

## Foreword

Japan's economic development and Japanese people's affluent life are supported by the country's diligent labor force and its diverse range of innovations. In order to secure the base of the development and affluence, it is vital to develop human resources equipped with "science mind" and with a balanced mix of knowledge, virtue and good health by enhancing the whole cycle of education, from elementary schools to higher education. Japan achieved its great economic development because it had a pool of such human resources.

What is the current status of Japan in this regard? The Cabinet of Prime Minister Abe has placed top priority on the revitalization of education exactly because of concern about the current status. Amid intensifying global competition for knowledge, universities, research institutions and private-sector companies across Japan must develop and secure human resources capable of making world-leading achievements and prepare conditions that enable them to fully exercise their capabilities. It is important not only to enhance science and mathematics education but also to prepare conditions that enable young researchers, female researchers and foreign researchers to play active roles.

The Third Science and Technology Basic Plan, which entered its second year of implementation this year, seeks as one of its basic policy tenets to obtain the understanding and support of people with regard to the government's science and technology policy and its results by providing comprehensive explanations.

Therefore, the White Paper on Science and Technology 2007 explains in a comprehensive manner the results of the promotion of science and technology from various viewpoints by citing specific examples, under the special theme, "Results of Promotion of Science and Technology - Creation, Utilization and Succession of Knowledge."

I hope that this document will help the Japanese people to deepen understanding on science and technology policy as well as to feel more familiar with science and technology.

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