Education and Learning:

Preliminary Findings from the 2023–24 Young Lives Survey (Round 7): India (in the states of Andhra Pradesh and Telangana)

Introduction

For more than 20 years, Young Lives has followed two cohorts, born seven years apart from infancy to adulthood in Ethiopia, India, Peru and Vietnam.[1] This factsheet presents preliminary findings from Round 7 of the Young Lives survey, carried out in the states of Andhra Pradesh and Telangana in India in 2023–24 when the Younger Cohort was 22 years old and the Older Cohort was 29. It outlines the key educational and learning indicators underlining changes over time, by comparing the Younger Cohort at age 22 with the Older Cohort at the same age in 2016, and documenting the Younger Cohort's progression from age 15 to 22. The factsheet also reflects on the implications of the findings for achieving Sustainable Development Goal (SDG) 4, to 'ensure inclusive and equitable quality education and promote lifelong learning opportunities for all'.

Headlines

- Over the last seven years, secondary school completion has improved.
- University enrolment has increased among the 22-year-olds in 2023 compared to 2016.
- Early life inequalities predict education outcomes, particularly higher education enrolment and school completion by age 22.
- The gender gap in secondary completion has closed by age 22. However, women are less likely to enrol in university.
- Women who married before the legal age, or had children at early ages achieve the lowest education outcomes.
- Internet access has grown substantially, but a digital divide by gender, wealth and caste, though reduced, still persists.
- More schooling years and higher completion rates have not translated into an improvement in reading comprehension test performance between ages 15 and 22.
- Policies addressing the additional barriers faced by women from disadvantaged backgrounds in accessing higher education are pivotal.

1 Round 7 took place in the Young Lives study sites in Ethiopia, India and Peru. On this occasion, data was not collected in Vietnam due to a change in government procedures for the international transfer of personal data.

Key Findings

- **Over the last seven years, secondary school completion has improved.** By 2023, 86% of the 22-year-olds (Younger Cohort) had completed lower secondary (Grade 10), up from 77% in 2016 (Older Cohort). Similarly, 66% had completed higher secondary (Grade 12), compared to 58% in 2016.
- **University enrolment has increased.** Around 55% of the 22-year-olds in 2023 had enrolled in higher education at some point, up from 44% in 2016.
- **Early life inequalities predict education outcomes, particularly higher education enrolment and school completion by age 22.** Participants born in rural areas, from the poorest households, and from historically disadvantaged castes are less likely to complete secondary education and enrol in higher education.
- **The gender gap in secondary completion has closed.** Women from historically disadvantaged castes or those whose mother had no formal education have experienced the largest improvement in lower secondary completion. However, they are less likely to enrol in higher education, underscoring gendered barriers to university or technical education.
- **Women who married before the legal age or had children at an early age achieve the lowest education outcomes.** Only 24% of the women who married before the legal age of 18 or had a child by age 19 completed higher secondary education, compared to 78% of women who had married or become a parent at older ages.
- **Internet access has grown substantially.** Between 2016 and 2023 there has been a substantial growth in internet access, particularly for the Younger Cohort, reducing both the urban–rural digital divide and the difference by household wealth. However, disparities in computer usage persist.
- **More schooling years and higher completion rates have not translated into an improvement in reading comprehension test performance between ages 15 and 22.**
- **Policies addressing the additional barriers faced by women from disadvantaged backgrounds in accessing higher education are pivotal**, as is the improvement of foundational learning, to ensure that literacy and reading skills are acquired during school.

The policy context for education in India (Andhra Pradesh and Telangana)

India's National Education Policy 2020 envisages an equitable and inclusive education system aligned with the SDGs, particularly SDG 4 (Quality education), and emphasises developing foundational skills in addition to universal literacy and numeracy (Ministry of Education 2020). The policy sets ambitious targets, including achieving a 100% gross enrolment ratio (GER) from preschool to secondary level. In 2023-24, the GER for lower secondary education (Grades 9-10) in Telangana and Andhra Pradesh was 97% and 96%, respectively. However, substantial progress is needed at higher secondary level (Grades 11-12), as the GER was 72% in Telangana and 65% in Andhra Pradesh in the same years (Ministry of Education 2024).

