

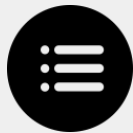


EVOLUTION OF EDTECH BUSINESS MODELS

Prospective monitoring
June 2026



June 2026 Summary



Definition of Edtechs



Methodology



Trends Analysis

About

The aim of this report is to analyse a trend that is set to become increasingly significant in the years to come: that of teacher-influencers. Although still relatively under-reported in the traditional media, this phenomenon is gradually transforming the way pupils access knowledge and approach learning. In addition to the various examples presented throughout this report, the digital tools listed below are also examined to illustrate how teachers can make their lessons more interactive whilst developing their pupils' critical thinking skills.



Genially is a platform for creating interactive content that brings learning to life through presentations, games, quizzes and engaging educational activities.



Pouceec is a learning platform designed to foster the development of pupils' critical thinking skills, offering ready-made resources for classroom activities.



Definition of Edtech:

The acronym EdTech stands for “Educational Technology.” **EdTech involves using new technologies to facilitate and improve learning and the transfer of knowledge.**

For example, “e-learning” aims to provide individualised online training instead of physically attending classes. “Classrooms” and MOOCs (Massive Open Online Courses) are **courses and training programs delivered over the Internet**. The LMS (Learning Management System) enables the delivery of educational content online and potentially entire courses. There are also educational robots that support young people in their learning by capturing their attention. The current trend is artificial intelligence, which is spreading across all sectors and profoundly transforming learning methods.

EdTech companies offer bespoke, on-demand services. They are revolutionising education, notably by enabling the **design of personalised learning pathways for students**.

Today, teachers and schools rely on increasingly innovative educational technologies to facilitate the transfer of knowledge and encourage interactive and collaborative learning. These digital tools, such as online platforms, hybrid learning environments and connected solutions, enable better organisation, monitoring and customization of learners’ pathways. **They thus offer teachers the opportunity to adapt their teaching methods to students’ specific needs**, while making education more flexible, accessible, and effective.

Edtech solutions therefore benefit students, teachers, and schools alike. They improve communication, education, administrative work, learning, and, above all, teaching methods.

DISCOVER MONITORING METHODOLOGY



Prospective monitoring - Definition



Overview

Foresight involves implementing a process to monitor the environment to identify clear early evidence of change. The goal is to gather strategic information to anticipate changes in the ecosystem so that the organisation can respond as early as possible and in an appropriate manner. Foresight supports the implementation of a business and technology strategy.

Methodology

An effective method involves monitoring developments in products and services.

The following steps were taken to carry out the monitoring and illustrate the results :

- Research and analysis of innovative offerings in the EdTech sector, whether recent or older, provided they remain relevant and up to date.
- Identification and understanding of the commercial and technological benefits of these technologies.
- Identification of Edtech trends and innovations. Trends represent market characteristics and developments.

Objectives

A company or educational institution that wants to remain competitive in the long term must stay constantly informed about changes in its market in order to mitigate risks or capitalise on those changes to ensure its appeal.

- Monitor developments in products and services.
- Identify long-term trends and innovative strategies.
- Analysing, critiquing and comparing this information (tools) with the existing strategy of the reference organisation.
- Assess competitors and their business strategies through their innovations.
- Conduct a self-assessment and develop a strategy.
- Find inspiration in business and technology trends

DISCOVER OUR EDTECH TRENDS ANALYSIS



Edtech trend analysis



Main technological trends

These represent **opportunities** or **threats** for the various players in the sector



Gamification



Intelligence
artificielle



Big Data



VR



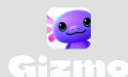
Publication of the report
"Assessment of the education technology
market in England"

The report "Assessment of the Education Technology Market in England" analyses the educational technology market in England. It provides an overview of the uptake of digital tools by schools, identifies the main barriers to their roll-out, and highlights the growing role of artificial intelligence in the evolution of teaching practices.

Notable highlights

multiverse

Multiverse, the UK-based platform specialised in continuing professional development in AI and technology adoption, has announced that it has raised **EUR 60 million (CHF 55.5 million)**



Gizmo, a London-based, AI-powered learning platform, has raised **USD 22 million (CHF 17.8 million)** in a Series A funding round.



The online education platform Virtual Class Limited – operating under the name Third Space Learning (TSL) – has raised **GBP 4.4 million (CHF 4.70 million)** to develop its AI-powered tutoring service.

prolearn

The Edtech start-up ProLearn has raised **30 crores of rupees (CHF 2.6 million)** in a pre-seed funding round led by BEENEXT, with Eximius Ventures also participating.



