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ADMINISTERING REGIONAL APPEAL TO YOUNG PEOPLE THROUGH EDUCATION: THE CASE OF THE SUDOVIA REGION IN LITHUANIA

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Abstract. *The attractiveness of regional areas to young people has gained growing academic attention, particularly within the context of demographic shifts, urban-rural disparities, and education. In focusing on the Sudovia region of Lithuania, the paper examines how education can be strategically used as a lever to administer regional appeal among young people. By analysing the interplay between local educational institutions and broader regional development goals, the study highlights context-specific solutions for youth attraction and retention. Existing research emphasises that regional attractiveness is multifaceted, encompassing economic opportunities, quality of life, social infrastructure, cultural identity, and connectivity. Education is one of the factors that influences young people's decision to relocate and settle in specific regions.*

Methodology. *This study uses a mixed-methods approach, combining surveys and interviews to assess the Sudovia region's attractiveness for young people through education. This approach enables data triangulation for robust insights. Quantitative data were analysed with descriptive stats and regression to find key factors of education attractiveness. Qualitative data*

were transcribed and analysed thematically to identify themes and perspectives that contextualise survey results.

Findings. *The integration of quantitative and qualitative data presents a compelling view of Sudovia's appeal to young people through education, emphasising both its promising opportunities and the challenges that must be addressed.*

Conclusions. *The findings highlight that administering regional appeal through education requires integrating academic opportunities with cultural, social, and economic dimensions of regional life. However, aligning local education with emerging industries is critical for enhancing Sudovia's vibrant attraction for youth.*

Keywords: *Youth retention, administering, regional attractiveness, education policy*

Introduction

The ability of a region to attract and retain young people is increasingly recognised as a crucial factor in its long-term socio-economic vitality. In Europe, especially in peripheral and rural areas, demographic changes, labour market shifts, and migration patterns have heightened concerns about the sustainability of regional development. The Sudovia region in Lithuania, like many non-metropolitan areas, faces ongoing youth out-migration. This trend not only diminishes its human capital but also restricts its potential for innovation, entrepreneurship, and cultural vibrancy.

Education plays a vital role in shaping these dynamics. Research indicates that the presence and quality of higher education institutions significantly enhance perceived quality of life and influence the residential choices of young people (Drummond et al. 2020; Hanssen and Mathisen 2018). Education opportunities that align closely with local economic needs and promote entrepreneurial activities are linked to higher rates of youth retention and return migration (Hu et al. 2020; Waligóra 2024). However, studies suggest that education alone is insufficient; factors such as cultural amenities, recreational facilities, business opportunities, and inclusive regional policies also shape young people's perceptions of a place (Vidickienė 2017; Zenkienė and Leišytė 2024).

The relationship between education and regional attractiveness is therefore complex. While some studies have explored these factors in rural and peripheral areas of Europe, few have specifically examined them within the Lithuanian context, and even fewer have provided an in-depth region-specific analysis of Sudovia. Furthermore, existing research often relies on either quantitative indicators or qualitative narratives, creating a gap for studies that integrate both methods to capture the intricacies of youth decision-making. By linking regional appeal with the role of education, this paper highlights how targeted educational strategies can serve as a foundation for strengthening Sudovia's competitiveness. In doing so, it situates the case of Sudovia within the broader European discourse on how education

can administer regional attractiveness to young people.

This study aims to fill that gap by investigating how education influences the attractiveness of the Sudovia region for young people aged 18 to 35. Using a mixed-methods approach, it combines quantitative survey data with qualitative open-ended responses to assess perceptions of education opportunities, their alignment with local labour markets, and their interaction with broader regional development factors. The goal is to generate evidence-based, region-specific insights that can inform policy and strategic planning to enhance youth retention, attract return migrants, and foster a vibrant, inclusive regional environment.

Related Research and Hypothesis Development

The relationship between education and regional attractiveness has been studied from various theoretical perspectives, including human capital theory, endogenous growth theory, and the Quadruple Helix model. These frameworks emphasise that education plays both an economic and a social role in shaping regional competitiveness. However, in Lithuania – and particularly in the Sudovia region – empirical evidence on how education contributes to administering regional appeal remains limited. Administering regional appeal through education involves not only improving the quality of study opportunities but also connecting them with regional innovation systems, labour market needs, and inclusive social environments that encourage young people to stay or return. This study addresses this research gap by examining how education quality and related socio-economic factors influence youth perceptions of regional attractiveness in Sudovia.

