

4th

YOKOHAMA BASIC PLAN FOR THE PROMOTION OF EDUCATION

2022-2025



CONTENTS



Summary of Plan Formulation	1
1 Plan Positioning / 2 Relationship with Municipal Schools / 3 Plan Period 4 Relationships with Other Plans, Etc., Formulated by Yokohama City	
Yokohama Education Vision 2030	2
1 Human development that education in Yokohama aims for 2 capabilities nurtured by education in Yokohama / 3 Orientations of education in Yokohama	
Composition of the plan	2
4th Basic Education Promotion Plan Perspectives	3
Three Perspectives of the 4th Yokohama Basic Education Promotion Plan in Details (Conceptual Diagram)	4,5
Plan system	6
Description of each pillar	
Pillar 1 Promotion of learning that places the emphasis on every individual	
Policy 1 Realizing autonomous and interactive deep learning	7
Policy 2 Substantiation of information-related education and the promotion of education digitalization (DX)	7
Policy 3 Promotion of special support education	9
Policy 4 Promotion of education in alignment with diverse educational needs	9
Policy 5 Promotion of high-school education aimed at the new age	10
Policy 6 Consistent education in elementary and junior high schools, and the promotion of tie-ups between nurseries, kindergartens and elementary schools	10
Pillar 2 Nurturing the skills for cooperating in creating the future	
Policy 1 Substantiation of English language education, and the promotion of international understanding education	11
Policy 2 Promotion of nurturing children capable of creating a sustainable society	11
Pillar 3 Nurturing compassionate minds	
Policy 1 Promotion of educational activities based on the spirit of respecting human rights	12
Policy 2 Creating schools in which students can learn with peace of mind	12
Pillar 4 Nurturing healthy bodies	
Policy 1 Promotion of lifetime health and junior high school lunches	13
Pillar 5 Tie-ups and collaborations with a diverse range of participants, including households and communities	
Policy 1 Substantiation of education linked into a diverse range of participants	14
Policy 2 Substantiation of support through tie-ups with social welfare and medical care facilities, etc.	14
Policy 3 Promotion of home education support	14
Pillar 6 Teaching Staff Who Can Continue to Work and Learn Enthusiastically	
Policy 1 Integrated reforms for teaching staff recruitment, training and working methods	15
Pillar 7 Better Educational Environments that are Safe and Anxiety-Free	
Policy 1 Systematic rebuilding of school facilities	16
Policy 2 Securing Facility Environments that are Safe and Anxiety-free	16
Policy 3 Optimization of the scale of schools and school commutation zones	16
Pillar 8 Rich Learning Experiences for City Residents	
Policy 1 Promotion of lifelong learning	17
Policy 2 Constructing news types of libraries and promoting reading activities	17
Policy 3 Substantiation of venues for learning about the history of Yokohama	17



Summary of Plan Formulation



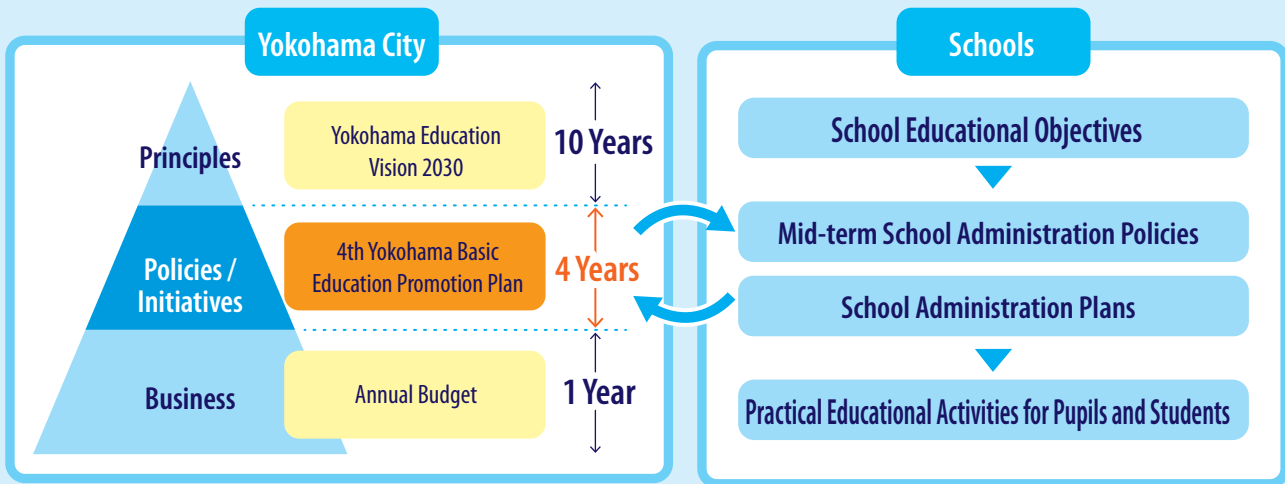
1 Plan Positioning

The 4th Yokohama Basic Education Promotion Plan (hereinafter known as the 4th Plan) is an action plan for the Yokohama Education Vision 2030 (formulated in 2018) that describes the objectives of education in Yokohama to which society should aim by the year 2030. It has also been positioned as a “basic plan for the policies to be implemented for the promotion of education by local public organizations” based on Article 17, Clause 2, of the Fundamental Law of Education.¹

