

# Perceptions and Practices of Preschool Educators Regarding Entrepreneurship Education in Morocco

## Abstract

Entrepreneurship education has attracted growing interest due to its potential to foster essential transversal skills from early childhood, such as creativity, autonomy, and initiative. In the Moroccan context, despite the integration of certain transversal competencies into preschool curricula, entrepreneurship education remains insufficiently explicit and poorly formalized. This study aims to analyze preschool educators' perceptions, pedagogical practices, and training needs regarding entrepreneurship education in Morocco. A questionnaire-based survey was conducted with 334 preschool educators working in institutions affiliated with the Moroccan Foundation for Preschool Education. The questionnaire was structured around three dimensions: (1) educators' general perceptions of entrepreneurship education, (2) pedagogical prerequisites for its integration into preschool education, and (3) training and support needs. The results indicate a strong overall endorsement of entrepreneurship education among educators, while revealing that its integration into pedagogical practices remains largely implicit. The findings also show that educators' prior experience is associated with greater awareness of the need to adapt teaching methods and strengthen programmatic support, whereas the main obstacles identified relate to institutional and structural constraints. These results highlight the importance of clarifying the entrepreneurial competencies to be developed from the preschool level and of strengthening educator support through explicit curricular frameworks, targeted training, and appropriate resources, in order to promote a coherent and sustainable integration of entrepreneurship education in the Moroccan context.

## Keywords

Entrepreneurship education ; preschool education ; educators' perceptions ; pedagogical practices.

## Introduction

Early childhood represents a decisive stage of development, as it corresponds to the period during which fundamental skills and dispositions are constructed and serve as the foundation for children's future development (Andrejeva & Usca, 2023). At this age, children demonstrate a high learning potential, making early childhood a strategic phase for the acquisition of transversal skills such as creativity and initiative.

The importance of this developmental stage is further confirmed by several international studies, notably those conducted by the Organisation for Economic Co-operation and Development,(OECD, 2020) which emphasize that high-quality preschool education constitutes a major lever for children's future development. When children benefit from structured and stimulating educational programs, their developmental trajectories are more likely to foster creativity, which in turn strengthens essential competencies such as psychological resilience, emotional regulation, and autonomy—key components of holistic (Blau, 2021; Von Suchodoletz et al., 2023) In this regard, Seikkula-Leino (2023) highlights that activities encouraging creativity, initiative, and intellectual curiosity are particularly relevant at this age, as they align with children's natural modes of learning, a perspective already emphasized in earlier work (Seikkula-Leino, 2011)Together, these contributions

43 underline that early childhood constitutes a particularly favorable period for the development  
44 of entrepreneurial dispositions as well as for the acquisition of essential foundational  
45 knowledge. To further support this view, other scholars emphasize the importance of  
46 integrating innovative pedagogical approaches. Among these, entrepreneurship education  
47 emerges as a promising pathway, enabling young children to develop civic, collaborative, and  
48 creative competencies.(Sarıkaya & Coşkun, 2015).

49 From this perspective, researchers emphasize that entrepreneurship education should not be  
50 limited to introducing children to economic concepts, but rather should aim to foster the  
51 development of essential personal dispositions. It is based on the construction of traits and  
52 attitudes such as autonomy, a sense of responsibility, optimism, and perseverance(Suzanti &  
53 Maesaroh, 2017).

54 Accordingly, entrepreneurship education can be integrated from early childhood into school  
55 curricula through a variety of age-appropriate activities (Chojak, 2024; Kaya-Capocci,  
56 2022).Within this framework, scholars identify key competencies to be developed at the  
57 preschool level and argue that entrepreneurship education constitutes a meaningful  
58 educational project that supports the development of these competencies.These observations  
59 are further supported by several studies highlighting that competencies such as a sense of  
60 responsibility, creativity, and initiative can be cultivated from an early age, provided that  
61 children benefit from meaningful interactions with adults and from diverse learning  
62 situations.(Dadan Suryana, 2015) .These elements inevitably raise a central question : Is  
63 entrepreneurship education integrated explicitly or implicitly into curricula, both at the  
64 international and national levels, particularly in the Moroccan context ?

