

The thesis deals with multicultural education definition and practice antinomies and with paradoxes arising from its bases that are destabilizing its concept and disputing its potential to fulfil the aims that are proposed by. Our analysis insists on findings and approaches coming from philosophical, philosophical anthropology perspectives, from philosophy of social science, sociology of knowledge, theories issue from social and cultural anthropology, political philosophy and post-structuralist philosophy of language that takes language as an instrument or image of understanding and word sense as an intertextual. The aim of this text is to introspect terms, definitions, constructs and optics of multicultural education concepts from the point of view of critical philosophy of education.