



UHURU 2.0

M&E EVALUATION REPORT

Overall Cohort Report , September 2026

Saturday 26 September - Friday 2 October 2026

Cohort size: 6 participants

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Evidence base

Daily Facilitator Log (Sat 26 Sep – Fri 2 Oct) · 6 completed Individual Participant Focal Sheets (rubric-scored domains × 6 programmed days) · Rubric reference sheet (Rubrics A–E).

Participant names have been anonymized as Participant 1 – Participant 6; the numbering is used consistently throughout this report. Facilitators are referred to by role only.

A Note of Welcome

When Uhuru 2.0 opened its doors on Saturday 26 September 2026, the programme had been planned for a cohort of **ten**. In the end, **six** young people walked in: four returning friends who greeted the songs, the spaces and the routines like old companions, and two newcomers who took their first seat in the circle. A smaller number can look, at first glance, like a smaller story. This report makes the case for the opposite.

It is a week in which a participant can say "I am listening, I am quiet" from the edge of the circle and be believed; in which a peer, when the group speaks warmly about a friend who has chosen to rest in his room, is the first to name that friend's strengths aloud; in which a young person who once chose not to join the evening walk has his slippers on before the walk is even announced. Those moments are the heart of this report, and the smaller circle is a large part of why they could be seen so clearly.

What follows is an honest and carefully evidenced account of the week: where it flourished, where it was hard, and what the team can carry forward into the next Uhuru. It draws only on the Daily Facilitator Log and the six Individual Participant Focal Sheets, follows the structure of the July 2026 report so the two can be read side by side, and keeps every participant anonymous. We offer it first as a thank-you to the six participants, their families, the facilitators, the support staff and the buddies who made the week what it was, and second as a tool for making the next one even better.

Evidence Base & Methodology

This report evaluates the Uhuru 2.0 September 2026 cohort using only the source documents supplied: the Daily Facilitator Log (one running log per day, Sat 26 Sep – Fri 2 Oct) and the Individual Participant Focal Sheets (one tab per participant, with a daily domain grid rated against five rubrics, A–E). Nothing below is drawn from outside these files, other than the July 2026 M&E report, which is used as the structural model and, in a short section, as a loose point of comparison.

- **Individual Participant Focal Sheets:** the workbook contains eight participant tabs. Six hold completed ratings and notes (Participant 1 – Participant 6); the other two are unpopulated templates, which is consistent with the cohort having been planned for ten and running with six. Across the six completed sheets there are **1,026 individual rubric ratings** over 6 programmed days: ADL, Fitness/Walk, Music/Circle Time, Learning Block, Community Living, Collaborative Project and Quiet Time, plus Social Immersion on the field-visit day and, on Day 6 only, Closing Assembly, Meal Times and Free Time. This is the primary quantitative evidence base.
- **Daily Facilitator Log:** a running narrative log per day with inline rubric tags. It is the primary source for the facilitation-quality, pacing and day-narrative sections, and for corroborating incidents named in the participant sheets.
- **Participant shorthand:** Participants 1–6 are numbered in the order their tabs appear in the focal workbook. "P1"–"P6" is used in charts and tables.
- **Rubric scoring convention:** the five rubrics are categorical, not numeric. As in July, each rubric's categories are mapped onto their own internal order (most-independent / most-positive first) and rescaled to a common 1–5 band for charts and cohort-level averages only. Rubrics A, B and C have 5 levels; Rubric D has 4 and Rubric E has 3, both linearly rescaled. This is an analytical convenience for this report and does not appear in, or change, the source sheets.
- **A lower score is not automatically a concern.** The rubric sheet is explicit that "Needed space, took it" (Rubric C) is healthy self-regulation, that a decline (Rubric A) is a valid choice distinct from distress, and that "No clear expression this session" (Rubric D) is "not a negative". All three are

scored low on the rescaled band for charting purposes only, and the text flags where a low number reflects a respected choice.

- **Sensitivity check on Rubric D.** Because "No clear expression" is, by the rubric's own definition, not a negative, it pulls the rescaled Voice average down wherever a setting is naturally silent (15 of its 26 occurrences fall in Quiet Time). Headline figures below keep the July convention so the two reports stay comparable; where the effect matters, an adjusted figure excluding "No clear expression" entries is also given. Adjusted, the cohort Voice average rises from 4.31 to 4.80, and the composite from 4.18 to 4.28.
- **Declined / not scheduled / data gap are kept separate.** A *slot* is one participant × one domain on one day. A slot counts as *engaged* when Rubric A was rated and was not "Declined/not attempted", and as *declined* when the participant chose not to take part (a recorded choice, not missing data). Cells marked "NA" (not applicable to that participant or day) and the 20 slots for sessions that did not run (no Community Living session on Day 2; no Music, Learning, Community Living or Collaborative sessions on the Day 3 field-visit day) are excluded from engagement percentages and reported separately. This gives **228 scheduled slots** in total.
- **Small numbers.** With six participants, each person carries roughly one-sixth of every cohort average, and some domain figures rest on as few as six ratings (Social Immersion). Every score here is descriptive rather than statistical, and individual patterns matter more than any single average.
- **No external client rubric or facilitator guide was supplied.** The Rubrics A–E sheet bundled with the log is the sole scoring frame, and the rating bands used (see Overall Score & Rating) are qualitative and were constructed for this exercise, as in July.

Executive Summary

Uhuru 2.0 ran for a cohort of six participants over a seven-day residential week (programmed sessions Sat 26 Sep – Thu 1 Oct, with Fri 2 Oct as the departure day). The cohort was originally planned at ten. The week followed a settled daily rhythm of morning routine, fitness and music circle, one or two learning blocks, a collaborative craft project, an evening walk, quiet time and a closing assembly, and was threaded with two linked learning themes: **Navarasa** (the nine emotions, explored through mirrors, enactment and story) and **Experiments with Truth** (a Gandhi Jayanti-linked series built around the cycle *try, notice, change, try again*). Day 3 was a full-day field visit to a butterfly park, the cohort's first outing into a busy public space; the week closed with a participant-designed exhibition and a first look ahead to the next Uhuru in January.

Across the six scored days, the cohort's composite rubric score was **4.18 out of 5 (Strong)**. Regulation (Rubric E, 4.60) and Voice (Rubric D, 4.31; 4.80 once "No clear expression" is set aside) were the strongest lenses, with participants self-regulating in 83.8% of rated sessions and, whenever they did express a preference, being heard 87.5% of the time. Participation and Support (Rubric A, 4.08) was a little higher than in July, with 61.2% of rated sessions completed independently.

Fitness/Walk (4.54) and Music/Circle Time (4.49) were again the strongest domains, and the only ones at or near the Excellent band. The evening walk, and cricket in particular, was the week's most reliable social space. Quiet Time (3.82 headline; 4.10 adjusted), Learning Block (4.01) and ADL (3.94) scored lowest, for different reasons set out in Section 3: quiet time is naturally low on "expression" and "enjoyment", learning blocks asked the most of recall and verbal response, and ADL is rated on few lenses.

Engagement was steady: 87.7% of scheduled slots were engaged (200 of 228) and 12.3% were recorded declines (28). The one clear dip came on **Day 4 (Tue 29 Sep)**, the day after the field visit, when declines reached 21.4% and independent participation fell to 54.8%. Eight of that day's nine declines came from

just two participants, each stepping back from the same four sessions, and in both cases the sheets describe respected, clearly communicated choices on a tired day rather than distress. Independence then recovered to its week-high of 68.8% on Day 5, and Regulation reached its week-high of 4.80 on the final programmed day.

At the individual level the story is one of visible growth. A returning participant who had chosen not to join walks in July had his slippers on before the walk was announced on Day 6 and named "going for a walk" as his battle of the week. A new participant whose answers had mostly been single words said "yes" loudly when told that expressing herself might be her battle. A participant who declined finger-knitting on Day 2 returned to it on his own on Day 4 and went on to make two pieces for the exhibition. Participant 5 (new) was the cohort's highest scorer (4.71) with no recorded declines, and the two participants with the most support-heavy weeks, Participant 2 and Participant 6, each recorded milestones that the averages understate (Section 6).

The week's most demanding regulation pattern belonged to a single participant. All eight "Struggled to regulate" ratings in the cohort (4.0% of the 198 Rubric E ratings) were Participant 2's, concentrated on Days 2–5 around physical boundaries with peers, and the only "Distressed" rating of the week was also his (Day 4). The record also shows what helped: a fixed daily keyboard time with a simple "gentle hands" agreement, one-to-one co-regulation, space, clay and music, and a team that kept inviting without pressing. By Day 6 no "Struggled" ratings were recorded, and his peers spoke about him with evident care.

