

4th

# YOKOHAMA BASIC PLAN FOR THE PROMOTION OF EDUCATION

2022-2025



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# Outline of the Fourth Plan



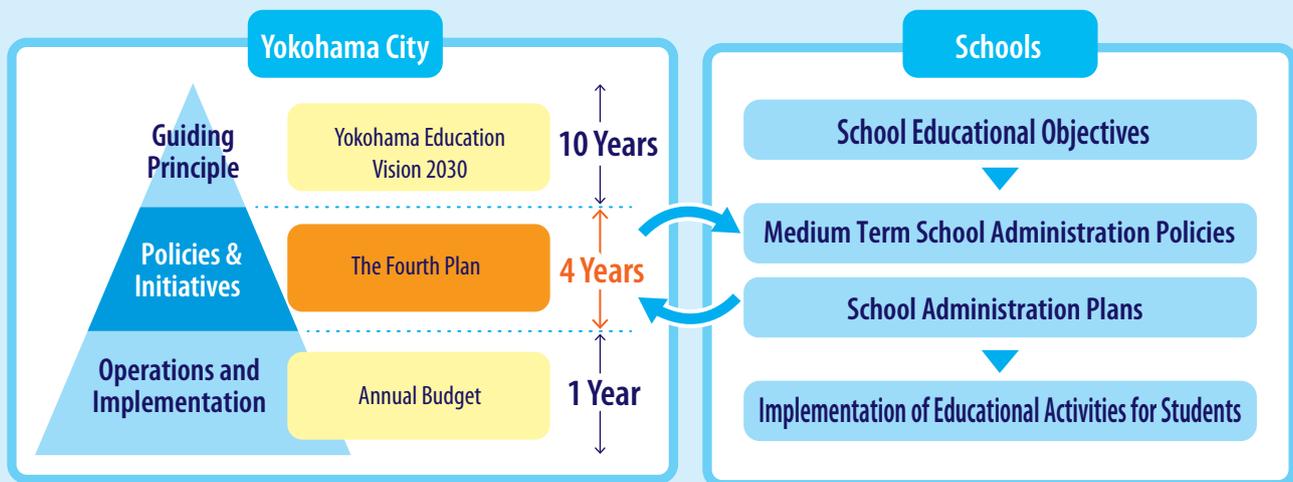
## 1 The Role of the Fourth Plan

The Fourth Yokohama Basic Plan for the Promotion of Education (hereinafter referred to as the Fourth Plan) is an action plan created to achieve the goals of Yokohama Education Vision 2030 (formulated 2018). Education Vision 2030 describes the objectives of education which our society aims to achieve by 2030. The Fourth Plan has been positioned as a basic plan for polices to be implemented for education advancement by local public organizations, based on Article 17, Clause 2 of the Basic Act on Education.<sup>1</sup>

## 2 Relationship with Municipal Schools

Each school has established it's own educational objectives to achieve the goals of Yokohama's Educational Vision 2030: Raising children that can self-learn, connect with society, and build the future together. The Three Year Medium Term School Administration Policy is also produced as action plan for achieving these objectives, as well as various annual school administration plans.

To achieve high-quality education, strengthen ties to educational policy, and ensure the entire city is headed in the same educational direction, it is extremely important that all schools create their own school administration plans in accordance with the Fourth Basic Plan for the Promotion of Education. The Board of Education will work to understand the situation in each school and provide support.



## 3 Period Covered by the Plan

4 Years: FY2022 to FY2025

## 4 Integration with other Yokohama City Policies

The Fourth Plan has been created in alignment with the Yokohama Medium Term Four-Year Plan 2022 - 2025, the Financial Vision for the Sustainable Development of Yokohama City, and other plans.

<sup>1</sup> It was decided during the FY2021 Yokohama General Education Conference that parts of this plan will replace the Guidelines for Education in Yokohama from FY2022 in order to promote consistency in educational policies throughout the city.



# Yokohama Education Vision 2030

## 1 Yokohama Aims to Build Character

Self-Learning, Connecting with Society, Building the Future Together

## 2 Yokohama Instills Qualities

To raise children into the kind of people we aim for them to become, Yokohama aims to teach children to acquire five qualities on their own. We want them to find a balance between the five qualities, and understand how they relate to each other.

### Knowledge

Utilizing knowledge for life and work

### Morality

Self-confidence and compassion

### Physicality

A strong body and mind

### Community

Public spirit and social participation

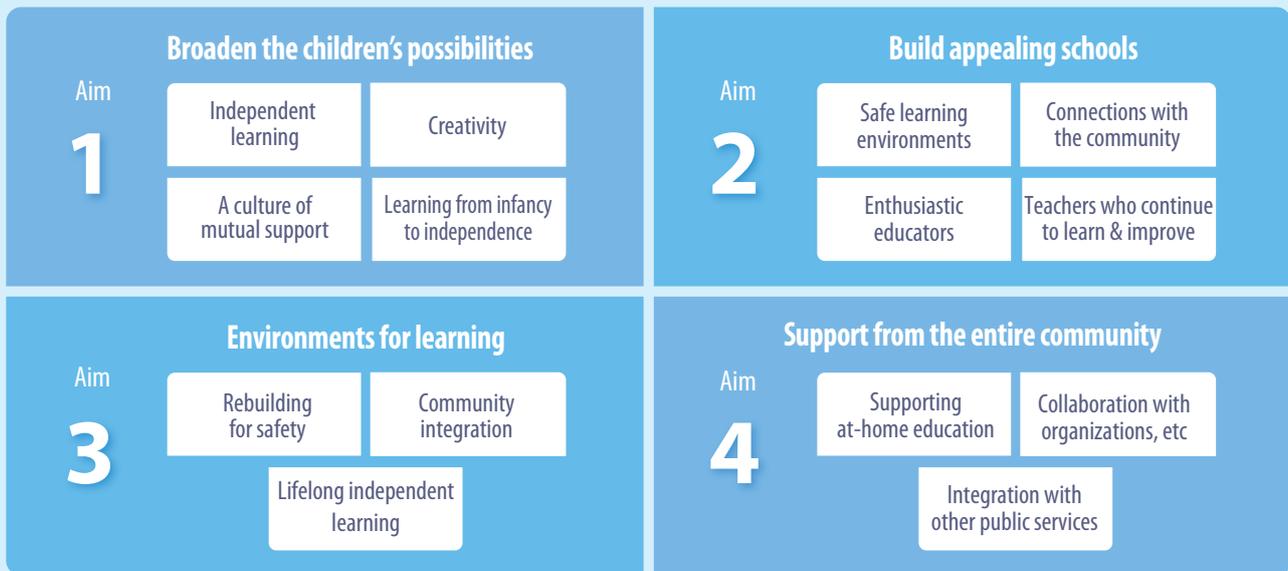
### Openness

Respect diversity & change the future



## 3 The Aims of Education in Yokohama

Education that respects diversity and values connections.