2 Relationship with Municipal Schools

Each school has established educational objectives that aim at a level of education that nurtures “children capable of learning alone, becoming integrated into society, and able to cooperate in creating the future” as stipulated in Yokohama Education Vision 2030. Three-Year Mid-term School Administration Policies are also produced as action plans for achieving these objectives, and various types of Annual School Administration Plans are created based on this.

For the purpose of achieving high-quality education through sharing educational orientation and establishing ties to educational policies throughout the entire city, it is extremely important that all schools create their own school administration plans in view of the 4th Basic Education Promotion Plan. The Board of Education will work unobtrusively to understand the situation in each school and provide support.



3 Plan Period

4 Years: FY2022 to FY2025

4 Relationships with Other Plans, Etc., Formulated by Yokohama City

The relationships between the 4th Plan formulation are being correlated within the Yokohama Mid-Term Plan, 2022 - 2025, the Financial Vision for the Sustainable Development of Yokohama City, and other such plans.

¹ 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 Human development that education in Yokohama aims for

People who can learn by themselves, are linked with society, and can create the future together

2 Capabilities nurtured by education in Yokohama

We shall aim for the development of people who can learn autonomously, are linked with society, and will create the future together. To this end, we shall set forth the capabilities that children should acquire in the five aspects of knowledge, morality, body, community, and openness, and nurture a well-balanced development of the same while interrelating them.

Knowledge

Knowledge for living and working

Morality

An enriched heart

Body

A healthy body

Community

A public spirit and participation in society

Openness

Aspiration to open up the future

3 Orientations of education in Yokohama

Education that respects diversity and values connections.

To broaden the children's possibilities

Orientation

1

Learning on own initiative

Learning oriented toward creation

A culture of mutual support

Continuity of learning and growth

To build appealing schools

Orientation

2

Schools where children can learn with peace of mind

Schools linked with society

Teachers who are enthusiastic about teaching

Teachers who continue to learn

To prepare an enriched education environment

Orientation

3

Safe and secure environment

Schools that progress with the community

Abundant learning by citizens

To have society as a whole provide support for children

Orientation

4

Support for child discipline

Partnership and collaboration diverse parties

Seamless support



Composition of the plan

This section presents the pillars and policies based on the orientation of education set forth in Yokohama Education Vision 2030. (The pillars in the 4th Mid-term Plan partially consolidate the initiatives presented in the Vision orientation.) For each policy, it posts indicators, main initiatives, and estimated project volume. Progress will be managed by performance of the PDCA cycle.

Yokohama Education Vision 2030

Newly determined portions in the 4th Yokohama Education Promotion Plan

Pillars

Policies

Indicators

Indicators

Main initiatives

Estimated project volume



Placing the Emphasis on Every Individual

Placing the emphasis on the individuality and diversity of each and every child to promote education based on the spirit of respecting human rights from the perspective of allowing “every child to flourish with peace of mind,” as well as nurturing the capacity and capabilities of every child.



Plan for All, Let’s make it happen together

Team Yokohama consisting of multiple measures for strengthening the systems involving children, as well as tie-ups and collaborations between households, the community, related organizations, private companies and NPOs, etc., will come together to raise our children.



Promotion of EBPM*

In addition to promoting higher levels of class improvements and the understanding of pupils and students by analyzing data, such as the Yokohama Survey on Academic Performance and Learning, educational policies based on objective evidence will be shared between people involved in nurturing children, and tie-ups formulated for the purpose of achieving 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**.

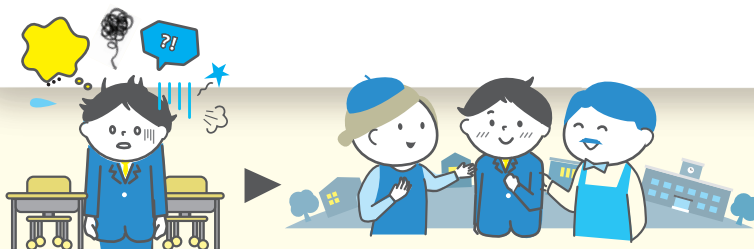


Approximately 14,000 elementary and junior high students attend special support schools or classes
Approximately 3,100 receive Japanese second language guidance
Approximately 6,600 have experience with refusing to attend school

Principle 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.