Analysis of teachers who create content

For several years now, teachers active on social media have been playing an increasingly important role in the educational landscape. Thanks to their content, which is followed by many subscribers and viewers, they are having a growing influence on learning methods and access to knowledge. This report provides a brief overview of this trend.

«🏠» Background

Background

The phenomenon of teacher-influencers remains relatively under-explored in the mainstream media and in academic literature. A simple search on the major search engines reveals **a lack of studies and analyses devoted to this subject**. Yet the visibility and influence of these educational content creators continue to grow. One need only look at the number of views generated across various platforms or the number of followers they have amassed to realise the scale of the phenomenon. **Some accounts have several million followers** across YouTube, TikTok, Instagram and Twitch.

This trend is part of a wider context characterised by the growing use of social media amongst young people. It therefore stands to reason that educational content should adapt to these new practices. Teacher-influencers generally offer **short, dynamic and interactive formats**, which are better suited to the expectations of younger generations. These videos make it easier to capture pupils' attention whilst simplifying access to certain concepts that can sometimes be complex. Furthermore, this type of content stands apart from many of the criticisms usually levelled at social media. Whilst these platforms are often accused of promoting superficial content designed solely to hold users' attention, **educational content creators, on the contrary, seek to impart knowledge and provide genuine educational value**.

These creators do not represent a complete break with past practices. Rather, they represent an evolution of the educational videos that already existed on YouTube several years ago and which continue to be widely viewed today. **Creators have simply adapted their methods and formats to new technologies and new digital practices**. Nevertheless, when it comes to education – particularly that of the youngest children – this evolution raises many questions. The growing role of social media in learning is a cause for concern for parents, teachers and policymakers alike.



«🏠» Who are the “influencer” teachers?

Teacher-influencers can be defined as **teachers who produce educational content on social media** in order to share knowledge with a wide audience. However, this definition can be broadened to include all content creators whose aim is to support pupils in their learning, whether they are teachers, students or subject specialists. This diversity of contributors helps to make the concept of the ‘teacher-influencer’ **relatively vague**.

The platforms favoured by these creators are naturally those most widely used by young people. TikTok now plays a central role thanks to its short, dynamic format, followed by Instagram and YouTube. The latter platform remains a go-to source for more in-depth educational content, whilst having adopted short-form formats similar to those popularised by TikTok and Instagram.

The content on offer is as varied as the subjects taught. Nevertheless, the subjects most frequently featured are generally those affecting the largest number of pupils, **particularly languages, mathematics and science**. These subjects benefit from high demand for academic support and supplementary resources.

In Switzerland, the phenomenon of ‘teacher-influencers’ remains relatively limited, and no educational content creator currently enjoys the same level of fame as some of their French or German counterparts. As in other media sectors, **young Swiss people are largely exposed to content produced in neighbouring countries**. In French-speaking Switzerland, French content creators play a significant role, whilst in German-speaking Switzerland, content from Germany is particularly influential.

To better understand the extent of the influence exerted by these educational content creators, it is worth looking at their audience figures on the main digital platforms. For example, Yvan Monka, a secondary school maths teacher, **has over three million subscribers on YouTube**, as well as around 56,000 followers on Instagram and over 650,000 on TikTok. Another notable example is Monsieur Prof, a Franco-British teacher specialising in making complex subjects accessible and providing academic support. He has **more than one million followers on Instagram**, more than 420,000 on YouTube and also exceeds one million followers on TikTok. These figures illustrate the ability of certain teacher-influencers to reach an audience far larger than they could in a traditional school setting. Their audience sometimes rivals that of media personalities or general-interest content creators. By comparison, Switzerland currently has no teacher-influencers with a comparable audience. The most-followed Swiss educational accounts generally have a few tens of thousands of followers. This difference can be explained in particular by the smaller size of the Swiss market and by the influence of French and German content creators, who hold a significant place in the lives of young Swiss people.

«🏠» The contributions of influencer teachers to education

One of the main advantages of teacher-influencers is **the accessibility they provide to knowledge**. Thanks to the internet and social media, educational content is now **available free of charge** to a large section of the population, particularly in developed countries where digital access is widespread. This democratisation of knowledge enables pupils to approach the concepts studied in class from a different angle, one that is sometimes better suited to their needs. Whilst few families can afford to use private tutors on a regular basis, educational videos **offer an accessible alternative**. They enable pupils to supplement their learning, fill in certain gaps in their knowledge or gain a better understanding of concepts that they may not have fully grasped in class.