## Structure of the Plan

This section presents the pillars & policies based on the aims of education described in Yokohama Education Vision 2030. (The pillars of the Fourth Plan will be composed of some of the initiatives of Vision 2030.) Each policy will have its indicators, main initiatives, and estimated project numbers published & managed on the PDCA cycle.

### Yokohama Education Vision 2030

### Newly determined portions in the 4th Yokohama Education Promotion Plan

Aims

Pillars

Policies

Indicators

Main initiatives

Estimated project Numbers



# The Principles of the Fourth Plan



## Respect for the Individual

Only by respecting the individuality & diversity of each and every student can we help them to develop their own character and abilities. The plan promotes education based on fundamental respect for human rights, enabling every student to learn & grow in comfort & safety.



## This is Our Plan, Our Work

The plan builds a system in which everyone is involved. Families, local communities, organizations, private companies, NPOs, and so on all cooperate & collaborate, creating a team to raise our children.



## Promotion of EBPM\*

Data analysis of the new Yokohama City Academic Standardized Tests will lead to improvements in the classroom & increase understanding of student situations. Educational policies based on objective data will be shared with educators and others who help children develop their abilities. These connections and collaborations will promote higher levels of educational quality.

\* Evidence Based Policy Making

# Self-learning, Connecting with

## Growth and Development

### Principle 1

### Respect for the individual

#### A commitment to no child left behind.

For children who need special support, children who need Japanese language guidance, children who refuse to attend school, and children who suffer in silence without telling anyone. We will support the **growth and development** of all 260,000 children on **an individual basis**.



14,000 students attend special support schools or classes  
3,100 receive Japanese language support  
6,600 have experience with refusing to attend school

(Approximate numbers)

### Perspective 2

### This is our plan, our work

Teachers have a limit to what they can achieve without outside support. We must raise our children with the **combined efforts** of schools, families, local communities, businesses, NPOs, and everyone involved in children's lives.

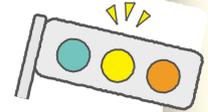


# Society, Building the Future Together

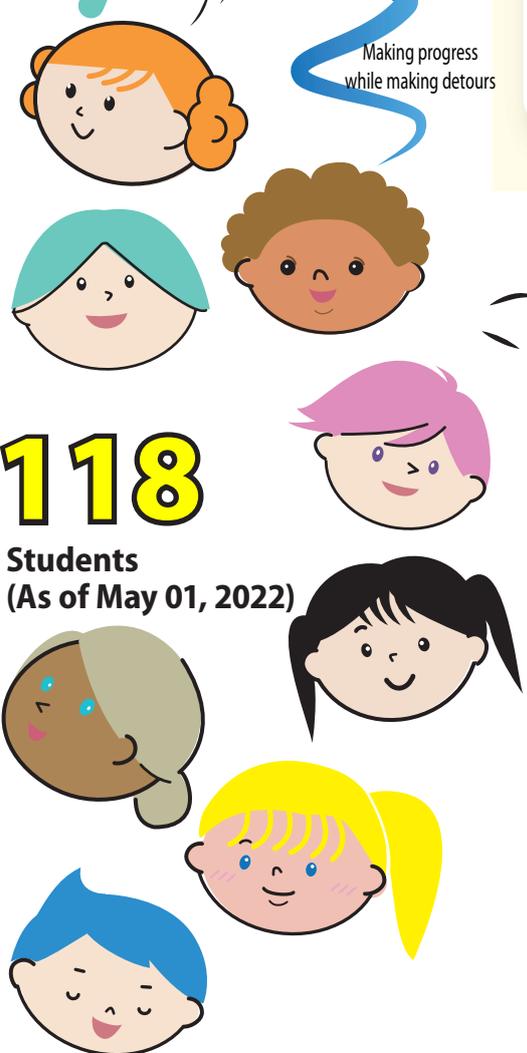
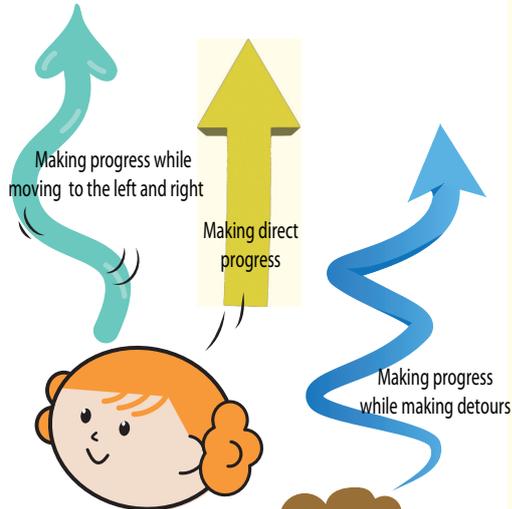
## for Me, You and Everyone

Principle 3

### Experience + Intuition $\times$ Data



**Teacher intuition & experience are combined with data** to produce a more accurate understanding of the child's current situation, and to discover signs of any difficulties sooner. We are promoting the use of **Evidence Based Policy Making (EBPM)**.