In 2021–22, the GER in higher education for the 18–23 age group increased to 28.4%, up from 23.7% in 2014–15 (Ministry of Education 2022). Another significant challenge for India is the learning crisis, as students advance in schooling but fall behind in learning. The ASER 2023 data pinpoints that 73.6% of 14–18-year-olds in rural India could read a basic text in 2023, down from 76.6% in 2017 (Pratham 2023). Likewise, basic maths skills have stagnated from 2014 to 2022, regardless of years enrolled in government schools (Pratham 2023). High rates of teacher absence combined with low instructional time partially explain why school attendance does not automatically translate into learning (Muralidharan and Sundararaman 2011). Moreover, as many first-generation learners are brought into the formal school system, a lack of adequate support at home and in schools increases the risk of falling behind (Muralidharan and Singh 2021).

By Round 5 (2016), Young Lives had documented a substantial increase in formal education enrolment for the Younger Cohort, particularly for girls and those from historically disadvantaged castes at 15 years old, when compared to the Older Cohort in 2009 (Singh 2017). However, Round 6 data showed, that the COVID-19 pandemic increased the likelihood of dropping out of school (Favara et al. 2022). Prolonged school closures, coupled with limited access to technology – reported by 98% of headteachers in the Young Lives secondary school sample as the biggest challenge during the pandemic (Singh 2020) – widened educational inequalities. As SDG Target 9.c emphasises, reliable and fast internet access is crucial.[2] While initiatives like PM e-VIDHYA[3] drove unprecedented use of digital devices for education during the lockdown, including digital platforms and TV, radio, and podcasts, these efforts fell short for marginalised groups (Ford and Singh 2021). Moreover, the unequal distribution of domestic work and additional responsibilities increased the risk of girls and young women dropping out of school (Favara et al. 2022).

Methods

This factsheet uses preliminary data from Round 7. Young Lives participants of the Younger Cohort and Older Cohort have been followed since 2002, when they were one and eight years old, respectively. Data for Round 7 in India was collected between August 2023 and January 2024. A total of 2,673 participants were interviewed (1,826 from the Younger Cohort, 847 from the Older Cohort), which represents 88.5% of the original sample in Round 1 (Younger Cohort: 90.8%; Older Cohort: 84.0%) (Molina et al. 2025). Participants from previous rounds who were not interviewed in Round 7 were excluded from the analysis. Participants are classified by gender, area of residence (urban or rural) at the time of the data collection, household wealth (top, middle or bottom wealth tercile in 2002) (Briones 2017), caste, mother's education level, and whether they had children by age 19 or were married before age 18 for women, or age 21 for men. We consider the caste categories Scheduled Castes (SC), Scheduled Tribes (ST), Backward Classes (BC), and Other Castes (OC). Scheduled Castes and Scheduled Tribes are the most historically disadvantaged castes, followed by Backward Classes.

Education outcomes

Secondary completion rates have notably improved, when comparing the 22-year-olds from the Older Cohort in 2016 to the Younger Cohort in 2023.[4] Lower secondary completion (Grade 10) rose from 77% in 2016 to 86% in 2023 (Annex 1). Similarly, 66% of 22-year-olds completed higher secondary (Grade 12) in 2023, up from 58% in 2016. Grade progression also improved, with those completing higher secondary at the normative age (before 17–18) increasing from 54% in 2016 to 61% in 2023.[5]

2 SDG Target 9.c aims to significantly increase access to information and communications technology and strive to provide universal and affordable access to the internet in least-developed countries by 2020.

