



# THE TEACHERS' PACT

FLASH AUDIT

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# SUMMARY

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. In practical terms, this establishes a functional component of the pupil monitoring and support allowance (ISAE, for primary school staff) and the pupil monitoring and guidance allowance (ISOE, for secondary school staff), subject to the signing of a letter of assignment.

## **Ambitious initial targets for expenditure of €750 million**

At first glance, the Pact was presented as a tool for raising salaries, created against a backdrop of stagnating purchasing power for teachers. Some of its missions also formed part of the reform of the vocational pathway. However, this scheme had a broader ambition, both to transform professional practices and to improve 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).

## **One third of teachers are involved, with participation from the profession still taking shape**

The very term “Pact” is not neutral and has at times crystallised tensions. As well as upgrading salaries, the scheme was designed as a means of rewarding individual commitment, as part of an approach that is relatively alien to the culture of the teaching profession. According to the ministry, it contributes to the transformative ambition of the education system, presenting itself as a tool that “shifts the boundaries” of the teaching profession, without addressing the sensitive issue of contractual working obligations. 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.

## **An improvement in the public education service for pupils, pending confirmation**

The wide variety of the Pact's missions reveals the multiplicity of objectives pursued and needs identified. It is a potential lever for improving the public education service for pupils, with initial effects that seem to be positive in terms of short-term cover, support for pupils in difficulty and with special educational needs, homework support and educational projects, but it will have to be evaluated over the longer 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.).

## **A management system that needs strengthening, and a role that still needs to be defined**

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. Although still relatively new, risk management tools are currently implemented unevenly. Moreover, to enhance the clarity of the scheme, it should be incorporated within a more comprehensive framework for teacher compensation. Initially presented as a tool for giving autonomy to educational teams, the Pact has become more rigid, in order to ensure the implementation of ministerial priorities such as short-term cover, which has reduced 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 process of building ownership. After a year and a half of implementation, the Pact now appears to be a mechanism that is still trying to find its place, oscillating between the initial ambition of transforming professional practices and the risk of becoming a simple tool for regulating budgets and human resources.

### **Main conclusions of the audit**

1. Despite a tight timetable and strong union opposition, the Pact was implemented on schedule, and the dynamic of participation and ownership seems to have been set in motion, with a third of the teachers concerned taking part.
2. The budgetary outlook for the scheme is uncertain and the management circuit needs to be improved, particularly in terms of timing and control.
3. A balance needs to be struck to allow greater autonomy for teams in the field, within the framework of ministerial priorities.
4. The Pact has been added to an already complex, layered allowance-based remuneration system for teachers, which needs to become more transparent and coherent.
5. Monitoring short-term cover, particularly within the framework of the Teachers' Pact, requires improving the reliability of available data for all public and private schools under contract.
6. The educational coherence of the Pact and its links with other educational initiatives must be strengthened.