



The Fifth Yokohama Basic Plan for the Promotion of Education

English Summary

2026 - 2029

Yokohama Board of Education Secretariat

Foreword

Our students have said:

"I want to learn about myself. I want to think about how to deal with things I'm not good at and build my strength for the future."

"It's fun to teach each other, share ideas, work on events, and cooperate with friends."

"I think it's important to find or create a place where I belong. In a safe space like that, I feel comfortable taking on new challenges."

Children live in the now, facing the future.

What about adults?

Are we, as adults, able to value and support each child's present and future during this major turning point in history?

The agency to steer your own course in life.

The drive to meet people from around the world and create new values together.

The adaptability to embrace diversity and change, and to expand into limitless possibilities.

What we need to create the future for children is also necessary for adults today.

The Yokohama City Board of Education, while listening to the opinions of the young and continually learning themselves as adults, has shaped discussions into seven pillars and 18 policies based on the spirit of respecting human rights, where everyone can live safe, enriched, valuable lives.

To expand the possibilities of all students and create the future together, it is most important to build an environment where students can learn and live safely in the present, utilizing initiatives like student-centered learning and inclusive education that's unique to Yokohama.

It is also important for both educators and the community to prepare a comprehensive and inclusive environment that supports all students.

We must also make the entire city of Yokohama a place of learning, beginning with libraries, so that not only children but adults too can continue learning and relearning throughout their lives.

Through co-creation with people across the globe, we will protect and support each child's present to connect them with their future.

With the spirit of valuing the present and the future of each of the 250,000 students of Yokohama, we will continue to pursue what learning is, to expand the possibilities of all of our students, and to create the future together, utilizing the Fifth Yokohama Basic Plan for the Promotion of Education.

The Yokohama City Board of Education

Outline of the Fifth Plan

The Fifth Yokohama Basic Plan for the Promotion of Education (hereinafter referred to as the Fifth Plan) is an **action plan** created to achieve the goals of **Yokohama Education Vision 2030** (formulated in 2018). Education Vision 2030 describes the objectives of education which our society aims to achieve by 2030.

The Fifth Plan has been positioned as a **basic plan for policies to be implemented for education advancement by local public organizations**, based on Article 17, Clause 2 of the Basic Act on Education.

Period Covered by the Plan: **4 Years: FY2026 to FY2029**

The Fifth Plan has been created in alignment with the Yokohama Medium Term Four-Year Plan 2026 - 2029, the Financial Vision for the Sustainable Development of Yokohama City, and other plans. It was decided during the Yokohama General Education Conference that parts of this plan will replace the Guidelines for Education in Yokohama from FY2026 in order to promote consistency in educational policies throughout the city.

Each policy will have its indicators, main initiatives, and estimated project numbers published & managed on the PDCA cycle.

※As a general rule, Latest Numbers (FY2025) and Target Values for FY2029 will be applied.

The Pillars & Policies of the Plan

Pillars	Policies
1 Education that Expands the Potential of Every Student	<ul style="list-style-type: none"> 1 Realizing autonomous and interactive deep learning 2 Nurturing compassionate minds 3 Nurturing healthy bodies 4 Education that values individuals and responds to diverse educational needs 5 Evolving high school education to create pioneers of the future 6 Safe environments that give each child the confidence to take on new challenges
2 Developing Global Citizens that Create the Future Together	<ul style="list-style-type: none"> 1 Cultivating intercultural communication skills 2 Raising citizens that can improve both themselves and our society
3 Creating Safe Learning Environments	<ul style="list-style-type: none"> 1 Respecting students' points of view to create safe learning environments
4 Education That Involves Wider Community Support for Students	<ul style="list-style-type: none"> 1 Connecting students with community members that can support them 2 Enhancing support and connections with welfare, medical, and other services 3 Supporting education at home through strengthening social connections
5 Enthusiastic Educators for Our Students	<ul style="list-style-type: none"> 1 Integration and advancement of teacher and staff recruitment, training, and development 2 Workplace reform for educators
6 The Optimization of School Sizes and School facilities	<ul style="list-style-type: none"> 1 Optimization of school sizes for student populations 2 The renovation and functional enhancement of school facilities
7 Lifelong Learning	<ul style="list-style-type: none"> 1 The advancement of lifelong learning initiatives 2 The improvement and enhancement of municipal libraries and their accessibility

Yokohama Aims to Build Character

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

(Yokohama Education Vision 2030)

What is necessary for each child to create their future?

