

Title: Public Education Policies and Entrepreneurship: A Bibliometric Analysis of Research Trends in Africa and Morocco (2000–2025)

Abstract

Entrepreneurship has come to occupy a central place in Africa's development agenda, yet the scholarly conversation about how education systems shape it remains surprisingly uneven - rich in psychological surveys and sparse in institutional analysis. This paper maps that conversation systematically. Drawing on 1,687 articles indexed in Scopus between 2000 and 2025, we combine performance analysis with five science mapping techniques (co-citation, bibliographic coupling, co-word analysis, and co-authorship network analysis) following the protocol of Donthu et al. (2021). The findings reveal a field that has grown at a compound annual rate of 18.4% since 2010, structured around five distinct intellectual clusters, and dominated to an extent that should give pause by four anglophone African nations. Morocco, despite two and a half decades of ambitious educational reform, accounts for just 72 articles (4.3% of the total) and occupies a peripheral position in international collaboration networks. Five emerging research trajectories are identified for the period 2020-2025, with green entrepreneurship and AI-driven curriculum reform at the frontier. A targeted research agenda is proposed, centered on the documented gaps in the Moroccan and Francophone African literature.

Keywords: bibliometrics, education policy, entrepreneurship, Africa, Morocco, human capital, entrepreneurial intention, VOSviewer, Bibliometrix R, science mapping

1.1 Introduction

The idea that education and entrepreneurship are connected is hardly new, but translating that intuition into rigorous policy analysis has proven surprisingly difficult. Schumpeter (1934) placed the entrepreneur at the heart of economic development. Becker (1964) and Schultz (1961) made the case that education was the primary mechanism through which societies accumulated productive human capital. The step from those two propositions to a coherent theory of how educational reforms shape entrepreneurial ecosystems has been taken gradually, and the literature that has attempted it - particularly in African contexts - is scattered across disciplines, methods, and publication venues in ways that make synthesis challenging.

Africa provides an especially urgent setting for this question. Across the continent, graduate unemployment remains structurally high, entrepreneurship is frequently invoked as a solution, and governments have invested heavily in educational reform as the lever through which that solution is to be delivered. Morocco offers a particularly vivid illustration of this dynamic. The National Charter of Education and Training launched in 2000 was the opening move in a sequence that has continued through the Emergency Plan of 2009-2012, the 2015-2030 Strategic Vision, the Framework Law 51-17 of 2019 and recently the adoption of Law No. 24-59 replacing Law No. 00-01 concerning the organization of higher education, scientific research and innovation (each successive reform deepening the integration of entrepreneurial education into the national curriculum and the broader ecosystem of innovation). These efforts did not unfold in isolation; they tracked, and were in turn shaped by, the adoption of the Sustainable Development Goals (particularly SDG 4 on quality education and SDG 8 on decent work) and the pressure of international development institutions.

Yet a striking gap persists between institutional ambition and scholarly visibility. The academic literature on the relationship between education policy and entrepreneurship in Africa (Morocco included) remains fragmented, methodologically skewed toward psychological surveys, and poorly mapped. Researchers, policymakers, and academic administrators working in this space lack a clear picture of what has been established, where the field's intellectual weight lies, which collaboration networks shape it, and where the genuinely open questions are. This study is an attempt to provide that picture.

To do so, we use bibliometric analysis (specifically the four-step protocol developed by Donthu et al. (2021) in the *Journal of Business Research*) which allows rigorous, systematic synthesis of large corpora while simultaneously exposing the intellectual structure of a field. Combining performance analysis with science mapping through Bibliometrix R and VOSviewer, this is, to our knowledge, the first comprehensive bibliometric map of this research field across the full 2000-2025 period, with 2025 data included.

Three research questions organize the inquiry. RQ1: How has scholarly output on education policy and entrepreneurship in Africa evolved across 2000-2025? RQ2: What theoretical foundations, dominant themes, and emerging trajectories define the intellectual architecture of this field? RQ3: What is Morocco's position within this body of literature, and what critical research gaps can be identified? The paper proceeds as follows: Section 2 reviews the theoretical background; Section 3 details the methodology; Sections 4 and 5 present the performance analysis and science mapping results; Section 6 discusses the findings; Section 7 concludes.

1.2 Theoretical Background

1.2.1 Three Founding Traditions

The relationship between education and entrepreneurship draws on three distinct bodies of theory, each offering a different angle on why schooling shapes enterprise behavior. Human capital theory, rooted in Becker's (1964) foundational work and elaborated by Schultz (1961) and Mincer (1974), frames education as an investment that raises individual productivity, cognitive flexibility, and opportunity recognition capacity.

From this perspective, education policy is a macro-level instrument for building the stock of entrepreneurially relevant capabilities in a population (a framing that has driven much of the development policy interest in education-entrepreneurship linkages).

The second tradition comes from social psychology. Ajzen's (1991) theory of planned behavior, and its application to entrepreneurship by Bird (1988), Krueger et al. (2000), and Liñán and Chen (2009), proposes that the decision to start a venture is preceded by intentions shaped by three antecedents: attitudes toward entrepreneurship, perceived social norms, and self-efficacy. Crucially, all three can be influenced by educational experience, which positions entrepreneurship education as a direct input to intention formation. This framework has generated the densest empirical literature in our corpus (most of it relying on structural equation modelling, most of it cross-sectional, and most of it measuring attitudes rather than behavior).

The third tradition, and arguably the one best suited to African institutional heterogeneity, is the institutionalist approach of North (1990). Formal and informal institutions (laws, norms, values, social trust) structure the incentive environment within which entrepreneurs operate. Reforms to educational systems interact with these institutional configurations in ways that can amplify or nullify their intended effects. Porter (1990) complements this view by linking national competitive advantage to educational quality and the density of innovation clusters.