The clearest facilitation and documentation findings are practical. Day 3's field visit displaced music, learning, community-living and collaborative sessions for most of the group, and the learning sequence had to be compressed afterwards: three planned blocks (N4, N5 and E5) were combined into one simplified block on Day 6. That combined block was described as a highlight of the week, but it also means concept coverage cannot be confirmed block by block. Community Living ran on only two programmed days (Days 5 and 6), and Tuesday's log has blank rows for four sessions that the focal sheets do document. All six end-of-week summaries are blank, and a few date and duplicate-entry errors need tidying (see Documentation Notes).

Overall Cohort Composite Score : 4.18 / 5 - Strong

The cohort showed strong regulation and voice, and independence, visibly enjoyed participation in its most familiar domains (Fitness/Walk and Music/Circle Time), within a group small enough for choices to be noticed and honoured. The clearest opportunities are protecting learning-block content when a day is displaced, building in more Community Living time, planning recovery space after a high-demand outing day, and completing the end-of-week documentation.

1. Programme Overview & Rubric Framework

The camp followed a consistent daily structure on Days 1–6: morning ADL (daily routine), a fitness session and a morning assembly / music circle, learning blocks, a collaborative project, an evening walk with free play, quiet time, and a closing assembly in which participants named their highlights. Learning content followed two threads. The **N-series (Navarasa)** began with "Many feelings, many ways of being" (N1) and moved through mirrors, enactment, and a Navratri-flavoured block of musical chairs and Garba (N3). The **E-series (Experiments with Truth)** moved from colour-mixing experiments (E1) and a shared obstacle course (E2) to a paper quilt (E3), a Gandhi photographs-and-bhajan session with "My Life Beyond Uhuru" (E4), and a closing "battle" and strengths conversation (E5, combined with N4 and N5 on Day 6). The collaborative project began as finger-knitting, moved to clay and masks, and ended with participants hanging their finished faces in a self-curated exhibition.

Unlike July, which had two corporate Social Immersion sessions, September had **one**: a full-day field visit to a butterfly park on Day 3 (Mon 28 Sep, 9:00–17:00) with three facilitators and support staff, including a lunch stop at an aircraft-themed restaurant. Five of the six participants went; one chose to stay on campus with a buddy. A short evening walk, quiet time and a brief closing assembly followed the return.

Every domain-day cell in the focal sheets is rated against five rubrics, each with its own fixed categories (paraphrased below from the Rubrics reference sheet). These are the same five lenses (A–E) tagged inline throughout the Daily Facilitator Log and used in the July report.

Rubric	What it captures	Categories (most → least independent / positive)
A — Participation & Support	How much prompting or physical support was needed to begin or 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

Rubric categories are as defined in the Rubrics reference sheet; see Methodology for how they are rescaled for charting.

"Needed space, took it" is annotated in the source rubric 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 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

As a residential camp, "attendance" is best read at the level of each domain-day slot. Across the six programmed days there were **228 scheduled participant-session slots**. **200 (87.7%)** were engaged and **28**

(12.3%) were recorded declines, meaning the participant was present on the campus but chose not to take part in that session. No participant is recorded as absent from camp on any day (one new participant arrived later in the day on Day 1).

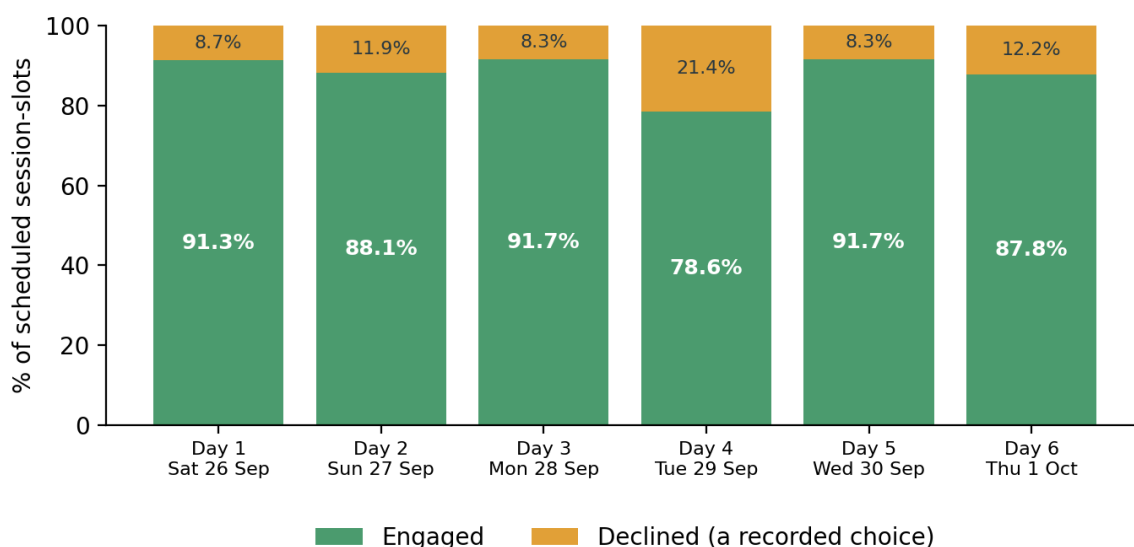


Figure 1. Share of scheduled session-slots by engagement status, Day 1–6. Day 3 (the field-visit day) had 24 scheduled slots; Day 1 had 23 because only four domains ran.

Engagement held at 88–92% on every day except Day 4. Day 1 (91.3%) and Day 3 (91.7%) were notably strong given that Day 1 was an arrival day and Day 3 a full-day public outing; Day 5 (91.7%) was equally strong. **Day 4 (Tue 29 Sep) was the exception: 21.4% of slots (9 of 42) were declines, the highest of the week.** The day followed the field visit, started with only two participants joining fitness, and included a participant's difficult morning. Eight of the nine declines were split evenly between Participant 1 and Participant 6, each stepping back from fitness/walk, music circle, the second learning block (E2) and the collaborative project; the ninth was Participant 2's step back from the collaborative project. The sheets are explicit that these were communicated choices, and Rubric D (Voice) peaked at 4.78 that same day, since declines were clearly expressed and honoured.

By domain, **Collaborative Project (33.3%, 8 of 24 slots)** carried the highest decline rate, followed by the combined Closing Assembly / Meals / Free Time slots on Day 6 (25.0%, 2 of 8), Community Living and Social Immersion (16.7% each, on very small bases of 12 and 6 slots), Learning Block (12.5%), Fitness/Walk (11.1%) and Music/Circle Time (10.3%). Quiet Time (5.6%) was the most consistently attended group routine, and ADL had **no recorded declines at all**: every participant completed some form of morning routine every day, although the support they needed varied widely (Section 3).

As in July, a small number of participants account for most recorded declines, and for different reasons. **Participant 6 (10 declines) and Participant 2 (9 declines)** together account for 19 of the 28. Participant 6 consistently chose his own distance from group activities (staying outside the circle, walking the corridor, sitting at the back) while still listening, singing silently and helping when asked; his declines clustered on Days 1–2 and Day 4 and eased to one a day by Days 5–6, as he found ways in that worked for him, most of all knowing the exact time an activity would end. Participant 2's declines fell mainly in learning blocks and on the final day (four of his nine), where his notes describe a deliberate choice to remain in his own space, with a team member close by. Participant 1 (6 declines, four of them on Day 4), Participant 4 (2) and Participant 3 (1, the field visit, stood by firmly and without distress) account for the rest, and **Participant 5 had none.**

Declines were rarely the end of participation. In the great majority of cases the sheets record the participant staying in the room, observing, helping to clear materials, or rejoining later: a participant who sat out finger-knitting on Day 2 learned it on Day 4; another who began Day 6's learning block at the back of the room negotiated his way into the circle and shared his "battle" aloud. The facilitators' consistent offer of an alternative route in is one of the week's strongest practices (Section 7).

3. Domain-wise Performance Analysis

Each domain is scored as a composite of all five rescaled rubrics, averaged across participants and across every day the domain ran. As in July, the qualitative discussion beneath each figure carries the nuance a single number cannot.