3 The PM e-VIDYA One Nation One Digital Platform was launched by the Indian government to enable online education courses from 30 May 2020 onwards. For more details, see https://pmmodiyojana.in/pm-evidya.

4 Completion rate refers to whether participants had completed Grade 8, Grade 10 or Grade 12 by the time they were interviewed. Ever enrolled in university/vocational/technical refers to those that have ever been enrolled or completed university/vocational/technical by the time of the interview.

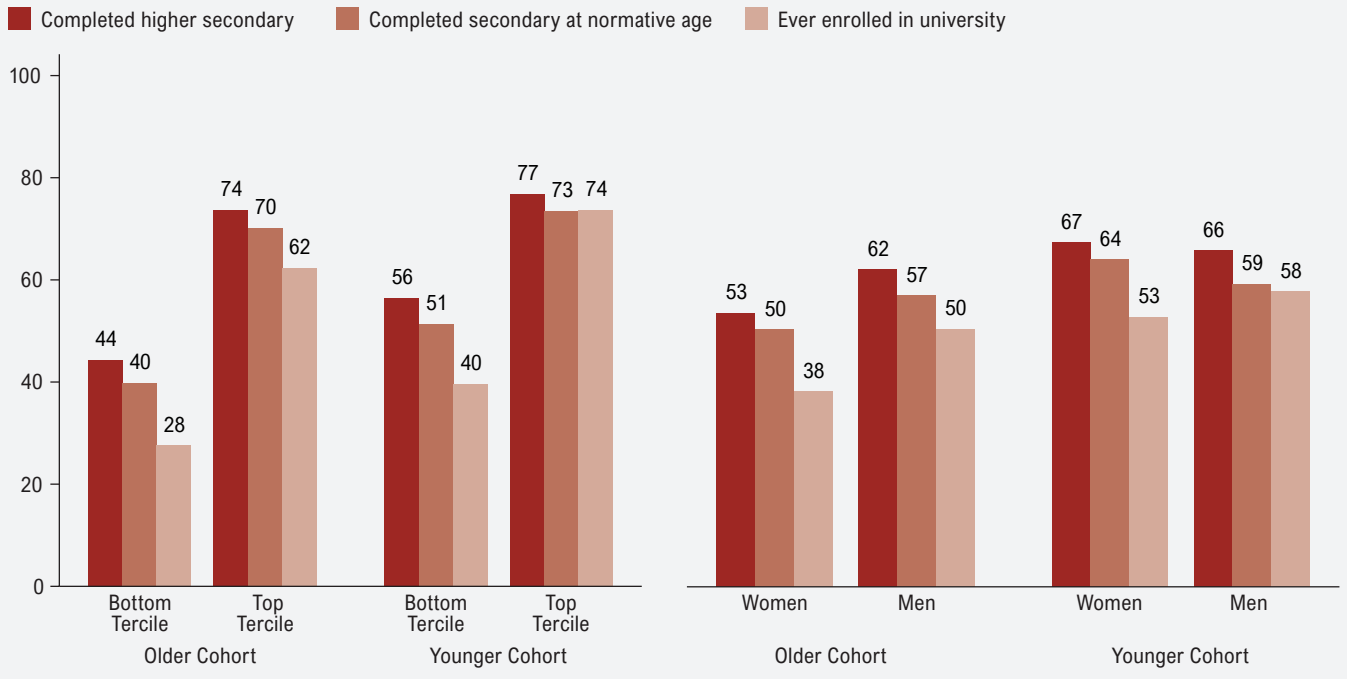
5 Following SDG Indicator 4.1.5, the intended age for a given grade is the age at which pupils would enter the grade if they had started school at the official primary entrance age, had studied full-time and had progressed without repeating or skipping a grade. In India, the official theoretical entrance age is 6 years old. By 15–16 years old, students are expected to have completed Grade 10, and by 17–18 they are expected to have completed Grade 12.