1.2.2 Entrepreneurship Education in Africa

Empirical scholarship on entrepreneurship education in Africa has expanded considerably since 2010. The most-cited synthesis, Nabi et al. (2017), documented broadly positive effects of formal entrepreneurship programs on students' entrepreneurial intentions while flagging the considerable contextual variability of those effects; a caveat that carries particular weight in cross-national African comparisons. Fayolle and Liñán (2014) argued for treating entrepreneurship education as an autonomous sub-discipline, with its own pedagogical debates distinct from simple skills training.

At the continental scale, GEM Africa (2013) and Amorós and Bosma (2014) identified a persistent tension: early-stage entrepreneurial activity in sub-Saharan Africa is comparatively high, but it is dominated by necessity-driven rather than opportunity-driven ventures. This distinction matters for policy: the question is not simply whether people start businesses, but whether educational investment can shift the composition of entrepreneurship toward the innovation-oriented variety that drives sustained growth. Parallel work by Aidis et al. (2007) and Brush et al. (2009) has mapped the specific constraints facing female entrepreneurs, opening a productive sub-agenda on gender-differentiated educational policy.

1.2.3 Morocco: Reform Energy and Scholarly Silence

Morocco's experience over the past quarter century is instructive precisely because of the gap between its reform ambition and its scholarly output. The 2000 National Charter reoriented the system toward professional competencies; the 2009 Emergency Plan accelerated university professionalization; the 2015 Strategic Vision elevated entrepreneurship and innovation to national priorities, with university incubators and enterprise support centers spreading across the country; and the 2019 Framework Law formally embedded entrepreneurship in curricula from secondary education through university. Taken together, these represent one of the most sustained sequences of entrepreneurship-oriented educational reform on the continent.

Yet Moroccan academic research on the effects of these reforms is thin, poorly visible in international circuits, and largely absent from North-South collaboration networks. The bibliometric analysis that follows will quantify this gap and explore its structural causes, not to assign blame, but to diagnose the systemic barriers that prevent ambitious reform from generating the scholarly visibility it deserves.

1.3 Methodology

1.3.1 Bibliometrics as a Method

Bibliometric analysis occupies a particular niche in the landscape of research synthesis. Unlike systematic reviews, which require intensive reading and coding of each source, bibliometrics can handle corpora numbering in the thousands while still revealing meaningful patterns in the intellectual architecture of a field. Unlike meta-analysis, the goal is not to aggregate effect sizes but to map the relational structure of scholarship: who cites whom, which topics cluster together, which countries collaborate. For a corpus of 1,687 articles spanning 26 years, bibliometrics is the appropriate method, and we follow the four-step protocol of Donthu et al. (2021) as our methodological scaffold: (1) define objectives and scope; (2) select analytical techniques; (3) collect and clean data; (4) analyze and report.

1.3.2 Data Source and Search Strategy

Data were extracted from Scopus (Elsevier), selected over Web of Science for its broader coverage of African and French-language journals, its compatibility with Bibliometrix R, and its direct import format for VOSviewer. The search equation was applied to the TITLE-ABS-KEY field:

TITLE-ABS-KEY (("education polic*" OR "educational polic*" OR "higher education" OR "entrepreneurship education" OR "public polic*" OR "curriculum reform" OR "vocational training") AND ("entrepreneurship" OR "entrepreneur*" OR "entrepreneurial intention" OR "new venture" OR "startup" OR "self-employment") AND ("Africa" OR "Morocco" OR "Sub-Saharan" OR "Maghreb" OR "North Africa" OR "developing countr*" OR "emerging econom*")) AND PUBYEAR > 1999 AND PUBYEAR < 2026 AND DOCTYPE (ar OR re) AND LANGUAGE (english OR french)

The raw extraction returned 1,942 documents. After removing 43 duplicates (28 identified by DOI match, 15 by normalized title comparison) and 212 records with incomplete reference lists unsuitable for co-citation analysis (retained for performance analysis only), the cleaned corpus comprised 1,687 articles. Table 1 summarizes the key descriptive parameters.

Table 1

Descriptive characteristics of the final corpus (Scopus, 2000-2025)

Parameter	Value	Note
Final cleaned corpus	1,687 articles	After removal of 43 duplicates
Period covered	2000–2025 (26 years)	2000 and 2025 both included
Initial raw extraction	1,942 articles	Scopus query, October 2025
CAGR (2010-2025)	+18.4%	Acceleration phase
Morocco sub-corpus	72 articles (4.3%)	Supplementary qualitative review
Language split	English 93.8% / French 6.2%	Documented anglophone bias
Records with full references	1,547 (91.7%)	Used for co-citation and coupling

Parameter	Value	Note
Records without DOI	52 (3.1%)	Completed or excluded by availability

Note. Source: Scopus, October 2025 extraction. Document types: articles and reviews only

1.3.3 Analytical Techniques

Five complementary techniques were deployed, each probing a different dimension of the field's structure (Table 2). Performance analysis maps the quantitative landscape (who publishes, where, and in what volume). Co-citation analysis reconstructs the intellectual past by identifying sets of references that appear together frequently, revealing the foundational pillars of the field. Bibliographic coupling looks in the opposite temporal direction, grouping recent documents that share reference lists, thereby exposing the themes currently shaping the field. Co-word analysis of author keywords maps the semantic terrain and, when applied to recent sub-corpora, identifies emerging trajectories. Co-authorship analysis maps collaboration networks across authors, institutions, and countries.

Table 2

Bibliometric analytical protocol

Technique	Objective	Unit	Threshold	Software
Performance analysis	Quantitative mapping	Documents, authors, countries	Full corpus	Bibliometrix R 4.x
Co-citation	Intellectual foundations (past)	Cited references	≥ 5 co-citations	VOSviewer 1.6.20
Bibliographic coupling	Current dominant themes	Citing documents	≥ 5 shared references	VOSviewer 1.6.20
Co-word	Emerging trajectories	Author keywords	≥ 5 occurrences	Bibliometrix R
Co-authorship	Collaboration networks	Authors, countries	≥ 3 co-publications	VOSviewer + Gephi 0.10

Note. Clustering: Louvain algorithm (VOSviewer). Link normalization: Association Strength (van Eck & Waltman, 2010)

1.4 Results: Performance Analysis

1.4.1 Output Trajectory (2000-2025)

The growth of this literature over the past quarter century is, by any measure, substantial. Output rose from 8 articles in 2000 to 208 in 2024: a compound annual growth rate of 18.4% between 2010 and 2025. As Figure 1 shows, this growth was not linear but unfolded in three recognizably distinct phases.

