ABSTRACT

This paper examines the effect of curriculum guideline on schooling in Japan. Different from those previous studies, I exactly match each grade's total curriculum time for each student from primary school to high school because student may experience different curriculum guideline at different periods. Moreover, I disaggregate the curriculum guideline to much detailed level. For example, every year's mathematics, Japanese, science course time. I match these specific course time for each person base on individual birth date. After that, I estimate a discrete-time multi-state competing risks model of entering high school, vocational school, college and so on.