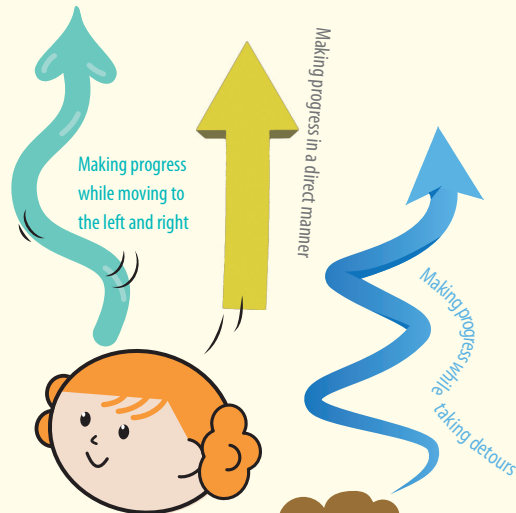
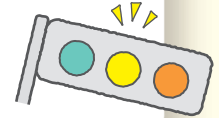


Society, Building the Future Together for Me, You and Everyone

Principle 3

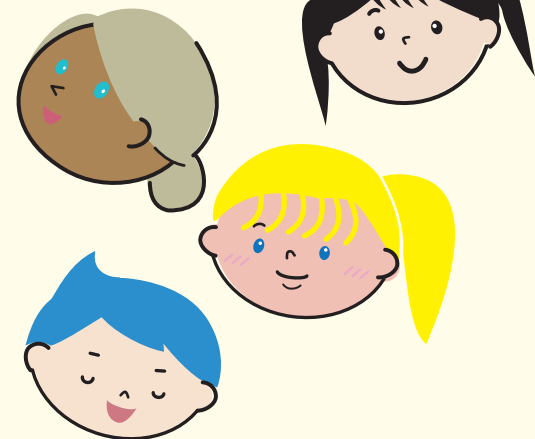
Experience & Intuition \times Data

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

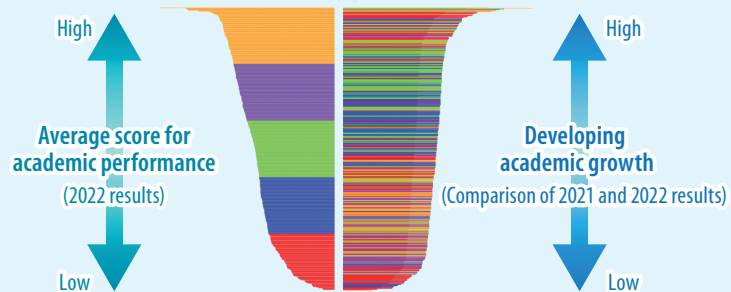
Children
(As of May 01, 2022)



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 each and every student.

Schools with **high scores for academic performance*** are not necessarily the schools capable of bringing out the best from each student.

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



* Academic Performance / Growth is defined by the Yokohama City Academic Standardized Tests as a measure of understanding and proficiency with educational material.
Source: FY2022 Yokohama Survey on Academic Performance and Learning

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



Plan system

Pillars

Policies

1

Promotion of learning that places the emphasis on every individual

- 1 Realizing autonomous and interactive deep learning
- 2 Substantiation of information-related education and the promotion of education digitalization (DX)
- 3 Promotion of special support education
- 4 Promotion of education in alignment with diverse educational needs
- 5 Promotion of high-school education aimed at the new age
- 6 Consistent education in elementary and junior high schools, and the promotion of tie-ups between nurseries, kindergartens and elementary schools

2

Nurturing the skills for cooperating in creating the future

- 1 Substantiation of English language education, and the promotion of 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 Promotion of lifetime health and junior high school lunches

5

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

- 1 Substantiation of education linked into a diverse range of participants
- 2 Substantiation of support through tie-ups with social welfare and medical care facilities, etc.
- 3 Promotion of home education support

6

Teaching Staff Who Can Continue to Work and Learn Enthusiastically

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

7

Better Educational Environments that are Safe and Anxiety-Free

- 1 Systematic rebuilding of school facilities
- 2 Securing Facility Environments that are Safe and Anxiety-free
- 3 Optimization of the scale of schools and school commutation zones

8

Rich Learning Experiences for City Residents

- 1 Promotion of lifelong learning
- 2 Constructing news types of libraries and promoting reading activities
- 3 Substantiation of venues for learning about the history of Yokohama



Policy 1 Realizing autonomous and interactive deep learning

Objectives / Orientation

Promoting improvements to lessons to allow pupils and students to realize autonomous and interactive deep learning, and nurturing the capacity and capabilities of each individual.

Current Situation and Issues

Thus far, we have striven to achieve collaborative learning (i.e., learning in collaboration with fellow students and diverse other people) through inquiry-based learning, experience-oriented activities, etc., and deep learning of both the autonomous and interactive types through the promotion of individual optimal learning in which students learn while making adjustments on their own. Along with the further promotion of these initiatives, there is a need for instruction that is finely attuned to the level of learning proficiency of the particular student, and further improvement of instruction.