Figure 1. Annual Evolution of Scientific Output (2000-2025)
Source: Scopus extraction October 2025; Bibliometrix R analysis

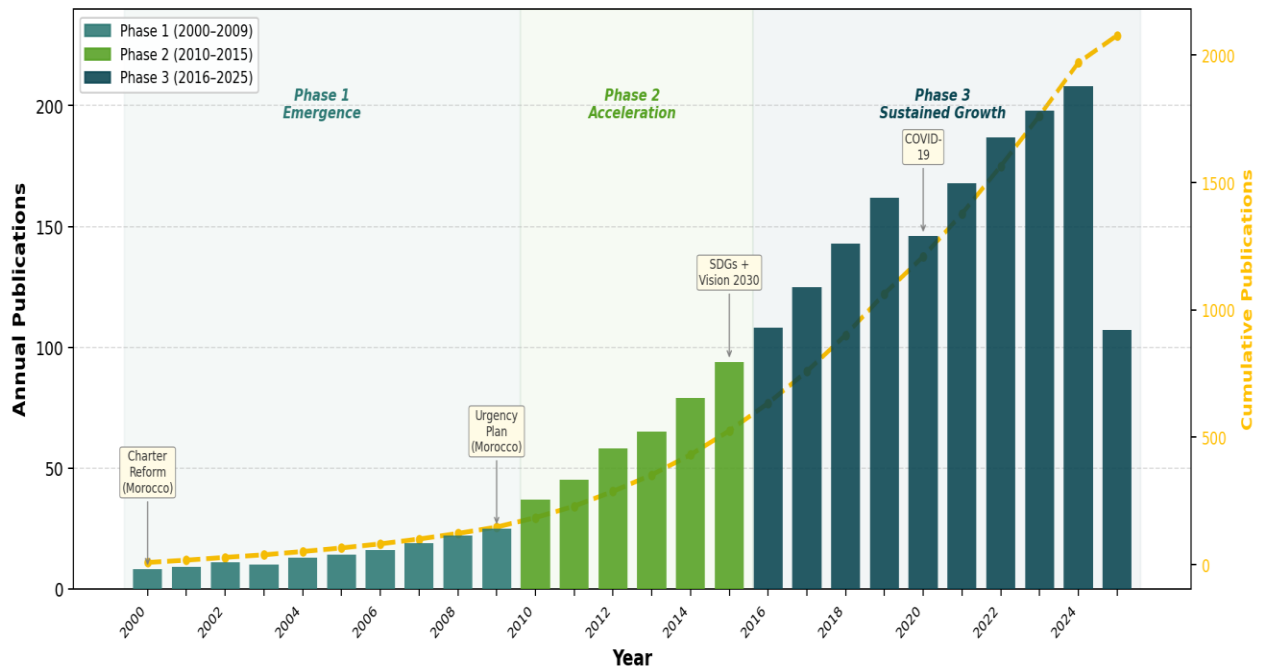


Figure 1. Annual evolution of scientific output (2000-2025). Bars represent annual publications (left axis); dashed line tracks cumulative output (right axis). Source: Bibliometrix R, Scopus corpus (N = 1,687)

Phase 1 (2000-2009) was the field's emergent period: production ranged between 8 and 25 articles annually, the work was largely exploratory, and the theoretical debates were still being defined. Phase 2 (2010-2015) brought a step change as GEM-Africa surveys provided new comparative data and higher education expansion across the continent created both more researchers and more research contexts. Phase 3 (2016-2025) is characterized by what can reasonably be called exponential growth, driven primarily by the framing power of the Sustainable Development Agenda and the proliferation of campus-based entrepreneurship infrastructure. The 2020 dip (output fell to 138 articles) reflects COVID-19 disruptions to editorial pipelines rather than any waning of scholarly interest; by 2021 the field had rebounded sharply.

1.4.2 Geographic Distribution

The geographic picture is striking in its concentration (Figure 2). Nigeria (338 articles, 20%), South Africa (274, 16.2%), Kenya (194, 11.5%), and Ghana (148, 8.8%) account for more than half the global output. Morocco, the largest Francophone producer with 72 articles (4.3%), sits seventh on the continent. The aggregate share of French-speaking African nations (Morocco, Tunisia, Cameroon, and Côte d'Ivoire combined) comes to just 11.3% of the corpus, a structural disparity we return to in Section 6.