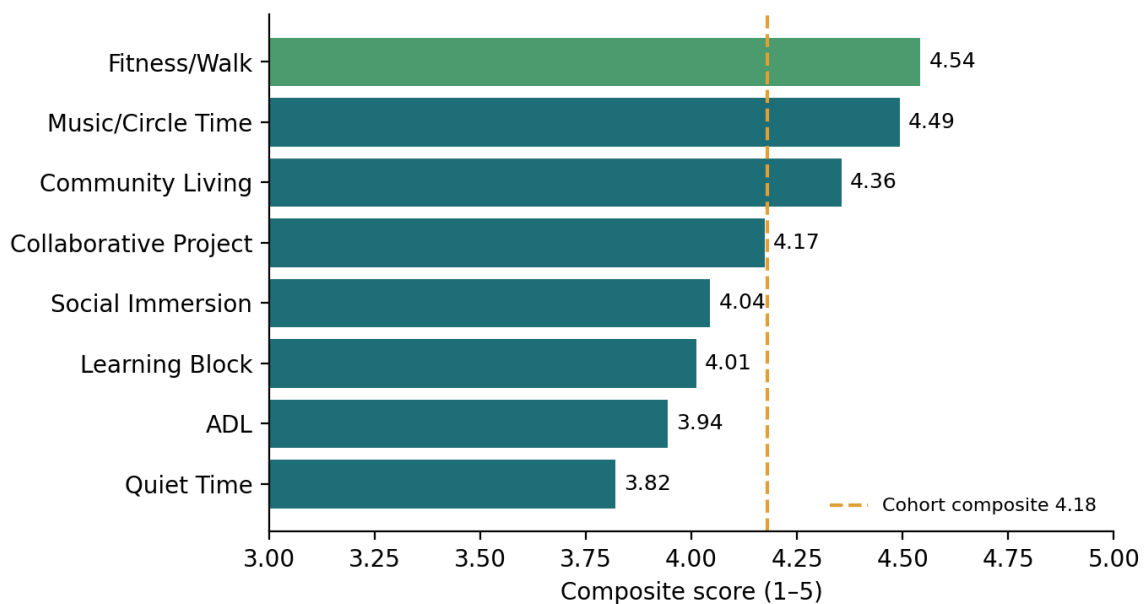


Figure 2. Composite rubric score by session domain (average of Rubrics A–E, rescaled to 1–5), across all participants and all six scored days.

Domain	Composite (/5)	Scheduled slots	Declined	Read
Fitness/Walk	4.54	36	11.1%	Strongest domain; only one in the Excellent band
Music/Circle Time	4.49	29	10.3%	Strong; highest regulation (E 4.93)
Community Living	4.36	12	16.7%	Strong where it ran; only 2 days of evidence
Collaborative Project	4.17	24	33.3%	Strong when engaged; heaviest hands-on support; highest decline rate
Social Immersion	4.04	6	16.7%	Single session; 4 of 5 attendees needed regulation support
Learning Block	4.01	48	12.5%	Strong; most variable; lowest enjoyment and comfort scores
ADL	3.94	29	0.0%	Rated on few lenses; zero declines

Domain	Composite (/5)	Scheduled slots	Declined	Read
Quiet Time	3.82	36	5.6%	Lowest headline score, mostly a scoring artefact (adjusted 4.10)

Closing Assembly, Meal Times and Free Time were rated only on Day 6 (8 slots, composite 4.33, 25% declined) and are not charted separately.

Fitness/Walk — the strongest domain, and the walk as a social space

Fitness/Walk (4.54) was the cohort's strongest domain and the only one in the Excellent band, with 89% of scheduled slots engaged and a regulation score of 4.71. The evening walk, and the cricket that grew out of it, was the most reliable setting for spontaneous connection: participants initiated the game, fetched the bat, bowled, cheered each other on, held a peer's hand along the path, or kept a story going (a running *Masha and the Bear* tale built from trees and fruits seen along the way). One participant, noticing a peer hesitating on the path, offered a simple "Come, I am there." A participant who had found joining the walk difficult came along for the first time on Day 2, helped by being told exactly when the group would be back, and on Day 6 was ready with his slippers on before the walk was announced. Morning fitness was more variable. On Day 4 only two participants took part (one of them from a seated position), but on Day 5 nearly the whole group joined, with one participant stepping into a leadership role and counting for the group.

Music/Circle Time — growing voices and shared ownership

Music/Circle Time (4.49) combined high enjoyment with the strongest regulation score of any domain (4.93). The log describes a clear shift "from simply being gathered together to participants beginning to own the familiar routine themselves": returning participants recalled the assembly songs and started them unprompted, newer participants entered gradually by listening and repeating familiar words, and instruments (keyboard, khanjira, ghungroos, balafon, handpan) became a second way in. Voices grew louder through the week, and by Day 6, when the assembly was sung live without a recording, one participant led two songs. Participation did not always mean sitting in the circle: several participants sang, mouthed the words or followed closely from the edge, and the record treats this as valid participation, not absence.

Community Living — strong where it ran, but little evidence

Community Living scored 4.36, but on only 12 scheduled slots because it ran on just two of the six programmed days: Day 5 (putting away and arranging the week's materials) and Day 6 (exhibition set-up and packing). No session was logged on Day 2, and Day 3 was the field visit. Where it ran, engagement was warm: one participant was "very active", folding clothes and putting things back; another was "ready to take on any task"; a third was fully involved in packing, folding, fetching his shoes and zipping his own case. On Day 6 each participant chose where to place their own piece in the exhibition, and the group chose to stick the pieces up rather than tie them. Two participants chose to opt out (one stayed in his own room, one chose not to join), and both choices were recorded and respected. With so few slots, this domain's score should be read as an encouraging sample, not a verdict.

Collaborative Project — high enjoyment, heavy support, and a reversible "no"

The collaborative project had the **lowest Rubric A average (3.00)** and the highest decline rate (33.3%) of any domain, yet among those who took part, enjoyment (B 4.17) and regulation (E 4.83) were high. The explanation is the task. Finger-knitting had to be modelled hand-over-hand before it became familiar, so even enthusiastic participants were rated "Physical/modelled prompt". Once understood, it drew

sustained focus and pride: one participant kept his hand still for almost 25 minutes while a facilitator supported him to make a wool braid, then showed it to nearly ten people; another proudly showed her work to her buddy and chose new colours. Declines were concentrated in four participants, and several were temporary. A participant who was "very clear that he didn't want to do the finger knitting project" on Day 2 entered the space himself on Day 4, chose a colour and made a braid, narrating "under, over, under". The week's clay and mask sessions (Day 5) and finishing faces (Day 6), in which finger-knitted strands became hair, drew visible delight, and two participants made second pieces.

Social Immersion — one session, honest demands

The single Social Immersion session (Day 3, butterfly park) scored 4.04 on six ratings. Five participants attended and one chose, firmly and calmly, to stay on campus with a buddy and carry on with his own routine; he rejoined the group on its return "smoothly and effortlessly". Three attendees completed the day independently and two needed physical or modelled prompting, but **four of the five attendees were rated "Regulated with support"** on Rubric E, an expected pattern in a crowded, noisy venue with long waits and many unfamiliar people. The log is specific about how it went well: everyone chose where to sit on the bus and who to sit beside, the bus filled with singing, and when one participant expressed discomfort through loud vocalisations the group waited and adjusted around him. At the aircraft-themed restaurant, one participant said clearly that he did not want to fly and wanted to go back to campus; once it was explained that it was only a restaurant, he came in and settled. Another spent his time happily in the cockpit set-up. Participants described their own highlights back at the closing assembly: the butterflies and the food. Knowing the time of return emerges as a key support for at least two participants.

Learning Block — the most variable domain, and the one that asked the most

Learning Block scored 4.01 across 48 scheduled slots, with the lowest enjoyment (B 3.72) and group-comfort (C 3.77) averages of any domain, and six declines. The log's own descriptions explain why: the blocks that landed best were concrete, sensory and physical (N1's pictures and rasa creations; N2's mirrors and prop-based enactments; E1's colour mixing, where the group named new shades "dark olive green", "soda colour" and "pani puri colour"; and N3's musical chairs, which flowed into spontaneous Garba). The blocks that asked most of recall and verbal response (E3 and E4) were harder, and the log itself notes that discussion "leaned mostly on recognising and recalling facts" and that individual answers from the everyday-situations activity were not recorded. One participant needed repeated translation and questions to respond at all, and two sat outside the circle and listened. The most successful block of the week, the combined N4/N5/E5 on Day 6, did the opposite: it told the story of Durga and Mahishasura with props, tied it back to *try, notice, change, try again*, and asked "What was your battle this week?" Participants answered in their own terms (see Section 5).

Quiet Time — a regulation-practice space, scored low by design

Quiet Time's headline composite (3.82) is the lowest of any domain, but this is largely an artefact of how the rubric reads a silent room. It had the **highest independence score of any domain (A 4.67)** and strong regulation (E 4.54), but modest enjoyment (B 3.26, mostly "Neutral/tolerated", which is the natural rating for a quiet rest) and a very low Voice average (D 2.87) because 15 of 35 ratings were "No clear expression", which the rubric says is "not a negative". Excluding those entries lifts the domain composite to 4.10. The five "Expressed, not acted on" ratings in the whole week all fall in quiet time, where the routine is meant to hold: participants asked about a recorded message to a parent or about a favourite spice powder, or tried to start a conversation. Two of them showed they understood the arrangement (knowing the message could be recorded after quiet time; letting a request go when no answer came). The log shows participants settling in their own ways: a hammock, a separate corner, a quiet walk, and

one participant who began a conversation, then said "Okay, now it's quiet time" and returned to silence. One "Needed space, couldn't access it" rating falls here (Participant 6, Day 5, asking "Can I speak?").

