

Do University Studies in Social and Legal Field Teach Social Entrepreneur Competencies?

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Abstract

There is consensus on the potential of education to provide training related to entrepreneurship. However, teaching social entrepreneurship is different from teaching business competences. We apply the content analysis method to conduct a critical review of university degrees offered by universities. The units of analysis are 32 degree course outlines. Later on, the inventories were delivered to an expert group. Results show that moral and social dimensions awarded much less importance while training is mainly focused on intellectual one. Moreover, expert team affirms that moral and social competencies of social entrepreneurship are left in the hands of hidden curriculum.

Keywords: Universities, Social entrepreneurship, Content analysis, University degree course description, Competences, Entrepreneurship competences.

¿Enseñan los estudios universitarios del área de ciencias sociales y jurídicas competencias en emprendimiento social?

Resumen

Existe consenso sobre el potencial de la educación para formar en emprendimiento. Sin embargo, la enseñanza del emprendimiento social difiere de la formación en competencias empresariales. Aplicamos el método de análisis de contenido para revisar los planes de estudios de las universidades. Las unidades de análisis son 32 planes de estudios. Posteriormente, el informe obtenido se somete a un grupo de discusión. Los resultados muestran que las dimensiones moral y social reciben menos importancia, mientras que la formación se centra en aspectos intelectuales. Además, el grupo de expertos afirma que las competencias morales y sociales asociadas al emprendimiento social se enseñan en el currículo oculto.

Palabras clave: Universidades, Emprendimiento Social, Análisis de Contenido, Planes de estudio, Competencias, Competencias emprendedoras.

1. INTRODUCTION

Contemporary societies are living in uncertainty. Especially in Southern Europe Countries we have seen the collapse of thousands of companies, and poverty levels and social inequalities are becoming acute. Since the mid-1980s, there have been fundamental changes in ways of working, in labor relationships, and in professional careers. Some of these changes are related to the global social changes that have occurred, and have been explained from different theoretical perspectives in the management literature (Arthur and Rousseau 1996), work on sociology (Boltanski and Chiapello 2005), and organizational studies (Courpasson and Reed 2004). Contemporary professional careers tend to be described as ‘turbulent trajectories’ and as ‘without borders’ (Arthur and Rousseau 1996), or ‘nomad’ (Cadin, Bailly-Bender and

Saint-Giniez 2000). The literature implicitly supports the idea of short term careers which lead to greater long term success. In this context, several governments are taking an active role as promoters of entrepreneurship because they see value in entrepreneurial initiatives for developing the economy through the development in turn of new professional careers.

Training entrepreneurship plays an important role to this scope. However education institutions that offer entrepreneurship education programs frequently focus on the creation of companies from the perspective of business project development. Although entrepreneurship training can be understood as the development of skills to create and manage new businesses, focusing on business topics per se does not guarantee a training of students in social entrepreneurship. Entrepreneurship education should not be confused with general business and economic studies. Therefore, we suggest that there is a need for major changes to curricula and instructional models to reinforce a pedagogical approach that also highlights the social value of entrepreneurialism. Including in entrepreneurship education a stronger social aspect would allow the development of skills, competences and ways of thinking that would promote entrepreneurial activity that focuses on the social as well as the economic benefits.

In this paper, we analyze teaching and learning of entrepreneurship in the public universities in Valencia (Spain). We focus on the academic courses offered in 2011–2012 to investigate the extent of the focus on social entrepreneurship. We conduct a critical review of the degree courses in social and legal studies taught in Valencia's public universities to analyze students' training in social entrepreneurship. Therefore, we prefer going in depth of a case study than generalizing because a study of few cases allows for the investigation of many variables, therefore producing in-depth knowledge. Then, we apply a panel of experts to insure the content analysis reliability. The results of our analysis contribute to discussions on the development of pedagogical models to teach competence in social entrepreneurship, and to the debate on a new conceptualization of social entrepreneurship.

The paper is structured as follows. The next section describes the conceptual framework, followed by a section on the methodology and the sample design, and presentation of results. The last section provides a discussion and conclusions.