The percentage of 22-year-olds ever enrolled in university also increased significantly. More than half of those who completed secondary education went on to higher education, with 55% reporting to have ever been enrolled in university, up from 44% in 2016 at the same age. In contrast, vocational/technical enrolment dropped significantly, from 17% to 13%. The shift toward STEM (science, technology, engineering and mathematics) majors is evident, with 45% enrolled in STEM fields at some stage, up from 22%, with no significant gender differences.

The gender gap in secondary education completion has closed by age 22. However, women are less likely to enrol in university. In 2016, women were 8 percentage points behind in lower and higher secondary completion; by 2023, both women and men achieved 10.8 years of education on average, with women even progressing faster throughout the school system (Figure 1). However, early marriage and motherhood remain significant barriers. Those who were married before the legal age or became parents by age 19, primarily women and girls, have an average of over two fewer years of education, and on average only 25% completed Grade 12 (24% for women), compared to 72% for those who did not (78% for women). Even though the gender gap in university enrolment has narrowed, women are still less likely to pursue or complete higher education than men. This underscores the additional barriers women face, worsened by the increased domestic work burden during the pandemic (Scott et al. 2022).

Early life inequalities predict education outcomes, particularly higher education enrolment and school completion by age 22. Long-term secondary education disparities have narrowed, particularly for women, those from historically disadvantaged castes, or those whose mothers have low educational levels. For instance, the completion rate for lower secondary education increased by 14 percentage points for the poorest households (bottom wealth tercile). Similarly, lower secondary completion increased by 15 percentage points for women from Scheduled Castes. However, early life inequalities continue to predict education outcomes 20 years later: by Round 7, 77% of participants born into the wealthiest families (top wealth tercile) have completed secondary education, compared to 57% of those born into the poorest families (bottom wealth tercile). Large disparities in higher education remain, with only 40% of those born into the poorest families enrolling in university, compared to 74% of those born into wealthier families (Figure 1).

Figure 1. *Education attainment of 22-year-olds (%)*



Note: Household wealth terciles were calculated using the 2002 wealth index (Round 1); see Briones (2017) for more details.

Access to digital devices

Internet access has grown substantially, but the digital divide persists. The COVID-19 pandemic accelerated India's digital transformation, making digital access an integral part of daily life. Over the last seven years, internet usage has increased across both cohorts. Among the Older Cohort, usage rose from 38% (at age 22) to 83% (at age 29), while the Younger Cohort experienced an increase from 14% (at age 15) to 89% (at age 22) (Table 1). At age 22, 88% of the Younger Cohort reported daily internet use, compared to just 29% of the Older Cohort at the same age. Despite this widespread adoption, a gender gap persists. In 2023, 78% of 22-year-old women reported daily internet use, compared to 97% of men. Disparities also exist across socio-economic groups. In 2023, 96% of those from wealthier households reported daily usage, compared to 83% of those from the poorest households (Figure 2). The difference is even more pronounced for women from Scheduled Castes or Scheduled Tribes, with 75% reporting daily internet use, and for women whose mothers had no formal education, with 68% reporting daily use.

Access to computers/laptops has grown for the Younger Cohort, though large disparities in access remain evident. Computer usage has increased, particularly among the Younger Cohort, where it rose from 11% to 27%, although there was no significant change for the Older Cohort (Table 1). Large disparities in computer access remain: 46% of those born into the wealthiest households (top tercile) have used a computer many times, compared to 12% of those born into the poorest households (bottom tercile) (Figure 2).

