

ABSTRACT

In 1999, France, Germany, the United Kingdom and Italy jointly signed *the Bologna Declaration* and proposed to establish an open European Higher Education Area (EHEA). The Bologna Process promoted the integration of higher education in Europe, and counteracted the integration of European politics and economy. Currently, 48 countries have joined the Bologna process. The influence of the Bologna process has also developed from Europe to other countries in Asia, Africa, and North America. The Bologna Process has established six goals at the beginning: credit system, degree system, student mobility, lifelong learning, quality assurance and European research area. From 1999 to 2000, the Bologna Process has accomplished these goals and put forward a plan for the new decade.

The dissertation takes 2010 as the node and divides the Bologna Process into policy objectives and policy subjects through the policy network analysis framework, and analyze the correlation between policy subjects through the neo-functionalism. The result shows that the Bologna process will further deepen its goals in the next decade and attract more countries to join in the context of globalization. However, due to differences in economic and political backgrounds, there will be an differentiate integration based on their own background and goals.

Keywords: Bologna process; Globalization; Higher Education