Reflections & Facilitator Pointers

Drawing from our internal observation logs and handwritten team notes, we identified several "facilitator pointers" that helped us refine our delivery throughout the week.

- **Instructional Clarity & Team Alignment:** We observed moments where instructions were initially "a bit unclear" and buddy facilitators began prompting in an "unstructured" way that led to some participants losing focus. Our leadership stepped in to ensure that primary facilitators set the ground rules, which immediately helped participants settle back into the task. We are focusing on ensuring all team members follow the primary facilitators led to maintain a calm, predictable environment.
- **Pacing & "Content Landing":** We experimented with session flow, including a two-hour block without a formal break. We found this "landed well" even though a few participants wandered briefly, they returned on their own, and the rest remained attentive. We also identified "content landing" as a critical focus point, ensuring that even with distractions, the core message of the session reaches every participant.
- **Beautiful Narrative Entries:** A major success in our facilitation style this week was "entering" a participant's narrative. For instance, when a participant mentioned a favourite food during a discussion on "gift", the facilitator beautifully turned it into a conversation about the joy of sharing with the community.
- **Managing Interaction Flow:** Our team observed that when interactions always move from the same direction, more enthusiastic participants can lose interest by the time it reaches them. We are now working on varying the "direction" of engagement to keep energy levels consistent across the circle.

2. Safety & Support: Holding the Space

Safety at Uhuru encompasses emotional regulation and the creation of a "rhythm of care"

- **Regulation Strategies:** Participants successfully transferred self-regulation techniques, such as the "pause and breathe" method, across different days and sessions without prompting from staff. We observed individuals feeling uncomfortable with noise or disruptions but choosing to self-regulate rather than react.

- **Incident Management:** On Day 6, the team managed two significant regulation incidents simultaneously. These were handled with high transparency; facilitators provided physical support to ensure safety, and both individuals re-settled and returned to their activities within the same session.
- **Capacity Planning:** We have identified that end-of-camp transitions are emotionally demanding. For future cohorts, we are planning to roster additional support capacity for the final 48 hours to better hold these intense moments for both participants and staff.

What this source independently confirms

- **It corroborates individual arcs already visible in the Focal Sheets.** The huddle notes Participant 8 being 'louder, faster and expressing himself even during the ADL session' on Day 1, Participant 5 'being curious and compassionate' from Day 1 onward, and independently of his own focal sheet Participant 4's overall transformation... from the past two days by Day 3, including him asking a visiting JPMC employee a coherent, tracking question about whether they were 'the same group who were going to come on Wednesday.' Three separate friendships are also named for the first time in this source: Participant 12 and Participant 2, and Participant 2 and Participant 11 social connections the rubric grid does not have a field to record.
- **It names a genuine timing win on Day 2 that the rubric data does not directly show.** The Day 2 huddle explicitly flags 'maintaining the timing we managed today' as something to carry forward implying Day 1's timing had been a live concern (consistent with this report's own Section 7 finding that Day 1-2 was when the week's clearest pacing shortfall occurred) and that Day 2 was recognised, in real time, as a correction worth protecting.

New operational themes not previously visible in this report

- **Collaborative art project - grouping format.** The Day 1 huddle flagged that the session needed 'a different grouping format (smaller circles) and then groups in different places instead of one place,' plus 'a better closing (cleaning the space etc.)' It is not mentioned again as a concern in later huddles, suggesting the change was made and held a good example of a same-week fix, though it is worth the team confirming explicitly rather than inferring it from silence.
- **Mealtime clean-up routine.** Day 1 flagged an unresolved logistics gap: 'after finishing food we have to figure out a system on how they are going to scrape waste and clean their plates.' This does not reappear in any later huddle as either resolved or still open.

- **Quiet time environment mosquitoes.** Day 1 also flagged so much of mosquitoes so we have to figure out what is going to be done' during quiet time. Quiet time itself scored well across the week (Section 3), but a physical-comfort issue like this sits underneath the rubric data rather than inside it, and it is not mentioned again in later huddles either.
- **Co-facilitation and visitor logistics.** Day 2 flagged that 'new people will be there so co-facilitator roles should be clear,' and Day 3 flagged 'better planning with regards to the name badges to be given to the children' both point to the same underlying need: clearer advance logistics whenever unfamiliar adults (buddies, corporate visitors) join a session, which matches this report's own finding (Section 3) that Social Immersion days carried the cohort's highest decline rate.
- **Two explicit facilitation-philosophy ground rules were named this week, not carried over from any prior guide:** 'doing everything by the participant should be allowed and tried,' and 'groups shouldn't imitate each other and should be set as a separate ground rule (i.e., one person copying another's approach rather than doing their own). Both were generated organically by the facilitation team in the first 24 hours and are worth formalising for the next cohort's briefing rather than leaving them as one week's informal notes.
- **A concrete, dated pacing fix for the final week:** the Day 6 huddle notes that the community-passport activity (part of the ADL kit) went very well and most of the participants did it independently' but that 45 minutes 'feels rushed' and 'some extra time can be good' a specific, actionable scheduling adjustment for a specifically named, high-performing activity.