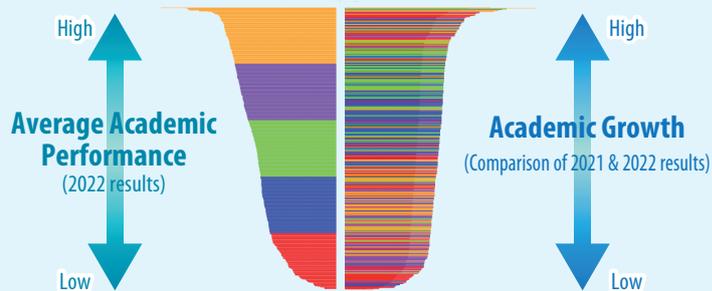
# 118

Students  
(As of May 01, 2022)

**Education is not about comparing one student's performance with class, school, or city averages. We are committed to improving individual academic growth to bring out the best in every student.**

Schools with high average academic performance\* are not necessarily the schools capable of achieving the most student academic growth.

**It's possible for every school to enable the most growth in every child.**



\*Academic Performance / Growth is defined by the Yokohama City Academic Standardized Tests as a measure of understanding and proficiency with educational material.

This marks the first year Academic Growth, a most important indicator, has been measured.



# The Pillars & Policies of the Fourth Plan

## Pillars

## Policies

1

Promoting education that recognizes everyone's individual needs

- 1 Enable deep interactive & independent learning
- 2 Improve ICT education & promote Kyoiku DX
- 3 Development of education for students with special needs
- 4 The advancement of education that matches students' diverse educational needs
- 5 Pushing high school education to a new era
- 6 Consistent education in elementary & junior high schools and promotion of collaboration between nursery schools, kindergartens & elementary schools

2

Nurturing the skills for cooperating in creating the future

- 1 Enhance English education and further international understanding education
- 2 Promotion of nurturing children capable of creating a sustainable society

3

Nurturing compassionate minds

- 1 Promotion of educational activities based on the spirit of respecting human rights
- 2 Creating schools in which students can learn with peace of mind

4

Nurturing healthy bodies

- 1 Promoting lifelong physical health and junior high school lunch service

5

Tie-ups and collaborations with a diverse range of participants, including households and communities

- 1 Enrichment of diverse collaborative learning
- 2 Improve support through collaboration with social services, health care, etc.
- 3 Promotion of home education support

6

Enthusiastic Educators who Continue to Learn

- 1 Integrated reforms for teaching staff recruitment, training and working methods

7

Better Educational Environments that are Safe and Secure

- 1 Systematic Rebuilding of school facilities
- 2 Ensure that the environment of facilities is safe and secure
- 3 Optimize school sizes and school zones.

8

Rich Learning Experiences for City Residents

- 1 Promotion of lifelong learning
- 2 Promote the construction of a new form of library and new reading experiences
- 3 Improve venues for learning about the history of Yokohama



## Policy 1 Enable deep interactive & independent learning

Objectives & Direction

To enable children to build the qualities and abilities we are aiming for, it's necessary to promote lesson improvements that support deep interactive and independent learning for students.

Current Situation & Challenges

With inquiry-based learning & experiences, we have supported students learning in collaboration with their peers (and others) for some time. With the promotion of interactive & independent learning, students have been self-regulating, studying what is most suitable for their individual needs. We aim to improve lessons even more with these new initiatives by providing detailed guidance customized to each student's current educational situation.

Main Indicators

Indicators	Latest Numbers (FY2021)	Target Numbers for FY2025
Percentage of students whose Yokohama City Standardized Tests Academic Level* increased:	Elementary School 6th Graders: Japanese 67.8%, Arithmetic 62.7% Junior High School 3rd Graders: Japanese 64.8%, Mathematics 51.0% (FY2022)	Elementary School 6th Graders: Japanese 70%, Arithmetic 70% Junior High School 3rd Graders: Japanese 70%, Mathematics 70%
Percentage of students who created their own project assignment, gathered information, and discussed it with peers to find solutions	Elementary School 6th Graders: 71.8% Junior High School 3rd Graders: 65.6%	Elementary School 6th Graders: 75% Junior High School 3rd Graders: 70%

\*Academic Level, divided into 42 levels, is a measure of academic understanding & proficiency as defined by the Yokohama City Standardized Tests.

Main Initiatives

### 1. Lesson improvement to develop the qualities and abilities of each student

- Guidance for Reading Skill Educational R&D schools, expansion of after school care support schools
- Implementation of the Yokohama Board of Education Curriculum Research Council

### 2. Detailed educative support for each student's specific learning situation and the promotion of *Team Gakunen*

- Guidance for reading skill focused Educational R&D Schools, expansion of schools providing after-school education support
- Introduction of *Team Gakunen* to all elementary schools. *Team Gakunen* is the division of subject teaching among 5th and 6th grade teachers.

## Policy 2 Improve ICT education & promote Kyoiku DX

Objectives & Direction

We aim to develop ICT teaching skills and student ability to utilize ICT, as well as continuing with the establishment of the new education center.

Current Situation & Challenges

Elementary, junior high, and special needs students have been provided with their own a digital device, and schools have high-bandwidth, high-speed LAN. We have participated in national trials for cloud services and student digital textbook use. For further improvement of ICT education and the promotion of *Kyoiku DX*, it is important to promote and support the use of ICT throughout all schools, and improve the skills of teachers.

Main Indicators

Indicators	Latest Numbers (FY2021)	Target Values for FY 2025
Percentage of surveyed students that are confident with the basic operation of digital devices, the use of ICT for researching & producing assignments, and understand information security & ethics	Elementary School 6th Graders: 85.1% Junior High School 3rd Graders: 85.4% (FY2022)	Elementary School 6th Graders: 90% Junior High School 3rd Graders: 90%
Percentage of surveyed teachers that use ICT for lessons & other school activities, and that can develop the students' ability to use ICT	79.1%	95%

Main Initiatives

### 1. Developing student ability to use ICT

- Promotion of the use of cloud services, devices, online lessons, and student digital textbooks

### 2. Development of ICT teaching skills and the new education center

- ICT Coordinator training & support
- The preparations for the new education center (opens FY2029) will be the center of the promotion of *Kyoiku DX*.

