

The thesis elaborates on a topical issues, namely how can a higher education institution react to changing interdependent world around. The neediness of this topic proves the fact that internationalization has recently become a priority of Czech higher education policy (Longterm vision of ministry, 2005); however, there has been no research based on theories of international education or a theoretical study on the topic. The author in the first chapter introduces the goals, limitations, structure of the study, and defines major terms (international education and internationalization) and other that she uses throughout the paper.

The second chapter the author analyses the development of international education in USA and Europe in the last fifty years. Further, she offers a comprehensive and well-arranged review of current approaches to internationalization: a) the first one is called Internationalization as Europeanization; b) the second one is a just recent critical reaction to envisaging internationalization in terms of mobility; c) the third concept indicates ways of just "adding-on" international dimension; d) the last on the list looks at internationalization from the system-wide perspective and describes it as institutional change including all its components, in particular its curriculum, institutional culture, research, engagement of (international) students and faculty, leadership and service to society. This perspective is taken up as the leading perspective of the research.

The third chapter introduces the current effort to bridge the gap between multicultural education and international education by comparing their differences and similarities together with mutual flashpoints. The author uses the existing Czech scholarship on multicultural education to help the reader understand the connections between rationalization of multiculturalism and internationalization in higher education institutions.