11. Overall Reflections & Consolidated Way Forward

Uhuru 2.0's July 2026 cohort showed a group that, week over week, became more willing to self-regulate, more independent in its most familiar domains, and consistently confident in expressing and having its preferences heard even through a genuinely difficult stretch for at least one participant and two significant individual incidents on the final full day. The facilitation team's central strength was flexibility under real conditions: resequencing a morning routine, adapting to a corporate-partner format twice, absorbing a full day's weather disruption, and holding two concurrent regulation incidents without a knock-on schedule impact. The central opportunity is tightening the discipline around content completion and session documentation so that a shortfall (an unfinished learning block, an unlogged domain) is visibly tracked and resolved rather than silently absorbed.

The Daily Snapshot huddles add an operational, logistics-and-staffing layer underneath these findings smaller fixes, mostly identified by the facilitation team itself in real time, that either were carried through the week (grouping format for the collaborative project) or were flagged once and not clearly closed out (mealtime clean-up, mosquitoes at quiet time, nap time). The consolidated way forward below merges both layers into four

themed groups: programme design & pacing, facilitation & staffing, logistics & environment, and documentation practice.

A. Programme Design & Pacing

- **1. Give specifically named high-value activities more time where the huddle record shows they need it.** The Day 6 huddle names the community-passport activity as content that 'went very well' but felt rushed at 45 minutes a small, concrete, already-evidenced scheduling fix for the next cohort's timetable.
- **2. Trial an expanded nap/rest window and evaluate its effect on the following community-living session.** This was proposed by the facilitation team itself on Day 1 as a deliberate experiment; no outcome is recorded in later huddles, so it is worth re-running with an explicit before/after note next time.

B. Facilitation & Staffing

- **3. Roster additional regulation-support capacity for the final 24–48 hours of camp.** The week's two most serious individual incidents both occurred as departure approached, and one required four team members to manage safely. Naming this as a known higher-demand window for the next cohort would let the team plan staffing accordingly rather than responding ad hoc.
- **4. Name offer an alternative route in as a deliberate, briefed facilitation technique.** This pattern inviting a participant who declines the primary activity into a lower-stakes adjacent one (the walk instead of fitness, a photo activity instead of a discussion) was one of the week's clearest strengths and should be carried forward explicitly rather than left as an emergent, individual-facilitator practice.
- **5. Build a short, individualised re-entry plan for participants with a documented difficult stretch.** Participant 1's recovery from Days 3–4 was self-initiated (she returned to the collaborative project on Day 5 on her own; having a light-touch, pre-agreed set of low-pressure re-entry options ready for facilitators to offer, rather than relying on the participant to find her own way back in, could shorten this kind of stretch for future participants in a similar position.
- **6. Formalise co-facilitator role clarity and visitor logistics (name badges, buddy briefings) as a standing pre-session checklist.** Flagged twice in one week new team members on Day 2, name badges for the JPMC visit on Day 3 and consistent with this report's own finding that Social Immersion carried the cohort's highest decline rate; tighter advance logistics whenever unfamiliar adults join a session should reduce that friction.
- **7. Formalise 'participant-led execution' and 'no inter-group imitation' as written ground rules for the next facilitator briefing.** Both were generated organically by the team in the first 24 hours of this cohort ('doing everything by the participant should be allowed and tried', groups should not copy one another's approach)

and were valuable enough to be worth carrying forward as stated practice rather than one week's informal notes.

C. Logistics & Environment

- **8. Build a standard mealtime clean-up routine (plate-scraping, waste disposal) into the ADL/community-living choreography from Day 1, rather than solving it ad hoc mid-week.** This was flagged as unresolved on Day 1 and does not reappear as closed in any later huddle worth confirming directly with the team whether a system was in fact adopted.
- **9. Address the physical environment for quiet time proactively (mosquito control via nets, repellent, or relocating the session).** Quiet time scored strongly on every rubric across the week, so this is a comfort issue rather than an engagement one but it sits below what the rubric grid can see, and is worth fixing directly given how central quiet time is to the week's regulation gains.
- **10. Confirm and standardise the collaborative-project grouping fix (smaller circles, multiple spaces, a defined closing/clean-up routine).** This was flagged as a problem only on Day 1 and never again, suggesting the team's own fix worked but this report cannot confirm that from the huddle record alone, and it is worth writing the fix down explicitly as the new default format for next time.