2. CONCEPTUAL FRAMEWORK

2.1. The context and concept of entrepreneurship

The confidence shock related to the economic crisis has had broadly similar effects on Member States, although their growth performance shows some differences (European Union 2013a). In many countries, especially in South of Europe, unemployment rates remain persistently high, average length of unemployment has increased, and youth unemployment has surged. All of this has increased social inequalities. At the same time, the intentions of many governments to continue financing large parts of their structural reform agendas are increasing their public indebtedness. This would seem to promise total decline of the welfare state that guarantees education provision, housing, and healthcare for its citizens (Tanner 2013).

In this context, some governments are underlining the need for increased entrepreneurial activity at all levels. Entrepreneurship is increasingly seen as a critical determinant of economic performance. The governments in many countries have instituted regulatory changes and launched initiatives to stimulate entrepreneurial growth. They consider entrepreneurship as tool that can be used to recover/increase productivity and competitiveness, and tackle current high levels of unemployment and poverty (Cumming, Sapienza, Siegel and Wright 2009).

The main focus of entrepreneurship is the business context. In fact, in the traditional perspective, entrepreneurship and entrepreneurial activity are a '*regional milieu of agents that is conducive to the creation of new firms*' (Audretsch and Keilbach 2004: 420). In this sense, governments' main contributions to facilitate the startup of new firms (entrepreneurship initiatives in classical terms) should include reducing uncertainties in the tax and regulatory environment, eliminating bureaucracy, and promoting human resources mobility. In Spain, key aspects of the 'Strategy of entrepreneurship and youth employment 2013–2016' are promotion of incentives for hiring young workers, and creation of business initiatives by young people, changes to the education and training provided to young people to reflect the reality of the labor market, and reductions in early school leaver numbers (Spanish Government 2013).

Most of these objectives are focused on the business development aspects of entrepreneurial projects. However, the idea of entrepreneur-

ship cannot be limited to achieving economic benefit or alternatives to salaried employment (Mars and Rios-Aguilar 2010). There must be a commitment to create social benefits and social impact. Thus, entrepreneurial initiatives can be aimed just at creating an enterprise, but they can also encompass creation of social impacts through a project not necessarily in the area of business. As Stryjan (2006) highlights, an entrepreneurial culture can be promoted by paying attention to social as well as economic benefits. This perspective of entrepreneurship is essential for establishing of social entrepreneurial projects and requires training in and understanding of social entrepreneurship. Therefore, entrepreneurship is a competence for all, helping people to be more creative and self-confident in whatever they undertake (European Commission 2008).

These notions have been described respectively as ‘entrepreneurship’ and ‘social entrepreneurship’. In both cases, the definition is open. There is no finite and comprehensive depiction of these phenomena and no clear understanding of social entrepreneurship (Mair and Martí 2006). Definitions of entrepreneurship are often tailored to fit specific purposes. Some theoretical perspectives in traditional economic theory describe entrepreneurs as willing to take risks, to search for new ways to create value, to manage uncertainty, and to promote entrepreneurial behavior in others (Baumol 1991). The International Labor Organization defines entrepreneurship as the ability to recognize an opportunity to create value, and to act on this opportunity regardless of whether it involves the formation of a new entity (Schoof 2006). According to the OECD (2001), entrepreneurship is a phenomenon associated with enterprising human action in pursuit of generation of value, through the creation or expansion of economic activity enabled by identifying and exploiting new products, processes, or markets.

These definitions rely on subjectivist theories of entrepreneurship based on rational action and economic factors (Pfeilstetter 2011). They are the most widely accepted and obey the rules of economic science and a rational and utilitarian vision of entrepreneurial projects. However, other theoretical perspectives include new elements in our understanding of entrepreneurship that extend into new fields less oriented to economic factors (Pfeilstetter 2011). For example, the European Commission (2006) describes entrepreneurialism as the individual’s ability to turn ideas into action and includes creativity, innovation, and calculated risks, as well as the ability to plan and manage projects in order to

achieve objectives. This definition suggests that entrepreneurship can be applied to range of different environments, not only to socio-economic settings. However, this definition also lacks the social and ethical qualities. It is necessary to stress on these subjects.