ADL — rated on few lenses, but a clear support picture

ADL (3.94) should be read with care: only Rubric A was rated on most ADL rows (29 sessions), while Rubrics B–E have just 8–9 ratings each, so the composite is not comparable with other domains. As a support picture it is informative. Participants 3 and 5 were independent on nearly every day, Participant 1 independent early and needing verbal reminders later, Participant 4 moved from physical/modelled prompts for showering (Days 2–3) to verbal prompts only (Days 4–6), while Participants 2 and 6 needed physical or modelled prompting on every rated day. Day 5 and Day 6 ADL rows for Participant 6 record "Signs of discomfort" with regulation support but no explanatory note, so the cause cannot be read from the record and is worth confirming with the team. Facilitators individualised routines where needed, and the log notes that the group got ready faster than usual on the field-visit morning.

4. Rubric-Level Analysis

Rescaled to a common 1–5 band, the five rubrics fall into two tiers. **Regulation (E, 4.60) and Voice (D, 4.31; 4.80 adjusted)** sit near the top. **Group Comfort (C, 3.98), Participation & Support (A, 4.08) and Enjoyment & Engagement (B, 3.94)** are lower and more sensitive to which domain and day is being rated, in part because quiet and learning settings are rated "Neutral/tolerated" or "Comfortable alongside" more often than "Visibly enjoyed" or "Sought connection" by design.

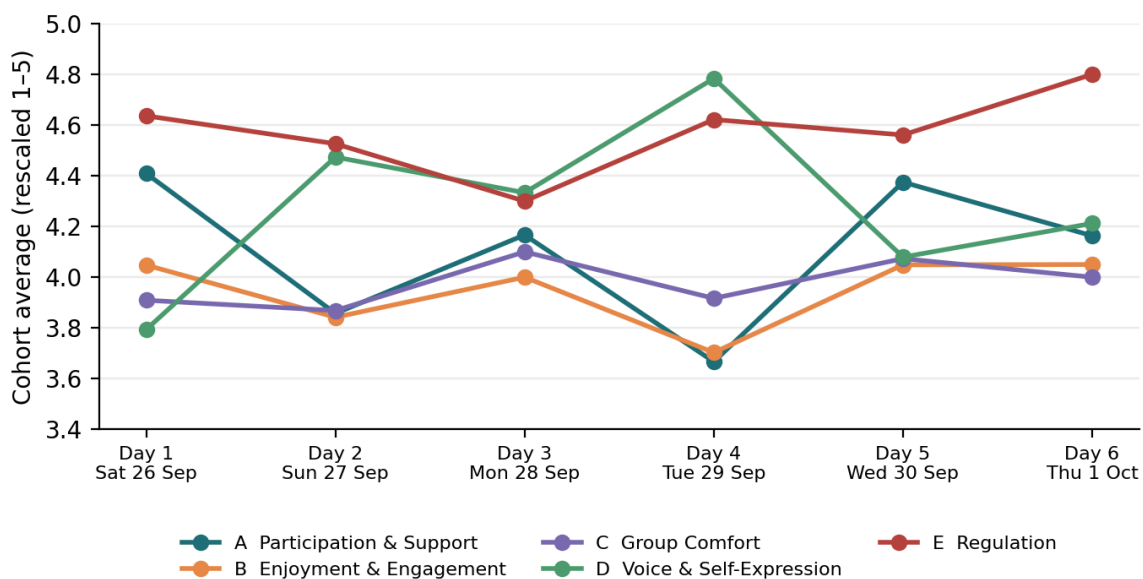


Figure 3. Cohort-average rubric scores by day, Days 1–6 (rescaled 1–5).

Rubric	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Cohort
A — Participation	4.41	3.86	4.17	3.67	4.38	4.16	4.08
B — Enjoyment	4.05	3.84	4.00	3.70	4.05	4.05	3.94
C — Group comfort	3.91	3.87	4.10	3.92	4.07	4.00	3.98
D — Voice	3.79	4.47	4.33	4.78	4.08	4.21	4.31
E — Regulation	4.64	4.53	4.30	4.62	4.56	4.80	4.60

Rubric	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Cohort
Composite	4.16	4.11	4.18	4.14	4.23	4.25	4.18

Table 1. Rubric averages and daily composite (rescaled 1–5).

Regulation (E) held between 4.30 and 4.80 every day, and was strongest on the final programmed day (4.80), even though the cohort's most visible regulation moments came in the middle of the week. Its week-low (4.30) fell on Day 3, when four of the five field-visit attendees needed regulation support in a crowded public space, which is an appropriate and expected response to that environment. Overall, 83.8% of rated sessions were "Self-regulated", 12.1% "Regulated with support", and 4.0% (8 ratings, all Participant 2's) "Struggled to regulate".

Voice (D) is the lens most affected by the "No clear expression" issue described in Methodology. Its day-to-day pattern (3.79 on Day 1 rising to 4.78 on Day 4) mostly reflects how many silent or low-expression slots each day held (Day 1 was an arrival day with several quiet, observing participants). Adjusted for those entries, Voice was 4.45 on Day 1 and 4.67–4.93 on every later day. Of 176 sessions in which a preference was expressed, **87.5% were "heard", 9.7% partially accommodated and 2.8% (5 ratings, all in Quiet Time) not acted on**. This reflects a facilitation culture in which a "no", a request for space or a choice to sit outside the circle is treated as communication, and often changes what happens next, from clearing a corridor at a participant's request to turning music off to deciding how the exhibition would be hung.

Participation & Support (A) was the most volatile lens, dipping to 3.67 on Day 4 (when declines peaked) and again to 3.86 on Day 2 (when hands-on support peaked at 24% of sessions as finger-knitting and new routines were introduced), then recovering to 4.38 on Day 5. **Enjoyment (B)** followed the same shape, with 63.9% of ratings in the two positive categories ("Visibly enjoyed/initiated" or "Engaged when invited"), 31.0% "Neutral/tolerated", 4.6% "Signs of discomfort" (nine ratings across five participants) and a single "Distressed" rating. **Group Comfort (C)** was healthy: 96.0% of ratings were "Sought connection" (26.7%), "Comfortable alongside" (49.5%) or "Needed space, took it" (19.8%, which the rubric treats as healthy self-regulation). Only 5 ratings (2.5%) were "Needed space, couldn't access it" (four of them Participant 2's in learning blocks and one Participant 6's in quiet time) and 3 (1.5%) "Avoided/withdrew"; per the rubric these are support-planning notes for the team, not participant issues (see Recommendations).

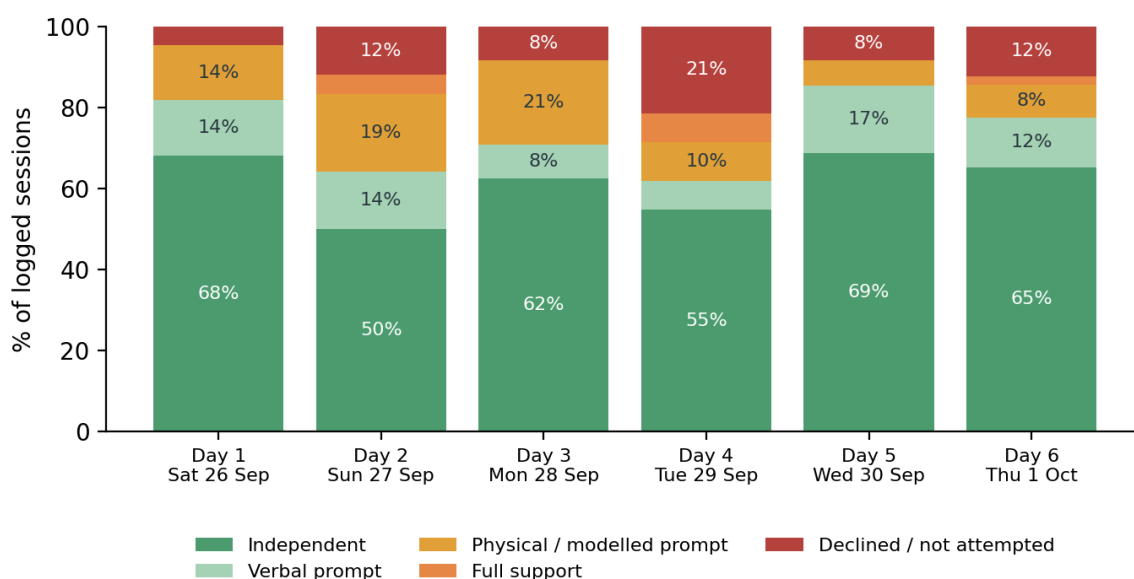


Figure 4. Rubric A category mix by day, as a share of logged sessions. Independent participation was lowest on Day 2 (50.0%) and highest on Day 5 (68.8%). Day 1's declined share (4.5%) excludes one Day 1 decline recorded in notes only, which is why Figure 1 shows 8.7%.