# YOKOHAMA KYOIKU DX:

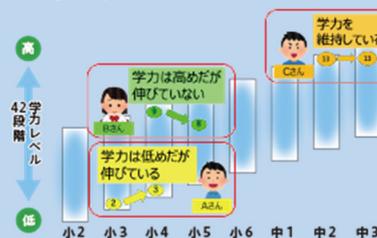
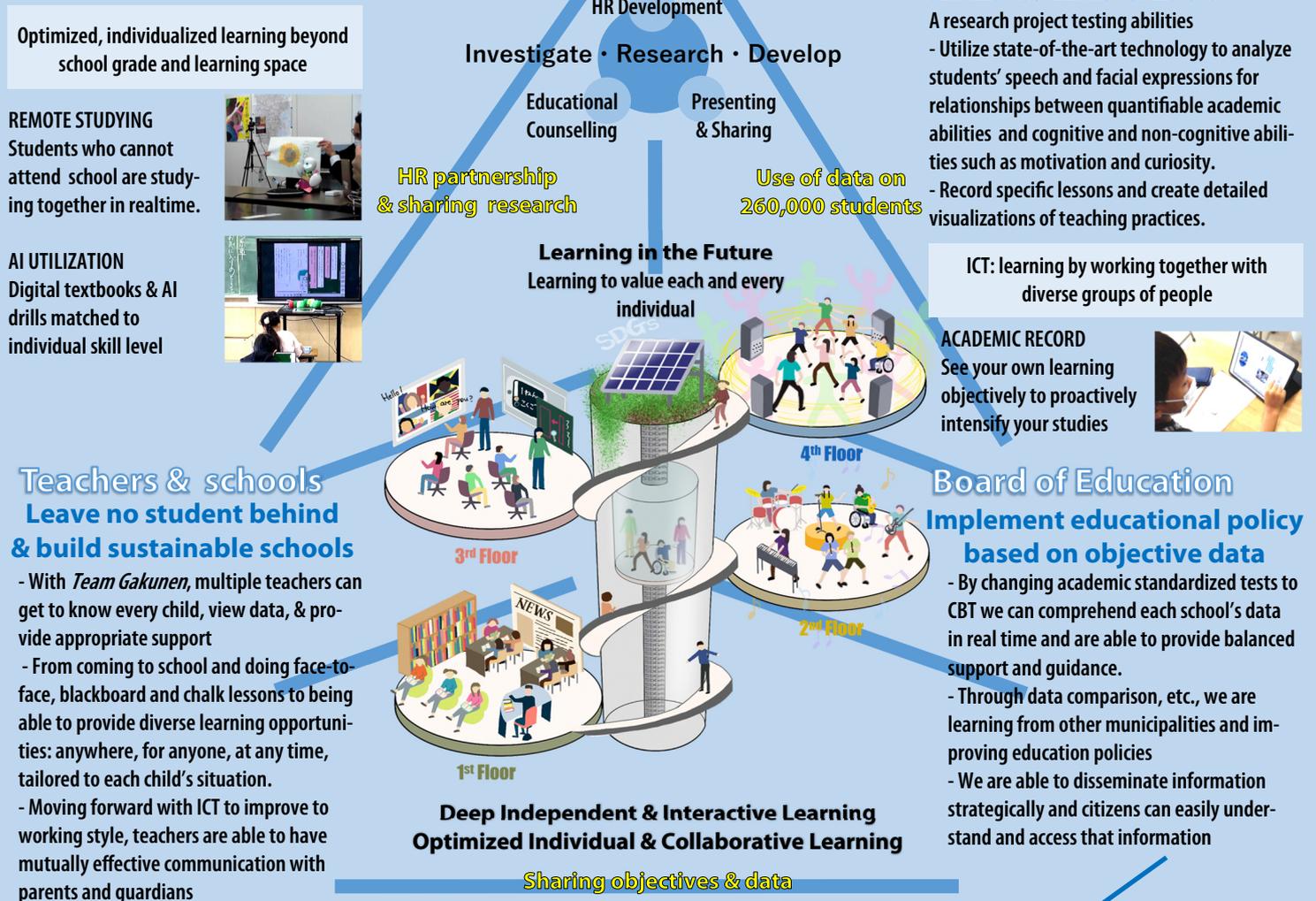
The digital transformation of education

**Yokohama Kyoiku DX is: Students, teachers & schools, and the Board of Education all working to implement better educational activities<sup>1</sup>. It's also about the three groups sharing and utilizing data.<sup>2</sup> We aim to work as one solid unit, raising the quality of education in Yokohama.**

As the largest self-governing municipality in Japan, in addition to having big data on 260,000 students, and being one of the leading cities in the world as far as the number of devices their educational institutions introduce to their students, Yokohama is capable of attracting the world's attention as a hub for the advancement of the digital transformation of education. In the months ahead, according to the idea that resources<sup>3</sup> come together where there is usable data, focused on a new education center, and promoting diverse collaboration and cooperation between industrial, educational, and public institutions and citizens, Yokohama aims to amass advanced initiatives and achievements to lead Japan's digital transformation of education.

## The Yokohama Kyoiku DX strategy scientizes education, improving quality

### A New Center for Education A hub for evidence-based policy making (EBPM)



**IRT**  
By implementing IRT<sup>4</sup>, we can visualize every individual's growth and development

**YOKOHAMA CITY STANDARDIZED TESTS**  
Launching Japan's first and largest scale IRT-based academic standardized tests targeting 240,000 students.

1 - Using ICT for class improvement, reforming work practices, and better planning of education policy through the use of big data. 2 - Increased & earlier student support based on student data, and extra support from the board of education based on employee overtime data. 3 - Resources include HR, the annual budget, equipment, knowledge and experience. 4 - IRT quantifies academic achievement levels using a scale created by experts based on preliminary survey results.

## Policy 3 Development of education for students with special needs

Objectives & Direction

Current Situation & Challenges

Main Indicators

Main Initiatives

We want to offer diverse & flexible learning spaces, give students both with and without special needs the opportunity to learn to their fullest, and to improve the quality of dedicated special needs teachers.