Research indicates a complex relationship between education and regional attractiveness. Universities and other higher education institutions can improve a region's perceived quality of life, making it more appealing to both potential students and residents who may not directly engage with higher education. (Drummond et al. 2020). Furthermore, student mobility in higher education is influenced more by institutional traits – such as university quality and reputation – rather than regional factors, with degree mobility focused in a few countries and quality-driven institutions drawing the largest share of mobile students (Giambona et al. 2017; Sanchez and Flisi 2017).

In rural areas, it is essential to understand and address the needs of local high school graduates through appropriate study programmes, quality teaching, and student communities to retain young talent (Hanssen and Mathisen 2018). Additionally, gender-specific considerations emerge in this area of research. Vidickienė (2017) highlights that in post-industrial societies, rural areas are becoming more attractive to young, educated women, not only as places to reside but also as environments for entrepreneurship and leadership. This trend necessitates targeted rural policy measures to support innovative business models and boost female participation in decision-making.

Research consistently shows that education opportunities significantly influence youth

migration patterns. When access to higher education is limited in rural regions, young people are often compelled to relocate to urban areas (Dolinska et al. 2020; Eversole 2001). In many instances, this move becomes permanent, worsening regional inequalities. For example, in Poland, education migration has been associated with persistent demographic imbalances and economic difficulties (Szydlik-Leszczyńska 2021; Waligóra 2024). Similar trends are observed in other countries, where the lack of strong regional universities contributes to a 'brain drain' from economically weaker areas (Sudekum 2003).

Spatial and economic factors also shape regions' attractiveness. Hu et al. (2020) find that talent attraction strongly correlates with economic development, quality of life, and tertiary industry performance, with education and transport services acting as decisive elements. The role of universities in fostering regional innovation is emphasised by Zenkienė and Leišytė (2024), who demonstrate that participation in European University Alliances strengthens cross-sectoral collaboration and drives socio-economic transformation through the Quadruple Helix framework. In addition to their traditional academic roles, universities can boost regional attractiveness through innovative activities, such as education tourism (Maryani and Sugito 2018) and targeted marketing campaigns (Waligóra 2024).

Szymczak and Gajderowicz (2023) show that while prospective students are willing to travel significant distances for preferred study programs, regional disparities in the feasibility of commuting risk deepening inequalities in human capital distribution. Similar migration dynamics are discussed by Dolinska et al. (2020), who find that post-secondary migration from small towns to large urban centres often becomes permanent, intensifying regional disparities.

International perspectives further enrich this discussion. For instance, Apsite-Berina et al. (2023) illustrate that international students' choices of study destinations are influenced not only by academic factors but also by cultural and lifestyle considerations. Szymczak and Gajderowicz (2023) found that spatial accessibility significantly affects student decision-making, as longer travel times can decrease willingness to enrol in certain institutions, potentially widening spatial inequalities in human capital.

The literature cautions against overly simplistic policy solutions, emphasising that enhancing regional and institutional attractiveness requires a multifaceted approach. In the context of Industry 4.0, investment attractiveness is critical for universities, with public–private partnerships playing a key role in driving digital modernisation and global competitiveness (Savelyeva et al. 2019). At the same time, regional development strategies in the era of digitalisation must go beyond education alone, focusing on improving living and business environments, strengthening regional image, and adapting to technological change to sustain competitiveness (Ruohomaa and Salminen 2019). However, research warns that in economically lagging regions, education subsidies may unintentionally accelerate brain drain unless paired with strategies to improve local employment opportunities (Suedekum 2003). Addressing disparities in education quality, as noted by Kuranov and Luk'yanenko (2020), requires targeted interventions in infrastructure, staffing, and services.

While investing in higher education is generally beneficial, it may inadvertently exacerbate the outflow of skilled individuals from less-developed areas unless complemented by measures to improve local employment prospects and living conditions (Kuranov and Luk'yanenko 2020; Suedekum 2003). Effective strategies, therefore, necessitate a holistic approach that integrates education with regional development initiatives.

In summary, existing research positions education as a vital component of regional attractiveness and competitiveness. However, its ability to retain and attract young people depends on the quality, accessibility, and relevance of its education offerings, as well as the broader socio-economic environment in which it is situated. This conceptual foundation frames the present study's analysis of how education can enhance the appeal of the Sudovia region for young people and contribute to its sustainable development.

