**The adaptation of lesson study to vocational education: The LS4VET project**

Since the Japanese jogyou kenkyuu (lesson study /LS/) became internationally well-known – following the first influential American publications on the method in the 1990s (Lewis & Tsuchida, 1998; Stigler & Hiebert, 1999) – a number of related types of Lesson Study became also well known (e.g., Chinese lesson study: Chen & Zhang, 2019). Hybrid versions (Selezniov, 2019) of LS have also evolved that involved fundamental theoretical changes (e.g., learning study; Marton & Fung-Lo, 2007), but most adaptations emerged to adjust to local cultural characteristics (e.g. in the USA; Wolf, 2007), to local systems of education (e.g. in Kazakhstan; Khokhotva, 2018), to certain sectors of education (e.g. in initial teacher education; Larssen et al., 2017), or even to certain institutions (e.g. in Budapest Japanese School; Gordon Győri, Halász & Endrődy-Nagy, 2017). However, until now LS has not been systematically adapted to a special educational sector: vocational education and training (VET). In a 3-year-long Erasmus+ project (LS4VET: Lesson Study for VET –Teachers' collaboration for Improving the Quality of Vocational Education and Training; 2020-1-HU01-KA202-078848) our 4-country-team (Hungary, Austria, Malta and the Netherlands) is working on the adaptation of LS to VET. In our symposium we present our project objectives and first results: the project background and planned activities, the outcome of interview- and survey-based data collection to guide our adaptation, a new theoretical model of LS developed within the framework of the LS4VET project, and the role of learners in the adapted version of LS to VET.