65 A preliminary analysis of international curricula shows that some countries have opted for an  
66 explicit integration of entrepreneurship education. This is notably the case in Scotland, often  
67 presented as a structured example. The *Curriculum for Excellence*(The Scottish Government,  
68 Edinburgh, 2009)specifies that the development of “skills for learning, life and work,”  
69 including entrepreneurial skills, should accompany learners from preschool through higher  
70 education. This orientation is grounded in key competencies such as initiative, cooperation,  
71 and informed risk-taking, which had already been emphasized in earlier research  
72 (Deuchar,2004) Similarly, Finland has gradually strengthened the legitimacy of  
73 entrepreneurship education through its explicit integration, particularly within the *National*  
74 *Core Curriculum for Early Childhood Education and Care*(Raappana & Peuhkuri, 2025).  
75 Sweden has also incorporated the entrepreneurial approach across its preschool education  
76 system since 2009, by placing children in learning environments that promote the  
77 development of entrepreneurial attitudes. However, the implementation of this approach  
78 remains complex, notably due to the diversity of interpretations given to the concept by  
79 teachers and the absence of a unified curricular (Ehrlin et al., 2015).

80 In this regard, it is important to emphasize that entrepreneurship education does not aim to  
81 transmit economic knowledge at this age. Rather, entrepreneurial learning in early childhood  
82 does not rely on specific instructional materials but on activities adapted to children’s  
83 developmental needs. Nevertheless, despite the growing interest in this approach, the  
84 literature highlights the lack of a clear and commonly accepted conceptual framework within

85 the scientific community, which helps explain the diversity of practices observed.(Seikkula-  
86 Leino et al., 2023).

87 This diversity of approaches and the absence of a unified framework at the international level  
88 invite reflection on how entrepreneurship education is integrated within the Moroccan  
89 context, particularly in preschool curricula. In this regard, Morocco has introduced an  
90 entrepreneurial culture within its educational policies. However, this initiative has not been  
91 fully operationalized and has not been translated into clearly defined objectives. As a result,  
92 its implementation varies from one actor to another, with each interpreting it according to  
93 their own perspective.(Hassi, 2016) .

94 With respect to entrepreneurship-oriented programs at the international level, several  
95 initiatives aim to develop children's entrepreneurial competencies, such as the  
96 *Entrepreneurial Kids* project in Poland (Chojak, 2024) and the *DéfiOS Entreprendre* program  
97 in Canada).(Eynaud et al., 2024).

98 This gap highlights the absence of a dedicated framework for early childhood education and  
99 reveals a significant shortcoming in the implementation of entrepreneurship education in  
100 Morocco. Despite the presence of transversal competencies such as creativity, initiative, and  
101 collaboration within the preschool curricular framework, entrepreneurship education is not  
102 addressed explicitly in the Moroccan context (MEN, 2018).

103 In this regard, it appears relevant to examine preschool educators' perceptions and  
104 pedagogical practices related to entrepreneurship education, in order to identify the obstacles  
105 and facilitating factors, as well as the training and resource needs required for a more explicit  
106 and coherent integration.

107 Accordingly, this study seeks to address the following research questions :

- 108 • What are Moroccan preschool educators' perceptions of entrepreneurship education ?
- 109 • To What extent do the pedagogical practices they implement reflect entrepreneurial  
110 intentions or dimensions?
- 111 • What factors hinder the explicit integration of entrepreneurship education into  
112 preschool educators' pedagogical practices?

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## 114 **2- Methodology**

### 115 **2.1 Participants**

116 The empirical data for this study were collected in Morocco from a sample of 334 preschool  
117 educators working in institutions affiliated with the Moroccan Foundation for Preschool  
118 Education (FMPS). Participation in the study was voluntary, and data were collected through  
119 an online questionnaire. The participants exhibited diverse professional profiles in terms of  
120 teaching experience, with a predominance of educators holding a bachelor's degree, followed  
121 by those with a high school diploma.