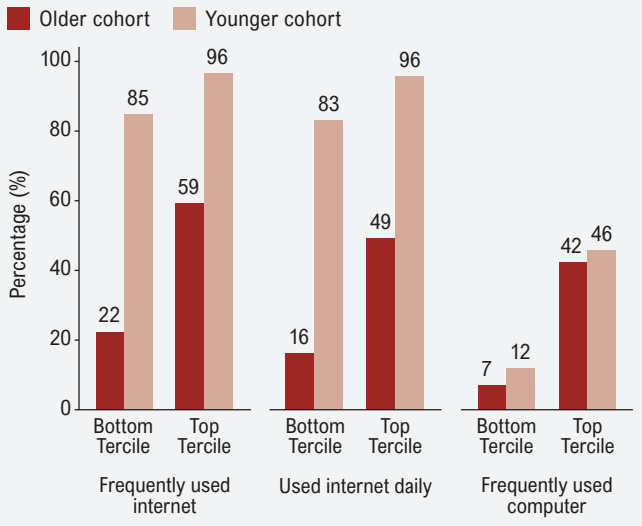
Table 1. *Changes over time in the usage of digital devices*

	Older Cohort		Younger Cohort	
	2016 (age 22)	2023 (age 29)	2016 (age 15)	2023 (age 22)
Frequently used internet	38.1%	82.9%	14.3%	89.2%
Used internet daily	29.2%	81.6%	5.7%	87.6%
Frequently used computer	21.4%	23.6%	11.2%	27.2%

Notes: Table 1 displays the percentage of participants who have used internet and the computer frequently over their life (i.e. "'many times in their lives'"). To be consistent with the Round 7 survey, the responses in Round 5 as to whether participants have ever used the internet or ever used a mobile phone with internet access were combined. As for the daily use of Internet, the survey question refers to "the last 12 months". The question was only asked to those that ever used the internet many times in their life.

The digital divide has narrowed following the pandemic, with digital access expanding significantly in Andhra Pradesh and Telangana for women, those living in rural areas, those whose mothers had no formal education, and those from disadvantaged castes (Scheduled Tribes and Scheduled Castes). However, it is crucial to distinguish between mobile internet access and home connectivity. The lack of home connectivity limits the potential benefit of the internet. Furthermore, persistent disparities in computer usage suggest that while internet access is necessary, it is not sufficient for developing strong digital skills. These skills are increasingly in demand as economies grow and are transformative in helping young people secure decent work.

Figure 2. *Digital divide among 22-year-olds (Younger Cohort and Older Cohort)*



Notes: See Table 1 note regarding the definition of 'Internet and computer usage'. Household wealth terciles were calculated using the 2002 wealth index (Round 1); see Briones (2017) for more details.

Learning outcomes

Young Lives has administered a series of cognitive tests over the course of the study with the aim of assessing the learning achievement of study participants.[6] In Round 7, Young Lives administered a simplified version of the reading comprehension test[7] – focused on text comprehension – to the Younger Cohort, which allows us to track the learning progression of this cohort over ten years.[8]

6 See Espinoza-Revollo and Scott (2022) for an overview of available information on cognitive and achievement competencies tests administered to children at different ages.

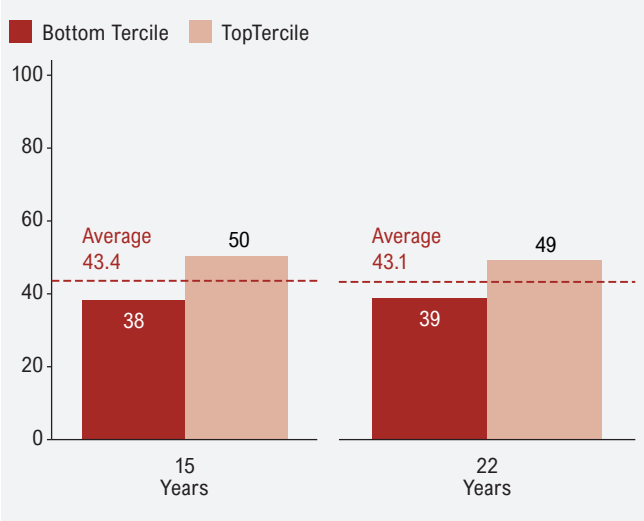
7 This subtest measures participants' ability to retrieve, interpret and reflect on informational and narrative texts related with daily life situations (e.g. medical prescriptions) (Espinoza-Revollo and Scott 2022).