The number of students that have special needs or require special care increased 70% over the last ten years, and now stands at 13,790. All teachers need special needs expertise, and schools need to have complete special needs support structures. The range & severity of disabilities is increasing. The number of students with multiple disabilities is also increasing. We need to continue our analysis of medical support structures in schools.

Indicators	Latest Numbers (FY2021)	Target Values for FY2025
Percentage of parents & guardians who feel that support based on individual educational support plans - taking into account the needs of each student - is being provided.	88%	90%

### 1. Further development of special needs support classes in all elementary & junior high schools

- Increase the number of teachers with special needs education qualifications, and develop systems for students receiving medical care
- Expand Japanese language support schools, support services for students that need Japanese language support in all schools, and special needs educational research & development schools

### 2. Enhancement of special needs support schools

- Improvement of commuting support and medical care systems in schools, and the advancement of collaborative research between elementary / junior high schools and special-needs schools.

## Policy 4 The advancement of education that matches students' diverse educational needs

Objectives / Orientation

Current Situation and Issues

Main Indicators

Main Initiatives

The advancement of support for students who experience school refusal, students that need Japanese language support, and students with other diverse needs.

The number of students avoiding school increased to 6,616 in FY2021, representing an 80% increase over the last ten years. The number of students requiring Japanese language support more than doubled to 3110 students in FY2021, representing a 160% increase over the last ten years. It is now more important than ever to advance education for students with diverse educational needs.

Indicators	Recent Situation Values (FY2021)	Targeted Values (FY2025)
Percentage of students who have refused to attend school who say they have found a place for social participation and community where they are free of anxiety	78.9%	85%
Percentage of students receiving Japanese language support who experienced an increase in the total number of points scored for self-esteem, sympathy, and thoughtfulness.*	Elementary School 3rd to 6th Graders: 47.3%	Elementary School 3rd to 6th Graders: 60%

\*The Y-P Assessment is an analytical tool developed in Yokohama for understanding the development of group and individual social skills—more than twice a year, shifts in self-esteem, empathy, and thoughtfulness towards classmates are analyzed.

### 1. Increased support for school refusal students to study & find a place for social participation

- Expansion of heartfelt room projects - places of free learning with extra support
- Expansion of at-home study programs - online studying resources & support

### 2. Increased Japanese language learning support for students that need help with Japanese

- Establishment of a fourth Japanese language guidance center, and the promotion of related initiatives
- More school international classrooms and supplementary teaching staff skilled in foreign languages, and an increase in educational workshops and school visits by the Board of Education

### 3. Promotion of measures to fight child poverty

- Increased of welfare and learning support for children in need
- Establishment of career guidance cafes in part time & night schools

# Pushing high school education forward to a new era

Objectives & Direction

**Promoting high school education to realize autonomous learning, and expanding characteristic initiatives to all schools in order to nurture human resources capable of being active throughout the world.**

Current Situation & Challenges

At municipal high schools, we are striving to achieve autonomous and interactive deep learning through the promotion of initiatives for comprehensive inquiry time, as well as promoting global education and science education, while making the most of the characteristics of each school. Besides further promoting and expanding these initiatives, we intend to respond to student diversification and the rising needs for special educational support. To this end, we must make even fuller arrangements for consultation and support. In addition, in combined junior and senior high schools, there is a need for amplification and expansion of the substance of education by, for example, investigation of initiatives at Minami High School.

Main Indicators

Indicators	Current Numbers (FY2021)	Target Numbers for FY2025
Percentage of students who answered that they are now able to think, act and solve problems autonomously during “time for comprehensive research”	81%	95%

Main Initiatives

**1. Promotion of high school education that makes the best use of each school’s characteristics**

- Announcement of the achievements made by students with regard to subject research learning, and holding study programs from teaching staff
- Promotion of global education/science education
- Promotion of nurturing leaders (ESD) capable of achieving the SDGs (School Promoting ESD: Higashi High School)
- Holding training seminars for teaching staff (Sakuraoka High School)

**2. Support for a diversifying student population**

- Implementation of support for students that need Japanese language guidance in municipal high schools (support provided within the school, at other schools, and by dispatching teaching staff)

# Consistent education in elementary & junior high schools and the promotion of collaboration between nursery schools, kindergartens & elementary schools

Objectives & Direction

**Improve education with an elementary and junior high school combined nine-year perspective. Promote cooperation between nursery schools, kindergartens, and elementary schools, aiming for seamless continuity with elementary school education.**

Current Situation & Challenges

In compulsory education schools and other elementary and junior high school groups, it is necessary to engage in distinctive initiatives that make use of special cases in the system and move forward with even more improvements in elementary and junior high school integration. It is also necessary for nursery schools, kindergartens, and elementary schools to cooperate, to share the desired level of development to attain by the close of early childhood, and to link children's growing with their learning.

Main Initiatives

**1. Improve educational continuity between elementary and junior high school**

- Promote the introduction of original subjects at compulsory education schools and in other elementary and junior high school groups

**2. Improve collaboration and continuity between nursery schools, kindergartens, and elementary schools to maintain learning and development during bridge periods**

- Promote understanding and sharing of the desired level of development to attain by the close of early childhood through nursery school, kindergarten, and elementary school



### Policy 1

## Enhance English education and further international understanding education

Objectives & Direction

**Promote education in English and international understanding, etc. toward the development of citizens who are active in global society and can collaborate and co-exist with others.**

Current Situation & Challenges

Placing AETs—native English speaking teachers with international backgrounds—in all elementary, junior high, and high schools, and international understanding classes with teachers from other countries who introduce their country and local culture in English, we are focusing efforts on education in English and international understanding. It is necessary to continuously develop the ability to communicate in English as well as gain exposure to different cultures and cultivate the behavior of turning one's eyes to one's own culture.