Main Indicators

Indicators	Recent Situation Values (FY2021)	Targeted Values (FY2025)
The percentage of pupils and students whose academic performance levels improved in the fields of Japanese and arithmetic for elementary school 6th graders and in Japanese and mathematics for junior high school 3rd graders as indicated by the Yokohama Survey on Academic Performance and Learning *	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%
The percentage of pupils and students who established their own assignments, and gathered information and discussed it among themselves in order 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%

*42 stages indicating comprehension and mastering levels regarding studies with the Yokohama Survey on Academic Performance and Learning

Main Initiatives

1. Lesson improvements aimed at nurturing the capacity and capabilities of each and every pupil and students

- Investigations into revising the Yokohama Survey on Academic Performance and Learning, and establishing computer-based testing (CBT) so that surveys can be carried out via terminals
- Implementation of the Yokohama School Curriculum Research Council

2. Promotion of detailed learning support and team grade management in alignment with the situation of the children

- Implementation of guidance and after-school learning support for schools promoting improvements in reading skills
- Adoption of team grade management in alignment with academic subject allotment for the higher grades in all elementary schools

Policy 2 Substantiation of information-related education and the promotion of education digitalization (DX)

Objectives / Orientation

Improving the ability of pupils and students to use information and the ICT guidance capabilities of teaching staff, while moving ahead with the establishment of new education centers.

Current Situation and Issues

Initiatives have been established to ensure that every elementary, junior high and special support school student has his/her own terminal and that high-speed LANs, etc., are maintained and operated inside schools, as well as to ensure that schools are able to use cloud services and participate in verification projects for the nation's digital school textbooks. In addition, it is also imperative to improve the skills of teaching staff by promoting the use of ICT throughout all schools and providing support for this in order to substantiate information-related education and promote education digitalization (DX).

Main Indicators

Indicators	Recent Situation Values (FY2021)	Targeted Values (FY2025)
Percentage of pupils and students who answered that they "understand information morals and security," and are able to "perform basic terminal operations" and "use information for solving and researching problems."	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 teaching staff who answered that they use ICT for their school work and lessons, and that they are able to provide the guidance for teaching pupils and students to use information	79.1%	95%

Main Initiatives

1. Nurturing the capability of using information in pupils and students

- Use of cloud services, terminals, digital school textbooks and promotion of online lessons

2. Improving the capabilities of teaching staff to provide guidance for using ICT and preparing to establish new education centers

- Nurturing ICT coordinators
- Preparing to establish new education centers that will form the basis of promoting education DX (scheduled to open in FY2029)

YOKOHAMA Education DX

toward the achievement of future education

It may be added that Yokohama has the potential to attract worldwide attention as a center of education DX promotion. As the largest basic municipality in Japan, it has big data on some 260,000 students. In addition, it ranks among the top worldwide in respect of the number of student tablets introduced by its educational institutions. Going forward, we shall promote a diverse partnership and collaboration among industry, academia, government, and the private sector centered on the new education center in keeping with idea that resources collect around usable data, and target the buildup of a record for progressive initiatives that lead education DX in Japan.

