**Janos Gyori & Eszter Bukki**

**Eotvos Lorand University**

[**gyori.janos@ppk.elte.hu**](mailto:gyori.janos@ppk.elte.hu)

**eszter.bukki@ppk.elte.hu**

**LS4VET: Lesson Study for vocational education and training. Project background and planned activities**

**lesson study, vocational education, Erasmus+**

Since lesson study (LS) has started its worldwide spread, numerous adaptations have emerged. These aimed to adjust LS to the culture of the adapting country and system of education, the characteristics of the adapting school, or a new sector of education. The main rationale of our Erasmus+ project (LS4VET: Lesson Study for VET – Teachers' collaboration for Improving the Quality of Vocational Education and Training; 2020-1-HU01-KA202-078848) was that LS has not been systematically adapted to and widely used in the sector of vocational education and training (VET), while there is much need for new efficient methods of teacher professional development in VET (Williams, 2019). VET teachers are a heterogeneous group of professionals with different backgrounds (Ping et al., 2018). Many vocational teachers are career switchers, who had not received teacher education, and most of their formal professional development focus on maintaining industry currency (Hoekstra et al. 2015; Hoekstra & Newton 2017; Van der Klink & Streumer, 2017). While VET in the 21st century faces multiple challenges (rapidly changing skills needs, transforming jobs, increasing number of unmotivated under-achieving students), traditional pedagogies are still prevalent in many VET schools (Cedefop, 2015). We introduce how our project aims to develop and pilot an adaptation of LS to VET context that can enhance student learning through improving VET teachers’ pedagogy based on their increased collaboration.