122 **2.2 Data Collection Instrument**

123 The data collection instrument used in this study was a questionnaire designed to explore  
124 preschool educators' perceptions, pedagogical practices, and needs regarding entrepreneurship  
125 education. It included a series of items aimed at measuring the main variable, namely  
126 educators' perceptions of entrepreneurship education, as well as complementary variables  
127 related to pedagogical practices, training needs, desired resources, and perceived obstacles.

128 The questionnaire was structured around three main dimensions: (1) educators' general  
129 perceptions of entrepreneurship education, (2) pedagogical prerequisites for its integration  
130 into preschool education, and (3) training and support needs. This structure was intended to  
131 progressively capture educators' representations, implementation conditions, and the levers  
132 required for an effective integration of entrepreneurship education at the preschool level.

133 **Table 1:**Items related to preschool educators' general perceptions of entrepreneurship

Dimension	Type of question	Question	Objective of the question
General perceptions of preschool educators regarding entrepreneurship education	Closed-ended question	Do you think that entrepreneurship education is an essential competence to be developed among preschool children?	To examine the importance attributed by educators to entrepreneurship education at the preschool level.
	Closed-ended question	Do you wish to encourage children to develop an entrepreneurial mindset from an early age?	To measure educators' willingness to foster an entrepreneurial mindset among children.
	Closed-ended question	Have you already integrated entrepreneurship education into your pedagogical practices?	To assess the degree of appropriation and implementation of entrepreneurship education in classroom practices.
	Closed-ended question	In your opinion, can entrepreneurship education have a positive impact on children's future career paths?	To measure educators' perceptions of the long-term impact of entrepreneurship education.
	Closed-ended question	Do you wish to encourage children to develop an entrepreneurial spirit from an early age?	To assess educators' willingness to promote entrepreneurial attitudes.

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137 **Table 2:** Items related to pedagogical prerequisites for the integration of entrepreneurship

<b>Dimension</b>	<b>Type of question</b>	<b>Question</b>	<b>Objective of the question</b>
	Closed-ended question	Have you already integrated entrepreneurship education into your pedagogical practices?	To verify the actual integration of entrepreneurship education in classroom practices.

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<b>Pedagogical prerequisites for the integration of entrepreneurship education</b>	Closed-ended question	Do you think that preschool children are ready to engage with concepts related to entrepreneurship?	To assess educators' perceptions of children's readiness to engage with entrepreneurial concepts.
	Closed-ended question	Do you think that introducing activities aimed at developing an entrepreneurial mindset requires changes in current teaching methods?	To identify the pedagogical adjustments perceived as necessary.
	Multiple-choice open-ended question	What types of activities do you most frequently use with children in the classroom?	To identify pedagogical practices that foster entrepreneurial competencies.
	Closed-ended question	Open-ended question	If yes, through which actions? To identify the concrete actions implemented by educators.

140 **Table 3:**Items related to training and support needs for entrepreneurship education in preschool

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<b>Dimension</b>	<b>Type de question</b>	<b>La question</b>	<b>Objectif de la question</b>
<b>Training and support needs</b>	Closed-ended question	Would you like to have specific tools or training to support children in developing an entrepreneurial mindset?	To assess educators' needs in terms of training and pedagogical support
	Multiple-choice open-ended question	If training were offered, which aspects would you like to develop in order to help children build an entrepreneurial mindset?	To identify educators' training priorities.

Multiple-choice open-ended question	What types of additional resources do you need to integrate entrepreneurship education into your pedagogical practices?	To identify required pedagogical resources.
Multiple-choice open-ended question	In your opinion, what are the main obstacles hindering the implementation of entrepreneurship education at the preschool level?	To identify perceived barriers to the integration of entrepreneurship education.

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### 143 3- Results

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#### 145 3.1 Frequency Analysis

146 Table 3 presents a descriptive analysis of preschool educators' responses in terms of frequencies and percentages across the different dimensions of the questionnaire. It highlights 147 the general trends related to educators' perceptions, pedagogical practices, and training needs 148 concerning entrepreneurship education. This analysis provides an overall overview of the 149 collected responses.