The Rubric A distribution tells a more encouraging story than the average alone. Across the week, 61.2% of rated sessions were fully independent, 12.3% needed a verbal prompt, 11.9% physical or modelled prompting, 2.6% full support and 11.9% were declines. The independent share bottomed out on Day 2 (50.0%) and then climbed to its week-high of 68.8% on Day 5, the same day that included the Gandhi learning blocks, community work and a new, longer set of expectations. Hands-on support (physical or full) fell from 24% of sessions on Day 2 to 6% on Day 5, a clear settling effect as routines became familiar and participants learned the finger-knitting process.

5. Day-by-Day Narrative

The camp ran as a single seven-day residential week: six programmed days (Days 1–6) and a seventh departure day. Each day is summarised below against the same lens: key activities, participant engagement, facilitator observations, achievements and challenges. Daily composites are on the same rescaled 1–5 band used throughout.

Day	Date	Key feature	Composite	Engaged
1	Sat 26 Sep	Arrival and settling	4.16	91.3%
2	Sun 27 Sep	Navarasa mirrors, first Experiments block, finger-knitting	4.11	88.1%
3	Mon 28 Sep	Full-day field visit to a butterfly park	4.18	91.7%
4	Tue 29 Sep	Navratri block and Garba; obstacle course; dance party	4.14	78.6%
5	Wed 30 Sep	Gandhi sessions and quilt; community work; clay and masks	4.23	91.7%
6	Thu 1 Oct	Combined "battle" block; faces; exhibition; packing; lullabies	4.25	87.8%

Day	Date	Key feature	Composite	Engaged
7	Fri 2 Oct	Departure day (no session data)	—	—

Table 2. Daily scoreboard. Composite is the mean of the five rescaled rubric averages for that day.

Day 1 — Saturday 26 September: Arrival and settling

The day opened with a music and circle-time session that moved into ball and hula-hoop play, a natural icebreaker for a group coming together for the first time (and, for returning participants, again). Returning participants recalled songs from earlier cohorts and several started them unprompted. One of the new participants arrived later in the day and settled in "well and comfortably" despite joining late. After nap, N1 ("Many feelings, many ways of being") used pictures and concrete examples to good effect: sitting tolerance was strong, several participants initiated rather than waiting to be invited, and the group made their own rasa creations with colours and materials and put them on the board. The log records a decision to extend the block to finish it and notes that the music segment "landed less well" and is worth reconsidering in format rather than dropping. The first evening walk showed clear enjoyment and ease, and at quiet time a participant began a conversation, then said "Okay, now it's quiet time" and returned to silence. One participant chose not to join the circle or the walk, took clear space, and then returned to the learning block on his own without any nudging. Composite 4.16/5.

Day 2 — Sunday 27 September: Mirrors, experiments and finger-knitting

Morning routines needed very few prompts and the group was ready on time for fitness, which they joined readily, mostly without needing to be invited. The music circle showed the group taking ownership of familiar songs. N2 (Navarasa) returned to the rasas, and the mirrors "worked especially well": one participant was first to ask to try a rasa in the mirror, another acted out a scene with a prop box, and one shared that she feels *Shanta* when she sees a flower. The first Experiments block (E1) began from something familiar: the group would go home on Gandhi Jayanti, 2 October. A copy of *My Experiments with Truth* was passed around the circle, the group arrived at "experiments" as the key word, and a turmeric-and-lemon test that barely changed gave the recap its lesson: when nothing changes, you try again. They left carrying **TRY / NOTICE / CHANGE / TRY AGAIN**. Finger-knitting needed hand-over-hand modelling for several participants, which is why this was the day with the highest hands-on support (24% of sessions); once familiar, work was shown to others with real pride. On the walk, cricket broke out, a participant built a *Masha and the Bear* story from the trees and fruits along the path, and one participant who had not joined a walk before came along for the first time because the return time was clear. Quiet time showed participants settling in different ways (a hammock, a separate corner, a walk), which the log reads as the real progress: "participants were beginning to recognise what they needed in order to settle". This was the lowest day on the composite (4.11/5), driven by the support demands of new skills and by Participant 2's first run of regulation difficulty, but there was no single weak session.

Day 3 — Monday 28 September: The butterfly park

The group woke early and got ready faster than usual. Everyone who travelled chose where to sit on the bus and who to sit beside, and the journey filled with singing. The park was the first busy public space of the cohort: crowded, noisy, with much waiting. Some participants were drawn straight into the exhibits and read every board; others stayed close to a buddy or facilitator; one chose to walk ahead of the group. When a non-speaking participant expressed discomfort through loud vocalisations, the group waited and adjusted around him and, with support, he was able to continue. A butterfly settled near one participant, who excitedly called others over to see it. Lunch was at an aircraft-themed restaurant where, as noted above, one participant first said he did not want to fly and then settled once reassured, and another loved the cockpit. Participants made clear choices all day about where to sit, who to be with and how close to

stay to the group, and managed the waiting and noise "with varying levels of support". One participant chose to stay on campus with a buddy and rejoined the group on its return. On the return, the walk was deliberately kept short to help the group "just stay in routine", and the closing assembly was brief because everyone was tired. Composite 4.18/5, with the cohort's lowest regulation score of the week (4.30), reflecting the support given in a demanding setting.

Day 4 — Tuesday 29 September: The harder day, and a dance party

Only two participants took part in morning fitness (one from a seated position), one participant woke late, and one was present but needed constant reminders about physical boundaries. The music circle was nevertheless stronger than before: voices were louder and one participant, with new buddy, joined by clapping and high fives. N3, the Navratri block, began with several prompts to recall the rasas, then turned to care and love, "What do I want and what do I not want?", and where participants feel connected in their lives (their beds, people who care for them). Musical chairs, in which a shrinking number of chairs encouraged people to make room for one another, flowed into spontaneous Garba "without requiring instructions". The E2 obstacle course was set in a corridor where one participant usually walks; he tolerated it until the course ended and then asked for it to be cleared straight away, which the facilitators allowed, and he cleared it himself with a buddy. Two participants stepped back from most of the day: one had a "difficult morning" and a strong wish to speak to a parent, moved in and out of sessions using positive self-talk, and made himself a timetable for the next two days, which gave him "a greater sense of structure and empowerment". A participant who had declined finger-knitting on Day 2 entered the space himself and learned it. An evening dance party was the clear highlight for several: one participant who had enjoyed dancing to favourite Tamil and Hindi songs, and another who began dancing and brought all her peers in. Composite 4.14/5; the week's highest Voice score (4.78) and lowest Participation score (3.67), with declines at 21.4%. Several Tuesday log rows (E2, walk, quiet time, closing assembly) are blank; the focal sheets fill this in.

Day 5 — Wednesday 30 September: Gandhi, the quilt and a recovery of independence

Nearly the whole group joined fitness, with one participant stepping beside the facilitator to count the exercises for everyone. The music circle grew again, with more voices and instruments, and one participant who stayed outside the circle announced that the last three days of the cohort were the "quarter-final, semi-final and finale". The two Gandhi blocks (E3 and E4) opened with a "no touching" agreement; participants coloured, tore and rejoined squares of paper into a shared quilt, recognised Gandhi in photographs, picked out the charkha and the Dandi March, found him on a currency note, and responded to the bhajan *Vaishnava Jan To* (one recognised her own name in it; one said the tune was "great"). In "My Life Beyond Uhuru", most chose "I do" or "I do with someone", and each person named something they would like to learn or try. Towards the end of E4, one participant repeatedly touched peers and tried to pinch them despite ongoing support, which unsettled the group, and the log records that the discussion leaned on recall and that individual answers were not captured, for E5 to revisit. In the afternoon, the group put away and arranged the week's materials, worked with clay and on their masks, and played cricket on the walk. Participant 2, after resting in his room, "found his way back" to the collaborative space, visibly happy, asking for his favourite music; a fixed evening keyboard time had been agreed with him that helped him wait through the day. The log's own verdict: "Overall, it was a very good day for the group, with participation growing across the sessions." Independence reached its week-high (68.8%). Composite 4.23/5.