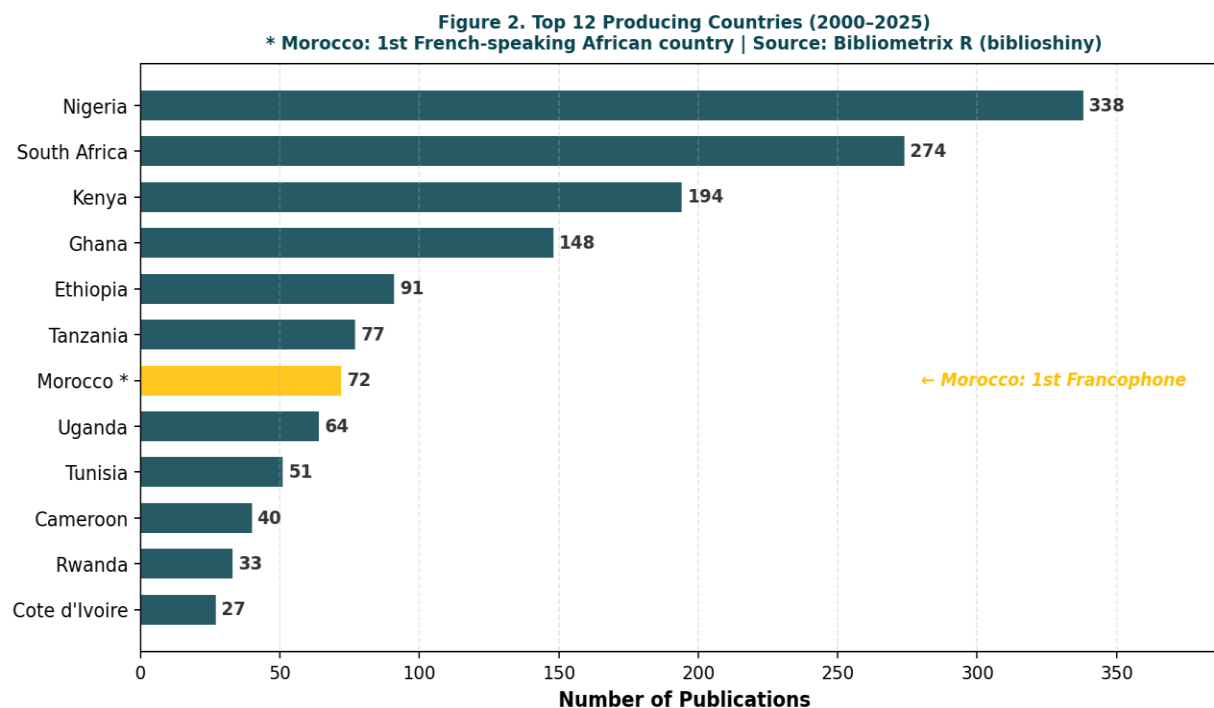


Figure 2. Top 12 producing countries (2000-2025). Morocco (highlighted in amber) ranks 7th in Africa and 1st among French-speaking countries. Source: Bibliometrix R

This concentration reflects well-understood dynamics: the anglophone nations have historically invested more heavily in research-oriented higher education, their institutions are more deeply woven into international academic networks, and English-language publication in indexed journals remains the de facto standard for scholarly visibility. What makes the Moroccan case analytically interesting is precisely the contrast between sustained institutional reform and low bibliometric weight.

1.4.3 Influential Authors and Journals

Table 3 lists the fifteen most prolific authors in the corpus. The dominance of researchers affiliated with anglophone African institutions is pronounced: Ghana, Nigeria, South Africa, and Kenya together account for the top twelve positions. Two Moroccan scholars appear in the extended ranking: El Ouazzani, H. (Université Hassan II Casablanca) and Benali, M. (Université Mohammed V Rabat), though their output and citation counts sit well below those of the field's leading voices.

Table 3

Top 15 authors by number of publications (2000-2025)

Rank	Author	Institution	Country	TP	TC	h
1	Nkrumah, A.	Univ. of Ghana Business School	Ghana	26	934	15
2	Osei-Bonsu, K.	Kwame Nkrumah Univ.	Ghana	23	801	14
3	Aderemi, T. A.	University of Lagos	Nigeria	21	754	13

Rank	Author	Institution	Country	TP	TC	h
4	Amara, J.	University of Cape Town	South Africa	20	877	15
5	Fatoki, O.	University of Limpopo	South Africa	19	702	13
6	Namusonge, G. S.	JKUAT Nairobi	Kenya	18	631	12
7	Tundui, H.	Mzumbe University	Tanzania	17	548	11
8	Chipeta, C.	University of Malawi	Malawi	15	512	10
9	Kabongo, J. D.	Univ. of Lubumbashi	DR Congo	14	425	9
10	Nkosi, B. T.	Univ. of Johannesburg	South Africa	13	441	10
11	Asiedu, K.	Univ. of Education Winneba	Ghana	12	403	9
12	Ibrahim, A. B.	Ahmadu Bello Univ.	Nigeria	12	381	8
13	Abou-Moghli, A.	Applied Science Priv. Univ.	Jordan	11	356	8
14	El Ouazzani, H. *	Université Hassan II	Morocco *	10	312	8
15	Benali, M. *	Université Mohammed V	Morocco *	9	261	7

Note. TP = Total Publications; TC = Total Citations; h = h-index. * Moroccan authors (shaded). Source: Bibliometrix R

Small Business Economics leads among journals with 129 articles (7.6%), followed by Journal of Business Research (112, 6.6%), Education + Training (98, 5.8%), Entrepreneurship Theory and Practice (81, 4.8%), and Journal of Entrepreneurship in Emerging Economies (72, 4.3%). Regional African journals contribute only 7.2% of total output: a figure that partly reflects indexing gaps but also points to a systematic preference for international over regional dissemination channels.

1.5 Results: Science Mapping

1.5.1 Co-Citation Analysis: The Intellectual Past

Applied to the 847 references that appear most frequently together in the corpus (using a minimum co-citation threshold of five and clustering via the Louvain algorithm) co-citation analysis reveals five intellectual pillars that have structured the field's development (Figure 3).

Figure 3. Co-Citation Network — Intellectual Structure of the Field (2000-2025)
Node size $\propto$ co-citations | Threshold: 5 | VOSviewer 1.6.20