Main Indicators

Indicators	Current Numbers (FY2021)	Target Numbers for FY2025
Percentage of pupils and students who wish to improve their English skills for communication purposes	Elementary School 6th Graders: 73.9% Junior High School 3rd Graders: 66.5%	Elementary School 6th Graders: 80% Junior High School 3rd Graders: 70%
Percentage of students who acquired the equivalent of Grade 3 or higher in the EIKEN Test in Practical English Proficiency by the time they graduated from junior high school	54.9%	60%

Main Initiatives

### 1. Nurturing communication skills through the English language

- Place AETs in every elementary, junior high, and high school and expand on specialized elementary school English teachers
- Utilize the Yokohama Round System\* and set up and use digital learning platforms

\* A method of providing guidance in which the textbooks, etc., used throughout the year are repeatedly used several times to enable each student to express themselves in a foreign language at a level that best suits them.

### 2. Promotion of international understanding education

- Implementation of international understanding classrooms and the Yokohama Children's International Peace Program, etc.

### Policy 2

## Promotion of nurturing children capable of creating a sustainable society

Objectives & Direction

**The integrated promotion of nurturing children who will become leaders capable of achieving the SDGs and the provision of career education in order to nurture children capable of creating a sustainable society**

Current Situation & Challenges

The number of schools with grades or classes pursuing education for sustainable development (ESD), which nurtures SDG leadership, is increasing. But, it is important for schools as a whole to promote ESDs. Moreover, in order to initiate a pro-active, independent student approach, it is necessary to integrate promotion with programs such as Hamakko Future Company Project and Self-Creation (*Jibun-Zukuri*) Career Education where schools work on solving social problems through collaboration and cooperation with companies, etc.

Main Indicators

Indicators	Current Numbers (FY2021)	Target Numbers for FY2025
Percentage of pupils and students who believe that they are capable of solving the community and social problems they have encountered themselves through learning	Elementary School 4th to 6th Graders: Average of 69.3% Junior High School 1st to 3rd Graders: Average of 62.1% (FY2022)	Elementary School 4th to 6th Graders: Average of 72% Junior High School 1st to 3rd Graders: Average of 65%

Main Initiatives

### 1. Promotion of nurturing leaders (ESD) capable of achieving the SDGs

- Promote cooperation focused on the Yokohama City ESD Promotion Consortium\*
  - Improve education for sustainable development (ESD), nurture leadership in achieving the sustainable development goals (SDGs)
- \* A community of diverse organizations participating and cooperating in popularizing education based on ESD principles in Yokohama municipal schools

### 2. Further improve Self-Creation (Jibun-Zukuri) Career Education

- Expand the number of schools working on the Hamakko Future Company Project\*
  - Expand the number of educational research and development schools implementing Self-Creation (Jibun-Zukuri) Career Education.
- \* Schools cooperating and collaborating with companies, etc., to solve social problems



## Policy 1

### Promotion of educational activities based on the spirit of respecting human rights

#### Objectives / Orientation

Create a school culture in which each and every person can feel comfortable and safe, fostering children rich in spirit who care for themselves and others.

#### Current Situation and Issues

Observing weakening interpersonal relationships, children's increasingly complex backgrounds, diversification, and human rights issues, we want to create a new culture. A culture that helps students value themselves and others, and cultivates a spirit of respect. Therefore, it is necessary to use Y-P Assessment to understand children's emotional development, improve moral education, and create opportunities to give students real experiences that will refine their sensibilities.

#### Main Indicators

Indicators	Latest Numbers (FY2021)	Target Numbers for FY2025
Percentage of classes that experienced an increase in the total number of points scored for self-esteem, empathy and consideration*	Elementary School 3rd to 6th Graders: 48.1%	Elementary School 3rd to 6th Graders: 60%

\* Through implementing the Y-P Assessment—an analytical tool developed in Yokohama for understanding the development of group and individual social skills—more than twice a year, shifts in self-esteem, and empathy and thoughtfulness toward classmates, are analyzed.

#### Main Initiatives

#### 1. Promote the use of the Yokohama Student Social Skills Program

- Expansion of schools implementing the Y-P assessments twice yearly
- Train Yokohama Student Social Skills Program instructors

#### 2. Creating opportunities to come into contact with actual professionals

- Promote performing arts experiences for students such as watching orchestra and ballet performances
- Promote projects to invite top athletes like Olympians and Paralympians to schools

## Policy 2

### Creating schools in which students can learn with peace of mind

#### Objectives & Direction

Further raising teacher awareness, and aiming to improve the student support system to be able systematically deal with diverse challenges.

#### Current Situation & Challenges

There were 7,556 cases identified as bullying in FY2021 and cases are on the rise. In schools that have many cases, Yokohama is standing at the ready to proactively acknowledge and eliminate bullying and, in accordance with the country's position, is working on early detection in an attempt to recognize more cases. It is necessary to continue to cooperate with experts and relevant organizations and strive for swift resolutions.

#### Main Indicators

Indicators	Latest Numbers (FY2021)	Target Numbers for FY2025
Percentage of classes that experienced an increase in the total number of points scored for self-esteem, empathy and consideration* [Reposted. Pillar 3, Policy 1]	Elementary School 3rd to 6th Graders: 48.1%	Elementary School 3rd to 6th Graders: 60%

#### Main Initiatives

#### 1. Create groups students can participate in with peace of mind

- Implementation of various human rights study programs for teaching staff
- Promote cooperation between schools and their parents, guardians, and community in Yokohama Student Conferences (Yokohama Kodomo Kaigi)

#### 2. Strengthen the way that issues facing children are systematically dealt with, and prevent problems from happening

- Employ full time student support and student guidance teaching staff to accompany the expansion of full time employment for part-time substitute teachers
- Expansion of stationing school counselors and school social workers



## Policy 1 Promoting lifelong physical health and junior high school lunch service

### Objectives & Direction

In addition to the establishment of initiatives enabling pupils and students to maintain healthy bodies, the maintenance of a system providing satisfying school lunches to all students in alignment with the stipulations laid down in the School Lunch Act.