We specifically explore how perceived education quality affects regional attractiveness to youth and how this link may differ across age groups. Based on this, we propose the following hypotheses:

(H1): Higher perceived quality of education in the Sudovia region is positively associated with the region's attractiveness for young people.

This hypothesis is based on findings that link institutional quality and the significance of education offerings to youth retention and regional appeal (Drummond et al. 2020; Hanssen and Mathisen 2018).

(H2): Age moderates the relationship between perceived education quality and regional attractiveness, such that the influence of education quality varies across different youth age groups.

This hypothesis reflects the idea that younger and older youth groups may assess education and regional opportunities differently, shaped by their life stage, mobility expectations, and socio-economic priorities (Szymczak and Gajderowicz 2023; Apsite-Berina et al. 2023).

Methodology

This study adopts a mixed-methods approach, integrating quantitative survey data with open-ended qualitative responses to explore how education enhances the attractiveness of the Sudovia region to young people. The design aligns with previous research indicating that regional appeal relies not only on measurable factors such as education and employment but also on subjective perceptions, lifestyle goals, and social engagement (Drummond et al. 2020; Hanssen and Mathisen 2018; Vidickienė 2017; Apsite-Berina et al. 2023).

A structured questionnaire was distributed to 171 young residents of the Sudovia region (ages 18–35), representing both students (32.7%) and employed respondents (61.4%). Most participants were women (83%), with a majority aged 31 and older (62.6%). The largest groups came from Marijampolė (35.7%) and Vilkaviškis (22.8%), reflecting the region's demographic and spatial composition.

Consistent with research linking education quality and accessibility to young people's migration decisions (Eversole 2001; Szydlik-Leszczyńska 2021; Dolinska et al. 2020), the survey aimed to quantify the education factors that influence regional attractiveness. Open-ended questions complemented the quantitative analysis by asking participants to discuss education's strengths and weaknesses, share hopes, and propose ways to boost Sudovia's attractiveness through education. This aligns with literature urging a deeper understanding of young people's decision-making around education opportunities and quality of life (Hu et al. 2020; Waligóra 2024).

To examine how education quality contributes to perceived regional attractiveness, a series of ordinary least squares (OLS) regression models was estimated using quantitative survey data (N = 171). The dependent variable, regional attractiveness (ATTR), was measured by asking this question: Q10_Do you think that Sudovia is attractive to young people who want to live or build their future there? Responses were recorded on a 5-point Likert scale. Likert scales were used to measure both the perceived importance and current satisfaction regarding aspects such as the diversity of study programs, teaching quality, connections between education and employment opportunities, and access to lifelong learning (Tvaronavičienė et al. 2018). The explanatory variable, education quality (EDU_Quality), was created by grouping the following questions that measure satisfaction with education institutions in Sudovia:

- Q6_Are study opportunities an important factor in assessing the attractiveness of the Sudovia region?
- Q7_Are the study opportunities in the Sudovia region attractive to you, and do they meet your needs?
- Q8_Do educational institutions (schools, universities, libraries) meet the needs of young people in Sudovia?

The responses to these questions were averaged to produce a single variable representing the quality of education in the Sudovia region. The Cronbach's alpha reliability coefficient is 0.70, indicating strong internal consistency.

Demographic data, such as age group (Q1), gender (Q2), place of origin (Q3), current residence in Sudovia (Q4), and current occupation (studying, working, or other) (Q5), served as control variables to help understand perception patterns, as previous findings suggest that attractiveness often varies according to gender, age, and socio-economic background (Lovšin 2014; Vidickienė 2017)

We developed two models to analyse how perceived education quality relates to the regional appeal of Sudovia, as well as to explore whether age acts as a moderating factor (conditional hypothesis).

The first model tested the direct effects of perceived education quality and age group on regional attractiveness:

$$s_ATTR_i = \alpha_0 + \alpha_1 (s_EDU_Quality)_i + \alpha_2 (s_Q1_AgeGroup)_i + C_i + \varepsilon_i \quad (1)$$

s_Q1_AgeGroupi represents the standardised age-group variable, indicating the respondent's position within the defined age categories for young people. The vector of control variables, Ci, includes gender, origin, current living place, and occupation status, all of which may also influence perceived regional attractiveness.