Day 6 — Thursday 1 October: Battles, strengths, and the exhibition

The assembly was sung live for the first time, without a recording, with one participant leading two songs. N4, N5 and E5 were combined into a single, simplified learning block that became "a highlight of the

week, with participation from everyone present". The story of Durga and the shape-shifting Mahishasura was told with props, linked back to *try, notice, change, try again*, and the group was asked: "What was your battle this week?" One participant, who began at the back saying "I'm listening", joined the circle after a short negotiation and said, "My battle was going for a walk", adding that he had tried it and it had changed. A new participant first said she had no battles, then said "yes" loudly when told that expressing herself might be her battle. Another named the butterfly park as his battle and said he had managed it (see Documentation Notes); another spoke of the ups and downs of his week and how he had talked through his difficulties. The group then named what helps (the hammock, drinking water, walking, quiet time). One participant chose to stay in his room, and his choice was respected; the group spoke about him with care, and a peer immediately named his strengths as the keyboard and singing, adding that the keyboard helps him. Participants finished their faces (with finger-knitted hair), chose where each piece would hang in the exhibition, packed their own bags (one packing every item himself and then repacking with prompts), and most of the group, with the team, enjoyed the walk and cricket. At the closing assembly one participant stayed in the circle for 15–20 minutes, and when the group spoke about the next Uhuru in January, he was the first to put his hand out. Everyone was invited to lie down for lullabies; most did, one chose to sit up and rock gently, and the evening closed with prayers. Composite 4.25/5, the highest of the week, with Regulation also at its week-high (4.80). Day 6 also carried the cohort's clearest evidence of growth over the week (Section 6).

Day 7 — Friday 2 October: Departure day (no session data)

Both source documents contain only an empty or placeholder row for Day 7, and no learning, community-living, collaborative or quiet-time data was logged. Consistent with the log's own references to the group going home on Friday, this is treated as a departure day 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 **3.57 to 4.71** across the six participants. This spread reflects different starting points and week-long arcs, not a simple "better or worse" ranking. Both participants at the lower end have the clearest documented milestones, and their lower averages are largely driven by respected choices (declining, taking space) and by the support needs the rubric is designed to record.

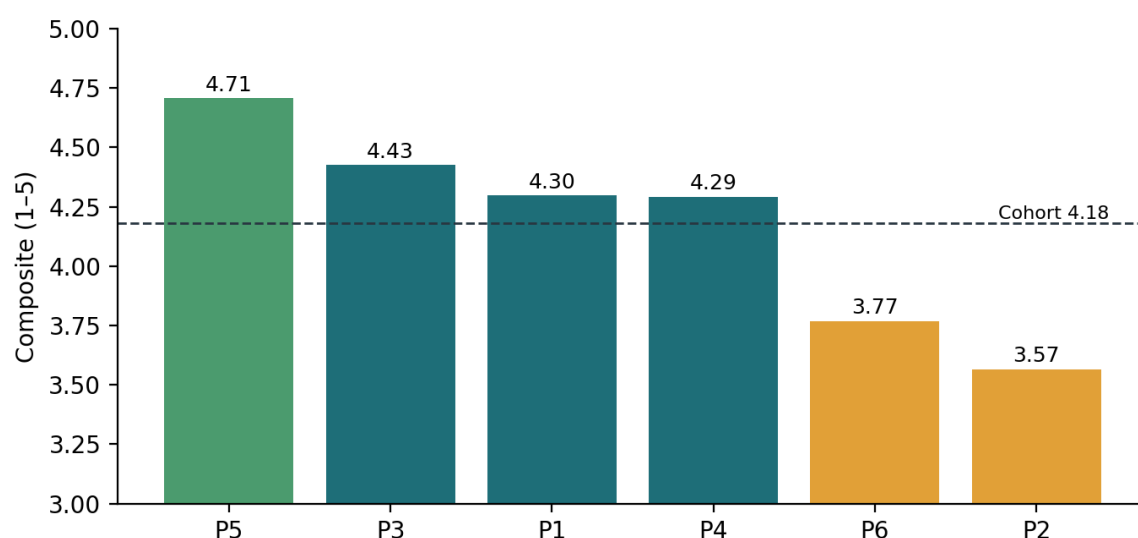


Figure 5. Participant-wise composite score across Days 1–6 (mean of five rescaled rubric averages, 1–5).

Participant	Status	Composite	Declines	One-line arc across the week
Participant 5	New	4.71	0	Joined late on Day 1 and quickly became the group's connector: a leading voice by midweek, a peer carer, and the cohort's highest independence (89% of rated sessions). Found her voice most of all on Day 6.
Participant 3	Returning	4.43	1	Steady, increasingly active participant; led songs and the closing prayer; chose not to attend the field visit and held that choice calmly; needed repeated translation in discussion-heavy blocks.
Participant 1	New	4.30	6	Settled instantly and sought connection; a difficult Day 4 morning that he met with self-talk and a self-made timetable; returned to one of his best days on Day 5 and ended the week naming a peer's strengths.
Participant 4	Returning	4.29	2	Held clear boundaries in both directions; moved from physical to verbal prompting in ADL; returned to finger-knitting on his own on Day 4; sang louder as the week went on.
Participant 6	Returning	3.77	10	Chose his own distance throughout, with a growing willingness to step closer when he knew the time; joined his first-ever walk on Day 2, went through the whole field visit without asking to go back, and was ready for the walk unprompted on Day 6.
Participant 2	Returning	3.57	9	The week's most support-intensive regulation pattern (all 8 "Struggled" ratings), set against remarkable patience, rich storytelling and deep musical engagement; settled into a rhythm with a fixed keyboard time and chosen space.

Table 3. Participant summary. Declines are counts of recorded declined slots out of 37–39 scheduled slots each (see Section 2).



Figure 6. Participant × rubric averages (rescaled 1–5). Participant 2's Regulation (3.29) and Participant 6's Enjoyment (3.29) and Participation (3.55) are the lowest cells.

Individual snapshots

Participant 1 (New, 4.30). Arrived "as though he was already familiar with the space", deliberately approached peers and learned their names, and recalled Navarasa from school. Day 2 brought a moment of fear in fitness that he voiced and was reassured about, and a cricket game he started himself. He needed frequent reassurance on the field visit but was thrilled by the butterfly that landed beside him. On Day 4 he had a hard morning and a strong wish to speak to a parent; he moved in and out of sessions, used positive self-talk and made a timetable for the next two days. Day 5 was "one of his best days": he counted for the whole group in fitness, took a leading role in the community work and was absorbed in the clay. Day 6 captured the best of him: he sang old Bollywood songs to set a relaxed mood for the closing assembly, and named a friend's strengths in a conversation in which he found it hard to name his own. Four of his six declines came on Day 4.

Participant 2 (Returning, 3.57). A participant with a remarkable memory for assembly songs and prayers from earlier cohorts, a gift for storytelling (his *Masha and the Bear* narratives on walks), and a particular love of the keyboard. He needed regulation and boundary support on most days: all eight "Struggled to regulate" ratings and the cohort's only "Distressed" rating are his, concentrated on Days 2–5, mostly in learning blocks and quiet time, and often tied to physical contact with peers. The facilitators' responses are worth recording: setting a fixed daily keyboard time and a short "gentle hands" agreement (made on the Day 4 walk during a calm back-and-forth conversation), offering a choice of sitting inside or outside the circle, one-to-one co-regulation, allowing him to rest in his room, and always inviting him back in. It worked: after resting on Day 5 he joined the clay session visibly happy. Alongside the struggles are real strengths: he kept his hand still for nearly 25 minutes to make a wool braid and then showed it to almost ten people, and he spontaneously greeted a stranger at the park and was warmly greeted back. Day 6 was spent mostly in his own space, with the team close by, which the sheet records as a respected choice and not a setback.

Participant 3 (Returning, 4.43). The most consistently independent of the returning participants (71% of rated sessions independent, 92% self-regulated) and among the most helpful in community work. He had said goodbye to a parent cheerfully on Day 1, "took the space he needed" when he wanted it, led the closing prayer every evening, and led two songs on Day 6. His one decline was the field visit, a decision he "stood very strong with" before carrying on his own routine on campus. Discussion-heavy blocks (E3, E4)

were harder for him and needed repeated translation and questions, a language-access point for planning. His arc was one of growing confidence, and he sang with visible enjoyment and chose to lie down and sing along to the lullabies.

Participant 4 (Returning, 4.29). A participant with clear boundaries about what he did and did not want to do, and equal clarity about what he did want: walking at the front of the group with his buddy, tearing his paper for the quilt, a particular joy in the cockpit at the restaurant. His arc has three markers: ADL support that eased from physical prompting for showering (Days 2–3) to verbal prompts only (Days 4–6); a Day 2 "no" to finger-knitting followed by his own return to it on Day 4 and two finished pieces on Day 6; and a voice that grew louder, to the point of starting the next lines of songs ahead of the group. He gave up his cushion at once when a peer wanted it, a small sign of ease with peers. On Day 6 he packed his whole suitcase with only a few reminders.