Yokohama Education DX

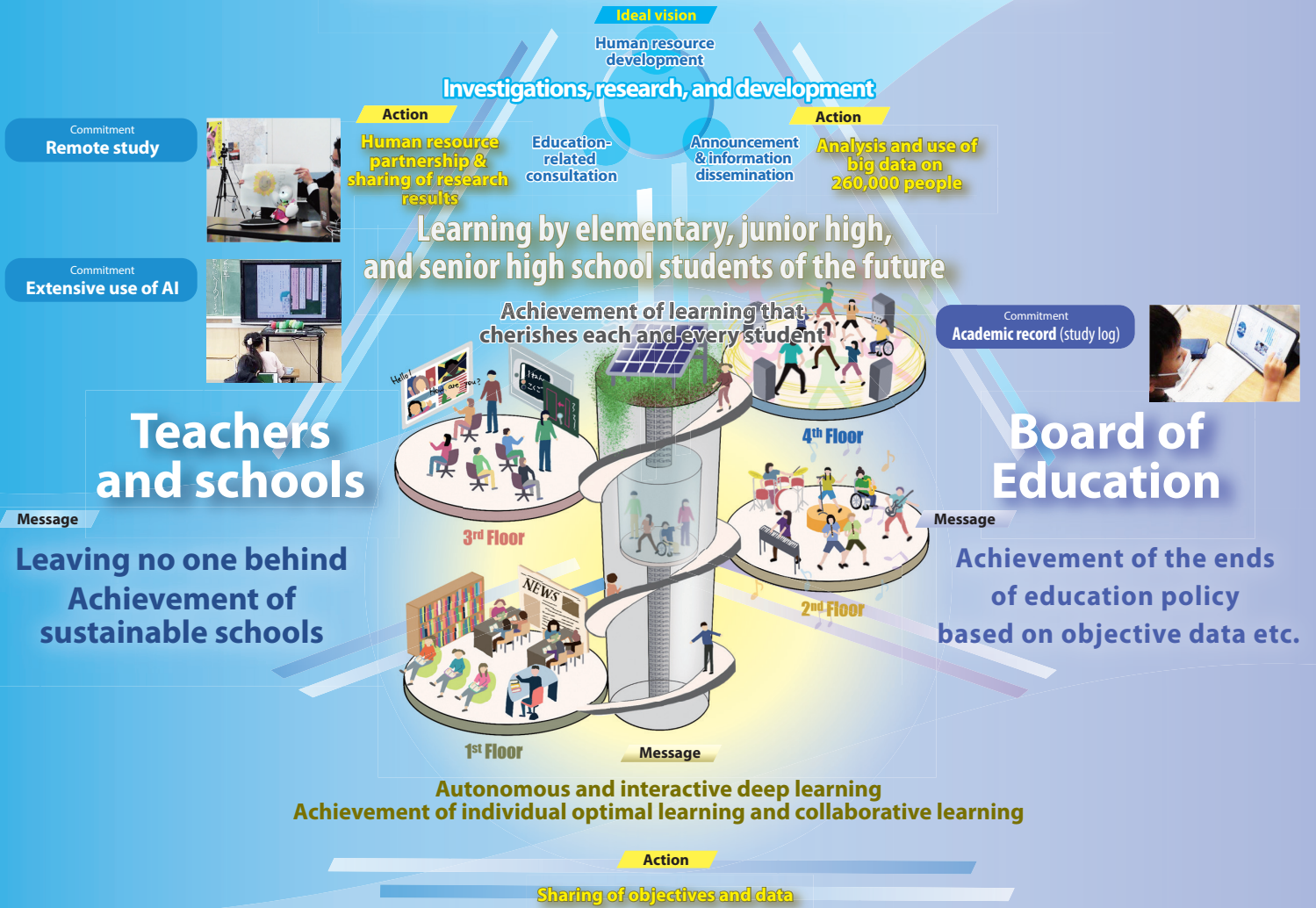
- ◆ Besides contributing to the realization of better education activities by each of the following three parties: 1) elementary, junior high, and senior high school students; 2) teachers and schools; and 3) the Board of Education,
- ◆ we shall aspire to heighten the quality of public education in Yokohama as a whole by the concerted promotion of more extensive use of data linking the three.

Yokohama Education DX

Improvement of the quality of learning by children by transforming education into science based on the DX strategy

New education center

Message Functioning as the hub of education DX based on EBPM



Policy 3

Promotion of special support education

Objectives / Orientation

We shall strive to flexibly provide diverse venues for learning, offer fuller opportunities for all children to learn together regardless of whether or not they have disabilities, and heighten the level of expertise among teachers involved in special education.

Current Situation and Issues

The number of pupils and students in need of special support and consideration has increased approximately 1.7-fold over the course of the past ten years to reach 13,790 students by FY2021, and it is necessary to improve the academic specialties of all teaching staff involved in special support education, and substantiate the systems of support within schools. In addition, the disabilities suffered by pupils and students attending special support schools is becoming more severe, overlapping with other disabilities, and becoming more diverse, and it is necessary to continue investigating the establishment of medical care systems.

Main Indicators

Indicators	Recent Situation Values (FY2021)	Targeted Values (FY2025)
Percentage of parents and guardians who feel that providing suitable guidance and support in alignment of the educational needs of each individual based on individual educational support programs and individual tuition programs will result in the growth and development of pupils and students.	88%	90%

Main Initiatives

1. Promotion of special supportive education in elementary and junior high schools, etc.

- Promotion for the acquisition of special school licenses for teachers in charge of individual support classes, etc., and the establishment of systems that accept children needing medical care.
- Expansion of the number of schools equipped with in-person guidance classrooms, and schools that implement visiting guidance in collaboration with in-person guidance classrooms

2. Substantiation of special support schools

- Substantiation of school attendance support and medical care systems, and the promotion of collaborative research in elementary, junior high and special support schools

Policy 4

Promotion of education in alignment with diverse educational needs

Objectives / Orientation

The promotion of education in alignment with diverse educational needs, including support for pupils and students who refuse to attend school and who require Japanese language guidance.

Current Situation and Issues

The number of pupils and students who refuse to attend school has increased approximately 1.8-fold over the course of the past ten years, reaching 6,616 students in FY2021 (including 885 students who were absent for 30 or more days for the purpose of avoiding COVID-19 contagion), and the number of pupils and students who require Japanese language guidance has increased approximately 2.6-fold, reaching 3,110 students in FY2021, so it is necessary to promote education in alignment with diverse educational needs at an even higher level.