The value of this content lies not only in its different pedagogical approach. Unlike a traditional lesson, which is usually taught only once, digital resources **can be accessed at any time**. A pupil can therefore revisit an explanation several months after studying it in class, quickly look up a method or refresh their memory of the main concepts covered. This ability to review content at will is a **significant advantage in the learning process**.

Furthermore, the content offered by 'influencer' teachers is often **more appealing to younger generations**. It is shared on platforms they use daily and adopts formats tailored to new digital habits. Short videos, inspired by the TikTok or YouTube Shorts model, allow a concept to be presented quickly in one to two minutes. Other, more in-depth formats generally remain concise and rarely exceed around fifteen minutes. This dynamic and condensed approach **caters to young people's information consumption habits** and helps to hold their attention more easily than a traditional lecture.

Finally, the presence of educational content on social media can be seen as a positive development in a digital environment often criticised for the poor quality of some content aimed at young people. Teacher-influencers **offer an interesting alternative by sharing accessible and informative educational resources**. Although they do not replace traditional teaching, these resources enable pupils to devote part of the time they spend on social media to learning. Thus, rather than consuming solely entertainment content, young people can also develop their knowledge and improve their academic performance.



«🏠» Example: Yvan Monka

To better understand the phenomenon of teacher-influencers, it is worth taking a closer look at **Yvan Monka**, one of the most widely followed French-speaking educational content creators. A maths teacher at the Strasbourg Academy, he has been sharing resources for over ten years designed to help pupils make progress and develop an interest in maths. To date, **he has published over 1,900 educational videos** covering a large part of the school curriculum. A pioneer in this field, he began publishing explanatory videos (according to YouTube, in late 2014) at a time when educational content was still rare on social media. His early videos, which were generally short, were designed to make it easier to understand concepts and solve exercises. Today, his YouTube channel remains the centre of his activity and has accumulated several hundred million views, making him a leading figure in online academic support within the French-speaking world.

Although he is also active on Instagram and TikTok, where he offers shorter formats tailored to current trends, he continues to prioritise longer videos on YouTube. This shows that **in-depth content still plays a significant role** when it comes to explaining complex concepts and supporting pupils in their learning. The comments posted under his videos bear witness to the impact he can have on his audience. Many pupils say they understand certain concepts better thanks to his explanations and particularly appreciate the clarity of his teaching style. This feedback suggests that **pupils are looking not only for digital resources, but also for teaching methods that differ** from those offered within the traditional school setting.

His commitment, moreover, goes beyond mere academic support. **He helps to promote STEM subjects** (science, technology, engineering and mathematics), particularly amongst young women, who remain under-represented in these fields. In addition to his activity on social media, he also provides a **free website** featuring lessons, exercises and teaching resources.

Yvan Monka's example illustrates the potential of teacher-influencers in today's educational landscape. Thanks to digital tools, a teacher **can now reach a much wider audience** than that of their classroom and support thousands of pupils in their learning. His success shows that there is a real demand for educational content that is accessible, free and tailored to the digital habits of the younger generations.



«🏠» The limitations and risks of the phenomenon

Whilst teacher-influencers may at first glance appear to be a modern and engaging way of imparting knowledge, this phenomenon actually raises a number of concerns. Social media makes certain content more accessible, more appealing and, at times, more motivating for pupils. However, behind this apparent democratisation of learning, **certain negative trends may emerge.**

Firstly, not all creators of educational content **are necessarily qualified teachers.** Some are primarily influencers who offer methods, advice or explanations without possessing the academic and pedagogical background expected of a teacher. This does not mean that their content is necessarily incorrect, but **it is not subject to any validation framework comparable to that of a formal school system.** Consequently, pupils who do not always possess the necessary critical perspective may place greater trust in an attractive, well-produced video than in their own teacher's explanations, which can **undermine the teaching relationship.**

Another significant issue concerns the monetisation of this content. Some teacher-influencers use their fame to promote study guides, online courses, masterclasses or other paid resources. This approach raises questions insofar as it conflicts with the principle of free education accessible to all. **The case of Lucas Markarian, alias 'Lucas-Maths', highlighted by Blast,** clearly illustrates these ambiguities: several former pupils describe filming sessions taking place in the classroom, sometimes during lessons, as well as teenagers being directly involved in promoting study guides, masterclasses or commercial collaborations. Added to this are controversial marketing practices, such as the lack of transparency in collecting email addresses or sending promotional messages, which **blur the line between educational support and commercial strategy.**

Finally, this phenomenon raises broader questions **about the role of digital technology and social media in education.** The use of the classroom as a filming location, pupils' involvement in content creation, and the promotion of paid resources by teachers **raise important ethical questions:** is pupils' consent always genuine? To what extent can a teacher use their professional role to develop an influencer activity? More broadly, this trend highlights the need for educational institutions to give greater consideration to the regulation of social media in teaching, in order to safeguard the educational relationship, pupils' critical thinking and the principles of equality on which schools are founded.