Participant 5 (New, 4.71). The cohort's highest scorer, with no declines, independent in 89% of rated sessions and self-regulated in every rated session. She arrived late on Day 1 yet settled well, and from Day 2 she was often the first to step forward: first to try the mirror, first to ask for cricket, joining every experiment without being invited. She cared for peers (holding a hand along the path, "Come, I am there", gathering everyone for quiet time) and grew in voice, singing "louder than ever" by Day 5 and, on Day 6, saying "yes" loudly when told expressing herself might be her battle. For quiet time she chose the hammock, then on Day 4 chose to sit inside the quiet space with the group for the first time. Her notes read as the portrait of a participant coming into her own in a smaller circle.

Participant 6 (Returning, 3.77). A participant whose lower averages reflect a consistent, deliberate choice of distance, not a lack of engagement. He sat at the back or outside the circle while repeating, "I am listening, I am quiet"; he sang the songs from outside it; he turned up to activities he had declined; he helped clear materials. What helped him was predictability, above all a known end time: the Day 2 walk (his first ever) went well when the facilitator named a return time and left exactly then; once he knew the time, he went through the whole field visit without asking to go back. Sound and space mattered: he asked for music to be turned off and for the corridor to be cleared. By Day 6 he put on his slippers the moment the walk was announced (described as "a huge milestone", after a July cohort in which he chose not to join walks), asked for the food he wanted at meals and packed his own bag with help. His Day 6 "battle" was "going for a walk". On Days 5–6 his ADL rows record discomfort but no note; this deserves a follow-up.

Cohort-level patterns. Returning participants were not uniformly stronger than new ones: the two newcomers scored 4.71 and 4.30 (the highest and third-highest of the six), and both found their footing within the first day. Returning participants brought strong recall of songs and routines (an asset in music circle) but also, in some cases, set patterns of choosing distance that facilitators worked with, not against. For every participant, the strongest predictors of a good session in the record are the same: a familiar structure, a known end time, a trusted buddy or facilitator, a real choice about how to take part, and an unforced second invitation.

7. Facilitation Quality, Session Delivery & Pacing

This section reads the Daily Facilitator Log specifically for 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 practice evolved across the week. It complements Section 5 rather than repeating it.

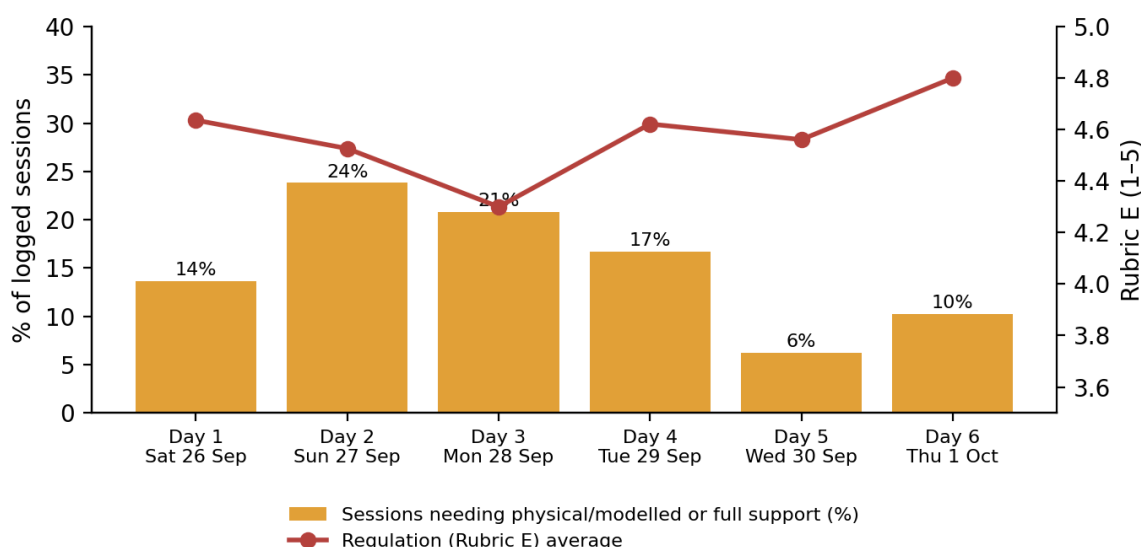


Figure 7. Share of logged sessions needing physical/modelled or full hands-on support (bars, left axis) against the cohort's average Regulation (Rubric E) score (line, right axis), by day. Hands-on support was highest on Day 2 and lowest on Day 5, while regulation outcomes held steady-to-improving throughout.

Content not completed inside its planned window

- **Day 3 (Mon 28 Sep) — a full-day field visit displaced the day's sessions.** Music circle, learning blocks, Community Living and the collaborative project did not run for most of the cohort, and the Day 3 sheets carry only ADL, Fitness/Walk, Quiet Time and Social Immersion. This was planned and valuable (Section 3), but it removed a full day of learning content from a six-day programme and set up the compression below.
- **Days 5–6 — the learning sequence was compressed.** E3 and E4 ran back to back on Wednesday morning, and the log notes that the E4 discussion "leaned mostly on recognising and recalling facts", that individual answers from the everyday-situations activity were not recorded, and that E5 could return to the "learn or try" answers. N4, N5 and E5 were then combined into one simplified block on Thursday. The log is clear that this combined block "became a highlight of the week, with participation from everyone present", which suggests the simplified, story-and-conversation format suited the group. But three planned blocks became one, and the record does not say which concepts from N4 and N5 were set aside, so full concept coverage cannot be confirmed. This is the week's clearest content-completion finding.
- **Community Living ran on only two programmed days (Days 5 and 6).** It was not logged on Day 2, and Days 1, 3 and 4 had none scheduled. This keeps the Community Living and ADL evidence base thin and, in a residential programme built around daily living, is worth treating as a planning choice, not an oversight, to confirm with the team.
- **Day 1 (Sat 26 Sep) — N1 was extended to finish.** The log records a decision "to extend the session in order to complete the block", along with some repetition of concepts and a music segment that "landed less well". This was a sound in-the-moment call, but it is worth noting alongside the later compression: the learning plan ran tight throughout.

Facilitator adaptations made in response to participant needs

- **Choice about how to take part.** Seats inside or outside the circle, observing in place of doing, "meditating" during a song, joining after the fact: the log treats each as valid participation, and several participants later joined in of their own accord.

- **Known end times and clear plans.** Telling a participant the exact return time and leaving at that moment enabled his first-ever walk (Day 2), a full field visit without asking to go back (Day 3), and an unprompted walk on Day 6. A short, routine-keeping walk and a brief assembly after the field visit protected the group after a long day.
- **Agreements and promises that can be kept.** A fixed evening keyboard time with a simple "gentle hands" agreement, a "no touching" agreement set at the start of E4, and the promise "keyboard after quiet time" that one participant repeated to himself to hold on through quiet time. A self-made timetable helped another on his hardest day.
- **Flexible materials and spaces.** Seating was rearranged mid-experiment to help the group settle; orange and blue replaced planned red, yellow and blue; the group chose which colour to start with; a corridor was cleared at one participant's request; and the exhibition was hung the way participants chose (stuck, not tied).
- **Alternative routes in.** Participants who declined were invited into a lighter-stakes version, such as a short negotiation about joining the circle, counting for the group in fitness, timing an activity, or helping put materials away, and several took the offer up.
- **Peers as a resource.** The Day 6 conversation in which the group named what helps (the hammock, water, walking, quiet time, the keyboard) and spoke warmly about a participant who had chosen to rest was an unforced result of a week of this practice.

How facilitation evolved across the week

Read end to end, the log shows a team that grew steadier under pressure. The week's highest-demand moments (the field visit on Day 3, a difficult morning for one participant on Day 4, and a boundary-related incident at the end of E4 on Day 5) were each handled without disrupting the rest of the day's schedule. Hands-on support demand fell from 24% of sessions on Day 2 to 6% on Day 5 as routines became familiar, and Regulation peaked at 4.80 on Day 6. The log's observations also become more specific and strength-based as the week progresses (from "participation varied" on Day 2 to named participants, named moments and named strategies by Days 5–6), a sign of a team that was getting to know the group. The main weaknesses are in recording, not in practice: several Tuesday rows are blank, the Wednesday E3 row repeats the E4 text, and Thursday's ADL row is duplicated (see Documentation Notes).

Recommendations for pacing and delivery in future cohorts

- **Record where displaced content goes.** When a field day, weather or other change displaces learning blocks, log explicitly whether each planned block is delivered, merged or dropped, and which concepts were covered. The Day 6 combined block was effective and should be recorded as a deliberate decision, not a silent one.
- **Plan a recovery buffer after an outing day.** Day 4 was the lowest-participation day of the week, immediately after a full-day outing. A later start, optional fitness, and shorter or lower-demand blocks that day would protect both participation and the learning plan.
- **Plan more than one route into discussion-heavy blocks.** For recall-based sessions (E3, E4), build in point-and-choose, mime and picture responses alongside speech, add translation support in the plan for participants who need it, and capture each participant's individual answers.
- **Give Community Living a daily anchor.** Even 20–30 minutes a day would strengthen the evidence base and give participants more practice at the skills they were proudest of (packing, folding, sorting, helping).