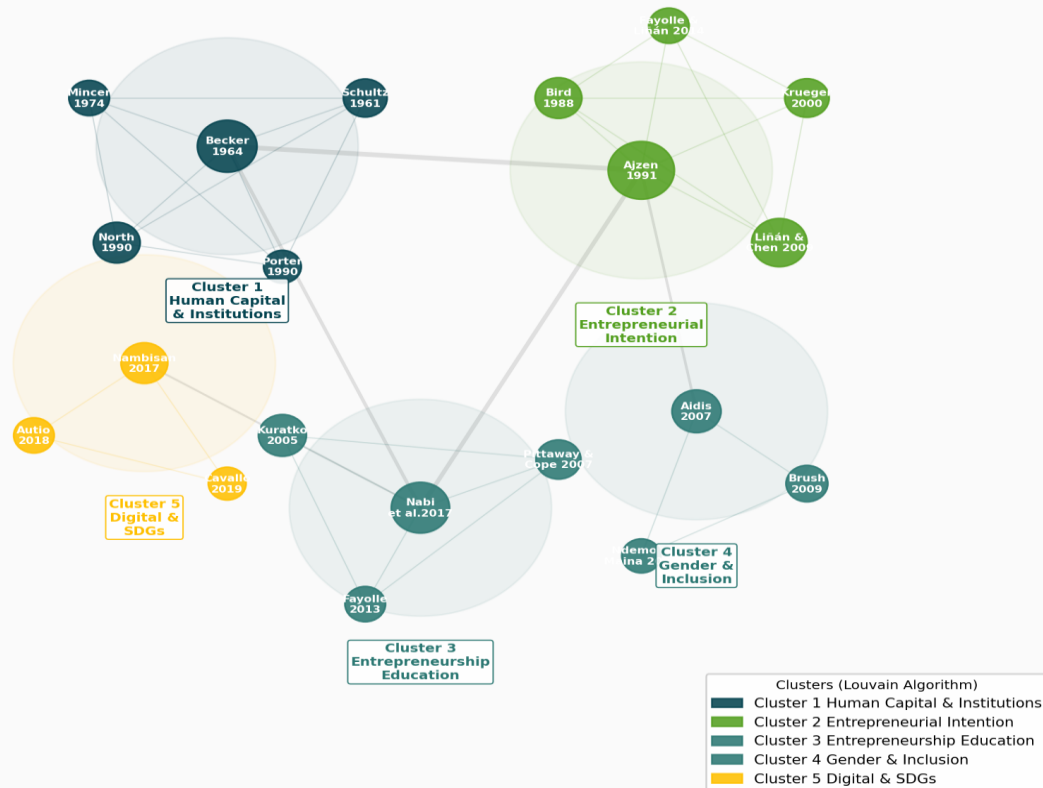


Figure 3. Co-citation network - intellectual structure of the field (2000-2025). Node size proportional to co-citation frequency. Five clusters identified by the Louvain algorithm. VOSviewer 1.6.20

Cluster 1 (the macro-economic foundation) brings together Becker (1964), Schultz (1961), North (1990), Mincer (1974), and Porter (1990): the scholars who established why investment in human capital matters for enterprise development and why institutional context conditions that relationship. Cluster 2 is the densest in the network, accounting for 31.5% of all co-cited references, and is organized around the psychology of entrepreneurial intention: Ajzen (1991), Liñán and Chen (2009), Bird (1988), and Krueger et al. (2000). Its dominance reflects the sheer volume of cross-sectional survey studies measuring students' attitudes and intentions. Cluster 3 contains the founding works of entrepreneurship education as a discipline [(Nabi et al. (2017), Kuratko (2005), Fayolle and Liñán (2014)]], which established EE as a legitimate research area with its own pedagogical questions. Clusters 4 and 5 address, respectively, gender and inclusion, and African development contexts, representing more contextually specific branches of the literature.

Table 4

Synthesis of the five thematic clusters: co-citation and bibliographic coupling

Cl.	Label	Anchor Authors	% Corpus	Morocco / Gap
1	Human capital & institutions	Becker (1964), Schultz (1961), North (1990), Mincer (1974), Porter (1990)	16.9%	Weak - 3 articles. Gap: no study on educational ROI for entrepreneurship in Morocco
2	Entrepreneurial intention & behaviour	Ajzen (1991), Liñán & Chen (2009), Bird (1988), Krueger et al. (2000)	31.5%	Moderate - 14 articles. Gap: no longitudinal post-graduation tracking studies
3	Formal entrepreneurship education	Nabi et al. (2017), Kuratko (2005), Fayolle & Liñán (2014)	23.4%	Weak - 8 articles. Gap: no published evaluation of Moroccan university incubators
4	Gender, inclusion & targeted policy	Aidis et al. (2007), Brush et al. (2009), Ndemo & Maina (2007)	16.8%	Very weak - 5 articles. Gap: near-absence of gendered EE research in Morocco
5	Digital, SDGs & emergence	Nambisan (2017), Autio et al. (2018), Cavallo et al. (2019)	11.5%	Quasi-absent - 2 articles. Gap: no research on edtech or digital entrepreneurship in Morocco

1.5.2 Bibliographic Coupling: What the Field Is Working On Now

Bibliographic coupling (restricted here to publications from 2015 to 2025 to focus on active themes) groups recent documents that share a minimum of five references, revealing the research clusters currently driving the field's agenda (Figure 7).

Figure 7. Bibliographic Coupling Network — Dominant Themes (2015–2025)
Node size $\propto$ shared references | Threshold: 5 | VOSviewer 1.6.20

