

Lumii.me Insight Report

UAE — Term 2 2025/2026

Listening to Every Voice. Strengthening Every Mind.

Reporting period: January – April 2026 | Scope: 15 UAE schools across Abu Dhabi, Dubai, Sharjah and Fujairah; pupils aged 6–18 | Prepared by Lumii.me

The Term in Context

Term 2 of the 2025/2026 academic year coincided with a period of regional disruption. UAE schools moved through an extended phase of distance learning, and pupils returned to classrooms in staggered patterns. Routine, place, and predictability — the conditions that support pupil wellbeing — were materially affected.

Headline conversation volume reflects this. Term 1 recorded 97,194 conversations across a full school term. Term 2 recorded 85,044, across fewer school days and significantly less structured class-time on the platform.

The shape of usage changed. Structured engagement — whole-class sessions, timetabled check-ins — fell, as schools necessarily prioritised teaching continuity. Individual engagement rose. Pupils used Lumii on their own initiative, more often, and across a wider range of formats. With the introduction of the creative tools — art, story, quest, journal, sticker, avatar — individual engagement grew between three and eight times.

3 – 8×

growth in creative format use

85,044

conversations recorded

10.5%

flagged for review

The Numbers

Term 1 vs Term 2 comparison

Metric	Term 1	Term 2	Movement
Total conversations	97,194	85,044	- 12.5%
Flagged for review	13.1%	10.5%	- 2.6 pts
Green (low / no concern)	86.9%	89.5%	+ 2.6 pts
Amber	9.3%	7.3%	- 2.0 pts
Purple	2.0%	1.7%	- 0.3 pts
Red	1.8%	1.4%	- 0.4 pts
Total alerts surfaced	12,762	8,934	- 3,828

Conversation volume fell by 12.5%, reflecting fewer school days and reduced timetabled class-time use during distance learning. The more substantive movement is in the alert pattern. Across all four tiers, the proportion of conversations requiring staff review fell. Green grew.

This is a meaningful swing, and given the harder external context of Term 2 it warrants careful interpretation rather than a single headline. Several factors plausibly contributed:

- Use shifted from structured to individual. Term 1 engagement was substantially driven by classroom-prompted check-ins; Term 2 use was self-directed, with pupils choosing when and why to engage. Self-initiated conversations tend to skew towards lighter registers – greetings, reflection, creative play – whereas timetabled use captures a wider cross-section of pupils, including those who would not otherwise have engaged.
- Distance learning placed pupils closer to family. For many children, being at home with parents and siblings provides emotional support that classroom routine does not. The dip in flagged emotional expression may partly reflect this proximity – not the absence of stress, but the presence of other support around the pupil.

- Creative formats absorbed engagement that would otherwise have been chat-based. Art, story, quest, sticker and avatar formats carry structurally lower flag rates than chat, and saw three to eight times growth in individual engagement following their introduction. A proportion of the Green increase reflects this format mix.
- Selection effect cannot be ruled out. Pupils experiencing acute distress – particularly those processing the conflict directly – may have been less likely to engage with the platform at all during the most disrupted weeks. The cohort that did engage may not be a representative sample of all pupils across the term.

Read together, the most defensible interpretation is that pupils engaging with Lumii in Term 2 were, on average, in a calmer register than those in Term 1 – driven by a combination of how pupils used the platform, where they were when they used it, and which pupils chose to engage. That register is not the same as a claim about how all UAE pupils were feeling across the term. It is a finding about platform users, in conditions that materially differed from Term 1.

Format breakdown

Format	Flag rate
Chat	10.8%
Story	6.2%
Avatar	2.7%
Quest	1.1%
Sticker	1.1%
Art	0.6%
Journal	18.8%

Format flag rates vary by an order of magnitude across the platform, and the variance is informative. Art, quests, stickers and avatars sit between 0.6% and 2.7% – these are play, exploration and comfort formats, used as designed. Story sits at 6.2%, indicating that narrative-building draws out a slightly heavier register. Chat, the open conversational mode, runs at 10.8% – close to the platform baseline. Journal sits apart at 18.8%, almost double chat. Pupils

self-select journalling for sustained reflection rather than quick exchanges, and what they write there carries proportionally more weight. For pastoral teams, the format a pupil chooses is itself a leading indicator.