«🏠» Should social media be banned?

Social media now offers quick access to a vast amount of information, some of which can be of very high quality. In the field of education, many teachers and content creators are adopting the style of short, dynamic videos to make concepts more accessible and easier to grasp. These formats can therefore serve as a valuable complement to traditional teaching, particularly by **enabling pupils to revise a concept or better understand an exercise.**

However, this positive aspect must be viewed within a broader context. Young people already spend a significant proportion of their time on digital platforms, which raises numerous concerns. Intensive use of social media is often linked to a **decline in attention span, difficulties concentrating** and a more fragmented relationship with information. Even when the content is educational, it is still disseminated within an environment designed to hold the user's attention for as long as possible.

This observation is now fuelling a genuine societal debate. In Switzerland, a study by the [gfs.bern](#) institute, reported by the SonntagsZeitung, shows that 94 per cent of Swiss people believe that children and teenagers need better protection against the harmful effects of these platforms. Against this backdrop, the idea of stricter regulation – or even a partial ban for minors – is also gaining ground in other European countries. In [France](#), the National Assembly has passed a bill aimed at banning social media for under-15s. In [Germany](#), a panel of experts has recommended prohibiting under-13s from managing their own accounts and increasing the responsibility of both platforms and parents.

Schools themselves are adapting to this trend. **Many schools restrict or even ban smartphones** to limit distractions and maintain pupils' concentration. However, a policy based solely on bans may seem insufficient. Social media now plays a central role in accessing information, writes Jim Egan, lead author of the report by the Reuters Institute for the Study of Journalism, even though Switzerland remains more attached to traditional media.

From this perspective, it seems more appropriate to **not limit the discussion to a simple dichotomy between permission and prohibition.** The challenge might instead lie in better regulating certain uses, restricting the most problematic content and, above all, **strengthening media and digital literacy.** Teaching pupils to develop their critical thinking skills, to understand how algorithms work and to distinguish reliable content from misleading content now appears essential.



Genially is a platform for creating interactive content that brings learning to life through presentations, games, quizzes and engaging educational activities.

Type

Learning platform

Competitive advantage

The solution enables the creation of interactive content that encourages pupil engagement and makes learning more appealing.

Price

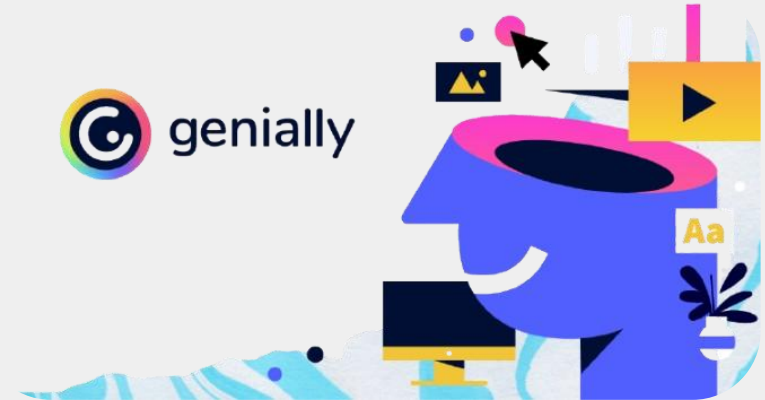
Genially operates on a freemium model. The free version allows you to create interactive content and invite an unlimited number of students free of charge. To access advanced features, a Pro plan is available from EUR 7 (CHF 6.45) per month, whilst the Expert plan, starting at EUR 9.99 (CHF 9.20) per month, includes audio generation and additional customisation options.

Number of users

Genially reports that it has 46 million users, with more than 18 million teams and over 130 million creations.

Level of development

Genially was founded in Spain in 2015 to make it easier to create interactive content. Since then, the platform has established itself as a leading player in the fields of education, training and communication, with several million users worldwide. Given its long history, its large user community and the size of the company, the solution can now be considered to be at an advanced stage of development.