Thereby, the definition of social entrepreneurship includes detailed examination of the social as well as the entrepreneurial elements (Mair and Martí 2006). Thus, the concept of social entrepreneurship means different things to different people and different researchers. Social entrepreneurship can be seen as a construct that bridges an important gap between business and benevolence; it is the application of entrepreneurship in the social sphere (Roberts and Woods 2005). Some use the term social entrepreneurship to describe any form of moneymaking enterprise that has a social mission, or any type of nonprofit organization that appears novel (Light 2006), or a situation when it signals an imperative to drive social change (Martin and Osberg 2007). Generally, social entrepreneurship has two components: creation of economic value (related to the business sector), and creation of social value (related to social performance) (Mair and Martí 2006). Therefore, social entrepreneurs combine the resources related to innovative processes to pursue opportunities to catalyze social change and/or address social needs not satisfied by conventional social and economic organizations.

In this study, dimensions and characteristics of university entrepreneurship are investigated and the driving forces that determine the entrepreneurial aspect of degrees in social and legal fields are discussed. Do university studies in social and legal field teach social entrepreneur competences?

2.2. A wider perspective on how teach entrepreneur competencies in university degrees

There is an avowed political commitment in most of the European countries to promote an entrepreneurial spirit through learning and training. It is accepted the potential of education systems to provide training in some of the skills required for entrepreneurship and social entrepreneurship. For instance, the European Union (2013b) has published a guide for educators, to promote entrepreneurship education to enable young people to be more entrepreneurial. This guide showcases some examples of inspiring entrepreneurship education practice in teacher education. In Spain, in the recent education reform this objective is, with

lots of critiques, strongly promoted. The 2013 Education Act state is to strength entrepreneurship for the performance of activities and business initiatives (LOMCE 2013). However, as we said before, entrepreneurship is something more than just salaried employment. It is also related with social impact. In the present paper we go a step further and study the process of teaching and learning social entrepreneurship to investigate whether there have been adaptations to the teaching of entrepreneurial and social entrepreneurial competences in higher education institutions.

Entrepreneurs reflect a particular way of being, thinking, and doing in relation to their reality and make decisions and act based on their world view. This highlights the importance of social entrepreneurship competences. The teaching and learning process related to social entrepreneurship should include all of these components. Those involved in setting up traditional entrepreneurial projects should be aware of their social impacts, and those involved in establishing entrepreneurial non-profit activities should be able to ensure their economic sustainability over time (Coman and Pop 2012). Therefore, it is necessary to define the concept of social entrepreneurship and to determine the knowledge, skills, and abilities that should be taught in order to condition the type of entrepreneurial activities established in the future.

Teaching social entrepreneurship is different from teaching business competences and involves different perspectives which sometimes are overlapping. For example, the GEM project (2013) sees entrepreneurship as a process made up of several phases, from intention to start, to starting and running a new or established enterprise, or discontinuing a business. Social entrepreneurship has different objectives and its teaching requires a different approach. Marina (2010) considers entrepreneurialism as a question of ethics. The context will depend on individual values associated with a Moral Dimension such as professional ethics, an Intellectual Dimension such as the capacity to manage and develop projects, and plan and organize activities, and a Social Dimension such as cooperation, team working, and leadership.

Thus, teaching entrepreneurship and teaching social entrepreneurship have some common elements, such as for example, the capacities to develop creative thinking, to manage complex processes, to recognize opportunities, and to evaluate risks (DeTienne and Chandler 2004). We highlight the need to identify and make explicit the strategies specifically related to teaching social entrepreneurship.

In the context of Higher Education, which constitutes the framework for this study, we can find numerous examples of universities that have developed and implemented entrepreneurship extracurricular initiatives such as university-business foundations, business chairs, and programs to promote the creation of spin-offs. However, efforts in higher education programs to promote knowledge, skills, and abilities related to social entrepreneurship are insufficient (Palomares-Montero and Verdeguer-Aracil 2013). University study programs mainly focus on professional training of future wage-earners and ignore the need for a spirit of social entrepreneurship among students. We need to examine how the social entrepreneurship notion in education systems is conceptualized and identify the knowledge, skills and abilities related to social entrepreneurship, being promoted in Spanish universities.

