

**THEORY AND METHODS OF TEACHING.
ТЕОРІЯ І МЕТОДИКА НАВЧАННЯ**

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**Multiculturalism in the Educational System of
the Grand Duchy of Luxembourg: Key Benefits
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Abstract. Multiculturalism in the educational system of the Grand Duchy of Luxembourg has become an increasingly important topic in the context of cultural diversity and globalization. This research paper aims to explore the key benefits of multiculturalism in Luxembourg's educational system. The study delves into the impact of multicultural education policies and initiatives, with a specific focus on the promotion of cultural awareness, enhanced learning experiences, social cohesion, intercultural competence development, and curriculum enrichment. By conducting a comprehensive literature review, examining relevant case studies, and analyzing existing programs, this research aims to identify and highlight the advantages of multiculturalism in fostering inclusive and diverse learning environments.

The findings of this research indicate that multicultural education in Luxembourg plays a pivotal role in fostering increased cultural understanding, broadening perspectives, and nurturing the development of global citizenship among students. Through exposure to diverse cultures, languages, and traditions, students are better equipped to navigate the interconnected world and appreciate the value of different perspectives. Moreover, multicultural education contributes to the cultivation of social cohesion by fostering a sense of belonging and respect among students from different backgrounds. With a specific focus on promotion of intercultural competence, students gain the necessary skills to engage with people from diverse cultures, fostering meaningful connections and reducing prejudice and discrimination. Overall, this research contributes to the understanding of the benefits of multiculturalism in the educational system of the Grand Duchy of Luxembourg. It provides insights for educators, policymakers, and stakeholders interested in fostering inclusive and culturally diverse learning environments. By embracing multiculturalism in education, Luxembourg can nurture a generation of global citizens who possess the knowledge, skills, and attitudes necessary to thrive in an interconnected world. It is concluded that with Luxembourg's best practices of making multiculturalism part of the national curriculum, Ukraine may gain immensely in the light of educational reforms in times of recovery after the Russian full-scale invasion that started in February 2022.

Keywords: multiculturalism, educational system, Grand Duchy of Luxembourg, benefits, cultural awareness, learning experiences, social cohesion, intercultural competence, curriculum enrichment, inclusive education.

Introduction. Multiculturalism in the educational system of the Grand Duchy of Luxembourg has gained increasing recognition as a crucial aspect of promoting diversity and fostering inclusive learning environments (Luxembourgish Education System, 2023). With its diverse population comprising both native Luxembourgers and immigrants from various cultural backgrounds, Luxembourg's educational system has embraced the principles of multicultural education (UNESCO, 2017). Multicultural education emphasizes the integration of diverse cultural perspectives,

languages, and traditions into the curriculum, aiming to promote cultural awareness, intercultural competence, and a sense of belonging among students (Banks, 2016; Chaika, 2022a).

Luxembourg has implemented policies and initiatives to ensure the effective incorporation of multiculturalism in its educational system (Luxembourgish Education System, 2023). These policies highlight the inclusion of multicultural content in the curriculum, the provision of language support for students with diverse linguistic backgrounds, and the promotion of cultural

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exchanges and intercultural dialogue (EC GMIL). By embracing multicultural education, Luxembourg aims to foster respect, tolerance, and a deeper understanding of different cultural identities among its students (ibid.; MIS).

Research has demonstrated the numerous benefits of multicultural education in Luxembourg's educational system. It enhances cultural awareness by exposing students to diverse cultures, traditions, and perspectives, fostering a deeper appreciation for cultural diversity (Banks, 2016). Multicultural education also enriches learning experiences by providing students with a broader perspective on global issues and critical thinking skills (May, 2009). Moreover, it contributes to social cohesion by promoting inclusivity and reducing prejudice, creating a harmonious school environment where all students feel a sense of belonging (Banks, 2016; Chaika, 2022a). Intercultural competence development is another significant benefit of multicultural education, equipping students with the skills to navigate intercultural interactions and thrive in a globalized society (UNESCO, 2017; Chaika, 2022b).