8 In Round 7, the reading comprehension test included two texts with a total of 12 questions and was administered in Telugu. Out of the 12 questions, 8 have been previously asked, while 4 were introduced in Round 7 to improve the difficulty and account for age-related differences. Although questions varied in difficulty, they tested intermediate to advanced literacy skills. At the intermediate literacy level, participants are able to understand the meaning of a simple written expression. At the advanced literacy level, participants are able to retrieve, interpret and reflect on ideas contained in everyday texts.

Despite the high rates of secondary school completion and university enrolment, more schooling has not translated into an improvement in reading comprehension. Overall, reading comprehension skills at age 22 have stagnated, with the skills attained at the age of 15 being retained. When comparing the percentage of correct answers on four reading comprehension questions administered in both Round 5 and Round 7 ("common items"), the Younger Cohort answered on average 43% of questions correctly at both age 15 and age 22 (Figure 3). When considering all questions administered in the Round 7 reading comprehension test we also find no evidence of improvement, and even some suggestive evidence of a slight decrease in reading abilities, between age 15 and age 22, which requires further analysis.

There are significant socio-economic disparities in reading abilities. At age 22, participants from urban areas and wealthier households performed better than those from rural areas and poorer households (10 to 11 percentage points difference) (Figure 3). Therefore, education policies should prioritise ensuring that school inputs effectively translate into the attainment of literacy and reading skills. This includes implementing interventions for older students who have fallen too far behind and are unable to keep up with the current curriculum, as basic skills have not been adequately acquired.

Figure 3. *Results of reading comprehension test at age 15 and age 22, Younger Cohort (%)*



Notes: To enhance comparability across rounds, this analysis refers to the four common items (questions) administered in Round 5 and Round 7. The sample was restricted to participants who were interviewed in both rounds, excluding illiterate participants.

Conclusions and looking forward

India's rapid school enrolment expansion has successfully integrated more students from disadvantaged backgrounds into the formal education system, advancing progress towards SDG 4. This is reflected in the Young Lives study. Over the past seven years, despite the challenges posed by COVID-19, there have been improvements in secondary school completion and higher education enrolment. Notwithstanding that women have achieved the same level of secondary education as men, they still lag behind in accessing and completing higher education, hindering progress towards SDG 4.5 (Eliminate gender disparities in education outcomes). Moreover, women who married or had a child at early ages, often coming from the most vulnerable socio-economic backgrounds, achieve the lowest education outcomes.

The lack of improvement in the reading comprehension test performance is concerning, given the overall educational attainment of Young Lives participants. One of India's greatest challenges is to implement effective policies that enhance learning outcomes (SDG 4.1) and basic numeracy and literacy for young people (in line with SDG 4.6), particularly for those who have fallen far behind grade-appropriate curricular standards as well as those who lack access to vocational and quality education. Addressing this is also fundamental for ensuring that students acquire the skills necessary for securing better jobs, performing relevant daily tasks, and supporting their personal growth.

Post-pandemic, the digital divide in access to the internet has narrowed, but unequal access to computers remains. Given the relevance of digital skills in the globalised context, ensuring that access to technology translates into digital skills is crucial for offering quality education through alternative methods and better preparing students with the skills needed in today's job market.