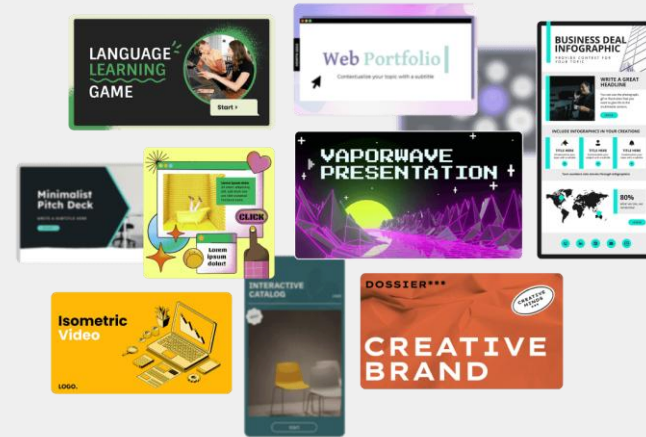
How does it work?

Genially allows you to create interactive content using templates or a blank page. Users can incorporate text, images, videos, animations, quizzes or interactive buttons to design engaging presentations.



Features:

- The platform allows you to **create presentations, infographics, games, quizzes, interactive videos and escape games**. You can then **track, either in real time or as a final result, the answers given** by pupils to questionnaires or during the presentation.
- An extensive library of ready-to-use templates **makes it easy to create educational content** without the need for any specific technical skills.
- Users can **embed various multimedia elements**, such as images, videos, animations, interactive buttons or external links.
- The content **can be shared** via a simple link, embedded on a website or used directly in the classroom.
- Genially offers collaborative features that allow several users to **work on the same project at the same time**.
- The platform is **compatible with all major web browsers** and can be used on a computer, tablet or smartphone.
- Artificial intelligence tools are also available to **facilitate content creation**, including the generation of text, images and audio, depending on the subscription chosen.



Kindergarten ★★

High School ★★★★★

Elementary School ★★★★★

University & school ★★★★★



Rather than letting pupils learn solely through videos posted on social media, it may be worth making the lessons themselves more interactive. As mentioned earlier, young people's attention spans seem to be more heavily taxed by digital content than before. The aim is not to turn every lesson into entertainment, but to adapt certain teaching practices in order to keep pupils engaged. It is in this context that Genially really comes into its own.

- Genially is more than just presentation software. The platform allows you to create visually appealing content using animations, interactive elements and an intuitive interface that requires no programming skills. Even teachers who are not very comfortable with digital tools **can quickly design modern teaching materials** thanks to the numerous templates available and the drag-and-drop system.
- One of Genially's key strengths lies in its interactivity. Presentations can incorporate quizzes, questions, videos, links, buttons and even activities in which pupils participate directly. This enables the teacher to gather the class's responses, identify areas of confusion and adapt their lesson accordingly. **This approach encourages more active student participation and reduces the sometimes very one-way nature of traditional teaching.**
- The platform also offers a variety of formats such as educational games, infographics, escape games and gamified activities. These features **make learning more engaging whilst developing skills such as problem-solving, collaboration and critical thinking.** They also allow for a variety of teaching methods to be used, helping to keep learners motivated.
- Another **significant advantage is the time saved for teachers.** Genially provides an extensive library of templates created by professionals and its user community, thus avoiding the need to start from scratch for each new activity. Artificial intelligence features also make it easier to create presentations or educational content, although these tools still require proofreading and adjustments. Finally, the platform can be used in virtually all subjects and even by pupils to create their own presentations, which further enhances its value within a school.

However, the solution does have certain limitations:

- Although it has been designed to be user-friendly, it is likely that the first users will be teachers who are already comfortable with digital tools. Teachers who are most reluctant to embrace change **are likely to engage less with the platform, which may limit its widespread adoption.**
- Finally, it is worth noting that Genially should be seen as a complement to traditional teaching methods and **not as a replacement.** Introducing greater interactivity helps to better meet the expectations of younger generations, but it remains essential to retain more traditional approaches that foster concentration, effort and independence in the long term. The challenge is therefore to **strike a balance between pedagogical innovation and tried-and-tested teaching methods.**



Pouceec is a learning platform designed to foster the development of pupils' critical thinking skills, offering ready-made resources for classroom activities.

Type

Learning platform

Competitive advantage

The solution helps to develop pupils' critical thinking skills through the use of videos, within an educational framework that teachers can put to immediate use.