Short messages

Children write in fragments. "tired." "sad." "nothing." Across the term, three words or fewer was often all a pupil needed to send. Lumii builds context over time – the system reads each new message against the pupil's prior conversations, themes, and tone. That is why even the shortest message can trigger a flag: a single word means little in isolation, but in the context of what came before, it can be the moment a staff member needs to see. Almost three thousand short messages were surfaced to staff for review:

Flagged Amber	Flagged Purple	Flagged Red	Total reviewed
2,082	304	524	2,910

Bilingual reach



20.6% of conversations contained Arabic – a substantive bilingual footprint reflecting the linguistic reality of UAE classrooms. The two registers behave differently. Arabic skewed strongly towards calm, joy and comfort: pupils used Arabic to play, to greet, to be themselves. English carried a markedly higher share of the term's emotional weight, including most disclosures of anxiety, sadness and stress. This is consistent with how bilingual children move between languages – home language for safety and play, school language for difficulty – and it has a direct implication for staff. Where Arabic carries distress, it tends to carry it bluntly and briefly, without softening. Flagged Arabic messages should be treated with the same weight as flagged English ones.

How the System Triage

The number of alerts is one part of the picture. What matters more is the quality of the triage. For every flagged interaction, Lumii attaches a reasoning note that explains why the alert was raised. This is what staff see when they review.

Four examples from Term 2, anonymised:

FLAGGED RED	Pupil wrote <i>"my nanny has cancer and it makes me sad because its never been this bad"</i> System reasoning Experiencing deep sadness and worry over nanny's health. #lowmood
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FLAGGED PURPLE	Pupil wrote <i>"I feel sad all the time"</i> System reasoning Feeling consistently sad is important to address #anxiety
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FLAGGED AMBER	Pupil wrote "🤔🤔🤔🤔🤔🤔🤔🤔🤔🤔🤔🤔🤔🤔🤔🤔" System reasoning Mixed emotions reflected in emojis #sadness
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FLAGGED AMBER	Pupil wrote "لا لأنه ليس لدي صديق في الفصل" — <i>no, because I don't have a friend in class</i> System reasoning Feeling of loneliness and lack of social support #friendship_issues
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The reasoning is written for an adult to read, in the language the pupil used.

Lumii Insight

Lumii Insight is a conversational interface, now rolling out across deployed schools, that lets staff ask questions of their own pupil voice data in plain language. Examples of what schools are asking:

"How is Year 9 doing this week?"

"What's the biggest issue in the school right now?"

"What's shifted in Year 7 since the return?"

"Anyone showing escalation?"

"What should we focus on after half-term?"

Lumii Insight reads the school's conversations, alerts and themes, and returns the evidence, the patterns, and suggestions on how the school might respond. Responses can be exported as a report – ready for a leadership meeting, a parent conversation, a board paper, or a regulatory submission.

What Pupils Brought Into View

Within the wider conversation flow this term, three threads ran consistently. They are presented here not as a count, but as a record of what staff could see because pupils chose to share it.

The interruption to routine

Pupils referred directly to the period of distance learning and the shape of their disrupted school day. Some carried it lightly. Others carried it as a wish to be back.

"not in school because of the current situation"

"i watched paw patrol on my ipad, then i went back to class because class is online now"

"back to school next week"

"I want to go home"

The wider context, named directly

Some pupils brought the regional context into their conversations – naming what they could hear, what they were worried about, and what was happening to people they cared for. Each of these messages was flagged and surfaced to school staff at the point it was sent.

"I'm worried about the explosions that happen nearby."

→ Flagged Red. School notified for urgent review.

"but i cant focus because of all the noise and missles that are here in abu dhabi which is making loud booms and noise"

→ Flagged Amber. Reasoning: distress from environment, focus impaired. School notified.

“my cousin in Iran can’t go to school”

→ Flagged Amber. Reasoning: concern carried for family elsewhere. School notified.

Trying to make sense of the wider world

Pupils also used Lumii as a space to think aloud about events they were hearing discussed at home, in the news, or at school. The platform responded in age-appropriate, culturally appropriate language – acknowledging the question, holding the space, and signposting back to a trusted adult.

“why do people bomb each other”

→ Held with care. Pupil supported to talk to a trusted adult. No directive or political response.

Implications for Pastoral Practice

Treat short messages as content

Short messages were a primary mode of pupil expression this term. “tired,” “nothing,” “my dog,” “house” each reached an Amber flag. Short does not mean low-effort – it is often the most a child can manage to say.

Notice the format the pupil chose

A pupil who opens a journal entry is signalling something different from a pupil who opens a creative quest. The format is itself information. Pastoral teams reviewing alerts can use format as an early lens.