Annex 1. *Schooling and learning outcomes for the Younger Cohort (YC) and Older Cohort (OC) at 22 years old*

	Completed lower secondary (Grade 10)		Completed upper education (Grade 12)		Complete upper secondary at normative age[a]		Average years of schooling (grade)		Completed or ever in vocational/ technical		Completed or ever in university		Ever studied a STEM major	
	OC (2016)	YC (2023)	OC (2016)	YC (2023)	OC (2016)	YC (2023)	OC (2016)	YC (2023)	OC (2016)	YC (2023)	OC (2016)	YC (2023)	OC (2016)	YC (2023)
Average of full sample	76.6%	86.1%	57.6%	66.4%	53.5%	61.3%	10.10	10.77	16.8%	13.2%	44.0%	55.4%	21.9%	44.6%
Gender														
Women	72.8%	86.0%	53.5%	67.3%	50.3%	63.8%	9.81	10.77	11.6%	9.4%	38.1%	52.7%	18.9%	42.2%
Men	80.5%	86.3%	62.0%	65.6%	56.8%	59.1%	10.41	10.76	22.4%	16.5%	50.3%	57.7%	25.1%	46.6%
Difference (t-test)	7.7**	0.3	8.5**	-1.6	6.5	-4.7	0.60**	-0.01	10.8***	7.1***	12.2***	5.0	6.1	4.4
Area of residence (Round 1)														
Rural	73.6%	84.6%	53.7%	64.4%	49.4%	58.6%	9.91	10.66	17.3%	13.7%	39.1%	50.6%	19.2%	42.9%
Urban	86.4%	91.3%	70.4%	73.1%	67.1%	70.4%	10.72	11.14	15.0%	11.5%	60.6%	71.4%	31.0%	50.2%
Difference (t-test)	12.8***	6.7***	16.7***	8.7***	17.8***	11.9***	0.80***	0.49***	-2.3	-2.1	21.5***	20.8***	11.8***	7.3**
Current area of residence														
Rural	74.3%	83.9%	55.1%	63.3%	50.4%	57.4%	9.91	10.62	18.0%	14.0%	40.5%	49.3%	20.0%	42.0%
Urban	81.4%	91.5%	62.7%	73.7%	60.3%	70.5%	10.48	11.12	13.6%	11.3%	51.9%	69.8%	26.1%	50.6%
Difference (t-test)	7.0	7.5***	7.6	10.3***	9.9**	13.1***	0.57	0.50***	-4.5	-2.7	11.4**	20.4***	6.1	8.6***
Wealth index (Round 1)[b]														
Bottom tercile	64.8%	78.8%	44.3%	56.5%	39.8%	51.3%	9.20	10.24	13.8%	14.4%	27.5%	39.6%	13.1%	32.2%
Middle tercile	78.0%	87.3%	56.6%	66.6%	52.3%	59.8%	10.22	10.82	18.1%	12.4%	44.4%	53.9%	17.8%	43.7%
Top tercile	88.3%	92.6%	73.5%	76.8%	70.1%	73.5%	10.98	11.28	18.9%	12.7%	62.2%	73.7%	36.1%	58.5%
Difference (t-test)	23.5***	13.8***	29.2***	20.3***	30.3***	22.2***	1.78***	1.04***	5.1	-1.7	34.7***	34.0***	22.9***	26.3***
Caste														
Scheduled Castes (SC)	71.6%	86.3%	50.3%	61.3%	47.2%	56.5%	9.88	10.75	18.3%	13.4%	34.0%	44.6%	17.3%	36.9%
Scheduled Tribes (ST)	74.3%	79.3%	63.8%	62.6%	54.3%	51.1%	9.84	10.46	20.0%	20.7%	40.0%	45.2%	26.7%	36.3%
Backward Classes (BC)	76.0%	85.9%	54.1%	64.9%	50.1%	61.7%	9.98	10.66	14.0%	11.6%	42.0%	55.1%	17.7%	44.9%
Others (OC)	84.3%	91.6%	69.6%	77.2%	67.0%	72.1%	10.73	11.25	19.9%	11.1%	61.3%	73.2%	33.5%	56.9%
Difference (t-test)	23.5**	13.8**	29.2**	20.3**	30.3**	22.2**	1.78**	1.04**	5.1**	-1.7**	34.7**	34.0**	22.9**	26.3**
Region after bifurcation in 2014 (Round 1)														
New Andhra Pradesh	77.8%	87.7%	60.2%	69.1%	56.3%	66.3%	10.34	10.93	20.3%	13.0%	46.9%	58.6%	23.4%	48.6%
Telangana	74.3%	83.3%	52.9%	61.3%	48.3%	52.0%	9.68	10.46	10.6%	13.6%	39.0%	49.5%	19.3%	37.1%
Difference (t-test)	-3.5	-4.4**	-7.4	-7.8***	-8.0	-14.4***	-0.66**	-0.47***	-9.7***	0.6	-7.9	-9.1***	-4.0	-11.5***
Maternal education														
None	68.5%	78.2%	49.6%	55.1%	45.3%	48.8%	9.55	10.18	13.9%	12.0%	33.3%	42.2%	17.6%	33.6%
1 to 5 years	85.8%	91.3%	59.0%	70.4%	54.1%	65.6%	10.64	11.10	16.9%	14.1%	49.7%	55.8%	18.0%	45.1%
6 to 10 years	91.4%	97.0%	80.1%	83.8%	76.8%	81.1%	11.19	11.59	25.8%	15.7%	68.9%	78.1%	37.1%	62.0%
More than 10 years	93.1%	98.8%	89.7%	90.0%	89.7%	86.3%	11.69	11.82	31.0%	12.5%	89.7%	90.0%	58.6%	82.5%
Difference (t-test)	24.6**	20.6***	40.0***	34.9***	44.3***	37.5***	2.14***	1.64***	17.2	0.5	56.3***	47.8***	41.0***	48.9***
Early marriage/parenthood														
No early marriage/parenthood	85.2%	89.2%	68.3%	71.5%	63.6%	66.0%	10.77	11.00	20.2%	14.2%	53.7%	61.2%	27.4%	49.4%
Early marriage/parenthood	42.5%	61.7%	15.1%	24.9%	13.4%	23.4%	7.45	8.87	3.2%	5.0%	5.9%	8.5%	0.0%	6.0%
Difference (t-test)	-42.7***	-27.5***	-53.3***	-46.6***	-50.1***	-42.6***	-3.31***	-2.13***	-17.0***	-9.2***	-47.8***	-52.7***	-27.4***	-43.4***
Number of participants	922	1826	922	1826	922	1826	918	1799	922	1826	922	1826	922	1826