Main Indicators

Indicators	Recent Situation Values (FY2021)	Targeted Values (FY2025)
Percentage of pupils and students in receipt of support for refusing to attend school who say they have found a place where they are free of anxiety	78.9%	85%
Percentage of pupils and students requiring Japanese language guidance who experienced an increase in the total number of points scored for self-esteem, empathy and consideration, etc.*	Elementary School 3rd to 6th Graders: 47.3%	Elementary School 3rd to 6th Graders: 60%

* The Y-P assessment analytical tools was developed by Yokohama City for the purpose of understanding the situation regarding the nurturing of social skills in groups and individuals, and it is implemented twice every year to analyze any changes in self-esteem, empathy and consideration shown to others

Main Initiatives

1. Substantiation of support for pupils and students refusing to attend school

- Expansion of heartfelt projects (free schools) in schools
- Expansion of at-home study projects (learning support using online textbooks) in schools

2. Substantiation of support for pupils and students requiring Japanese language support

- Establishment of the fourth Japanese language support center, and the promotion of related initiatives
- Expansion of schools equipped with international classrooms and schools with supplementary teaching staff skilled in foreign languages, and the expansion of study programs and school visits

3. Promotion of measures to fight child poverty

- Substantiation of livelihood support and learning support for children assumed to be in need of support
- Establishment of cafes in schools where students attending high school night classes can receive consultations and career-based support

Policy 5

Promotion of high-school education aimed at the new age

Objectives / Orientation

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 and Issues

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	Recent Situation Values (FY2021)	Targeted Values (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 EDS: Higashi High School)
- Holding training seminars for teaching staff (Sakuraoka High School)

2. Support for diversified students

- Implementation of “special-needs support for students attending regular schools” in municipal high schools (special needs provided within the school, at other schools, and by dispatching teaching staff)

Policy 6

Consistent education in elementary and junior high schools, and the promotion of tie-ups between nurseries, kindergartens and elementary schools

Objectives / Orientation

Aiming at substantiating the education that children are expected to receive during the nine years of elementary school and junior high school, and establishing tie-ups between nursery schools, kindergartens and elementary schools so that children can smoothly adjust to elementary school education.

Current Situation and Issues

It is necessary to acquire characteristic initiatives that make use of exceptions to established systems at schools providing compulsory education, elementary schools combined with other educational facilities and junior high schools, and to move ahead with the substantiation of consistent levels of education throughout elementary and junior high schools at an even higher level. There is a need to share desirable levels of growth by the time infancy ends, which will result in the subsequent development and learning capabilities of children.

Main Initiatives

1. Substantiation of consistent levels of education throughout elementary and junior high school

- Promotion of unique teaching materials in schools providing compulsory education, elementary schools combined with other educational facilities and junior high schools

2. Substantiation of tie-ups and continuity between nursery schools, kindergartens and elementary schools that results in development and learning during the “bridging” period

- Promotion of understanding and sharing the desirable levels of growth by the time infancy ends



Policy 1 Substantiation of English language education, and the promotion of international understanding education

Objectives / Orientation

The promotion of English language education and international understanding education to nurture human resources capable of being active in a global society and cooperating and coexisting with other people.

Current Situation and Issues

Much effort is being put into English language education and international understanding education by dispatching AET foreign language instructors whose mother tongue is English to elementary schools, as well as stationing them in all high schools throughout the country, and establishing international understanding classrooms in which overseas instructors introduce students to the cultures in their own countries and other regions in English, etc. In addition to continuing to foster English language communication skills, there is also a need for students to come into contact with other cultures and develop the custom of focusing on the culture of their own country.

Main Indicators

Indicators	Recent Situation Values (FY2021)	Targeted Values (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

- Expansion of dispatching AET foreign language instructors to elementary schools, stationing them in all high schools throughout the country, and assigning teachers who specialize in English to elementary schools
 - Use of the Yokohama Round program*, and preparation and use of the digital platform for educational materials
- * 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 / Orientation

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 and Issues

There has been an increase in the number of schools that have adopted certain parts of the ESD (Education for Sustainable Development), which is aimed at nurturing leaders for the SDGs, but it is important for this to be promoted in throughout schools. In addition, the integrated promotion of establishing tie-ups and collaboration between companies, etc., and of the Hamakko Future Company Project and other forms of education for "self-creation (careers)" is also important to ensure that pupils and students play an active role.