Children today are connected to people and the world through the internet.

The number of incidents triggered by online social and other networks has tripled in the past 10 years.

The future where children will spread their wings will be a society that is instantly connected to and influenced by the rest of the world; and a society that requires its people to solve unpredictable global issues.



The agency to steer your own course in life.

The drive to meet people from around the world and create new values together.

The adaptability to embrace diversity and change, and to expand into limitless possibilities.

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

- The agency to steer your own course in life
- The drive to meet people from around the world and create new values together
- The adaptability to embrace diversity and change, and to expand into limitless possibilities

Why does that happen?



Pillars
1&2

Education that values curiosity, wondering why, and the desire to find out!

I want to find out!



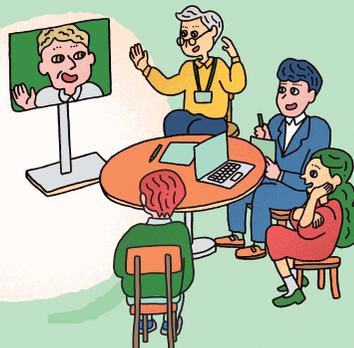
Pillar
7

Creating communities where learning happens even outside of school!



Pillar
5

Leveling up teachers to enhance everyone's learning!



Pillar
6

Preparing a school environment that makes learning better for everyone!



Pillar 1

Education that Expands the Potential of Every Student

Policy 1 Realizing autonomous and interactive deep learning

Background

There is a growing need to continue valuing the inquiry-based learning we have emphasized thus far, as well as the foundational abilities that support such learning. Now in a society facing increasing uncertainty, it is essential to cultivate the ability for students to steer their own paths—resiliently and flexibly.

Goals and Course of Action

By utilizing digital learning infrastructures and carefully understanding each student's situation, we aim to realize **student-centered learning** and steadily develop students' character and abilities.

Main Initiatives

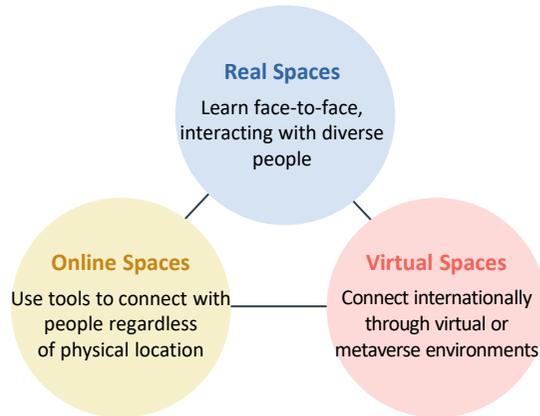
- Enhancing students' curiosity and desire for inquiry, and developing foundational abilities such as information utilization skills
- Advancing curriculum management
- Strengthening organizational structures
- Utilizing digital learning infrastructure and educational data
- Ensuring sustainable, stable operation and evolution of the digital learning environment

What is student-centered learning?

A process in which each student - motivated by their own interests - actively learns while collaborating with others, reflects on their learning, and builds upon it. Students decide on their own learning pathway.



The Three Learning Spaces



Students:
approx. 250,000
Teachers/staff:
approx. 20,000

Evidence Based Policy Making
Visualize trends and changes in academic performance and learning behaviors using data, supporting individualized learning.

Real-time Data
Quickly understand changes in learning attitudes and comprehension to inform teacher support and feedback.

Yokohama Study Navi



Main Indicators

Indicators	Current Values		Target Values	
Percentage of students experiencing student-centered learning [※]	Grade 6 : 88.4%	Grade 9 : 88.0%	Grade 6 : 90%	Grade 9 : 90%
Percentage of students showing Academic Growth on the Yokohama City Academic Standardized Tests	Grade 6 : Japanese 63.5%	Math 66.1%	Grade 6 : Japanese 68%	Math 70%
	Grade 9 : Japanese 66.2%	Math 69.0%	Grade 9 : Japanese 70%	Math 73%
Percentage of students who can apply what they learned in math classes to everyday life	Grade 6 : 84.1%	Grade 9 : 59.5%	Grade 6 : 90%	Grade 9 : 70%

※ Includes the following: 1. Percentage of students who actively engage in school learning
3. Percentage of students who try to convey their ideas clearly to others

2. Percentage of students who try to apply what they have learned to daily and social life
4. Percentage of students who broaden or deepen their thinking through discussions with classmates

Policy 2 Nurturing compassionate minds

Background

It is important to reaffirm the significance of schools and, through all educational activities, cultivate emotional richness based on a spirit of respect for human rights, ensuring that everyone can live safely and comfortably.