To investigate whether age influences how education quality affects perceived regional attractiveness, we built a second model including an interaction term between standardised education quality and age.

$$s_ATTR_i = \beta_0 + \beta_1 (s_EDU_Quality)_i + \beta_2 (s_Q1_AgeGroup)_i + \beta_3 (s_EDU_Quality \times s_Q1_AgeGroup)_i + C_i + \varepsilon_i \quad (2)$$

The multiplicative term $s_EDU_Quality_i \times s_Q1_AgeGroup_i$ allows us to examine how the respondent's age moderates the effect of perceived education quality on regional attractiveness in the Sudovia region. All main variables were standardised (z-scored) prior to estimation to ensure comparability of coefficients and to mitigate potential scale effects. The interaction term between education quality and age group was also based on standardised variables to facilitate the interpretation of the moderating effect. Estimation was conducted using OLS with robust standard errors to address potential heteroskedasticity identified by White's test ($p = 0.001$).

Research Findings

The study shows that young people's views of the Sudovia region are complex and rich in different aspects. Qualitative findings reveal that nearly one-third of respondents (27.5%) found the region very attractive as a place to live, while almost half (49.1%) saw it as attractive only in certain aspects. This suggests that, although the region has potential for keeping young people, its appeal is not consistent across various areas of life. When asked about the key factors affecting the region's appeal, 61% of participants cited education opportunities as a vital factor in whether young people choose to remain in Sudovia. About 40% (15.8% 'completely agree' and 24% 'agree') confirmed that study opportunities in the region are attractive and meet youth needs. Open-ended responses further emphasised the importance of education, employment, and urban development as interconnected drivers of regional appeal. Participants highlighted the need to strengthen study programmes aligned with local labour market needs, create jobs, and expand modern, accessible city spaces to support social and cultural life:

'Promote a variety of businesses that could be suitable for young people with various degrees.'

'Expand and modernise city spaces (installing one small square is of little use – people will come to take a picture once and never come back; we need large spaces where people

can walk longer distances, play sports, spend time with their children, etc.).'

'Promote the attraction of modern teaching methods to the city; large cities offer various dedicated methodologies, so parents can decide which methodology, which directions are acceptable to them and suitable for their children.'

'To organise a higher education institution, to offer work immediately after studies in the Sudovia region; to pay attention not only to the youth who are residents of Marijampole, but also to those who are from other districts; to encourage them, because most often, young people from other districts come to work, study, buy housing, and raise children in this city, and they do not receive anything from it.'

'First, create jobs, involve young people in various activities, sports...'

'Educate young people more about the various support measures available to start or develop their own business. There are also many financial instruments available to organise various events, etc. Because a large part of young people do not know this.'

These statements reflect a common view that the education system is key to the region's appeal, serving not just as a source of knowledge but also as the basis for innovation, entrepreneurship, and cultural life.

The quantitative analysis reinforces and expands upon these qualitative insights. Regression results indicate that education quality is the strongest predictor of regional attractiveness for young people (see Table 1).

Table 1. OLS estimates of the relationship between education quality and regional attractiveness for young people

Full variable name	Short variable name	Parameter	OLS estimates of Eq. (1) using robust standard errors (HAC)	OLS estimates of Eq. (2) using robust standard errors (HAC)
			ATTR as dependent variable	ATTR as dependent variable
Constant	Const	α	0.0103** (0.3867)	0.0148** (0.3895)
Education quality	s_EDU_Quality	β_1	<0.0001 *** (0.0666)	<0.0001 *** (0.0673)
Respondents' age	s_Q1_AgeGroup	β_2	0.0755* (0.0974)	0.0702* (0.0749)

Full variable name	Short variable name	Parameter	OLS estimates of Eq. (1) using robust standard errors (HAC)	OLS estimates of Eq. (2) using robust standard errors (HAC)
			ATTR as dependent variable	ATTR as dependent variable
The interaction between education quality and age	s_EDU_Quality . s_Q1_AgeGroup	β_3		0.4011 (0.0640)
Respondents' gender	Q2_Gender	c_1	0.6191 (0.1997)	0.7243 (0.2006)
Respondents' origin (from Sudovia or not)	Q3_Origin	c_2	0.1359 (0.2298)	0.1435 (0.2306)
Respondents' current living place	Q4_CurrentLiving	c_3	0.8033 (0.231756)	0.8610 (0.233252)
Respondents' occupation (studying, working, or neither)	Q5_Occupation	c_4	0.0145** (0.131682)	0.0142** (0.130705)
Number of observations		n	171	171
Within R^2			0.294873	0.293335

*Notes: Robust (HAC [Heteroskedasticity and Autocorrelation Consistent]) standard errors are presented in parentheses; P-values are presented in the square brackets. *, **, *** indicate statistical significance at the 10%, 5%, and 1% levels, respectively.*

In Estimation 1, the standardised perception of education quality (s_EDU_Quality) exerted a strong, highly significant influence on regional attractiveness. This finding highlights that respondents who view Sudovia's educational institutions as accessible, relevant, and of high quality are considerably more inclined to see the region as an attractive place to live, study, and work. These results empirically support previous research indicating that education serves both as a developmental and symbolic element of regional identity and quality of life (Drummond et al. 2020; Hu et al. 2020).

