INTRODUCTION
Multiculturalism is a broad, multifaceted concept that can be interpreted in different ways. Three distinct components of multiculturalism have emerged in the cross-cultural psychology literature: the demographic, the policy, and the psychological aspect (Tiryakian, 2003). The first two components refer to the plural composition of a population and to policies and practices that support cultural diversity in the public sphere. Psycholog
culturalism refers to positive attitudes towards a culturally plural society, including behaviors that support cultural diversity (Celenk & van de Vijver, 2014). Research findings suggest that the attitude towards multiculturalism is a multidimensional and stable construct but support for multiculturalism can vary across different life domains among minority and majority group members (Van de Vijver, Breugelmans, & Schalk-Soekar, 2008). Minority members express more positive attitudes but make a distinction between private and public domains while majority members expect assimilation of immigrant groups in all life domains. Another study provides evidence for gender differences, with women expressing more positive attitudes (Arends-Tot
toth & van de Vijver, 2003).

The aim of the current study was to investigate attitudes towards multiculturalism from a majority/minority point of view and potential factors that might influence these attitudes (e.g. demographic variables). A measure that has been tested in Canada and the Netherlands was used with the aim to validate it in the Luxembourg context.

Research questions:
- How do attitudes towards multiculturalism vary across majority and minority group members?
- How do attitudes towards multiculturalism vary across schools with different demographic composition and between participants with different migratory background?
- Are there any gender differences?

METHOD

Materials
- Participants completed a demographic questionnaire and the Multicultural Ideology Scale (MIS; Berry & Kalin, 1995, α = .688), which assesses attitudes towards a culturally plural society.
- The scale covers 3 domains: 1) attitudes towards diversity, 2) acculturation strategies by minorities (assimilation vs. cultural maintenance), and 3) acculturation preferences of majority members. 5 items, e.g. “A society that has a variety of cultural groups is more able to tackle new problems as they occur”; 7-point Likert scale (1 = totally disagree to 7 = totally agree).
- Feelings of pride towards one’s ethnic group were assessed with 1 item “I am proud of my ethnic group”.

Analysis
- Prior to the analyses, participants’ MIS scores were made using a translation-back translation procedure. The questionnaire was available in three diferent languages (DE, FR and EN). Translations were made using a translation-back translation procedure.

Factor Analysis MIS
- Using Kaiser’s criterion, one factor was extracted, with an eigenvalue of 3.522. The one factor solution explained 52.11% of the variance and was partially invariant across different language versions.

ANOVA
- There were no gender differences in multiculturalism ideology scores.
- Prior to the analyses, participants were classified in different groups according to their migration status.

RESULTS

Participants
- 429 students enrolled in 2 different high-schools: the European school (a school with a highly diverse migrant population) and a public technical school in south-west Luxembourg.
- Over 53.2% of the migrant students were born in Luxembourg, 87 had the Luxembourgish citizenship, and 36.1% listed more than one nationality.

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DISCUSSION
The findings suggest that support for multiculturalism varies across majority and minority group members and that the demographic composition of the schools also plays a role. Endorsement of multiculturalism rises in a school context that provides more opportunities for cultural contact.