Goals and Course of Action

By helping students recognize changes in their emotions and mental states, acknowledge themselves positively, gain confidence, and feel pride in their own value, we aim to foster emotional well-being so they can navigate an increasingly uncertain society with resilience and flexibility.

Main Initiatives

- Promoting human rights education
- Enhancing moral education conducted throughout all school activities
- Promoting mental health education
- Developing character and abilities through real, lived experiences
- Creating opportunities for students to experience real and practical things



Main Indicators

Indicators	Current Values	Target Values
Percentage of students with high self-esteem [※]	Grade 6 : 79.9% Grade 9 : 77.2%	Grade 6 : 85.0% Grade 9 : 80.0%

[※]The average percentages of sixth-grade and ninth-grade students who selected "I think so" or "If I had to choose, I would say so" in response to the self-esteem items of the Yokohama City Academic Standardized Tests—specifically, the questions "Do you like yourself?" and "Do you think you have good qualities?"

Policy 3 Nurturing healthy bodies

Background

Due to changes in student lifestyle and environment, it is more important than ever to promote nutrition, physical activity, and the maintenance and improvement of overall health.

Goals and Course of Action

We aim to raise healthy citizens by encouraging each student to reflect on their own health, to maintain and improve both their physical and mental well-being; enabling them to lead healthy and active lives throughout their lifetime.

Main Initiatives

- Gradual implementation of school lunches in junior high schools and the advancement of food education appropriate to students' developmental stages
- Promoting lifelong health maintenance and rich sports-oriented lifestyles
- Ensuring sustainable club activities
- Enhancing health education



Main Indicators

Indicators	Current Values	Target Values
Percentage of students who eat meals with nutritional balance in mind	76.2% (FY2024)	80%
Percentage of students who want to enjoy physical activity and sports regardless of their fitness level, skill level, gender, or disability	87%	90%

Policy 4 Education that values individuals and responds to diverse educational needs

Background

It is necessary to respond to diverse educational needs, advance education that supports every individual, and create an environment in which all students can learn with a sense of security.

Goals and Course of Action

Create flexible and diverse learning environments where all students feel safe and welcome. This includes students who need special support, those who are not attending school, those who need Japanese as a second language instruction, and those in challenging financial situations.

Main Initiatives

- Advancing learning that values each student's diverse present and expands their future possibilities
- Building support systems for diverse learning needs
- Advancing special needs education in elementary, junior high, and high schools
- Enhancing special needs schools
- Advancing interaction and collaborative learning
- Strengthening support for non-attending students' learning and places of belonging
- Enhancing support for students who need Japanese as a second language instruction
- Promoting measures to address child poverty



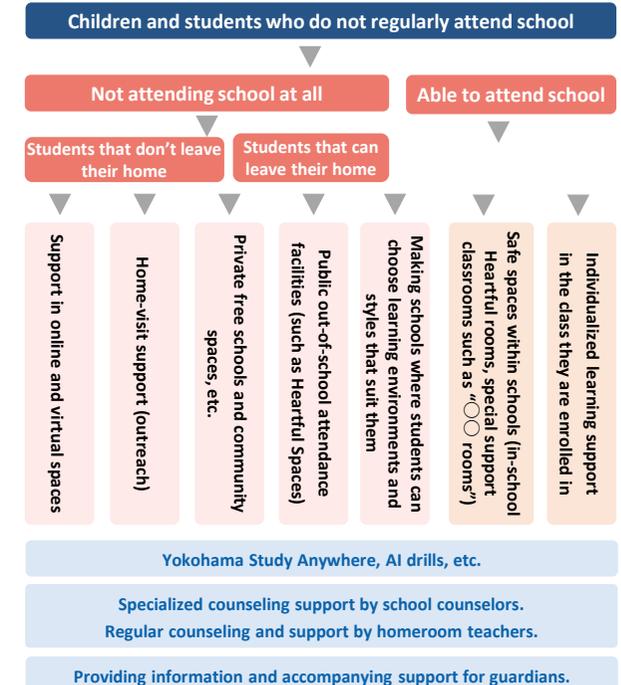
Realizing Yokohama-Style Inclusive Education

