Deep Tech

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Insights on Ethical AI in Creative Education

Summary of Findings from Focus-Group Interviews in Luxembourg, Germany and Bulgaria

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DeepTech for Creative Trust: Countering Deepfakes and Enabling Ethical AI in the Audio-Visual Industry (DeepTech)

Project Number: 2025-2-LU01-KA210-VET-000371932

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1. About the Project

DeepTech for Creative Trust is an Erasmus+ KA210 VET cooperation project implemented by partner organisations in Luxembourg, Germany, and Bulgaria. The project addresses the growing impact of generative artificial intelligence and deepfake technologies on education, vocational training, and professional practice in the audio-visual and creative sectors.

Recent advances in AI-based image, video, and audio generation are reshaping how creative content is produced and distributed. At the same time, these technologies raise concrete challenges related to authenticity, consent, copyright, professional ethics, and public trust. Educators and trainers increasingly face questions from learners about how such tools work, how manipulated content can be identified, and what responsible use looks like in practice.

The project responds to these challenges by developing a practice-oriented training programme that strengthens AI literacy, ethical awareness, and critical analysis skills among educators, trainers, and creative professionals in VET and higher education contexts.

2. Executive Summary

Three expert focus-group interviews were conducted in Luxembourg, Germany, and Bulgaria as part of Activity 1 of the DeepTech for Creative Trust project. Each session involved between seven to nine participants and brought together educators, creative practitioners, media professionals, AI specialists, and experts in ethics and law.

Across all three countries, participants confirmed that deepfake technologies and generative AI tools are no longer a future concern but a present reality in education and creative work. While participants acknowledged the creative potential of these tools, they consistently highlighted a lack of structured guidance for educators and learners, particularly regarding detection, ethical boundaries, and legal responsibilities.

The discussions confirmed the relevance of the proposed six-chapter training structure and underscored the need for applied, example-based learning. Rather than highly technical

instruction, participants emphasized the importance of conceptual understanding, critical judgement, and practical workflows that can be realistically implemented in educational and training settings.

3. Context and Objectives

The focus-group interviews were conducted to support the co-design of the training programme "Ethical AI for Creative Trust." Building on the project's initial needs analysis, the sessions aimed to ensure that the training content reflects real challenges faced by educators and creative professionals across different European contexts.

The specific objectives were to:

- Validate the relevance and structure of the proposed training chapters
- Identify priority competences for educators and learners
- Collect concrete examples, tools, and scenarios from professional practice
- Explore ethical, legal, and trust-related concerns linked to AI-generated audio-visual content
- Compare perspectives across Luxembourg, Germany, and Bulgaria

4. Methodology

All focus-group interviews followed a shared methodological framework to ensure consistency while allowing space for national and sector-specific perspectives.