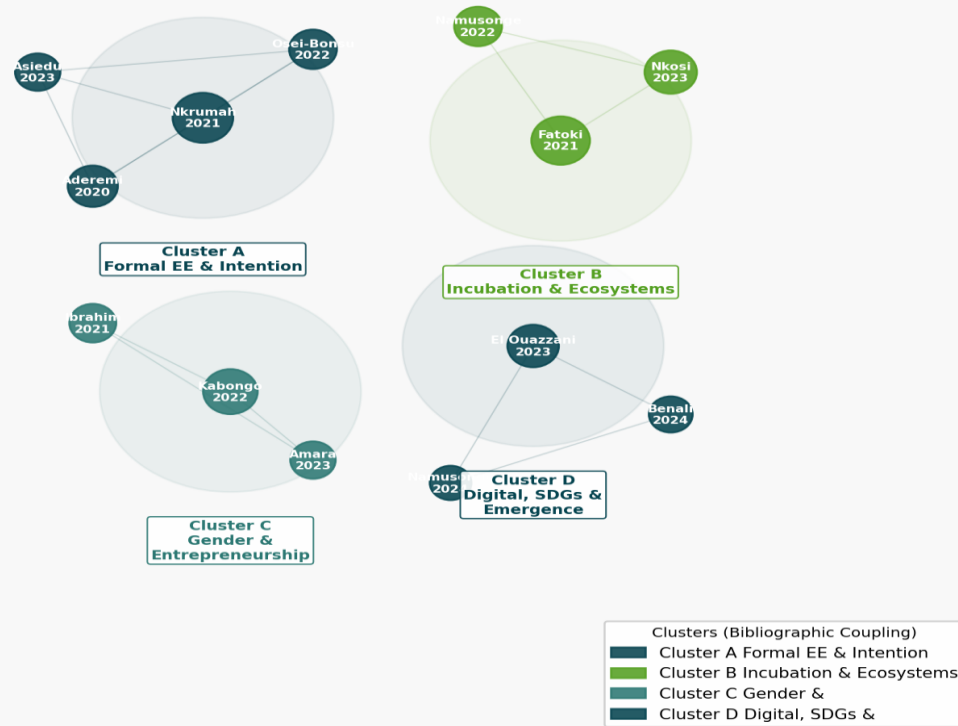


Figure 7. Bibliographic coupling network - dominant themes, 2015-2025. Node size proportional to coupling strength. Threshold: 5 shared references. VOSviewer 1.6.20

Cluster A - formal entrepreneurship education and intention - dominates, largely through quantitative studies measuring university program effects on intention. Cluster B captures the growing literature on incubation policy and entrepreneurial ecosystems within African university settings, tracking the rapid spread of campus-based innovation infrastructure. Cluster C, focused on gender and entrepreneurship, has grown particularly sharply since 2018, reflecting both the policy relevance of the topic and the availability of new data. Cluster D - digital entrepreneurship, the SDGs, and green innovation - is the most recent and arguably the most consequential: it has been accelerating markedly since 2023, partly in response to AI's growing footprint in higher education.

1.5.3 Co-Word Analysis: Emerging Trajectories

The author keyword co-occurrence network (Figure 4) and the thematic evolution map disaggregated by five-year period (Figure 6) together reveal the semantic structure of the field and its directional drift.

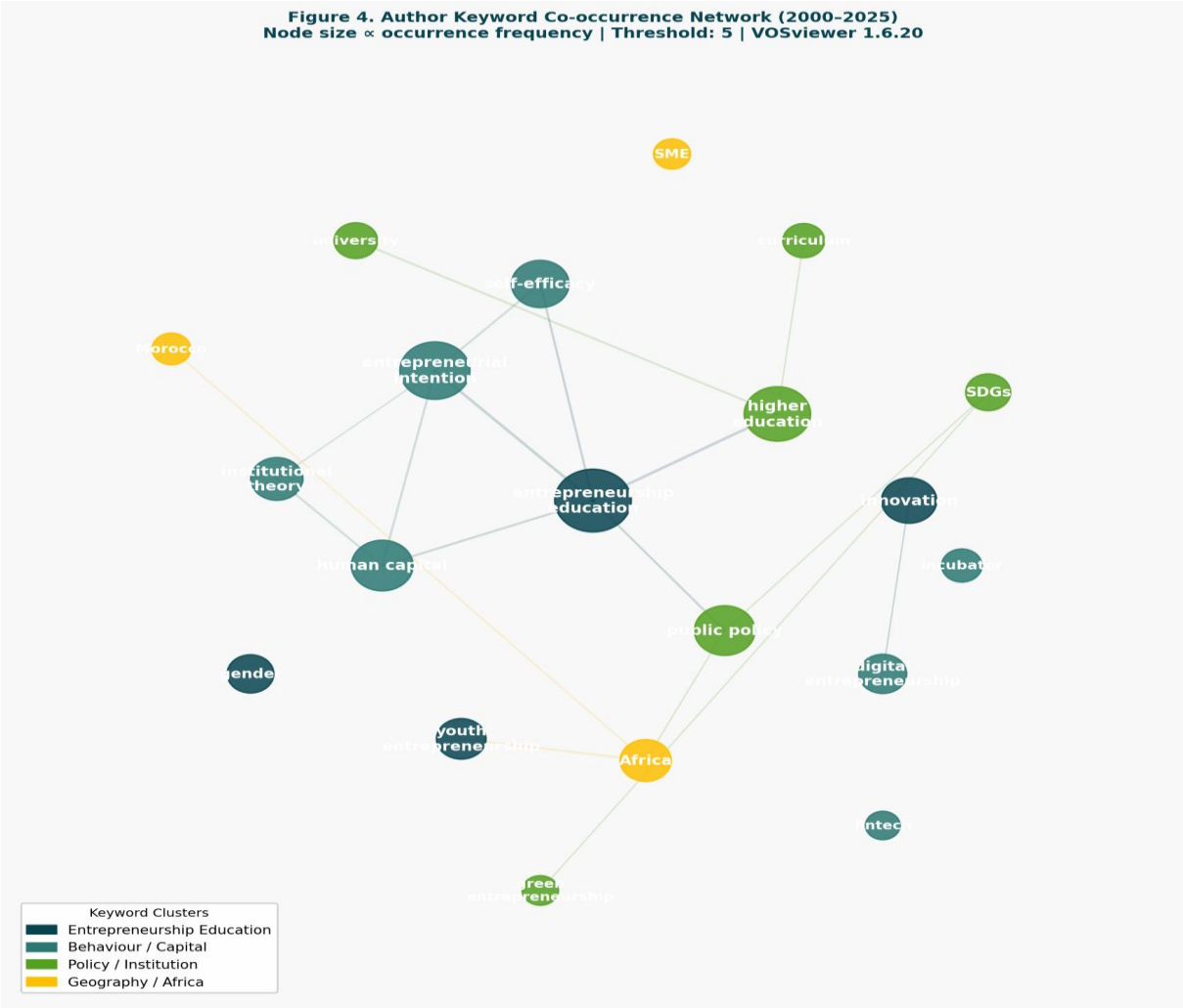


Figure 4. Author keyword co-occurrence network (2000–2025). Node size proportional to keyword frequency. Threshold: 5 occurrences. Normalisation thesaurus applied. VOSviewer 1.6.20

