

# North-South Intercultural Conference 2026

Andorra La Vella, Andorra, 3-4 November 2026

## Intercultural Dialogue in the age of AI: Education for democratic and inclusive digital societies

### Concept note

In partnership with:



## Govern d'Andorra

The North-South Intercultural Conference 2026 is partially supported by *iLEGEND III: Intercultural Learning Exchange through Global Education, Networking and Dialogue (2022-2026)*, joint project of the European Union and the Council of Europe: co-funded by the European Union and the Council of Europe and implemented by the North-South Centre of the Council of Europe. The overall objective of the project is to increase the active engagement of EU member States, candidates and potential candidate countries' citizens (in particular young people) in safeguarding sustainable development and confronting global challenges and inequalities at local and global level.

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Artificial intelligence (AI) is increasingly integrated into daily life, offering new opportunities for innovation, education, and sustainable development. It is reshaping how people access information, communicate and interact. At the same time, its rapid deployment raises important questions about how digital technologies can be regulated in ways that respect human rights, democratic values, and the rule of law.

AI systems are not neutral. They are trained on existing data, which means they often reproduce dominant languages, dominant cultural perspectives and existing inequalities and biases, particularly those related to gender, “race<sup>1</sup>” and LGBTI persons. [Many communities, languages and worldviews—particularly from the Global South—remain underrepresented in datasets and AI development processes](#). Although they may be designed with the best intentions, even the most advanced AI systems still have technical limitations: they tend to simplify complex realities, struggling with cultural nuance and context, and eventually may reinforce stereotypes or create “filter bubbles” that reduce exposure to diversity. This is compounded by unequal access to digital technologies and disparities in resources, skills and training.

These limitations raise important questions for increasingly interconnected and diverse societies. How does the increase in the technological filtering of interpersonal relationships influence intercultural dialogue and what’s the role of growing automation? How do we citizens maintain critical judgement and openness to other perspectives when the algorithms rule the technologies we rely on, strengthening cultural and social biases? How can meaningful intercultural dialogue be preserved in digital environments such as social media, where information is increasingly filtered, personalised and generated by AI systems? What competences do we need to recognise these limits of AI and overcome them, making a proper use of it? How accountable must public policies become regarding transparency and diversity in datasets that found everyday technology in modern societies? Which are our responsibilities as society to ensure that human rights, democratic values and cultural diversity remain at the centre of technological transformation?

While technological progress should advance towards more inclusive, transparent and representative AI systems, education remains the most effective response to the challenges we currently face as citizens in our diverse, globalised, polarised and AI-shaped societies. Alongside Media and Information Literacy<sup>2</sup>, education policy and practices should address how to use AI while valuing cultural diversity, promoting openness to other beliefs, world views and practices, with respect and responsibility; they should equip people (especially the youngsters) with specific competences (i.e., empathy, skills of listening and observing) that allow them to interact with the *other* through AI in a constructive and inclusive way.

Building on the [Council of Europe's Framework Convention on Artificial Intelligence and Human Rights, Democracy and the Rule of Law](#), the [Council of Europe's Charter on Education for Democratic Citizenship and Human Rights Education](#)<sup>3</sup>, the [Reference Framework of Competences for Democratic](#)

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<sup>1</sup> Since all human beings belong to the same species, the Council of Europe rejects theories based on the existence of different “races”. However, in this document, the term “race” is used in order to ensure that those persons who are generally and erroneously perceived as “belonging to another race” are not excluded.

<sup>2</sup> Media and Information Literacy brings together three dimensions:

- Information Literacy: The ability to find, access, and effectively use information, as well as to recognize its trustworthiness.
- Media Literacy: The capacity to access, analyse, evaluate, and create media in various forms.
- Digital Literacy: The skills required to effectively use digital technologies and platforms.

<https://www.coe.int/en/web/education/media-and-information-literacy>

<sup>3</sup> For further information on Education for Democratic Citizenship, please look at the [European Space for Citizenship Education](#) of the Council of Europe.

[Culture](#) and other international soft-law instruments<sup>4</sup>, cooperation frameworks and agreements<sup>5</sup>, such as the [African Declaration on Artificial Intelligence](#); framing the discussion through the lens of Global Education<sup>6</sup>; and stressing the primary role young people have in addressing the aforementioned issues<sup>7</sup>, the 2026 North-South Intercultural Conference will explore how education can empower individuals and communities to engage constructively with cultural diversity in increasingly digital and AI-mediated environments. Bringing together stakeholders from Europe, Africa and the Middle East, it will provide a platform to exchange experiences, identify common challenges and share innovative practices that help ensure AI contributes to dialogue, inclusion and mutual understanding rather than division and exclusion.

Through a North-South perspective, participants will examine how education systems, youth initiatives and public policies can equip present and future generations to engage critically and responsibly with AI, while strengthening democratic culture, intercultural dialogue and respect for human dignity in the digital age. All reflection should result in shaping key features of the governance of AI systems in democratic societies.

The Conference will also mark the conclusion of the project [iLEGEND III – Intercultural Learning Exchange through Global Education, Networking and Dialogue programme \(2023–2026\)](#), providing an opportunity to take stock of the project's achievements and lessons learned. Throughout the implementation of iLEGEND III, themes related to digital transformation, inclusion, global citizenship, intercultural dialogue and democratic participation have been explored through key North-South Centre initiatives, including the [Global Education Week](#), the [Youth Summer Universities](#) and the [HEY Tutored Online Course on Intercultural and Interfaith Dialogue](#). The Conference will therefore serve as a space to reflect on how these experiences can contribute to addressing the opportunities and challenges posed by AI, while identifying future priorities for education, youth engagement and intercultural cooperation across Europe and beyond.

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<sup>4</sup> [Recommendation CM/Rec\(2026\)1 of the Committee of Ministers to member States on Equality and Artificial Intelligence](#)  
[Recommendation CM/Rec\(2026\)12 of the Committee of Ministers to member States on Artificial Intelligence Literacy](#)

<sup>5</sup> [UNESCO Recommendation on Education for Peace and Human Rights, International Understanding, Cooperation, Fundamental Freedoms, Global Citizenship and Sustainable Development](#)

<sup>6</sup> Global Education “empowers people to understand, imagine, hope and act to bring about a world of social and climate justice, peace, solidarity, equity and equality, planetary sustainability, and international understanding. It involves respect for human rights and diversity, inclusion, and a decent life for all, now and into the future. Global Education encompasses a broad range of educational provision: formal, non-formal and informal; life-long and life-wide”.

<https://www.gene.eu/declaration>

<sup>7</sup> [Luxor Declaration on Youth and Intercultural Dialogue in the Age of Artificial Intelligence](#)  
[African Youth Charter | African Union](#)