To create a society where all students can demonstrate their abilities, recognize and support each other, and live with pride as members of a symbiotic community, Yokohama will:

- Conduct research, review, and model practices on learning approaches in general education classes
- Consider approaches to interaction and collaborative learning between students receiving special needs support and those in general classes
- Examine ways to ensure a safe learning environment for all students

(Source: "Yokohama City Special Needs Education Promotion Guidelines," March 2024)

Yokohama City support for students who do not regularly attend school



Main Indicators

Indicators	Current Values	Target Values
Percentage of parents who feel that individual instruction, planning, and support tailored to each student's educational needs has contributed to their child's growth	92.8% (FY2024)	95%
Percentage of non-attending students that receive specialized counselling or instruction	56.6% (FY2024)	67%
Percentage of grade 3-6 students that completed initial Japanese as a second language education and showed increased combined scores in self-esteem, empathy, and consideration for others	53%	60%
Percentage of schools reporting that after-school learning support has helped students develop a proactive learning attitude	85% (FY2024)	90%

Policy 5 Evolving high school education to create pioneers of the future

Background

The number of third-year students enrolled in Yokohama Municipal Junior High Schools is projected to decrease by approximately 20% by FY2031 (compared with FY2024). In addition, the educational environment surrounding municipal high schools is undergoing significant change, making it necessary to consider the future structure and direction of municipal high schools.

Goals and Course of Action

While ensuring continuity across education in elementary and junior high schools—something unique to Yokohama City—we will enhance the distinctive educational strengths of each municipal high school and examine the future vision for our high schools.



Main Initiatives

- Building the vision for next-generation municipal high schools
- Enhancing distinctive high school education
- Advancing global education and science education
- Achieving high school education that values each individual student

Main Indicators

Indicators	Current Values	Target Values
Percentage of students satisfied with learning at school	—	90%

Policy 6 Safe environments that give each child the confidence to take on new challenges

Background

Now that we have the ability to obtain large amounts of data on an ongoing basis, it is more important than ever to create an environment that consistently supports a cycle of safety and challenge for children.

Goals and Course of Action

To help every child fully realize their potential, we aim to build a seamless environment that allows them to embrace changes such as starting at a new school or going up a grade, and to repeatedly experience both safety and challenge.

Main Initiatives

- Enhanced cooperation and smooth transition between early childhood education or daycare and elementary school, connecting learning and development during this important bridging period
- Continuous learning through integrated elementary, junior high, and high school education
- Education that expands the potential of all children

Pillar 2

Developing Global Citizens that Create the Future Together

Policy 1 Cultivating intercultural communication skills

Background

Since the port of Yokohama first opened, we have been a global city where people born in Japan and those born overseas come together, fostering a spirit of innovation through the active adoption of new technologies and cultures. Building on these strengths, it is necessary to enhance English education and promote international understanding education.

Goals and Course of Action

To address global-scale issues and collaborate with people around the world in creating new value, students will develop motivation to engage with other cultures, learn to respect diversity, and cultivate communication and consensus-building skills in English and other languages.

Main Initiatives

- Further improvements to English education
- The advancement of International Understanding classes

Main Indicators

Indicators	Current Values	Target Values
Percentage of students who are willing to proactively communicate in English	Grade 6 : 80.0% Grade 9 : 80.6%	Grade 6 : 85% Grade 9 : 85%
Percentage of students who, upon graduating from junior high school, achieve CEFR A1 level (equivalent to Eiken Grade 3) or higher	65.4%	85%



Policy 2 Raising citizens that can improve both themselves and our society

Background

Given our complex and rapidly changing society, it is essential to further push proactive and practical initiatives, collaborative learning, and self-led activities. Developing future creators who can shape themselves and society is of great importance.

