**Understanding VET contexts for the adaptation of lesson study**

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Vocational education and training (VET) faces challenges due to the rapid evolution of technology, which impacted all economic sectors making digital skills essential for employment. Besides preparing students for specific occupations, VET fosters students’ skills to develop new ideas in business and industry. This brought about a need for approaches to, and opportunities for VET teachers’ initial and continuing professional development. Hungary, Austria, Malta and the Netherlands, forming part of the LS4VET Erasmus+ project (Lesson Study for VET – Teachers' collaboration for Improving the Quality of Vocational Education and Training; 2020-1-HU01-KA202-078848) aim to introduce lesson study (LS) in VET, as a professional development model for supporting this change process. To understand how to adapt LS for VET context, our countries embarked on designing a LS model specific to VET that emerges from a training needs analysis (TNA) intended to identify VET-specific contextual factors. This TNA includes the design of interviews and an online survey. Interviews, conducted with the school manager, the leader of a subject department and a teacher in the VET school of each country, were intended to identify individual and organisational level factors. The survey was then designed to explore teachers’ needs for pedagogical and methodological improvement, familiarity with learner-centred, active, digital and other 21st century teaching methods, and teachers’ engagement in collaborative activities. In our presentation, we report and discuss these findings.