

17 - 19 October 2025

Lyon , France

Assessing the Influence of Digital Tools in Entrepreneurship Education on Entrepreneurial Knowledge and Intentions in Central and Eastern European and Southern European Countries

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Abstract

This study examines how students in Central and Eastern European countries and Southern European countries improve their entrepreneurial knowledge and intentions concerning the use of digital tools in entrepreneurship education. Integrating digital platforms, simulations, and online learning environments has become more common in entrepreneurship courses as digitalization transforms educational methods. The study investigates the relationship between students' perceived knowledge acquisition and their ambition to launch a business and the use of particular digital tools using a mixed-methods methodology that blends quantitative survey data with a critical literature review and analysis of previous research results.

The aim of the study is to assess how the integration of digital tools in entrepreneurship education influences the acquisition of entrepreneurial knowledge and the formation of entrepreneurial intentions among students in Central and Eastern, and Southern European countries.

The study draws on data from higher education institutions across multiple countries in the specified regions, providing cross-national insights into the effectiveness of digital tools in fostering entrepreneurial competencies. The findings reveal significant regional variations in tool effectiveness and suggest that while digital tools enhance engagement and knowledge, their impact on entrepreneurial intention is moderated by cultural, institutional, and pedagogical factors. The study contributes to the growing body of literature on digital entrepreneurship education and offers practical recommendations for educators and policymakers aiming to strengthen entrepreneurship ecosystems through digitally enhanced learning.



WORLD CONFERENCE ON MANAGEMENT, BUSINESS and ECONOMICS



Keywords: Entrepreneurship Education, Digital Tools, Entrepreneurial Knowledge, Entrepreneurial Intention, Business Plan