8. Key Insights & Recurring Themes

- **A smaller circle made individual choices visible and honourable.** Across the week, declines, requests for space and "no" were logged as communication, and 87.5% of expressed preferences were heard. With six participants, the team could respond to each one: clearing a corridor, setting a return time, giving a keyboard time, redesigning an activity.
- **Familiarity and sensory richness predict independence.** Fitness/Walk and Music/Circle Time again led (4.54 and 4.49, nearly identical to July's 4.50 and 4.50): repetitive, physical, expressive and low-stakes. The lowest-scoring domains (Learning Block, ADL, Quiet Time) either asked more of recall and verbal response or were rated on fewer or more reserved lenses.
- **A known end time is one of the most powerful supports in the record.** For one participant it enabled a first-ever walk (Day 2), a whole field visit without asking to go back (Day 3) and an unprompted walk (Day 6); on the last evening he also sat in the circle for 15–20 minutes.
- **Invitations can be re-extended, and a "no" today is not a "no" tomorrow.** A participant who declined finger-knitting on Day 2 learned it on Day 4; another who sat at the back of Day 6's learning block negotiated his way into the circle and named his battle.
- **Predictable promises and agreements work.** A fixed keyboard time, a "gentle hands" agreement, a self-made timetable and the "I will record my message after quiet time" arrangement all helped participants wait, regulate and hold on, and most were developed during the week, not before it.
- **Participants cared for one another.** "Come, I am there"; holding a peer's hand along the path; giving up a cushion; getting water for a peer who looked upset; waiting for a buddy; naming a friend's strengths. The peer-care moments are the clearest evidence of what a six-person community made possible.
- **The one concentrated regulation pattern was a single participant's, and it was supported rather than escalated.** All "Struggled to regulate" ratings were Participant 2's, none after Day 5, and the supports that worked (space, co-regulation, a clear promise, music and clay) are specific enough to carry forward.
- **Content-completion and documentation discipline, not curriculum design, are the clearest levers.** The learning plan was well received where concrete and story-based. The gaps are a day displaced by a field visit, a compressed block sequence and a handful of incomplete or duplicate log entries.

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 Methodology, calculated across all rated sessions on Days 1–6. Day 7 is excluded (no data). Because Voice is affected by the treatment of "No clear expression", the adjusted figure is shown alongside.

Rubric	Cohort average (/5, rescaled)	Adjusted (/5)
A — Participation & Support	4.08	4.08
B — Enjoyment & Engagement	3.94	3.94
C — Group / Community Comfort	3.98	3.98
D — Voice & Self-Expression	4.31	4.80 (excl. "No clear expression")

Rubric	Cohort average (/5, rescaled)	Adjusted (/5)
E — Regulation	4.60	4.60
Overall Composite Score	4.18	4.28

Rating: Strong — 4.18 / 5

The cohort achieved consistently strong regulation and voice, and independent, visibly enjoyed participation in its most familiar domains (Fitness/Walk and Music/Circle Time), within a small group where individual choices were noticed and honoured. The clearest opportunities for improvement are protecting learning-block content when a day is displaced, building in more Community Living time, planning recovery space after a high-demand outing day, and completing the end-of-week documentation.

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. Reading September Alongside July

The two cohorts used the same rubrics and the same rescaling, so a loose side-by-side is useful, but the comparison should be read as directional only. July had 12 participants and two Social Immersion sessions, and September had six participants and one social immersion day; the participants, learning themes and session mix all differ; and with six people, one participant moves a September average far more than any one July participant did.

Measure	July 2026 (12 participants)	September 2026 (6 participants)
Overall composite	4.33	4.18 (4.28 adjusted)
A — Participation & Support	3.93	4.08
B — Enjoyment & Engagement	4.03	3.94
C — Group Comfort	4.21	3.98
D — Voice & Self-Expression	4.84	4.31 (4.80 adjusted)
E — Regulation	4.62	4.60
Fitness/Walk · Music/Circle Time	4.50 · 4.50	4.54 · 4.49
Quiet Time	4.36	3.82 (4.10 adjusted)
Learning Block	4.20	4.01
Daily engagement range	83–96%	79–92%

Table 4. July and September compared on the shared rescaled 1–5 band.

Three things stand out. First, **Fitness/Walk and Music/Circle Time were almost identical across cohorts**, which points to their strength as a feature of the programme and not of any one group. Second, **Participation & Support was slightly higher in September (4.08 against 3.93)** and Regulation was level (4.60 against 4.62), while Enjoyment and Group Comfort were a little lower; with only six participants, a handful of "Neutral/tolerated" or "Needed space, took it" ratings can move these averages noticeably.

Third, the **Voice gap closes entirely and the Quiet Time gap narrows once "No clear expression" is set aside**, which suggests part of the headline difference reflects how the rubric reads quiet settings, not the quality of facilitation. The one genuine difference is Learning Block (4.01 against 4.20), consistent with the recall-heavy Gandhi blocks and the displaced-day compression described in Section 7.

11. Overall Reflections & Consolidated Way Forward

Uhuru 2.0's September cohort showed a small group that, day by day, became more willing to take its own space, more independent in the routines it knew, and more confident that its choices would be heard. Its facilitation team's central strength was responsiveness: it set return times, kept promises, rearranged a room, cleared a corridor, simplified a block, and let a participant rest. The central opportunity is tightening the discipline around content completion and session documentation, so that a displaced day or a compressed block is visibly tracked and resolved rather than quietly absorbed.

The recommendations below merge the findings above into four themed groups: programme design and pacing, facilitation and staffing, logistics and environment, and documentation practice.

A. Programme Design & Pacing

- **Record where displaced content goes.** When a field day, weather or other change displaces learning blocks, log whether each planned block was delivered, merged or dropped, and which concepts were covered. Treat the Day 6 combined block as a deliberate, recorded design decision.
- **Plan a recovery buffer after an outing day.** Build a later start, optional fitness and a lighter learning load into the day after a full-day outing, since Day 4 had the week's lowest participation.
- **Give discussion-heavy blocks more than one way in.** For recall-based sessions, add point-and-choose, mime, picture and music responses, plan translation support for participants who need it, and capture each participant's individual answers.
- **Pre-teach demanding craft skills.** Finger-knitting needed hands-on modelling for several participants; a short one-to-one start or a simple sample on the first day would reduce the support peak seen on Day 2, and keeping the "try it again later" invitation open worked well.

B. Facilitation & Staffing

- **Name "offer an alternative route in" and "give a known end time" as briefed practices.** Both were among the week's clearest strengths and drove several of its biggest milestones.
- **Put individual agreements in place from Day 1 for returning participants with known needs.** A fixed keyboard time, a "gentle hands" agreement and a "no touching" start-of-block reminder were developed on Days 4–5; setting them earlier may help with the regulation difficulties seen on Days 2–4.
- **Plan support for crowded outings.** Four of five field-visit attendees needed regulation support. Pre-agree a quiet retreat, a posted return time, buddy pairs and a short routine-keeping walk afterwards, and consider a lighter day to follow.
- **Keep a low-stimulation spot inside the session space.** The five "Needed space, couldn't access it" ratings (four in learning blocks, one in quiet time) are support-planning notes: a designated corner with a facilitator nearby would let a participant take space without leaving the session.

C. Logistics & Environment

- **10. Protect the regulation resources participants named.** The hammock, drinking water, walking, quiet time and the keyboard were all named by participants as things that help. Keep them available every day, and consider a second hammock or equivalent retreat.
- **11. Plan activity spaces around known sensory needs.** One participant's corridor and music-volume needs shaped two sessions; checking the venue plan against known needs would avoid last-minute changes.

D. Documentation Practice

- **13. Split Fitness and Walk into separate rows** in the focal sheet so a decline can be interpreted correctly.
- **14. Confirm the roster and attendance record**, including the two blank tabs and the Day 3 attendance question for Participant 3.

A Closing Note

Six young people filled the space with their presence. Over seven days they sang, retreated, returned, mixed colours, watched the turmeric refuse to change, tried again, and hung their faces on the wall in the places they chose. They looked after one another in small, specific ways that no rubric can fully capture: a hand held along a path, a cushion given away, a friend's strengths named out loud.

To the six participants: thank you for showing us what Uhuru is for. To the families who trusted us with their children for a week, to the facilitators and support staff who showed up each morning and read each room, and to the buddies who walked, sat and sang beside them: thank you.

One participant told the group that the last three days would be the "quarter-final, semi-final and finale". On the last evening, when the next Uhuru in January was mentioned, a hand went up first. We are already looking forward to seeing it go up again.

With gratitude and warm regards,

The Programme M&E Team, Uhuru 2.0