Notes: [a] Following SDGs Indicator 4.1.5, the intended age for a given grade is the age at which pupils would enter the grade if they had started school at the official primary entrance age, had studied full-time and had progressed without repeating or skipping grade. In India, the official theoretical entrance age is 6 years old. By 15–16 years old, students are expected to have completed Grade 10 and by 17–18 they are expected to have completed Grade 12. [b] The Young Lives wealth index is a composite index that reflects the welfare of household members in terms of the quality of the dwelling and access to basic services (see Briones 2017). Differences are significant at ***1%, **5% and *10%. Differences are percentage points. The t-test for household wealth was estimated by comparing the bottom with the top tercile, while the t-test for mother's years of formal education was estimated by comparing no formal education with more than ten years of formal education. Information on maternal formal education was taken from 2006 (Round 2). Area of residence refers to the household location in 2002 (Round 1) as well as the current area of residence (either Round 5 or Round 7). For this factsheet, Young Lives uses the term Backward Classes (BC), which is equivalent to Other Backwards Castes (OBC). Region uses information from 2002 (Round 1). Household wealth terciles were calculated separately for each cohort using the household wealth index of 2002 (Round 1). Caste uses information from 2002 (Round 1). Early pregnancy or child marriage is defined as either having been pregnant before 20 (UNICEF definition) or having been married or cohabitating by the age of 18 for women and 21 for males. Five participants have missing information on the wealth index in Round 1; 42 participants have missing information on mother's education in Round 2; 12 Other Caste participants have missing information for current area of residence in Round 5.

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