Goals and Course of Action

We will foster future creators who can steer their own course in life, act with an awareness of and connection to society at large, and engage in co-creation.

Main Initiatives

- Integrated efforts to raise future creators who can shape both themselves and society

Main Indicators

Indicators	Current Values	Target Values
Percentage of students who feel they could solve local or social issues they have identified through their studies.	70.0%	75.0%



Pillar
3

Creating
Safe
Learning
Environments

Policy 1 Respecting students’ points of view to create safe learning environments

Background

The challenges faced by students are becoming increasingly diverse and complex. It is essential to recognize students who live with anxiety or distress and to build a comprehensive system that provides detailed and sensitive support.

Goals and Course of Action

By respecting students’ perspectives and accurately recognizing the diverse and complex issues they face—such as bullying—and by responding with careful, individualized support, we aim to create a learning environment in which everyone can feel safe.

Main Initiatives

- Creating a safe environment that respects students’ opinions
- Enhancing and strengthening organizational responses through multi-professional collaboration
- Using digital technology to help students express themselves, in order to pick up on and respond to early warning signs
- Utilizing experts and strengthening partnerships with relevant organizations

Main Indicators

Indicators	Current Values	Target Values
Percentage of students who feel that school is a safe and comfortable place	Grade 6 : 85.7% Grade 9 : 84.0%	Grade 6 : 87% Grade 9 : 87%



Yokohama Children’s Meeting (Ward Exchange Session)

Pillar 4

Education that Involves Wider Community Support for Students

Policy 1 Connecting students with community members that can support them

Background

For schools to be places where practical and meaningful knowledge is cultivated, it is necessary to enrich learning and experiences, and to support children effectively. It is important for the many people who accompany and support children to understand the changing relationships between schools, communities, and society.

Goals and Course of Action

By connecting schools with society to enrich children’s learning and experiences and to strengthen awareness as contributors to the community, each child will be protected and supported by the entire region.

Main Initiatives

- Strengthening connections with the community and society through school management councils and similar bodies
- Ensuring the safety and security of children through these connections

Policy 2 Enhancing support and connections with welfare, medical, and other services

Background

Issues surrounding children—such as non-attendance at school, bullying, abuse, poverty, young carers, drug abuse, smoking, drinking, and mental health - have become increasingly diverse and complex. It is necessary to respond to these challenges through a coordinated, multi-disciplinary team approach in collaboration with other sectors.

Goals and Course of Action

By having schools collaborate and work together with welfare and medical institutions, they can respond to these diverse and complex issues, protecting and supporting each individual child.

Main Initiatives

- Multi-layered responses to diverse and complex challenges
- Securing safe and reassuring places for children

Policy 3 Supporting education at home through strengthening social connections

Background

As family structures diversify and connections with local communities become weaker, it is necessary to create an environment where parents or guardians - the people closest to children - can feel secure in providing education at home.

Goals and Course of Action

To ensure that parents can engage in home education with confidence, we will prevent the isolation of families, and work to protect and support each individual child.

Main Initiatives

- Building networks, teamwork, and flexibility into local communities to support children with home education.

Main Indicators

Indicators	Current Values	Target Values
The percentage of parents who, through participation in home education programs for school-aged children, report forming connections with other parents and alleviating their anxieties about child-rearing.	—	55%

Pillar 5

Enthusiastic Educators for our Students

Policy 1 Integration and advancement of teacher and staff recruitment, training, and development

Background

Compared to ten years ago, the Yokohama City teacher employment examination has less than half the applicants, and the success rate is also half of what it once was. Going forward, it is necessary to promote the appeal of education in Yokohama, raise interest and motivation, and increase the number of applicants.

Goals and Course of Action

By viewing teacher training, recruitment, and professional development as a unified process, we will create an environment where teachers can work with vitality and continue learning throughout their careers. At the same time, we will proactively communicate the benefits of the teaching profession and increase the number of students aiming to become teachers in Yokohama.



Main Initiatives

- Training programs for students aspiring to be teachers
- Development and support for teachers who continue to learn
- Redefining and promoting the appeal of the teaching profession
- Securing teacher talent

Main Indicators

Indicators	Current Values	Target Values
The percentage of teachers in their first to third year who feel that Yokohama's education is attractive and find their work rewarding.	—	95%

Policy 2 Workplace reform for educators

Background

To realize learning that expands the potential of every student, it is necessary to promote work-style reform for faculty and staff, to give them the time and space to better focus on their students.