### Current Situation & Challenges

Choice-based school lunches (delivered) have been provided in junior high schools since April 2021, although certain issues remain with the school lunch system. It is necessary to investigate a way to establish a school lunch system that is capable of serving the needs of approximately 83,000 students and teaching staff; the largest in Japan. Also, the physical strength of pupils and students in Yokohama is deteriorating as a direct result of the COVID-19 crisis, and it is becoming important for students to improve the way they maintain their own health throughout their lives.

### Main Indicators

Indicators	Latest Numbers (FY2021)	Target Numbers for FY2025
System of providing school lunches in junior high schools	Maximum 40% (FY2022)	The procedures for securing a system capable of serving everybody with school lunches has been completed
Percentage of students who wish to enjoy physical activities and sports with a diverse range of people, regardless of their own strength, capabilities, gender or whether or not they have any disabilities	85% (FY2022)	88%

### Main Initiatives

### 1. Implement a junior high school lunch service that satisfies all students and promote food and nutritional education.

- Secure a system of providing school lunches to junior high schools via a delivery system, and prepare for methods in which satisfying school lunches can be provided to students. In principle, all students will eat school lunches in the future.
- Expand the number of elementary/junior high school blocks that have food and nutritional education networks.

### 2. Improving health maintenance and realizing rich sporting lives

- Creation and promotion of plans to nurture healthy bodies in elementary and junior high schools

### 3. Realizing sustainable club activities

- Promotion of the Yokohama Municipal School Club Activity Guidelines
- Stationing of club activity instructors and club activity coordinators\*

\* Providing guidance and assistance for facilitating the creation of short and effective activity plans for students and advisory teaching staff

### 4. Support for dental health education

- Promote dental health education through collaborations with school dentists, etc.

### 5. Promotion of health education

- Improve health education in modern-day health issues such as infectious diseases and addictions, including gaming disorders, etc.

# Pillar 5 Tie-ups and collaborations with a diverse range of participants, including households and communities



## Policy 1

### Enrichment of diverse collaborative learning

#### Create opportunities that connect children to society

Objectives & Direction

Current Situation & Challenges

Main Indicators

It is necessary to continue to promote exchange and collaboration between schools and community through the integrated promotion of school management councils and the cooperative activities between schools and the community, safety to and from school, education on disaster prevention and the improvement of social services activities, etc.

Indicators	Latest Numbers (FY2021)	Target Numbers for FY2025
Percentage of schools who reported that the collaborative efforts of parents, guardians, and members of the community were effective in improving schools' academic levels.	Elementary Schools: 93.7% Junior High Schools: 87.3%	Elementary Schools: 95% Junior High Schools: 95%

Main Initiatives

#### 1. Promotion of tie-ups and collaboration with the community

- Implement study programs aimed at school administrative association committee members, and training of administrative support, school and community coordinators
- Implement traffic safety measures along walking routes to schools and activities to protect children as they walk to and from school
- Promote disaster prevention education and disaster prevention measures through collaborations between households and communities
- Recommend community and social engagement such as visits and interactions with social welfare facilities and opportunities to experience using sign language and wheelchairs, etc.

## Policy 2

### Improve support through collaboration with social services, health care, etc.

Objectives & Direction

Current Situation & Challenges

Main Initiatives

#### Strengthen ties with social services, healthcare, and other institutions to provide children with support.

It is necessary to strengthen ties with related organizations to ensure that everybody takes advantage of their services for coping with the complexities and various problems that children get caught up in, ensuring that students have somewhere to go after school, and providing support for children in need of medical care, etc.

#### 1. Strengthening ties with social welfare, medical care and other institutions

- Strengthen ties with school social workers, school counselors, specialists and related institutions
- Strengthen ties with After School Kids' Clubs and other after school children's clubs
- Facilitate support from Yokohama-style coordinators for children and others under medical care

## Policy 3

### Promotion of home education support

Objectives & Direction

Current Situation & Challenges

Main Initiatives

#### Work on improving home education support.

Community connections are weakening and support for home education is undergoing a huge transformation. It is necessary to improve support in providing opportunities to learn about home education, and in assisting exchanges between parents and between parents and communities, etc.

#### 1. Support for home education through tie-ups with related organizations and the community

- Support for parent/child hands-on experience activities and lectures, etc.
- Hold classes for parents and guardians for raising children who require special support and consideration
- Implement school visits by the parents and guardians of preschool children through collaborations with nursery schools, kindergartens, and elementary schools.
- Hold health courses for adolescents and their parents or guardians



## Policy 1

### Integrated reforms for teaching staff recruitment, training and working methods

#### Objectives & Direction

**Aiming at securing more time to study and improving the capacity and capabilities of teaching staff by promoting reformed methods of working, involving leaving the workplace at 19:00 at the latest as a basic principle**

#### Current Situation & Challenges

Amid a trend toward yearly decreases in the number of people wishing to become teachers, there is a need to secure teaching staff with high levels of enthusiasm and skills. Providing support for teaching staff with minimal experience and securing sufficient time for them to study by diversifying their teaching duties are the issues being faced. In addition, although there is a definite decrease in the percentage of teachers who have to remain at school, etc., after working hours for more than 80 hours per month, there are still a certain number of teachers who are required to work for long periods of time, which means that we are still only halfway through our objective of reforming work methods.

#### Main Indicators

Indicators	Latest Numbers (FY2021)	Target Numbers for FY2025
Percentage of teaching staff who have improved their capacity and capabilities *1	92%	95%
Number of teachers who have worked more than 80 hours per month at school, etc., outside of working hours for two consecutive months *2	2,798 people	0 people (every fiscal year)
Percentage of teachers who finish work by 19:00	75.9%	90%

\*1. Percentage of teachers who answered that they have improved their capacity and capabilities based on analytical charts.

\*2. The total number of teachers who have experienced this at least once during the fiscal year. Investigations into revising the indicator for which the rules and regulation stipulate 45 hours of overtime per month is to be carried out at the point at which this indicator is reached.

#### Main Initiatives

#### 1. Securing talented human resources and training teaching staff prior to recruitment

- Improve public relations campaigns and the design of recruitment methods
- Holding Yokohama Teacher Seminars targeting people who wish to become teachers

#### 2. Train and support teaching staff to continue to learn

- Put in place training and development systems using a learning management system
- Promote and enhance diversified study methods using ICT

#### 3. Construct a team framework and use ingenuity to improve staff placement

- Strengthening organizational capabilities empowered by teams
- Expand deployment of non-teacher staff such as specialists (IT support staff, etc.)

