Abstract

The increasing supply of educational books for interculturality is proof that books continue to be a didactic and political tool. Increasing attention has thus been placed on the production processes of this literature that has witnessed the emergence of a series of implicit principles around what authorship should be like in order to be able to ensure symmetry between subjects in the educational field and in public space. This paper aims to debate and reflect on these principles based on a replication exercise of horizontal authorship that has been called «Intra Voices» in a context of cultural diversity that is different from the context in which it originally emerged. The conclusion points to considering meta-communicative co-analysis among participants as an indispensable mechanism to achieve a text on intercultural education.

Keywords

Text books, authorship processes, intercultural communication.