Goals and Course of Action

Through work-style reform, we will free up time for faculty and staff, enabling them to work energetically, continue learning, and engage with students in a fulfilling and healthy state - both physically and mentally.

Main Initiatives

- Curriculum management designed to create more time for teachers
- Initiatives regarding tasks that should be handled outside of schools
- Initiatives regarding tasks in which non-teachers should actively participate
- Initiatives regarding workload reduction for educators
- The advancement of school administrative DX (digital transformation)
- Building a positive workplace culture with new values



Main Indicators

Indicators	Current Values	Target Values
Percentage of faculty and staff who feel that the created time and space has been effectively utilized to enhance students' qualities and abilities.	—	100%
Average number of monthly overtime hours spent at school.	35 hours or less (FY2024)	30 hours or less

Pillar 6

The Optimization of School Sizes and School Facilities

Policy 1 Optimization of school sizes for student populations

Background

In many school areas, the number of students is decreasing, leading to an increase in the number of schools with a low student population. Meanwhile in other areas, the development of new apartment buildings and similar factors have caused a rapid increase in students, resulting in schools with overly large student populations.

Goals and Course of Action

We will examine appropriate school sizes, including how to respond to population declines and rapid population increases caused by large-scale development.

Main Initiatives

- Optimization of school size and related measures necessary for student learning.



Policy 2 The renovation and functional enhancement of school facilities

Background

For school facilities, both deterioration countermeasures and functional improvements are necessary. It is important to reconsider and examine the role and value of the real, physical spaces of school facilities - places where children gather, learn, play, and live.

Goals and Course of Action

While ensuring safety and security, we will systematically advance measures against aging school facilities and enhance their functionality. At the same time, we will strengthen their role as community disaster-prevention hubs through initiatives such as decarbonization and barrier-free design, thereby advancing the development of better educational environments.

Main Initiatives

- Systematic qualitative improvement of school facilities
- Ensuring safe and secure facility environments

Main Indicators

Indicators	Current Values	Target Values
Number of schools starting reconstruction or long-life renovation projects	17 schools	25 schools
Western-style toilet installation rate	89%	100%※
Air-conditioning installation rate in gymnasiums	30%	100%※
Elevator installation rate (elementary and junior high schools)	69%	90%※
Insulation rate of classrooms on the top floor of school buildings	4 %	100%※

Pillar 7

Lifelong Learning

Policy 1 The advancement of lifelong learning initiatives

Background

To flexibly respond to changes in career, life stage, and other circumstances, and to navigate one’s own life proactively, it is important to have an environment where everyone can continue learning throughout their lives.

Goals and Course of Action

To ensure that everyone can take the initiative in learning throughout their lifetime, we will enhance various spaces that enable learning opportunities such as libraries and museums. We will enrich learning activities and experiences by making use of digital technology.



Main Initiatives

- Enhancing diverse learning opportunities and cultivating human resources
- Promoting reading activities
- Promoting the preservation and utilization of cultural properties

Main Indicators

Indicators	Current Values	Target Values
Total number of views of online lectures related to lifelong learning	—	7,000 views
Number of books loaned from libraries	12.2 million books (FY2024)	13.2 million books

Policy 2 The improvement and enhancement of municipal libraries and their accessibility

Background

To realize the vision for libraries presented in the Yokohama City Library Vision (formulated in March 2024), it is necessary to address issues related to facility environments and functions, and to work on enhancing the services provided and improving accessibility.

Goals and Course of Action

To ensure that libraries can continue to adapt to a constantly changing society and remain places that help create new eras, we will redesign the overall framework of municipal libraries. Using digital technology as well, we aim to enhance services and improve accessibility.

Main Initiatives

- Improvement and enhancement of municipal libraries, along with improved accessibility

Main Indicators

Indicators	Current Values	Target Values
User satisfaction with library services (percentage of users answering “satisfied” or “somewhat satisfied”)	74.7%	80%
Number of visitors to municipal libraries	6.3 million visitors (FY2024)	7.3 million visitors

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