Our study examines the state of art of entrepreneurship teaching and learning in Valencia public universities and whether the approaches adopted respond to social entrepreneurship skills. In this sense, our hypothesis is that universities' curriculum in the field of social and legal studies, in Valencia Public Universities, teach entrepreneurial knowledge without paying attention to moral and social competences.

3. METHODOLOGY AND SAMPLE DESIGN

3.1. Analytical strategy and Data Source

We have systematized knowledge and competences related to social entrepreneurship by means of dimensions and indicators. The purpose has been to measure its weight in each dimension. We use the content analysis technique. Content analysis considers data as representations of texts, images, and expressions that are created to be seen, read, interpreted, and acted on (Krippendorff 2004). Several unit of analysis have been proposed that encompass three types of data (Palomares-Montero, Garcia-Aracil and Castro-Martínez 2012): sampling units (included selectively), context units (text that identifies the information used to describe recording units), and recording units (separately described, recorded, transcribed or coded).

The coding method was based on a system established by the research team after holding several meetings to determine the appropriate codes for the purposes of the study. The selection of categories to code

was based on suggestions in the qualitative research literature (see EU 2006; DeTienne and Chandler 2004; GEM 2013; LOE 2006; Marina 2010; OECD 2001). In this paper, the unit of analysis is the university degree course outline (official description of the degree course), and its main sections are the context units ('Justification', 'Objectives', 'Competencies', 'Student Access and Admission', 'Formal Education Planning', and 'Planning and Management of Student Mobility'); the recording units are 'Intellectual Dimension' (ability to be open to new ideas and experiences), 'Moral Dimension' (competencies related to the ethics, values, and morals), and 'Social Dimension' (competencies related to awareness of, participation in, and connection with the community) (see Figure 1).

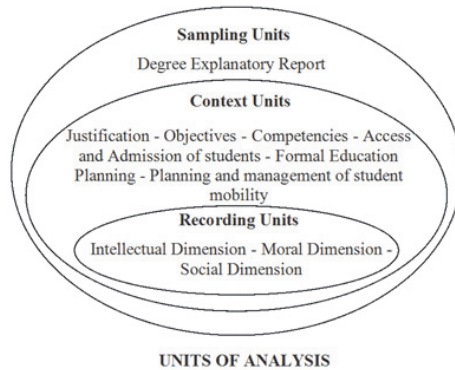


Figure 1. Framework of content analysis of university degree course outlines

Source: Own elaboration.

Once all of the degree courses outlines of interest were located, four human coders used a combination of computer-aided text searching and structured responses into a data matrix to code each degree. Each degree was organized and classified based on analogy and differentiation criteria, through the process of transforming raw data (university degree course outlines) into useful information (codes). This process provided a corpus of material that enables identification of a list of indicators (see Table 1). The number of indicators is refined according to equivalence and similarity criteria, to provide a final list that includes straightforward indicators of entrepreneurial capacities and dimensions.

Our theoretical and practical framework for the content analysis of university degree course outlines provides a characterization of the social entrepreneur. Teaching social entrepreneurship includes Social and Moral as well as Intellectual Dimensions, based on 55 indicators. We identified the ‘entrepreneurship’ indicator in the Intellectual Dimension. However, we could not find the ‘social entrepreneurship’ indicator in the process of analogy and differentiation criteria. Therefore, we can expect that universities’ curriculum will be mainly focused on entrepreneurial knowledge. Our approximation to social entrepreneurship will be made by the theoretical framework which takes into account capacities related to intellectual dimension but also with moral and social one.

Our intention is to provide a more comprehensive conceptualization of a social entrepreneur by selecting indicators based on the university degree description. This allows us to describe how degree programs are constructed in relation to social entrepreneurship Table 1.

A search of the websites of the five public universities in the Valencia region (University of Valencia –UVEG–, Technical University of Valencia –UPV–, University of Alicante –UA–, Miguel Hernandez University –UMH– and Jaume I University –UJI–) identified 32 degree course descriptions for 12 degrees in the fields of social and legal studies. Our final sample size for the content analysis is 31 descriptions because one document was not available (see Table 2).