151 **Table 3. Descriptive analysis (frequencies and percentages) of preschool educators' 152 responses by dimension**

Dimension	Question	Response question	Frequency	Percentage
General perceptions of preschool educators regarding entrepreneurship education	Q1. Do you think that entrepreneurship education is an essential competence to be developed among preschool children?	Yes	258	77,50%
		No	66	19,80%
		I dont know	9	2,70%
	Q2. Do you wish to encourage children to develop an entrepreneurial mindset from an early age?	Yes	270	80,80%
		No	54	16,20%
		I dont know	10	3,00%
	Q3. In your opinion, can entrepreneurship education have a positive impact on children's future career paths?	Yes	260	77,80%
		No	52	15,60%
		I dont know	22	6,60%
	Q4. Do you wish to encourage children to develop an entrepreneurial spirit from an early age ?	Yes	275	82,30%
		No	41	12,30%
		I dont know	18	5,40%
	Q5. Do you think that the integration of entrepreneurship education should be	Yes	230	68,90%
		No	10	3,00%

<b>Pedagogical prerequisites for the integration of entrepreneurship education</b>	more strongly supported by preschool curricula?	I dont know	86	25,70%
	Q6. Have you already integrated entrepreneurship education into your pedagogical practices?	Yes	236	70,70%
		No	98	29,30%
	Q7. Do you think that preschool children are ready to engage with concepts related to entrepreneurship?	Yes	258	77,50%
		No	66	19,80%
		I dont know	9	2,70%
	Q8. Do you think that introducing activities aimed at developing an entrepreneurial mindset requires changes in current teaching methods?	Yes	230	68,90%
		I dont know	86	25,70%
		No	18	5,40%
		Oral expression activities	256	76,60%
		Collaborative activities	255	76,30%
		Role- playing activities	222	66,50%
	Q9. What types of activities do you most frequently use with children in the classroom?	Activities foresting initiative	180	53,90%
		Activities requiring a sense of responsibility	196	58,70%
	Q10. Would you like to have specific tools or training to support children in developing an entrepreneurial mindset?	Yes	230	68,90%
		No	18	5,40%
		I dont know	86	25,70%
	Q11. If training were offered, which aspects would you like to develop to help children build an entrepreneurial mindset?	Creative and innovative activities	245	73,40%
		Development of autonomy-related skills	199	59,60%
		Innovative projects involving children	185	55,40%
	Q12. What types of additional resources do you need to integrate entrepreneurship education into your practices?	Specialized pedagogical manuals	258	77,20%
		Collaboration with entrepreneurs	206	61,70%
		Games and tools to stimulate creativity	180	53,90%
		Additional support resources (webinars, round tables, etc....)	77	23,10%
		Human resources and partnerships with entrepreneurial actors	206	61,70%
	Q13. In your opinion, what are the main obstacles hindering the implementation of entrepreneurship education at the preschool level ?	Lack of appropriate pedagogical resources and tools	218	65,30%
		Overloaded pedagogical program	166	49,70%

154 **3.1.1General perceptions of preschool educators regarding entrepreneurship education**

155 The results related to preschool educators' general perceptions indicate a largely positive  
156 endorsement of entrepreneurship education at the preschool level. Specifically, 77.5% of  
157 educators consider entrepreneurship education to be an essential competence to be developed  
158 among preschool children, and 77.8% believe that it can have a positive impact on children's  
159 future career paths. This favorable perception is accompanied by a strong willingness to  
160 encourage such competencies, as 80.8% of respondents report their intention to foster an  
161 entrepreneurial mindset from an early age, a proportion that increases to 82.3% when  
162 referring explicitly to encouragement at the preschool level.

163 However, when these positive perceptions are considered in relation to perceived institutional  
164 support, a certain discrepancy emerges. Although more than three quarters of educators  
165 acknowledge the importance and benefits of entrepreneurship education, only 68.9% believe  
166 that its integration should be more strongly supported by preschool curricula, while 25.7%  
167 report uncertainty regarding the existence of such support. This contrast suggests that, despite  
168 strong adherence to the principles of entrepreneurship education, a proportion of educators  
169 remains uncertain about its explicit inclusion within curricular orientations, pointing to a lack  
170 of institutional clarity or visibility in this regard.