The respondents' age (s_Q1_AgeGroup) showed a slight positive effect, suggesting that perceptions of attractiveness tend to increase with age. Younger respondents (18–24) primarily assess the region based on education and social opportunities, while older respondents (30–35) focus more on employment and family-related factors. This trend aligns with previous research indicating that different life stages influence how young people perceive regional appeal (Hu et al. 2020; Zenkienė and Leišytė 2024). However, the interaction

between education quality and age (s_EDU_Quality x s_Q1_AgeGroup) was found to be statistically insignificant. This suggests that age does not significantly impact how education quality influences regional attractiveness. In simpler terms, high-quality education positively affects a region's attractiveness across all age groups, acting as a universal factor rather than being specific to certain age groups. This indicates that everyone, regardless of age, perceives the value of quality education similarly when judging regional appeal; control variables offer additional insights.

Occupation had a notable positive effect, indicating that respondents who are employed or pursuing professional studies tend to view Sudovia as more attractive than those who are unemployed or still in secondary education. This supports the argument that economic integration and education experiences jointly foster regional attachment (Waligóra 2024; Hu et al. 2020). The respondents' origin (Q3_Origin) also showed a positive, though non-significant, coefficient, indicating that people born in Sudovia are more likely to view the region favourably, probably due to emotional connections or local familiarity. Both models demonstrate strong explanatory power for perceptual data, with an R2 of 0.32 and an adjusted R^2 of 0.29, meaning that nearly one-third of the variance in regional attractiveness is accounted for by the predictors. The overall F-statistic ($F = 12.55$, $p < 0.001$) confirms that the variables collectively have a significant effect.

Both qualitative and quantitative findings clearly indicate that education is the key factor behind the attractiveness of the Sudovia region for young people. Young residents value accessible, high-quality, and locally relevant education opportunities, seeing them as essential for personal growth and for the region's economic and social strength. The lack of a moderating effect of age implies that these views are consistent across different youth age groups, emphasising education's common role as a driver of regional development.

Both data streams emphasise that education itself is not enough. Respondents repeatedly stress the importance of better connections between education, employment, and urban infrastructure to maintain regional competitiveness and keep young people. As the qualitative feedback highlights, young individuals aspire not just to study in Sudovia but also to live, work, and develop there.

Discussion

The results confirm that education plays a vital role in boosting regional appeal, aligning with the Quadruple Helix model that emphasises collaboration among education, business, government, and civil society as crucial for sustainable regional growth. In Sudovia, education serves not just to develop skills but also as a link connecting young people with local innovation hubs and community involvement. However, the results also show that education alone is not sufficient to ensure youth retention. As highlighted by Suedekum (2003) and Kuranov and Luk'yanenko (2020), strategies centred on education must be complemented with job creation, cultural infrastructure, and inclusive community environments.

Respondents in this study echoed these needs, emphasising that contemporary study programmes must align with regional labour markets and broader lifestyle expectations.

Notably, the impact of education quality was consistent across age groups, suggesting it improves regional attractiveness universally rather than targeting specific cohorts. This supports the idea that education is a structural rather than a situational factor in how young people evaluate regional opportunities (Hu et al. 2020; Drummond et al. 2020). The importance of occupational status emphasises that economic involvement strengthens attachment to a place, connecting education achievement with regional identity and stability. Overall, these results imply that managing regional appeal via education should adopt an integrated, cross-sector strategy – one that links learning opportunities with meaningful employment, innovation, and improved quality of life.