Bring data into pastoral conversations

Lumii Insight brings real-time pupil voice into staff meetings, year group reviews, and parent conversations. Asking the platform what is emerging, what is changing, and what to focus on shifts the conversation from anecdote to evidence.

The Boundary of Lumii

Lumii is an early insights platform built around daily pupil voice, surfacing patterns, trends, and early concerns through real-time alerts, a tracking dashboard, and Lumii Insight. It does not diagnose. It does not provide clinical or therapeutic advice. It does not act autonomously on a pupil’s behalf. Every flagged interaction is reviewed by authorised staff within the school before any action is taken. The platform extends what schools can see; it does not replace them.

All pupil messages quoted in this report are anonymised. No names, no identifiers, and no personal information are reproduced. Participating schools are aware that aggregated, anonymised data from the platform is used to produce termly reports of this kind, under the

terms of their data-sharing agreement with Lumii.me, in line with UAE Federal Decree-Law 45/2021 (Personal Data Protection), Federal Decree-Law 26/2025 (Child Digital Safety), and Federal Law 3/2016 (Wadeema's Law on child protection). Quoted messages are aggregated to illustrate patterns at a system level; no individual pupil, class, or school is identifiable from the content presented.

Conclusion

Term 2 was defined by a sustained period of regional conflict and the extended phase of distance learning that followed. Pupils across the participating UAE schools spent significant portions of the term outside their usual classroom settings, and the wider security situation – missile activity, news coverage, family conversations – was a present feature of their daily environment. A wellbeing platform operating in this context is operating in conditions it was not designed for. What follows is what the data showed.

On the whole, pupils were steady. 89.5% of all conversations across the term were classified as Green – routine emotional expression, daily check-ins, ordinary mood. The dominant register of pupil voice was not crisis. It was continuity: pupils talking about friendships, schoolwork, family, food, sleep, the things that fill a child's day whether the wider world is at peace or not.

Compared to Term 1, every alert tier fell. Green grew from 86.9% to 89.5%. Amber, Purple and Red each declined. The aggregate flag rate moved from 13.1% to 10.5%. This is a meaningful swing, but it warrants interpretation: pupils engaging with Lumii in Term 2 used it more individually, more often from home, and across a wider mix of creative formats that carry structurally lower flag rates. The cohort that engaged was, on average, in a calmer register than Term 1's. That is not the same as a claim about all UAE pupils across the term, and selection effect during the most disrupted weeks cannot be ruled out. Read with that caveat, the finding holds: those who used the platform were measurably steadier, despite the harder backdrop.

The headline finding of Term 2 is not that pupils were in distress – they were, on the whole, holding steady through a hard term. The headline finding is that when distress did appear, in fragments and in two languages, the platform identified it, reasoned about it, and placed it in front of an adult who could respond. That is what a wellbeing platform is for, and that is what it did.

Term 3 will see the continued rollout of Lumii Insight across deployed schools and a return to fuller routine across the UAE school calendar.

A note from Lumii Insight

ASKED OF LUMII INSIGHT

"Summarise Term 2 and what to watch for in Term 3."

LUMII INSIGHT

85,044 conversations across 15 schools, January–April 2026. 89.5% Green, 10.5% flagged for review. Compared with Term 1, every alert tier fell.

Pupils used the platform more individually this term, often from home, and across a wider format mix. Journal carried the highest flag rate at 18.8%; chat ran at 10.8%; creative formats sat between 0.6% and 2.7%.

Distress appeared in fragments. Almost three thousand short messages (three words or fewer) were flagged. 20.6% of conversations contained Arabic, with English carrying most of the term's emotional weight.

Pupils named the regional conflict directly. Each was flagged and surfaced to staff.

For Term 3, watch for: the return of structured engagement as classroom routine resumes; whether the calmer register holds or reverts toward Term 1 levels; pupils whose journal use rises while chat use falls; and the bilingual pattern – whether Arabic begins to carry more of the emotional weight than it did in Term 2.

For the 524 Red and 304 Purple flags surfaced this term, Term 3 follow-up should include:

- Confirming each child has had a one-to-one with a trusted adult in the first two weeks back
- Setting a regular check-in cadence with the form tutor or counsellor (weekly minimum for Red, fortnightly for Purple)
- Reviewing each child's Lumii engagement pattern: are they still using the platform, and if so, in what register and format?
- Cross-checking with attendance, behaviour and academic data – flags rarely sit in isolation
- Briefing the receiving teacher for any class or year-group transitions before September

What else can I help you with?