171 **3.1.2Pedagogical prerequisites for the integration of entrepreneurship education**

172 The results related to pedagogical prerequisites indicate that entrepreneurship education is  
173 already partially integrated into classroom practices, as 70.7% of preschool educators report  
174 having incorporated, in one way or another, dimensions related to entrepreneurship education  
175 into their pedagogical practices. This integration is consistent with the widely shared  
176 perception that preschool children are capable of engaging with concepts related to  
177 entrepreneurship, an opinion expressed by 77.5% of respondents. These findings suggest that  
178 educators recognize both the pedagogical feasibility and the developmental relevance of  
179 entrepreneurship education at the preschool level.

180 However, when these results are examined in relation to teaching modalities, it appears that  
181 this integration occurs primarily through existing pedagogical practices rather than through  
182 explicitly structured approaches. Indeed, a majority of educators (68.9%) believe that the  
183 development of an entrepreneurial mindset requires changes in current teaching methods,  
184 indicating that the practices implemented are perceived as insufficiently adapted or  
185 formalized. This perception is further reinforced by the types of activities most frequently  
186 used in the classroom, which are mainly oriented toward oral expression activities (76.6%)  
187 and collaborative activities (76.3%), followed by role-playing activities (66.5%). Although  
188 activities fostering initiative (53.9%) and a sense of responsibility (58.7%) are also present,  
189 their more moderate frequency suggests that entrepreneurial competencies are developed  
190 implicitly through transversal pedagogical approaches rather than within an explicitly  
191 entrepreneurial framework.

192 **3.1.3Training and support needs**

193 The results related to training and support needs highlight a substantial demand for  
194 professional support among preschool educators. Specifically, 68.9% of respondents express a  
195 desire to have access to specific tools or training to support children in developing an  
196 entrepreneurial mindset, while a non-negligible proportion (25.7%) remains uncertain, which  
197 may reflect a lack of visibility regarding existing training opportunities or institutional  
198 expectations.

199 A closer analysis of training needs shows that educators primarily favor concrete pedagogical  
200 approaches adapted to children's age. Thus, 73.4% wish to develop competencies related to  
201 the implementation of creative and innovative activities, 59.6% express interest in fostering  
202 children's autonomy, and 55.4% emphasize the development of innovative projects actively  
203 involving children.

204 Furthermore, the resources considered necessary to support the integration of  
205 entrepreneurship education confirm this pragmatic orientation. Educators primarily identify  
206 the need for specialized pedagogical manuals (77.2%), as well as human resources and  
207 partnerships with actors from the entrepreneurial ecosystem (61.7%). Games and tools aimed  
208 at stimulating creativity are also frequently mentioned (53.9%).

209 Finally, the analysis of perceived obstacles reveals a strong consistency between the needs  
210 expressed and the barriers identified. The lack of appropriate pedagogical resources and tools  
211 emerges as the main obstacle (65.3%), followed by the workload associated with the  
212 pedagogical program (49.7%) and the lack of educator training (48.5%). This convergence  
213 indicates that the integration of entrepreneurship education at the preschool level is mainly  
214 hindered by structural and institutional constraints rather than by a lack of adherence or  
215 motivation on the part of educators.

216 **3.2 Association analysis of variables**

217 Table 4 presents the results of the analysis of associations between the expressed need for  
218 specific tools and training and preschool educators' perceptions of entrepreneurship  
219 education. This analysis aims to examine the relationships between educators' endorsement of  
220 this approach and their recognition of its benefits. Associations were tested using the chi-  
221 square ( $\chi^2$ ) test.