Main Indicators

Indicators	Recent Situation Values (FY2021)	Targeted Values (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

- Promotion of tie-ups concentrated around the Yokohama ESD Promotion Consortium*
 - Substantiation of nurturing leaders (ESD) capable of achieving the SDGs
- * An association involving the participation of and tie-ups with a diverse range of organizations for the purpose of expanding education based on the principles of ESD throughout Yokohama's municipal schools

2. Substantiation of the Practical Self-creation (Careers) Education Project

- Expansion of schools adopting the Hamakko Future Company Project*
 - Expansion of schools promoting the Practical Self-creation (Careers) Education Project
- *School initiatives involving tie-ups and collaboration with companies, etc., in order to solve social problems



Policy 1

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

Objectives / Orientation

Fostering school environments in which everybody can enjoy peace of mind, and nurturing children with compassionate minds capable of cherishing themselves and others.

Current Situation and Issues

Amid an environment in which shallowing of human relations, complexification of children's backgrounds, etc., the manifestation of human rights issues, such as the rarity of establishing human relations and the complexity of children's backgrounds, etc., are being pointed out, there is a need to raise children with the capability of cherishing and respecting themselves and others and creating environments that support this. It is therefore necessary to use Y-P assessments for discovering changes in children's sentiments, substantiate moral education, and create opportunities for children to come into contact with reality in order to polish their own sensibilities.

Main Indicators

Indicators	Recent Situation Values (FY2021)	Targeted Values (FY2025)
Percentage of pupils and students who 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%

* The Y-P assessment analytical tools was developed by Yokohama City for the purpose of understanding the situation regarding the nurturing of social skills in groups and individuals, and it is implemented twice every year to analyze any changes in self-esteem, empathy and consideration shown to others

Main Initiatives

1. Promotion of the use of the Yokohama Program Pertaining to Social Skills

- Expansion of schools implementing the Y-P assessments twice yearly
- Training of Yokohama Program Pertaining to Social Skills instructors

2. Creating opportunities to come into contact with actual professionals

- Promotion of performing art experiences, such as watching orchestra and ballet performances, for pupils and students
- Promotion of projects to which Olympians and Paralympians are invited

Policy 2

Creating schools in which students can learn with peace of mind

Objectives / Orientation

Promoting improvements in teaching staff awareness, and substantiating pupil and student support systems so that they are able to systematically cope with a wide range of issues

Current Situation and Issues

There is a trend towards an increase in bullying, with 7,556 known cases being reported during FY2021 (provisional figure). Yokohama city working on improving the number of known cases based on the opinions of the state that positively evaluates the way in which schools are standing on the starting line of actively recognizing and eradicating bullying in schools with large numbers of known cases, and it has also established initiatives to detect bullying in the early stages. It is imperative that we continue to establish tie-ups with specialists and related institutions while working on solving problems in the early stages

Main Indicators

Indicators	Recent Situation Values (FY2021)	Targeted Values (FY2025)
Percentage of pupils and students who 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. Creating groups in which students can participate with peace of mind

- Implementation of various human rights study programs for teaching staff
- Promotion of tie-ups between schools, parents and guardians, and the community with regard to Yokohama Children's Conferences

2. Strengthening the way that the issues facing children are systematically dealt with, and preventing problems from happening

- Expansion of employing replacement teachers on a full-time basis in alignment with the stationing of children support officers and expert children guidance teachers
- Expansion of stationing school counselors and school social workers



Policy 1 Promotion of lifetime health and junior high school lunches

Objectives / Orientation

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 and Issues

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. Also, 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.

Main Indicators

Indicators	Recent Situation Values (FY2021)	Targeted Values (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 pupils and 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. Ensuring that all students in junior high schools are served satisfying school lunches, and promoting dietary education

- Use of school lunches in junior high school as a general rule, and preparations to ensure the setup for supply by delivery and to serve meals that will satisfy students
- Securing a system of providing school lunches to junior high schools via a delivery system, and preparing for methods in which satisfying school lunches can be provided to students

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

- Promotion of dental health education through tie-ups with school dentists, etc.

5. Promotion of health education

- Substantiation of health education relating to modern-day health issues, such as contagious diseases and dependence issues, including video game disorders

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



Policy 1

Substantiation of education linked into a diverse range of participants

- Objectives / Orientation
- Current Situation and Issues
- Main Indicators
- Main Initiatives

Creating opportunities that connect children to society

It is necessary to continue the promotion of tie-ups and collaborations between the community and schools through the integral promotion of school administrative associations and collaborative activities between schools within the community to ensure that children are kept safe when commuting to and from school, and for substantiating disaster prevention education and social welfare, etc.

Indicators	Recent Situation Values (FY2021)	Targeted Values (FY2025)
Percentage of schools who answered that initiatives established via cooperation between parents/guardians and people within the community have the effect of increasing school education standards	Elementary Schools: 93.7% Junior High Schools: 87.3%	Elementary Schools: 95% Junior High Schools: 95%

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

- Implementation of study programs aimed at school administrative association committee members, and training of administrative support, school and community coordinators
- Implementation of traffic safety measure along school commutation routes, and activities to protect children when they are commuting to and from school
- Promotion of disaster prevention education and disaster prevention measures through tie-ups between households and communities
- Recommendation of taking part in community and social programs, such as visiting and interacting with social welfare facilities, and events providing experience in sign language and using wheelchairs, etc.