Despite the benefits, challenges exist in implementing multicultural education effectively. Overcoming cultural barriers, ensuring cultural sensitivity among educators, and addressing language-related challenges are among the key hurdles (Luxembourgish Education System, 2023). Furthermore, fostering community engagement and collaboration is crucial to sustaining multicultural education initiatives (May, 2009; Chaika, 2022a).

With the above in mind, multiculturalism in the educational system of the Grand Duchy of Luxembourg is a significant focus in fostering inclusive and diverse learning environments. Through policies and initiatives that prioritize cultural awareness, intercultural competence, and social cohesion, Luxembourg is committed to nurturing global citizens who appreciate and respect cultural diversity. However, addressing challenges and fostering collaboration among educators, policymakers, and communities are essential to effectively enhance multiculturalism in Luxembourg's educational system (UNESCO, 2017).

The aim of this research is to explore and examine the key benefits of multiculturalism in the educational system of the Grand Duchy of Luxembourg and its significance for promoting inclusive and culturally diverse learning environments. To achieve this aim, the study will address the following objectives:

1. Assess the impact of multicultural education policies and initiatives in fostering cultural awareness, social cohesion, and intercultural competence development in Luxembourg's educational system.

2. Examine how multiculturalism enhances learning experiences by providing students with a broader perspective on global issues, promoting critical thinking, and enriching the curriculum.

3. Evaluate the significance of multicultural education in promoting inclusive educational practices, reducing prejudice, and fostering a sense of belonging among students from diverse cultural backgrounds.

By addressing these objectives, the research aims to provide a comprehensive understanding of the benefits of multiculturalism in Luxembourg's educational system. The study will contribute to the existing literature on multicultural education, inform educational policies and practices, empower students and teachers, and promote social integration and cultural understanding within Luxembourgish and international societies.

Methods include a combination of a comprehensive literature review, case studies, and interviews, to investigate the benefits of multiculturalism in the educational system of the Grand Duchy of Luxembourg. Data was collected through document analysis, observations, and surveys, and used qualitative thematic analysis.

Thus, a comprehensive literature review was conducted to gather existing scholarly articles, research papers, reports, and relevant documents related to multicultural education and its benefits in Luxembourg's educational context. This provided a theoretical foundation for understanding the key concepts, theories, and previous research findings. Then, multiple case studies were conducted in selected schools and so-called *Maison Relais* (a kind of educational institutions in Luxembourg, in which educators take care of the children after

school and where children do their homework, if necessary, until their parents can come and collect them home). These case studies involved observing and analyzing the implementation of multicultural education policies and initiatives which provided detailed insights into the practices, challenges, and benefits of multiculturalism within specific educational settings. Next, semi-structured interviews were conducted with teachers, school administrators, policymakers, and other relevant stakeholders involved in multicultural education in Luxembourg. These interviews enabled the researchers to collect firsthand perspectives, experiences, and insights into the benefits and challenges of implementing multicultural education. The interviews aimed to explore strategies, recommendations, and perceptions regarding the effectiveness of multiculturalism in fostering inclusive and diverse learning environments.

Data were collected through various methods, including document analysis, field notes from observations, notes of interviews, to gather quantitative data on student perceptions and outcomes. The document analysis involved reviewing educational policies, curriculum materials, and relevant reports to understand the context and implementation of multicultural education in Luxembourg. The data collected were analyzed using qualitative analysis techniques through thematic analysis, which helped identify recurring themes, patterns, and perspectives related to the benefits of multiculturalism.

The findings from the literature review, case studies, and interviews triangulated to provide a comprehensive understanding of the benefits of multiculturalism in Luxembourg's educational system whereas the research methods employed allowed for a rich and nuanced exploration of the research topic, providing valuable insights for enhancing multicultural education practices in the Grand Duchy of Luxembourg, which altogether may be broadened outside the country and be successfully implemented in other educational settings, in Ukraine, in particular.