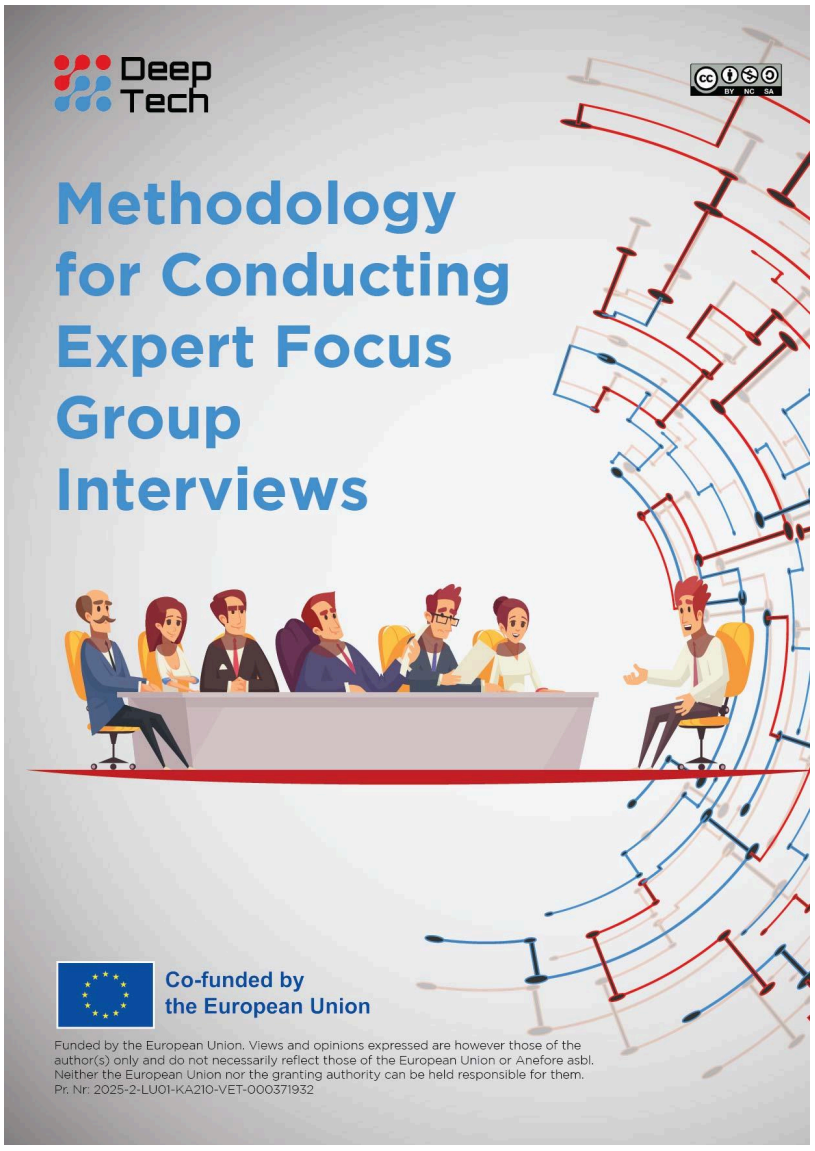

Image: Methodology for conducting expert focus group interview

The Luxembourg session involved experts from vocational education and training, creative and software industries, and digital innovation. The discussion focused strongly on applied training needs, real-world constraints, and the expectations placed on VET trainers by learners and employers.

The German session was hosted by XU Exponential University of Applied Sciences and brought together experts in AI, media studies, ethics, and higher education. Participants

contributed perspectives rooted in applied research, curriculum development, and academic teaching.

The Bulgarian session included professionals from audio-visual production, media literacy, and AI-supported creative workflows. The discussion placed particular emphasis on industry practices, verification challenges, and the realities of working with AI-generated media in production environments.

Each session lasted between 60 and 90 minutes and was moderated using semi-structured guiding questions. Key points were documented during the sessions and validated through end-of-session summaries.

5. Findings by Thematic Area

5.1 Opportunities and Risks of Generative AI and Deepfakes

Participants across all three focus groups recognized the creative and educational opportunities offered by generative AI. These included faster content prototyping, new visual and narrative formats, and increased experimentation in teaching and learning contexts.

At the same time, participants consistently raised concerns about the growing difficulty of distinguishing authentic from manipulated content. Risks discussed included misuse of personal likeness, unclear copyright ownership, reputational damage, and declining trust in audio-visual media. Several participants noted that learners often overestimate the reliability of AI-generated outputs, highlighting the need for stronger critical media literacy.

5.2 Competence Development Priorities

A shared conclusion across the three countries was that educators do not need deep technical expertise, but they do need a solid conceptual understanding of how deepfakes and generative AI function. Priority competences identified included:

- Basic AI and deepfake literacy
- Critical analysis of audio-visual content
- Ethical judgement and responsibility
- Awareness of legal and copyright implications
- Transparent and accountable creative practices

Participants emphasized that these competences should be developed through applied examples rather than abstract theory.

5.3 Training Programme Structure: Chapter-Specific Insights

Participants broadly validated the proposed six-chapter structure of the training programme.

- **Chapter 1 Understanding Deepfake Technologies and Generative AI** - should explain core concepts in accessible language, avoiding unnecessary technical detail.
- **Chapter 2 Detecting and Analysing Manipulated Audio-Visual Content** - should focus on practical detection strategies and critical observation rather than promising automated solutions.
- **Chapter 3 Ethical, Legal, and Copyright Implications of AI in Creative Work** - was identified as particularly important, as legal and ethical uncertainty remains high among educators and learners.
- **Chapter 4 Responsible AI Workflows for Creative and Media Professionals** - should translate ethical principles into everyday creative workflows.