Later on, to insure the content analysis reliability, the inventories were delivered to an expert group and they analyzed the content along with the researcher. Therefore, we describe the outcome and follow up discussions of an expert group meeting on the degree courses’ design, difficulties and contradictions, definition and dimensions of entrepreneurship and university context as driver or as an obstacle to promote social entrepreneurship. Participants were nine university’ professors with experience in higher education management in the field of legal and social sciences. They came from the selected universities in the study. They were selected by active recruitment and all participants were familiar with the content analysis results for their participation.

Table 1. Indicators from the university degree course outlines by recording unit

	Indicators by cluster	OECD (2001)	EU (2006)	LOE (2006)	Marina (2010)	DeTienne & Chandler (2004)	GEM (2013)
Intellectual dimension	Plan, planning, organization, analysis, management						
	Project development, project management						
	Context adaptation						
	Self-criticism, self-knowledge						
	Critical evaluation, critical sense, critical thinking, critical capacity						
	Decision-making						
	Take risk						
	Anticipation and foresight						
	Positive attitude to change, innovation						
	Autonomy, initiative, entrepreneurship						
Moral dimension	Perseverance, tenacity, self-improvement, effort						
	Bravery, courage						
	Accountability, responsibility, trust						
	Emotional control, self-control						
	Ethics, professional ethics						

Table 1 (*Continuación*)

	Indicators by cluster	OECD (2001)	EU (2006)	LOE (2006)	Marina (2010)	De Tienne & Chandler (2004)	GEM (2013)
Social dimension	Social responsibility						
	Teamwork						
	Cooperation, collaboration						
	Leadership						
	Negotiate, negotiation, dialogue						
	Assertiveness						
	Communicate, communication, transmission, dissemination, presentation, diffusion						
	Exchange, mobility						

Source: Own elaboration.

4. RESULTS

4.1. General overview of entrepreneurship by dimension

This section proposes a new conceptualization of social entrepreneurship based on degree programs offered by Valencia's public universities. Analysis of the Intellectual, Social and Moral Dimensions outlined in university degree course outlines provides an understanding of how universities train students on social entrepreneurship.

Figure 2 shows the distribution of indicators for the whole sample, according to the recording unit ('Intellectual Dimension', 'Social Dimension', and 'Moral Dimension'). We scored 43,143 indicators, of which 67.6 percent relate to the 'Intellectual Dimension', 26.7 percent to the 'Social Dimension', and 5.7 percent to the 'Moral Dimension'. The Intellectual Dimension clearly dominates, with the effect of the Moral Dimension negligible. The trends are similar in the five universities.

All the universities in the sample make reference to the Intellectual Dimension. The scores range from 48.1 percent for UVEG's degree in Tourism to 89.1 percent for UJI's degree in Economics. The most frequent indicators are 'Plan, planning, organization, analysis, management' (51.7%), followed by 'Autonomy, initiative, entrepreneurship' (10.8%) and 'Context adaptation' (8.8%). Thus, one indicator represents more than half of the frequencies for Intellectual Dimension, with a huge difference between this and the second and third most frequent indicators. We would like to highlight the 'entrepreneurship' concept itself. It represents 1.7% of frequency. Therefore, we can say that university curriculum do not explicitly motivate entrepreneurial training.

Social Dimension seems to have a moderate effect with all universities in the sample scoring this second after Intellectual Dimension. The scores for Social Dimension range from 10.4 percent for UJI's degree in Economics to 48.8 percent for UVEG's degree in Tourism. The most frequent indicators are 'Communicate, communication, transmission, dissemination, presentation, diffusion' (50.9%), followed by 'Teamwork' (16.0%), and 'Cooperation, collaboration' (14.5%). Similar to Intellectual Dimension, one indicator represents more than half of the frequencies reported for Social Dimension. However, the distance with the second and

Table 2. Valencia public universities' degree course outlines

Field of Knowledge	Degree*	UVEG	UPV	UA	UMH	UJI
Economics	Business administration and management					
	Economy					
	International business					
	Tourism					
Education Sciences	Sport and physical activity					
	Social education					
	Nursery teach training					
	Primary teacher training					
Social sciences	Pedagogy					
	Labor relationships					
	Sociology					
	Social work					

*White box=degree available; Black box=degree not available; Grey box=degree not teach.

