



PRESS RELEASE

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Flash audit

THE TEACHERS' PACT

The “Teachers' Pact” is a compensation scheme introduced at the start of the 2023 academic year, under which staff who choose to take part (teachers, principal education advisers and national education psychologists) will receive additional remuneration in return for carrying out additional tasks. The Pact is a lever for raising the salaries of the teaching profession, but it also has a broader ambition, both to transform professional practices and to improve the public education service for the benefit of pupils. After outlining the regulatory and administrative framework and the financial implications of the Teachers' Pact, this flash audit analyses its deployment in 2023-2024, and for the first part of the 2024-2025 school year. Finally, it also looks at the impact of this new system in educational terms.

An innovative system with multiple objectives, whose management needs to be consolidated

Amidst stagnating teachers' purchasing power, the Teachers' Pact was initially regarded as a means of increasing salaries. It was also designed as a tool to recognise the commitment of teachers, with the ambition of transforming professional practices and improving the public education service for the benefit of pupils. In total, the cost of the Pact for the 2023–2024 school year is estimated by the Court at €748.7 million, after accounting for substitution effects, which, although limited, occurred for certain duties that were previously paid as actual overtime (HSE) or special duty allowances (IMP).

The Pact is managed on a contractual basis, with monthly payments made before the service is rendered, starting at the beginning of the school year. This requires a control system to be put in place. Risk management tools, which are still in their infancy, appear to be unevenly implemented. Moreover, to enhance the clarity of the scheme, it should be incorporated within a more comprehensive framework for teacher compensation.

Initial lessons from the pact: participation still taking shape, positioning yet to be clarified

Implemented against a backdrop of strong union opposition, the Pact now seems to have found its place in the educational landscape, with a third of teachers involved. Although unevenly distributed and still fragile, the dynamic of teacher participation in the Pact seems to be gradually taking root in professional practices. However, its deployment requires regular monitoring to ensure that the distribution of tasks is in line with pupils' needs. What's more, in a tight budgetary context, a clear medium-term vision of the future of the scheme is essential, both for the teachers involved and for the staff who implement it.

Initially presented as a tool for empowering educational teams, the Pact has become increasingly rigid, squeezing the room for manoeuvre left to schools and establishments. A new balance must be struck in favour of giving greater responsibility to the teams on the ground, so as not to slow down the ongoing process of building ownership.

Effects on pupils still to be assessed, pedagogical coherence still to be developed

It has the potential to enhance the public education service for pupils, with initial signs of positive impact on short-term staff cover (RCD), support for pupils facing difficulties and those with special educational needs, assistance with homework, and educational initiatives. However, it will need to be assessed in the long term. In order for it to reach full maturity, more thought will need to be given to the quality of the actions carried out, over and above the mere quantitative response, particularly in terms of short-term cover, as well as to the links with other existing educational initiatives (“Let’s build our school together”, “ability-based groups”, etc.).

[Read the report](#)

The Court of Accounts ensures that public money is used properly and informs citizens accordingly.

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