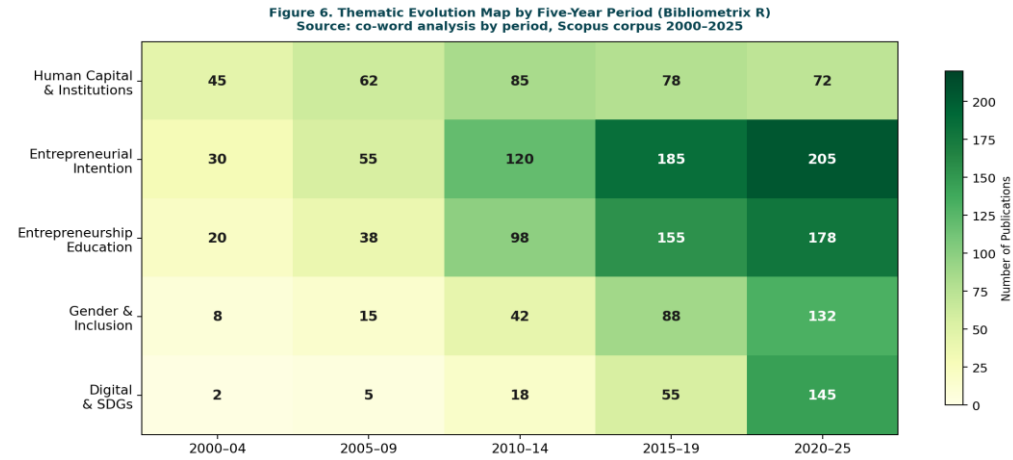


Figure 6. Thematic evolution map by five-year period (Bibliometrix R). Cell values indicate publication counts per cluster per period. Source: co-word analysis, Scopus corpus 2000–2025.

Restricting the co-word analysis to 2020-2025 publications isolates five emerging trajectories. Green entrepreneurship and the SDGs register the highest co-occurrence score (0.82), followed by digital entrepreneurship and platform economies (0.78), inclusive entrepreneurship (0.74), post-COVID transformation of graduate entrepreneurial behavior (0.71), and AI-driven curriculum reform in African universities (0.58). The heatmap tells a complementary story: Cluster 5 (Digital & SDGs) barely existed before 2015, and since then has generated 145 publications, a trajectory that makes its near-complete absence from Moroccan research output all the more consequential.

1.5.4 Co-Authorship Networks

The international co-authorship network (Figure 5), constructed with a threshold of three co-publications, reveals a pronounced hub-and-spoke structure. The United States, the United Kingdom, and South Africa sit at the center, concentrating the most-connected nodes. Anglophone African nations (Nigeria, Kenya, Ghana) maintain comparatively strong ties to these hubs. Morocco's position is peripheral: documented collaborative links run largely to Tunisia and Cameroon (intra-Francophone connections of modest weight), while ties to the major anglophone hubs are essentially absent.

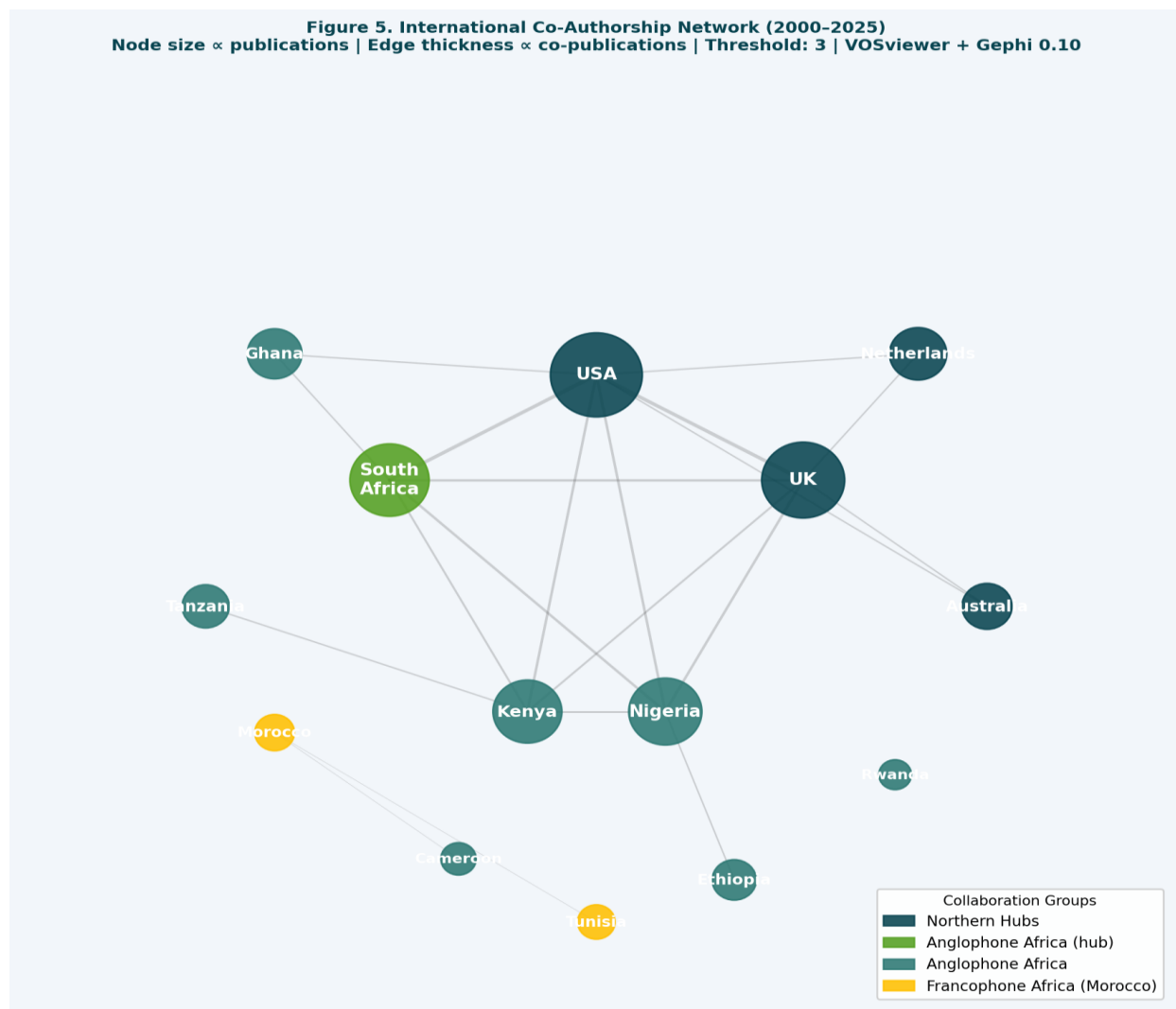


Figure 5. International co-authorship network (2000-2025). Node size proportional to publication volume; edge thickness proportional to co-publication frequency. Threshold: 3 co-publications. VOSviewer 1.6.20 + Gephi 0.10