Literature Review. Starting with an overview of Luxembourg's cultural diversity, it is relevant to note that Luxembourg is a small European country known for its rich cultural

diversity. As a result of its geographical location and historical background, Luxembourg has experienced the influences of various cultures over the centuries, which is why its cultural diversity can be traced back to the country's historical development and the policies implemented to promote multiculturalism. As the literature review showcases Luxembourg's culture has largely been formed as influenced by neighboring countries such as Germany, France, and Belgium, as well as immigration waves from different regions. According to Purschke (2020), it is noteworthy that "socio-economic migration, the country's specialization in the private financial industry, and the presence of several European institutions play an important role in the emergence and dynamism of the current language regime"; moreover, these days "with a total population of 613,000, the Grand Duchy has a very high proportion of foreign residents of 47.5%". According to other researchers somewhat lower 45.3% of the country's resident population make up foreign nationals (Wille & Roos, 2020, p.101) to be accompanied with the particular "phenomenon, which has been on the increase since the 1980s, of *cross-border commuters*, i.e., workers from the neighboring regions with employment in the Grand Duchy, as well as the more recent phenomenon of residential migrants, i.e., people moving from Luxembourg to neighboring Germany, France, or Belgium" (ibid., p. 101-102). Overall, Luxembourg's multiculturalism can be traced back to the 19th century when the country experienced industrialization and an influx of workers from neighboring countries and not only (see, for example, Portugal, Italy, Poland, and Spain). Luxembourg's multicultural society was further shaped by the arrival of guest workers in the mid-20th century. Wille and Roos (2020) note that the recruitment of foreign laborers from Southern Europe, particularly Italy and Portugal, contributed to the cultural diversity of the country. These migration flows have had a lasting impact on the demographic composition and cultural landscape of Luxembourg; importantly, these days the south of the country (Pétange, Differdange, Rodange, Esch-sur-Alzette, etc.) is characterized by Portuguese speaking population due to the mentioned above.

In recent decades, Luxembourg has

recognized the importance of promoting multiculturalism in education and has implemented policies and initiatives to foster diversity and inclusivity. The Luxembourgish educational system has undergone reforms to reflect the multicultural nature of the country. According to Martyniuk (2022), the seventh of eight theses in the concept human language development highlights that “the development of the first languages and the initial shaping of individual linguistic repertoires are the strongest factors in the development of human personality” and the scholar stresses out that “developing new languages as new ways of handling meaning” is strengthened with time and should be considered “a constant property of human mind” (Martyniuk, 2022, p. 107-108).

Luxembourg has introduced intercultural education as a key component of its educational curriculum; this approach aims to foster understanding, respect, and dialogue among students from different cultural backgrounds. Furthermore, Luxembourg has implemented language policies that support linguistic diversity in education. The country is multilingual, with Luxembourgish, French, and German recognized as official languages; in business backgrounds, mainly in financial and banking sectors in particular, English will prevail (Deloitte, KPMG, Ernst&Young, international banks, etc.). This linguistic diversity is acknowledged in educational settings, where language learning and bilingual education programs have been developed (Tollefson & Pérez-Milans, 2018). These initiatives aim to promote linguistic inclusivity and provide equal opportunities for students from different linguistic backgrounds.

Additionally, Luxembourg has implemented measures to support the integration of migrant students in the education system. Wille and Roos (2020) highlight the establishment of specific support structures, such as language classes and integration programs, to assist migrant students in their educational journey. These initiatives aim to address potential language barriers and facilitate the integration of students from diverse cultural backgrounds into the Luxembourgish education system. For instance, with the full-scale invasion by the Russians into the Ukrainian lands in February 2022, there has been witnessed a

large wave of Ukrainians fleeing the war in search of international support and temporary protection. The Ukrainian children were warmly received in Luxembourgish international and municipal schools with regard to their capacities and needs; special ‘welcome classes’ were created to help them recover from the physical and emotional shocks experienced given their experiences and temporary displacement, and Ukrainian speaking teachers were employed by the *Ministère de l'Education nationale, de l'Enfance et de la Jeunesse* (Ministry of National Education, Children and Youth) to provide linguistic and cultural support to such temporarily displaced children and help them integrate into the Luxembourgish society in a smooth and exciting way.

Results and Discussion. The study examined the educational system in Luxembourg to understand its structure and organization, which resulted in the findings that reveal the following.