222 **Table 4. Analysis of associations between the need for tools and training and perceptions**  
223 **of entrepreneurship education at the preschool level ( $\chi^2$  test)**

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	Q5:Perception of entrepreneurship education as an essential competence to be developed at the preschool level.			Q8:Initiation of children to an entrepreneurial mindset from an early age			Q10: Positive impact of entrepreneurship education on children's future careers		
	$\chi^2$	ddl	p	$\chi^2$	ddl	p	$\chi^2$	ddl	p
<b>Q11 :Need for specific tools and training to support children in developing an entrepreneurial mindset</b>	16,2	4	0,003	45,3	4	<.001	19,3	4	<.001

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226 The results of the chi-square ( $\chi^2$ ) test presented in Table X reveal statistically significant  
 227 associations between preschool educators expressed need for specific tools and training to  
 228 support the development of an entrepreneurial mindset among children (Q11) and their  
 229 perceptions of entrepreneurship education at the preschool level. Specifically, a significant  
 230 relationship is observed between Q11 and the perception of entrepreneurship education as an  
 231 essential competence to be developed from preschool onwards ( $\chi^2 = 16,2$ , df = 4, p = 0.003).  
 232 This association is even stronger with educators' endorsement of initiating children into an  
 233 entrepreneurial mindset at an early age ( $\chi^2 = 45,3$ , df = 4, p < .001). In addition, the results  
 234 indicate a significant association between the need for training and the perception of a  
 235 positive impact of entrepreneurship education on children's future career paths ( $\chi^2 = 19,3$ , df =  
 236 4, p < .001). Overall, these findings suggest that the more educators recognize the importance  
 237 and long-term benefits of entrepreneurship education, the more they express a heightened  
 238 need for pedagogical tools and appropriate training to ensure its effective implementation at  
 239 the preschool level.

240 Table 5 presents the results of the analysis of associations between the prior integration of  
 241 entrepreneurship education into pedagogical practices and the perceived conditions for its  
 242 implementation at the preschool level. It examines the relationship between educators'  
 243 experience with entrepreneurship education and their perceptions of required pedagogical  
 244 adjustments and institutional support. Associations were analyzed using the chi-square ( $\chi^2$ )  
 245 test.

246 **Table 5. Analysis of associations between prior integration of entrepreneurship**  
 247 **education and perceived conditions for its implementation at the preschool level ( $\chi^2$  test)**

	Q16:Perceived need for changes in current teaching methods to introduce activities aimed at developing an entrepreneurial mindset			Q18:The integration of entrepreneurship education should receive stronger support within preschool curricula		
	$\chi^2$	ddl	p	$\chi^2$	ddl	p
<b>Q4:Previous integration of entrepreneurship education within pedagogical practices</b>	7,85	1	0,005	20,6	2	<.001

248 The results of the chi-square ( $\chi^2$ ) test presented in Table X highlight statistically significant  
249 relationships between the prior integration of entrepreneurship education into educators'  
250 pedagogical practices (Q4) and their perceptions of the conditions required for its  
251 development at the preschool level. A significant association is observed between Q4 and the  
252 perception that introducing activities aimed at fostering an entrepreneurial mindset requires  
253 changes in current teaching methods ( $\chi^2 = 7.85$ , df = 1, p = 0.005). Similarly, a highly  
254 significant relationship is found between prior integration of entrepreneurship education and  
255 the perception that entrepreneurship education should be more strongly supported by  
256 preschool curricula ( $\chi^2 = 20.6$ , df = 2, p < .001). These findings suggest that educators who  
257 have already experimented with integrating entrepreneurship education into their practices are  
258 more aware of the limitations of existing pedagogical approaches and express a stronger need  
259 for institutional and curricular reinforcement to promote the development of an  
260 entrepreneurial mindset from the preschool level.

## 261 **Discussion**

262 The results of this study reveal a largely positive endorsement of entrepreneurship education  
263 among preschool educators, both in terms of its importance as an essential competence and its  
264 perceived long-term positive impact on children's future trajectories. This favorable  
265 perception aligns with previous studies emphasizing early childhood as a strategic period for  
266 the development of transversal skills such as creativity, autonomy, and initiative (Andrejeva &  
267 Usca, 2023; OECD, 2020). At this age, children demonstrate a high learning potential, and  
268 stimulating educational experiences can foster the emergence of fundamental entrepreneurial  
269 dispositions, in line with the natural learning processes characteristic of early  
270 childhood (Seikkula-Leino, 2011). The findings thus confirm that Moroccan preschool  
271 educators share, at the level of representations, a vision that is consistent with international  
272 orientations regarding entrepreneurship education from the preschool level onward.