#### 4. Improving and optimizing school duties

- Careful examination of school duties, and the promotion of outsourcing school duties
- Promoting flexible and efficient working methods with the use of ICT, etc.
- Further reform club activities (including deploying club instructors and considering transitioning activities from the school to the community)

#### 5. Strengthen managers' management skills and change their way of thinking

- School administration support provided by school educational offices with the use of aggregate results of actual working conditions in each school
- Implementation of work method seminars aimed at school principals in their second year of tenure



## Policy 1 Systematic rebuilding of school facilities

Objectives & Direction

### Promotion of the systematic and effective rebuilding of schools.

Current Situation & Challenges

Nearly forty percent of school facilities were built more than fifty years ago and they are deteriorating. It is necessary to rebuild these schools in an environmentally friendly way while considering functional improvements, consolidation of schools, and combination with public facilities.

Main Indicators

Indicators	Latest Numbers (FY2021)	Target Numbers for FY2025
Number of schools for which rebuilding work has started	4 schools (total)*	17 schools (total)

\* Total number of schools since the enactment of the Basic Policies for the Rebuilding of Yokohama Municipal Elementary Schools and Junior High Schools (May 2017)

Main Initiatives

#### 1. Promotion of the systematic rebuilding of school facilities

- Selection of schools for which rebuilding needs to be considered, and the implementation of basic rebuilding structures and designs
- Review of basic rebuilding policies

#### 2. Maintaining school facilities that take the natural environment into account

- Making use of the opportunity to rebuild by using timber for the interiors and installing solar power generation facilities, etc.

## Policy 2 Ensure that the environment of facilities is safe and secure

Objectives & Direction

### Develop safe and secure educational environments that are easy for everyone to use

Current Situation & Challenges

In addition to moving ahead with work on school facilities that are in a deteriorated condition and on disaster-prevention measures, it is necessary to promote the maintenance of educational environments that are pleasant and easy for everyone to use in such areas as installing air-conditioning, westernizing toilet facilities, and installing elevators, etc.

Main Initiatives

#### 1. Guaranteeing the safety of pupils and students in school facilities

- Improving outer walls, window sashes and other non-structural areas, securing safety in school grounds located near elevated escarpments, and establishing safety measures for concrete-block walls, etc.

#### 2. Maintaining educational environments that are pleasant and easy for everyone to use

- Upgrading air-conditioning, westernization of toilet facilities, new installation of elevators, and installation of solar power generation facilities, etc.

## Policy 3 Optimize school sizes and school zones

Objectives & Direction

### Move forward with optimizing school sizes and revising school zones

Current Situation & Challenges

It is necessary to move ahead with optimizing school sizes and revising school zones appropriate to each area while obtaining the understanding and cooperation of parents, guardians, and community residents.

Main Initiatives

#### 1. Optimize school sizes and school zones

- Schools to be optimized: newly-opened consolidated Kamishirane Kita Junior High School, Akuwa and Izumino Elementary Schools, Higiriyama and Minamimaioka Elementary Schools, Higashitotsuka Elementary School, and Saitobun Elementary School.



## Policy 1

### Promotion of lifelong learning

Objectives & Direction

**Promote city residents' lifelong learning and further expand the extent of social engagement.**

Current Situation & Challenges

With people now living to be 100 years old, there is a heightened need for lifelong learning. It is also necessary to train personnel who produce learning opportunities that expand the extent of social engagement.

Main Initiatives

#### 1. Promotion of lifelong learning

- Support the development of coordinators to encourage citizens' social engagement
- Implement the interactive social education program, Kodomo Adventure College

## Policy 2

### Promote the construction of a new form of library and promote reading experiences

Objectives & Direction

**In addition to the function that municipal libraries provide as a source of knowledge, we will investigate refurbishing them as comfortable environments for spending pleasant times and promote reading activities.**

Current Situation & Challenges

Six of the city's eighteen libraries were built more than forty years ago, and in addition to systematic improvements and rebuilding efforts, it is also necessary to investigate the best way of refurbishing libraries so that they can improve the attractiveness of the locality. It is also necessary to create more opportunities for city residents to read, and expand the initiatives for promoting reading activities in communities and schools.

Main Indicators

Indicators	Latest Numbers (FY2021)	Target Numbers for FY2025
Number of books loaned out by libraries *	11,600,000 books/year	12,000,000 books/year
Investigations into methods for refurbishing municipal libraries	–	Vision Formulation (FY2023)

\* Including the books loaned out by municipal libraries (including electronic books loaned out) and books loaned out to residents of Yokohama by other cities through the use of the wide-area mutual loaning system

Main Initiatives

#### 1. Construct new types of libraries and improve library services

- Survey and investigate methods of refurbishing libraries, formulate a vision, and improve book collections, electronic books, etc.

#### 2. Promotion of reading activities

- Support volunteer activities, create reading opportunities throughout the city, and improve training for librarians and teacher-librarians

## Policy 3

### Improve venues for learning about the history of Yokohama

Objectives & Direction

**Work toward improving historical and cultural studies and the storage and use of cultural assets.**

Current Situation & Challenges

The diverse cultural assets of Yokohama play a vital role in learning about the history of Yokohama, and it is necessary to pass this down to the next generation by improving the attractiveness of communities and revitalizing communities through the broad-ranging use of this.

Main Initiatives

#### 1. Promotion of the storage, use and understanding of the cultural assets that remain in the city

- Formulation of the Community Plan Involving the Storage and Use of Yokohama's Cultural Assets, surveys into intangible folk-cultural assets, and safety measures for historical sites, etc.

#### 2. Creating opportunities for people to come into contact with Yokohama's history and culture

- Lessons involving visits by museum curators, etc., and the creation of lesson-content videos using cultural assets



## 4th Yokohama Basic Plan for the Promotion of Education

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Summary

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