First, Luxembourg has a well-developed educational system that reflects the country's multicultural nature; its system encompasses both international and municipal (public) schools, as well as public and private schools, providing education from early childhood to tertiary levels (OECD, 2022). This inclusive framework serves as a foundation for implementing multiculturalism in education and promoting diversity and inclusivity (Purschke, 2020; Wille & Roos, 2020). Secondly, the results indicate that Luxembourg has recognized the importance of promoting multiculturalism in education by including it as a key component in the national curriculum. Intercultural education has been incorporated across different subjects and grade levels, aiming to foster understanding, respect, and dialogue among students from diverse cultural backgrounds. Today, *LUCET (Luxembourg Center for Educational Testing)* together with the *Ministère de l'Education nationale, de l'Enfance et de la Jeunesse*, are developing a series of projects to see how the educational system can become better and more efficient. For instance, in school surveys and questionnaires for parents, on top to German, French, English, and Luxembourgish, they also include the Portuguese language inasmuch bigger part of the population is Portuguese speaking. This approach

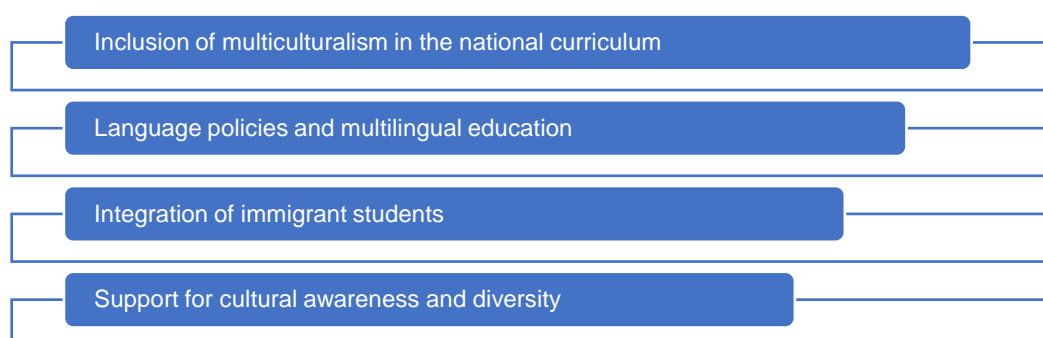
emphasizes the value of cultural diversity and prepares students to engage in a globalized world (Tollefson & Pérez-Milans, 2018; Piccardo, Germain-Rutherford & Lawrence, 2022).

Thirdly, the study examined the language policies and practices in Luxembourg's educational system and found as already mentioned above that Luxembourg as a multilingual country recognizes Luxembourgish, French, and German as official languages. The educational system acknowledges this linguistic diversity, which results in the implemented language policies to support multilingual education. Language learning and bilingual education programs have been developed to promote linguistic inclusivity and ensure equal opportunities for students from different linguistic backgrounds. These initiatives aim to enhance communication and facilitate social integration among students with diverse linguistic competencies (Tollefson & Pérez-Milans, 2018; Gay, 2018;

Piccardo, Germain-Rutherford & Lawrence, 2022).

The other elements in the Luxembourgish multiculturalism take to (i) successful practices of integrating immigrant students into the languages and culture and (ii) highly-ranking government support for cultural diversity and awareness (see Fig. 1. *Multiculturalism in Luxembourgish educational system: components to borrow*) based on recognition of interethnic relations which significance is utmost for efficient communication (see Shynkaruk & Shynkaruk, 2019) and development of intercultural communicative competence by maximizing students' capacities via the psycholinguistic dimension (Shynkaruk & Kharchenko, 2020). All these elements for implementation of multiculturalism in a country with a variety of peoples that come from different cultural backgrounds are worth considering as these practices have already been proven effective and can be taken from theory to practice.

Fig. 1. Multiculturalism in Luxembourgish educational system: components to borrow



Thus, the strategies and measures implemented to support the integration of immigrant students into the Luxembourgish education system highlighted the establishment of specific support structures, such as language classes and integration programs; these aim to address the unique needs of migrant students, to bridge potential language barriers, provide additional academic support, and facilitate the social integration of immigrant students. The findings suggest that Luxembourg is committed to ensuring equal educational opportunities for all students, regardless of their cultural or linguistic backgrounds (MIS; Tollefson & Pérez-Milans, 2018; Luxembourgish Education System, 2023).