This marginalization is more pronounced than that of some Francophone sub-Saharan nations. Cameroon and Côte d'Ivoire, for instance, maintain institutional ties with French and Belgian research networks that afford some connectivity. Morocco's relative isolation from anglophone African research hubs, despite sharing the continent and, increasingly, the policy agenda, points to a structural rather than merely linguistic challenge.

1.6 Discussion

1.6.1 A Growing but Geographically Skewed Field

These findings collectively describe a research field in genuine and sustained expansion, but one whose intellectual geography is deeply uneven. The exponential growth since 2010 signals that the relationship between education policy and entrepreneurship in Africa has become a legitimate and active area of academic inquiry. Yet Cluster 2's dominance (31.5% of all co-cited references, almost entirely composed of intention-focused, survey-based, SEM-driven work) flags a methodological imbalance that limits the policy relevance of much of the literature. The field knows considerably more about what students intend than about whether and how educational reforms actually shift entrepreneurial behavior at a population level. There is a gap, in other words, between micro-level attitudinal research and the macro-level policy evaluation that governments need.

The timing of the output peaks sends a suggestive signal, even if bibliometrics alone can't prove causation. The spikes in 2012, 2015, and 2021 line up, respectively, with the World Bank's major report on African entrepreneurship education, the adoption of the Sustainable Development Goals, and the post-COVID edtech boom. This alignment hints that scholarly agendas are notably sensitive to major institutional events.

1.6.2 Morocco: Documented Underrepresentation and a Targeted Agenda

With 72 articles over 26 years and a peripheral co-authorship position, Morocco is structurally underrepresented in the international literature on this topic. This is not a reflection of institutional inactivity (Morocco's reform sequence is among the most comprehensive on the continent) but of a set of identifiable barriers: the mismatch between French as a working academic language and the anglophone dominance of Scopus-indexed journals; limited coverage of Moroccan national journals in international databases; insufficient funding for evaluative research; and the near-total absence of bilateral research partnerships with the better-connected anglophone institutions.

A content review of the 72 Moroccan articles reveals three critical lacunae. No rigorous, internationally published study has evaluated the entrepreneurial effects of the 2015-2030 Strategic Vision on Moroccan graduates: a remarkable absence for a reform of that ambition. The gendered effects of Morocco's educational reforms are almost entirely unstudied, despite gender equity being a stated policy priority. Moreover, digital entrepreneurship and AI-driven curriculum reform (the fastest-growing frontier of the global literature) are effectively uncharted in the Moroccan context.

1.6.3 Theoretical Implications

Beyond the bibliometric map, this study documents the emergence of a fourth theoretical current (still fragmentary, but visible in the data) that attempts to bridge North's (1990) institutional analysis with the intention models of the Cluster 2 tradition. This synthesis, which one might call a contextual institutional theory of entrepreneurial intention, is the most promising frontier for research that takes African institutional heterogeneity seriously rather than treating context as noise to be controlled. It offers a way out of the methodological trap in which much of the current literature is caught: explaining variation in individual intentions without ever asking whether the institutional environment in which those individuals operate makes their intentions actionable.

1.6.4 Practical Implications

Three practical directions follow from these findings. Moroccan universities need to develop autonomous research capacity to evaluate the entrepreneurial effects of their own policies, without that, policy learning cannot happen. Strategic bilateral research partnerships with the anglophone African institutions that dominate this literature - particularly in Nigeria and South Africa - would both boost Moroccan scholarly visibility and provide access to methodological and empirical resources that currently lie outside Moroccan researchers' networks. In addition, the next generation of Moroccan entrepreneurship education programs must integrate digital, green, and SDG dimensions, not because these are fashionable, but because Cluster 5's growth trajectory makes them the field's defining agenda for the next decade.

1.7 Conclusions

This paper has provided the first comprehensive bibliometric mapping of the research field connecting public education policies to entrepreneurship in Africa and Morocco, covering 2000 to 2025 in full. Four contributions emerge from the analysis.

Descriptively, the study documents the exponential growth of a field (+18.4% per year) structured around five intellectual clusters and dominated by anglophone African nations. Analytically, it exposes significant geographic and methodological imbalances, and quantifies Morocco's structural underrepresentation with precision: 72 articles, 4.3% of the global corpus, peripheral network position. Prospectively, it identifies five emerging trajectories (green entrepreneurship, digital enterprise, inclusive entrepreneurship, post-COVID dynamics, and AI in curricula) that will define the near-term agenda. Practically, it offers a targeted research programme built around four critical gaps in the Moroccan literature.

Several limitations deserve acknowledgement. Reliance on Scopus introduces a coverage bias against non-indexed African and Francophone journals, likely understating Moroccan and other Francophone contributions. Cluster interpretation carries inherent subjectivity. Co-word projections are necessarily short-range. Moreover, the 2025 data are partial - extracted in October of that year- which means the final year's figures will understate true annual output.

These limitations are also, naturally, invitations. A follow-up study incorporating grey literature and non-indexed sources would offer a more complete picture. A replication in five years would track how the field responds to the ongoing reforms it is documenting. Most urgently, a qualitative case study of Vision 2030's actual effects on Moroccan graduate entrepreneurship would supply the causal depth that bibliometric analysis, by design, cannot provide — and would be a natural and necessary complement to the map this paper has drawn.

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