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Sommario/riassunto	This book addresses current changes of education policies in a context of globalisation. It does so by focusing on the implementation of performance-based accountability policies in France and in Quebec (Canada). It questions the trajectory of these policies, their mediations and their instrumentation in various territories and schools through a theoretical framework which combines a North American neo-institutionalist approach with the perspective of the French sociologie

de l'action publique. The book extends the current international literature on English-speaking experiences of hard accountability to research on "soft" accountability policies and proposes a deep investigation in two highly contrasted education systems. This investigation is multilevel and has led to field research both in schools, in intermediate authorities, and in central administrations for three years. The research presented in the book addresses the international literature on accountability in public administration and in education, the current transformations of governance in education, as well as the forms taken by the globalisation of education policies in countries differently exposed to international influences. The comparison highlights a convergent neo-statist trajectory of the performance-based accountability policy in the two countries, various forms of governance by results enacted at the local and meso level, and more intense impacts of these policies on schools and teacher's practices in Quebec than in France. .