Conclusions

1. This study confirms that education is a critical pathway for administering regional appeal to young people, yet it must be embedded in a wider socio-economic and cultural framework to be fully effective. In Sudovia, the attractiveness of the region depends not only on the existence of study opportunities but also on how these opportunities are aligned with labour market needs, entrepreneurship, and the creation of a vibrant student and community life.
2. The quantitative analysis confirmed that education quality exerts the strongest positive effect on how young people perceive the attractiveness of Sudovia, while occupational status reinforces this relationship through the link between education engagement and economic participation. The absence of a moderating effect of age suggests that education contributes to regional appeal across all youth cohorts, underscoring its structural rather than situational role. Nevertheless, limited cultural, recreational, and social opportunities continue to weaken the region's capacity to retain and attract young residents.
3. The findings indicate that limited cultural, recreational, and social opportunities diminish the region's capacity to retain and attract young people. Establishing a student-oriented environment, in which educational institutions offer comprehensive academic, social, cultural, and community infrastructure, is essential for reversing youth out-migration.
4. Education is central to the process of enhancing regional appeal, and education programs should be explicitly linked to the local economy, with specialisations aligned to regional sectors and entrepreneurship opportunities. Additionally, education should involve community hub-like activities: organising events, promoting cultural engagement, and supporting inclusivity throughout both urban and rural areas.

5. Integrating lifelong learning would further increase regional attractiveness by positioning Sudovia as a centre for both initial and ongoing personal and professional development. This approach aligns with young people's demand for institutions that are closely connected to regional identity and daily life.
6. Administering regional appeal through education in Sudovia requires more than providing formal study opportunities; it calls for a holistic approach that includes a driver of economic alignment, cultural vitality, social inclusivity, and lifelong learning. By embedding these dimensions into education policy and practice, Sudovia can strengthen its competitiveness and emerge as a region where young people choose not only to study but also to live, work, and build their future.
7. As the research revealed that education policies should be related to the local economy, further research is needed to identify education policy directions to align with regional economic sectors and business opportunities.

Data Availability Statement

The data used to support the findings of this research are available from the corresponding authors upon request.

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REGIONINIO PATRAUKLUMO JAUNIMUI DIDINIMAS PER ŠVIETIMĄ: SŪDUVOS REGIONO ATVEJIS LIETUVOJE

Santrauka. *Regioninių vietovių patrauklumas jaunimui sulaukia vis daugiau akademinio dėmesio, ypač atsižvelgiant į demografinius pokyčius, miesto ir kaimo skirtumus bei švietimą. Straipsnyje, daugiausia dėmesio skiriant Sūduvos regionui Lietuvoje, nagrinėjama, kaip švietimas gali būti strategiškai panaudotas kaip svertas regioniniam patrauklumui jaunimui didinti. Analizuojant vietos švietimo įstaigų ir platesnių regioninės plėtros tikslų sąveiką, tyrime išryškinami kontekstui būdingi jaunimo pritraukimo ir išlaikymo sprendimai. Esami tyrimai pabrėžia, kad regioninis patrauklumas yra daugialypis, apimantis ekonomines galimybes, gyvenimo kokybę, socialinę infrastruktūrą, kultūrinį identitetą ir ryšius. Švietimas yra vienas iš veiksnių, darančių įtaką jaunų žmonių sprendimui persikelti ir apsigyventi konkrečiuose regionuose.*

Metodologija. *Šiame tyrime naudojamas mišrus metodų metodas, derinant apklausas ir interviu, siekiant įvertinti Sūduvos regiono patrauklumą jaunimui per švietimą. Šis metodas leidžia atlikti duomenų trianguliaciją, kad būtų gautos patikimos įžvalgos. Kiekybiniai duomenys buvo analizuojami naudojant aprašomąją statistiką ir regresiją, siekiant rasti pagrindinius švietimo patrauklumo veiksnius. Kokybiniai duomenys buvo transkribuoti ir analizuojami temiškai, siekiant nustatyti temas ir perspektyvas, kurios kontekstualizuoja apklausos rezultatus.*

Kiekybinių ir kokybinių duomenų analizė. *Kiekybinių ir kokybinių duomenų integravimas pateikia įtikinamą Sūduvos regiono patrauklumo jaunimui per švietimą vaizdą, pabrėžiant tiek perspektyvias galimybes, tiek iššūkius, kuriuos reikia spręsti.*

Išvados. *Išvados pabrėžia, kad norint valdyti regioninį patrauklumą per švietimą, reikia integruoti akademines galimybes su kultūriniais, socialiniais ir ekonominiais regiono gyvenimo aspektais. Tačiau vietos švietimo derinimas su ateities pramonės šakomis yra labai svarbus siekiant padidinti gyvybingą Sūduvos regiono patrauklumą jaunimui.*

Reikšminiai žodžiai: *Sūduvos regiono konkurencingumas; Jaunimo išlaikymas; Administravimas; Regiono patrauklumas; Švietimo politika.*

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