Moreover, the initiatives and practices

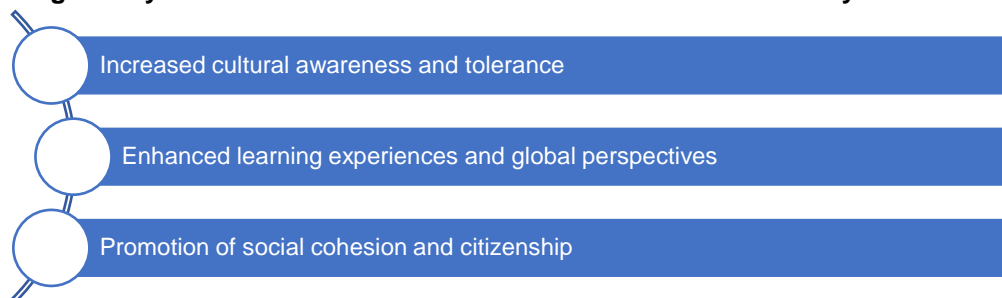
that aim at fostering cultural awareness and embracing diversity in Luxembourg's educational system reveal the presence of various programs, events, and activities that promote cultural understanding and appreciation. These initiatives include multicultural festivals, intercultural workshops, and collaborative projects that encourage students to learn about different cultures and engage in cross-cultural interactions. The study suggests that these efforts contribute to creating an inclusive and harmonious educational environment that values cultural diversity and nurtures intercultural competence among students (Tollefson & Pérez-Milans, 2018; Piccardo, Germain-Rutherford & Lawrence, 2022).

The multicultural education policies and

initiatives in Luxembourg have resulted in numerous benefits and positive outcomes. It has increased cultural awareness, tolerance, and empathy among students. By providing global perspectives, multicultural education enhances learning experiences and prepares students for a diverse world (Vakulyk, 2010;

Irkhina et al., 2020). These benefits and positive outcomes of multicultural education are well-documented and have a significant impact on individuals, educational institutions, and society as a whole (see Fig. 2. *Key benefits of multicultural education in the Grand Duchy of Luxembourg*).

Fig. 2. Key benefits of multicultural education in the Grand Duchy of Luxembourg



The following are key benefits associated with multicultural education as detailed:

1. *Increased cultural awareness and tolerance*: Multicultural education fosters an environment where students gain a deeper understanding of different cultures, traditions, and perspectives. By learning about diverse cultures, students develop empathy, respect, and appreciation for others' experiences and beliefs. This heightened cultural awareness promotes tolerance, reduces prejudice, and encourages positive interactions among individuals from different backgrounds (Banks, 2016; Nieto & Bode, 2017; Chaika, 2022b).

2. *Enhanced learning experiences and global perspectives*: Multicultural education enriches the learning experiences of students by exposing them to a wide range of perspectives, ideas, and knowledge. It broadens their horizons beyond their own cultural context, providing them with a global perspective. Through exposure to diverse viewpoints, students develop critical thinking skills, problem-solving abilities, and the capacity to analyze complex issues from multiple angles (Banks, 2016; Gay, 2018). This prepares them to navigate an interconnected and diverse world.

3. *Promotion of social cohesion and citizenship*: Multicultural education plays a crucial role in promoting social cohesion and fostering active citizenship, as it encourages dialogue and collaboration among students from different cultural backgrounds; it also cultivates a sense of belonging and unity

within diverse communities. Students develop the skills necessary to engage in constructive discussions, negotiate differences, and work towards common goals. This understanding of collective responsibility and shared values contributes to the development of responsible and engaged citizens (Banks, 2016; Nieto & Bode, 2017).