- **Chapter 5 Restoring Trust and Transparency in Digital Media** - should address transparency and disclosure as practical tools for rebuilding trust.

- **Chapter 6 Applied Deepfake Analysis and Hands-on Verification Techniques** - should rely heavily on hands-on exercises, case studies, and collaborative analysis.

5.4 Ethical and Legal Considerations

Ethical concerns raised during the discussions included consent, misuse of biometric data, power asymmetries, and the normalisation of manipulated media. Participants stressed the importance of aligning training content with European legal frameworks, including data protection and emerging AI regulation, while keeping explanations practical and understandable.

6. Insights for Training Materials and Applied Exercises

Participants recommended that training materials include:

- Short, realistic case studies

- Step-by-step analysis tasks

- Verification checklists

- Group-based discussion and reflection exercises

The emphasis was placed on supporting informed judgement rather than prescribing fixed answers.

7. Comparative Analysis: Luxembourg, Germany, and Bulgaria

Luxembourg, Germany, and Bulgaria represent three distinct yet complementary contexts for the adoption of deep technologies and ethical AI practices in the creative and educational sectors. Their differences in scale, institutional maturity, digital readiness, and regulatory culture provide a valuable comparative framework for testing, adapting, and validating project outputs across Europe.

Luxembourg offers a small but highly interconnected ecosystem, where close collaboration between public institutions, education providers, and creative professionals is common. The country has strong digital infrastructure, high levels of trust in public institutions, and a proactive stance on data protection and regulatory compliance. However, due to its size, Luxembourg's creative sector often relies on flexible, project-based work and informal learning pathways. This makes it an ideal testing ground for practical, modular training solutions that can be easily integrated into ongoing professional activities. Ethical AI and trust-related issues are already part of the public discourse, but concrete, hands-on training tailored to creative practitioners remains limited.

Germany, by contrast, represents a large-scale and highly structured environment with a strong tradition in both vocational education and higher education. Its creative industries are well established and supported by formal institutions, while AI-related debates are advanced and often framed within strict legal, ethical, and academic standards. This creates both opportunities and challenges: while awareness of ethical AI is relatively high, the complexity of existing frameworks can make practical implementation difficult, especially for educators and creative professionals without a technical background. Germany's context is therefore particularly relevant for validating whether the project's training materials can translate complex ethical and legal concepts into accessible, practice-oriented learning formats without oversimplification.

Bulgaria provides a contrasting perspective, characterized by a fast-growing digital and creative sector operating within more limited institutional support structures. While technical skills and digital creativity are strong, especially among younger professionals, formal training on ethical AI, intellectual property, and data protection is often fragmented or absent. This context highlights the need for capacity-building initiatives that are inclusive, affordable, and adaptable to learners with diverse educational backgrounds. Bulgaria serves

as a crucial environment for testing the accessibility and clarity of the project's outputs, ensuring they are usable beyond highly resourced or policy-driven ecosystems.

When viewed together, these three countries illustrate different stages and approaches to digital transformation and ethical AI adoption. Luxembourg emphasizes agility and cross-sector collaboration, Germany brings depth, structure, and regulatory rigor, while Bulgaria underscores the importance of accessibility and skills development in emerging ecosystems. This comparative diversity strengthens the project by ensuring that its results are not tailored to a single national context but are transferable, scalable, and relevant across different European realities.

8. Conclusions and Recommendations

The focus-group interviews confirmed the relevance and necessity of the DeepTech for Creative Trust training programme. Participants supported a balanced approach that combines technical understanding, ethical reflection, and practical application.

The findings will be used to finalise the curriculum structure, develop training materials, and ensure alignment with European ethical and legal standards in the next phase of Activity 1.

9. Photos & Screenshots

Photos: taken during the focus group interviews

Image 1: Focus group interview in Germany

Image 2: Focus group interview in Germany

Image 3: Focus group interview in Luxembourg