Policy 2

Substantiation of support through tie-ups with social welfare and medical care facilities, etc.

- Objectives / Orientation
- Current Situation and Issues
- Main Initiatives

Strengthening ties with social welfare, medical care 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 pupils and 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

- Strengthening ties with school social workers, school counselors, specialists and related institutions
- Strengthening ties with after-school kids' clubs and after-school children's clubs
- Promotion of coordinator-provided support for the Yokohama style of children and adults in need of medical care

Policy 3

Promotion of home education support

- Objectives / Orientation
- Current Situation and Issues
- Main Initiatives

Initiatives for substantiating home education support.

The environment for supporting home education is changing drastically due to the rarity of establishing links with the community, etc., and it is necessary to substantiate support in such areas as providing opportunities for studying about home education, and supporting interactions between parents/guardians and the community.

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.
- Holding of parent/guardian classes for raising children who require special support and consideration
- Implementation of school visits by the parents/guardians of preschool children through tie-ups with nursery schools, kindergartens and elementary schools.
- Holding health seminars for children undergoing puberty and their parents/guardians



Policy 1

Integrated reforms for teaching staff recruitment, training and working methods

Objectives / Orientation

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 and Issues

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	Recent Situation Values (FY2021)	Targeted Values (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

- Modification of recruitment methods and the substantiation of advertising activities
- Holding Yokohama Teacher Seminars targeting people who wish to become teachers

2. Nurturing and supporting teachers so that they can continue to learn

- Maintenance of training systems and study programs using the Study Program Management System
- Promotion and substantiation of diversified study methods using ICT

3. Establishing teams and modifying and substantiating the placement of staff

- Strengthening organizational capabilities empowered by teams
- Expansion of stationing expert staff, etc., who are not teachers

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.
- Promotion of reforms to club activities (including investigations onto the placement of club activity instructors and movement throughout the community)

5. Strengthening the management skills of managers, and reforming thought processes

- 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 / Orientation

Promotion of the systematic and effective rebuilding of schools.

Current Situation and Issues

Nearly forty percent of school facilities were built more than fifty years ago, and deterioration is advancing. It is necessary to rebuild these schools while taking the natural environment, etc., into account, and while considering functional improvements, school integration, and conjugation with other facilities.

Main Indicators

Indicators	Recent Situation Values (FY2021)	Targeted Values (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

Securing Facility Environments that are Safe and Anxiety-free

Objectives / Orientation

Maintaining educational environments that are safe, anxiety-free and easy for everyone to use

Current Situation and Issues

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

Optimization of the scale of schools and school commutation zones

Objectives / Orientation

Moving ahead with the optimization of the scale of schools and reviews of school commutation zones

Current Situation and Issues

It is necessary to move ahead with the optimization of the scale of schools and reviews of school commutation zones while obtaining the understanding and cooperation of parents/guardians and the residents of the community.

Main Initiatives

1. Optimization of the scale of schools and school commutation zones

- Optimization, etc., of the scale of schools for the newly-opened Kamishirane-Kita Junior High School (integrated), the Akuwa Elementary School, the Izumino Elementary School, the Higiriyama Elementary School, the Minami-Maioka Elementary School, the Higashi-Totsuka Elementary School, and the Saitobun Elementary School



Policy 1

Promotion of lifelong learning

Objectives / Orientation

Promoting lifelong learning and the expansion of the range of participation in society for city residents.

Current Situation and Issues

There is a heightened need for lifelong learning in the current age of 100-year lifespans. It is also necessary to exploit the opportunity for learning activities by nurturing human resources in order to expand the range of participation in society.

Main Initiatives

1. Promotion of lifelong learning

- Support for nurturing coordinators capable of promoting participation in society among city residents
- Implementation of the Children's Adventure College hands-on experience social education program

Policy 2

Constructing news types of libraries and promoting reading activities

Objectives / Orientation

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 and Issues

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	Recent Situation Values (FY2021)	Targeted Values (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. Construction of new types of libraries, and the substantiation of library services

- Surveying and investigating methods of refurbishing libraries, the formulation of a vision, and the substantiation of book collections and electronic books, etc.

2. Promotion of reading activities

- Support for volunteer activities, the creation of reading opportunities throughout the city, and the substantiation of school librarians and librarian teachers

Policy 3

Substantiation of venues for learning about the history of Yokohama

Objectives / Orientation

Substantiating the storage and use of cultural assets, and the learning of history and culture.

Current Situation and Issues

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

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Yokohama Basic Plan for the Promotion of Education

Summary

Education Policy Promotion Division, Yokohama Board of Education Secretariat

6-50-10 6-50-10 Hon-cho, Naka-ku, Yokohama ☎ 045-671-3243 | FAX 045-663-3118

Website

検索