Multicultural education has far-reaching implications for society. By equipping students with the knowledge and skills needed to navigate a multicultural world, it prepares them for successful participation in diverse workplaces, promotes intercultural understanding, and contributes to the creation of inclusive communities. Moreover, multicultural education challenges societal inequities by addressing issues of power, privilege, and social justice, ultimately working towards a more equitable and just society (Banks, 2016; Nieto & Bode, 2017; Chaika, 2022a: MIS).

Conclusion. Luxembourg's historical development and policies have played a crucial role in shaping its multicultural society. The country's commitment to promoting multiculturalism in education through intercultural approaches, language policies, and integration initiatives demonstrates its dedication to fostering diversity and inclusivity. The research findings have highlighted the impact of multicultural education in fostering cultural awareness, social cohesion, and intercultural competence development within Luxembourg's educational system, which can be taken as

credit for implementation in other countries' educational settings. Once education establishments start incorporating intercultural education into the curriculum, students may gain a deeper understanding of diverse cultures, which promotes tolerance and reduces prejudice. The study has also demonstrated how multiculturalism enhances learning experiences by providing students with a broader perspective on global issues. Through exposure to diverse viewpoints, students develop critical thinking skills, enrich their understanding of complex issues, and broaden their horizons beyond their own cultural context. The significance of multicultural education in promoting inclusive educational practices and fostering a sense of belonging among students from diverse cultural backgrounds cannot be exaggerated. By creating an inclusive and harmonious

learning environment, multicultural education reduces barriers, promotes equity, and cultivates a sense of shared values and responsibility. It is also concluded that the empowerment of students and teachers through multicultural education fosters social integration and cultural understanding within both Luxembourgish and international societies. Finally, the findings underscore the importance of embracing diversity within educational settings and reinforce the role of education in building a more inclusive and equitable society. They can guide future initiatives and policies aimed at further enhancing multicultural education in Luxembourg and serve as a foundation for creating culturally responsive and inclusive educational environments worldwide and in Ukraine, in particular.

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**Мультикультурність у системі освіти
Великого Герцогства Люксембург: основні переваги
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Анотація. Мультикультурність в освітній системі Великого Герцогства Люксембург набуває все більшої ваги у контексті вивчення питань культурного розмаїття у часи глобалізації та реформування світових систем освіти. Ця розвідка націлена на вивчення основних переваг мультикультурності в освітній системі Люксембургу з позиції подальшого використання такого досвіду в інших країнах з метою реформування освітніх програм. За результатами дослідження встановлено, що мультикультурна освіта в Люксембурзі відіграє важливу роль у підвищенні культурного розуміння, розширенні перспектив та розвитку глобального громадянства з-поміж школярів і студентів. Мультикультурна освіта сприяє формуванню соціальної єдності, створюючи почуття приналежності та поваги серед студентів, що походять з різних культур. За умови розвитку рівнів міжкультурної компетентності, школярі й студенти отримують необхідні навички для спілкування з представниками різних культур, що, у свою чергу, сприяє побудові міцних зв'язків та зменшенню рівня упереджень та проявів дискримінації у навчальному середовищі, зокрема. Загалом, це дослідження вносить свій внесок у розуміння переваг мультикультурності в освітній системі Великого Герцогства Люксембург та надає відповідну інформацію педагогам, політикам та зацікавленим сторонам для розвитку інклюзивних і культурно різноманітних навчальних середовищ. Шляхом прийняття та запровадження мультикультурності в освіті, Люксембург своїм прикладом демонструє світові, як можна виховувати покоління громадян з глобальним світобаченням, морально-етичними цінностями й суспільно прийнятними нормами поведінки, незважаючи на етнічний колорит і переконання; покоління майбутнього, які мають знання, уміння й навички, критично необхідні для успіху у сучасному світі. Підсумовуючи, за допомогою кращих практик Люксембургу з впровадження мультикультурності в національну освітню програму, Україна може отримати значні переваги у світлі впровадження освітніх реформ в умовах її відбудови та відновлення після повномасштабної російської агресії в лютому 2022 року.

Ключові слова: мультикультурність, мультикультурна освіта, освітня система, Велике Герцогство Люксембург, переваги, культурна свідомість, соціальна єдність, міжкультурна компетентність, інклюзивна освіта.