273 However, this strong adherence to the principles of entrepreneurship education is  
274 accompanied by a certain lack of clarity regarding its institutional and curricular positioning.  
275 Although a majority of educators recognize the importance of entrepreneurship education, a  
276 non-negligible proportion remains uncertain about the effective support provided by  
277 preschool programs. This observation echoes analyses highlighting the absence of an explicit  
278 and structured integration of entrepreneurship education within Moroccan preschool curricula,  
279 where transversal competencies are present but not formally linked to a clearly identified  
280 entrepreneurial approach (Hassi, 2016). Such a lack of institutional clarity may contribute to  
281 heterogeneous implementation practices that rely heavily on individual educators' initiatives,  
282 a phenomenon also observed in other educational contexts (Ehrlin et al., 2015).

283 The results further show that entrepreneurship education is already partially embedded in  
284 educators' pedagogical practices, mainly through activities promoting oral expression,  
285 collaboration, and, to a lesser extent, initiative-taking and a sense of responsibility. This  
286 partial integration confirms that educators mobilize pedagogical approaches compatible with  
287 the development of entrepreneurial dispositions, which is consistent with the work of Suryana  
288 (Dadan Suryana, 2015) emphasizing the importance of interactions and diversified learning  
289 situations from an early age. Nevertheless, the more moderate frequency of activities

290 explicitly related to initiative and autonomy suggests a partial understanding of the core  
291 competencies associated with entrepreneurship education. This finding reinforces the idea that  
292 entrepreneurship education at the preschool level is addressed more implicitly and  
293 transversally than as an intentional and structured pedagogical approach, thereby confirming  
294 the absence of a shared conceptual framework highlighted by (Seikkula-Leino et al., 2023).

295 The analysis of associations between variables indicates that educators who have already  
296 integrated entrepreneurial dimensions into their pedagogical practices are more aware of the  
297 limitations of current teaching methods and more likely to express the need for enhanced  
298 programmatic support. These results suggest that field experience plays a central role in  
299 raising awareness of the specific requirements of entrepreneurship education at the preschool  
300 level. This observation is consistent with international contexts, such as Finland and Sweden,  
301 where the explicit integration of the entrepreneurial approach has been accompanied by in-  
302 depth reflection on pedagogical methods and curricular frameworks (Raappana & Peuhkuri,  
303 2025) in the Moroccan context, however, this growing awareness appears to be constrained by  
304 the lack of clear orientations and dedicated institutional mechanisms, which limits the  
305 formalization of pedagogical practices.

306 Finally, the expressed needs in terms of training, pedagogical tools, and human resources  
307 highlight that the main barriers to the integration of entrepreneurship education do not stem  
308 from a lack of educator commitment, but rather from structural and institutional constraints.  
309 The demand for training focused on creative activities, the development of autonomy, and the  
310 implementation of innovative projects confirms that educators are seeking concrete and age-  
311 appropriate approaches, in line with recommendations from the literature (Chojak, 2024;  
312 Kaya-Capocci, 2022). This finding also echoes the analyses of (Hassi, 2016) which emphasize  
313 that the absence of formalized frameworks and dedicated resources constitutes a major  
314 obstacle to the operationalization of an entrepreneurial culture within the Moroccan education  
315 system.

316 Overall, this study highlights a gap between strong adherence to the principles of  
317 entrepreneurship education and its still largely implicit integration within preschool  
318 pedagogical practices. It underscores the importance of clarifying the entrepreneurial  
319 competencies to be developed from early childhood and of strengthening educator support  
320 through explicit curricular frameworks, targeted training, and appropriate resources. In this  
321 respect, the findings make a relevant contribution to reflections on the operationalization of  
322 entrepreneurship education at the preschool level in the Moroccan context, while also  
323 engaging with international debates on the integration of this approach at an early age.

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