Source: Own elaboration.

third indicators is smaller. As we said in the previous section, there is not any concept to make direct mention to 'social entrepreneurship'.

Similarly, all the universities in the sample refer in their degree descriptions to indicators related to the Moral Dimension. In this case, the percentages are lower than for Intellectual Dimension. Scores range from 0.5 percent for UJI's degree in Economics to 10.6 percent for UA's Primary Teacher degree training. The most frequent indicators for Moral Dimension are 'Ethics, professional ethics' (36.4%), followed by 'Accountability, responsibility, trust' (23.4%). For Moral Dimension the distribution of frequencies is tighter than for Intellectual Dimension.

The results are illustrative of the degree courses' design by public universities in Valencia in social entrepreneurship, as part of their social and legal studies degree courses.

This training focuses on intellectual competences, with social and moral competencies awarded much less importance. This reproduces entrepreneurial training related to business project development which emphasizes the economics and it shows the hostile to moral and social

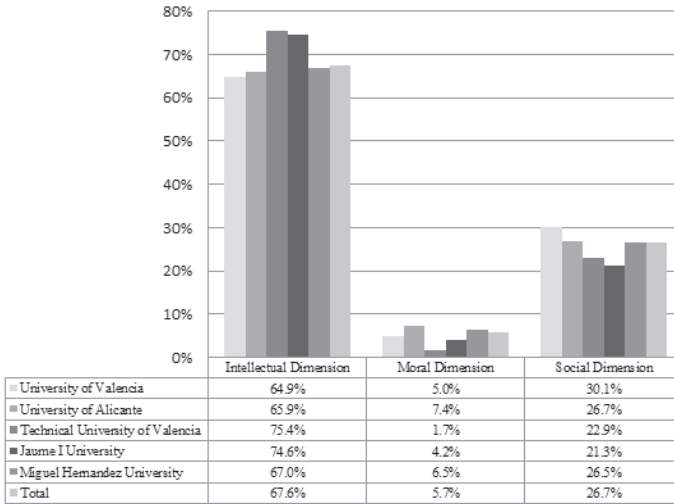


Figure 2. Distributions of indicators by dimensions and university (%)

Source: Own elaboration.

approach. We would suggest a greater emphasis on teaching and training in competences related to the social impacts of projects. Therefore, this result confirms our prediction. Then, our hypothesis might be correct but it is still subject to further testing.

4.2. General view of entrepreneurship by dimension and knowledge field

In this section, our comparison of Valencia public universities is based on the distribution of the indicators of entrepreneurial behavior in each recording unit, in the knowledge fields of Economics, Education Sciences, and Social Sciences, which show differences and similarities in their degree descriptions.

The distribution of degrees by field of knowledge is categorized as follows: Economics includes Business administration and management, Economics, International business, and Tourism; Education Science includes Social education, Nursery teach training, Primary teacher training, Pedagogy, and Sport and physical activity; Social Sciences includes Labor relationships, Sociology, and Social work (see Table 2).

Figure 3 shows the distribution of indicators for each knowledge field by dimension. Thus, degrees in Economic field score highest for In-

tellectual Dimension indicators (71.5%) and lowest for Social and Moral Dimensions (25.5% and 3.0%, respectively), compared to those in Education and Social Sciences fields. In contrast, degrees in Education Sciences field present the lowest percentage for Intellectual Dimension (65.0%) and the highest for Moral Dimension (8.2%), compared to those in Economics and Social Sciences. Social Science degrees scored 28.1 percent for the Social Dimension, the highest score among the three knowledge fields and 68.2 percent and 3.7 percent respectively for the Intellectual and Moral Dimensions.

Therefore, the Intellectual Dimension scores highest for all three fields, with Economics ranked first, while Education Sciences score highest for Moral Indicators and Social Sciences for Social Indicators. This result supports our hypothesis because we see that curriculum studies teach mainly intellectual aspects and they pay less attention to moral and social ones (Figure 3).