Price

The platform has been developed by the FReDD association (Film, Research and Sustainable Development), in collaboration with the partners of the Pouceec project. The editorial content is also provided by the FReDD association. Supported by the French government and several institutional partners, the project is made available free of charge to teachers and pupils.

Number of users

To date, the project's organisers have not released any public statistics on the number of users.

Level of development

The Pouceec project was launched in 2023 as part of a research programme dedicated to developing pupils' critical thinking skills in relation to video and digital content. Developed by a charity in collaboration with several institutional and academic partners, the platform is being trialled in several French school authorities.

Link <https://pouceec.fr/>



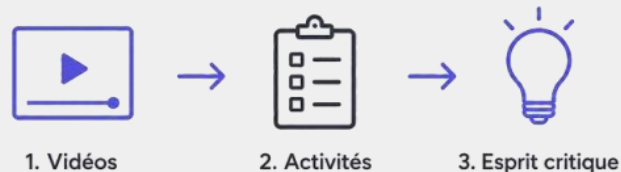
How does it work?

Pouceec enables teachers to offer pupils video-based learning pathways. Pupils watch selected content and then complete activities designed to analyse the information presented, identify arguments, scrutinise sources and spot any bias or manipulation.



Features:

- The platform enables teachers to **create or use learning pathways** that are already available on the platform.
- With the aim of developing a critical analysis of the information presented in the videos, pupils **undertake active learning activities that enable them to analyse different content**, compare different viewpoints and form their own opinions.
- The learning pathways **cover various topics** such as disinformation, cognitive biases, the reliability of sources, algorithms and argumentation.
- **Teachers can monitor pupils' responses** and adapt their teaching sequences in line with the learning objectives.
- The tool is fully accessible online and is designed for use directly in the classroom; it is also available **on a range of devices**: smartphones, tablets and computers.
- Pouceec is offered free of charge to schools and is based on a research project involving several academic and institutional partners. The content and activities are therefore designed to meet pupils' needs and **be integrated into a teaching framework**.



Kindergarten	★★★	High School	★★★★
Elementary School	★★★	University & school	★★★



Social media now plays a central role in accessing information, particularly amongst young people. With the evolution of digital technologies and the rapid development of artificial intelligence, it is becoming increasingly difficult to distinguish reliable information from misleading information. Even information professionals and traditional media outlets can sometimes be faced with content that is difficult to verify. In this context, teaching the younger generations to develop their critical thinking skills is a major challenge. It is precisely with this in mind that Pouceec was created.

- The platform is based on a simple idea: **using digital tools to teach pupils how to use them more effectively**. Young people spend a large part of their time on the internet and social media, where a great deal of information of highly variable quality circulates. Added to this is the way algorithms work, which tend to suggest content similar to that already viewed. This phenomenon, often referred to as an 'algorithmic bubble', can limit the diversity of viewpoints and reinforce certain opinions. Pouceec seeks to address this issue by offering activities that enable pupils to analyse videos, identify the arguments presented, compare different opinions and form their own views. The activities are organised by theme in order to **encourage discussion and debate within the class**.
- The format of the activities is also a key strength. They are short, interactive and **easily integrated into a lesson**, which allows for a variety of teaching approaches and makes learning more dynamic. Furthermore, critical thinking is not a skill specific to any single subject. Whether in science, the humanities, languages or the arts, pupils must be able to analyse information, question certain claims and construct a sound argument. The platform can therefore be **used across a wide range of subjects and promote a cross-curricular approach to this skill**.
- Pouceec also offers a feature for teachers to share activities. Users can therefore draw on pre-existing learning pathways when they do not have the time to design their own resources. This collaborative aspect is a real advantage, as it allows **the platform to be progressively enriched with new activities** whilst creating a community of teachers **who share best practices**.
- Finally, the platform enables teachers to monitor pupils' responses in real time. This feature makes it easier **to identify any difficulties encountered**, allows explanations to be adapted during the lesson, and helps guide future teaching sequences according to the class's needs. Teachers thus receive immediate feedback on pupils' understanding and **can intervene more effectively**.

In a context where content generated by artificial intelligence and social media is playing an increasingly significant role, this type of tool is set to become ever more relevant. Beyond fact-checking, it helps teach pupils to analyse sources, understand how algorithms work and **develop reasoned arguments**. The fact that Pouceec is entirely free is an additional advantage that facilitates its adoption by schools. More broadly, **developing critical thinking is now seen as an essential skill** for shaping citizens who are able to understand the world around them, take a step back from the information they encounter and participate in democratic debate in an informed manner.