

The topic of this master thesis is Intercultural Education in high schools. As the Czech Republic was largely isolated under communism for more than 40 years, Czech society is still rather homogeneous, with relatively little experience with multiculturalism. Nevertheless, Czech society is slowly changing, mainly due to immigration into the Czech Republic, but also because of process of globalization and the country's entrance into European Union and the implementation of EU legislation and directives.

These developments have been recognized by the Ministry of Education and, after a very short academic and public discussion, enormous changes have been introduced into the high school education system. Within two years, high schools are obliged to create their own curriculum aimed at educating students on the importance of civil society for the well-being of democracy.

During this critical transition period for high schools, a total of ten school principals and other teachers have been interviewed for the purpose of this thesis. They were asked how prepared they feel mainly concerning intercultural education; what are their experiences with multiculturalism; how are teachers trained to teach such a complex subject; and other questions relevant to the topic. Feedback of international exchange students who were studying on Czech high schools in school year 2007/2008 is also part of this master thesis.

The present thesis starts defining the term 'intercultural education', and then, the reasons why intercultural education as concept does not have clear theoretical base within Czech context, neither clearly defined rules in using this term by theoreticians as well as people from practice; are exposed. After this, the importance of intercultural education as an educational tool for promoting active citizenship will be explained together with the dichotomy between this concept and the general understanding of multicultural education in high schools.