The distribution of indicators for the Intellectual Dimension by field of knowledge shows that 'Plan, planning, organization, analysis, management' score 64.8 percent, 60.7 percent and 39.3 percent for Economics, Social Science, and Education Science respectively. Also, in Social Sciences and Economics the second ranked indicator is 'Autonomy, initiative, entrepreneurship' with similar percentages (9.8% and 9.5%, respectively). In Education Sciences 'Context adaptation' is the second most frequent indicator in the Intellectual Dimension (15.1%), although 'Autonomy, initiative, entrepreneurship' ranks third with a higher percentage than in Social Sciences and Economics (12.1%). Therefore, in Valencia public universities organizational capabilities received the most attention in Economics and Social Sciences when we refer to Intellectual Dimension, while context adaptation and positive attitude to change is emphasized in Education Sciences. The boost to entrepreneurship is similar in the three fields of knowledge.

Looking the results for the indicators of Moral Dimension by field of knowledge, we would like to highlight the highest percentages obtained for 'Ethics, professional ethics' (50.0%) and for 'Accountability, responsibility, trust' (34.8%) in Social Sciences. Two indicators represent three-quarters of the frequencies for Moral Dimension in this field of knowledge. Economics and Education Sciences also get high percentages for 'Ethics, professional ethics' (37.5% and 33.4%, respectively) but in Economics it is ranked first and in Education Sciences in ranked

second. The three knowledge fields do not score in ‘Bravery, courage’ indicator and only Education Sciences score above one in ‘Emotional control, self-control’ indicator (2.4%).

For the Social Dimension ‘Communicate, communication, transmission, dissemination, presentation, diffusion’ receives 53.9 percent, 48.7 percent and 47.3 percent, respectively in Education Science, Social Sciences and Economics. It is ranked as the most frequent indicator. Social Sciences and Economics have the second highest for ‘Teamwork’ (23.8% and 21.3%, respectively) while the ‘Cooperation, collaboration’ indicator has the second highest percentage for Education Sciences in the Social Dimension (24.4%). ‘Assertiveness’ indicator is not scored in Economics neither in Education Sciences and it receives low mark in Social Science (0.2%). Although there is not an indicator to make explicit reference to ‘social entrepreneurship’, the analyzed concepts construct an approximation to the concept.

The results are not concluding. We cannot treat Economic and Social Sciences as being the same, and as different from Education Sciences, since our results show that all three have some common characteristics. It seems that each field of knowledge emphasizes those dimensions where they are closer to it.

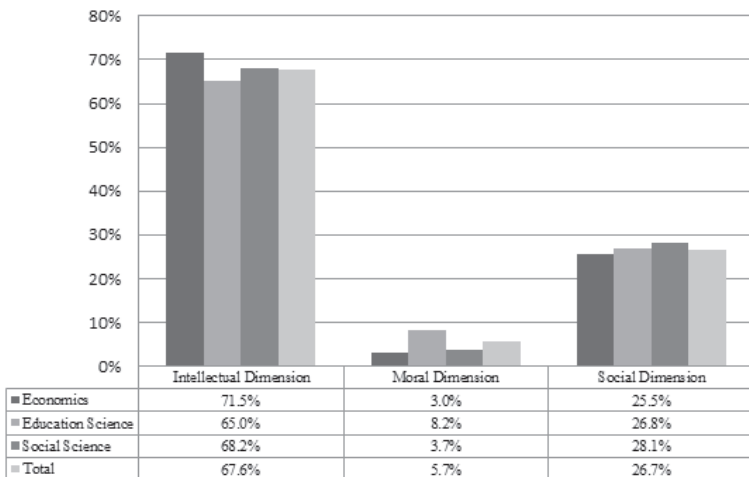


Figure 3. Distributions of indicators by dimension and knowledge field (%)

Source: Own elaboration.

Moreover, we will focus our attention to the total marks. Our starting point was that social entrepreneurship could be understood as a balanced mixture of indicators in the three dimensions. We have seen that this distribution is not well-balanced because intellectual indicators predominate over moral and social one. Generally, all indicators considered in intellectual dimension appear in the analysis with the exception of 'Anticipation and foresight'. Regarding to moral and social dimension, we identify some absent indicators as 'Emotional control, self-control', 'Social responsibility', 'Assertiveness', among other.

We cannot establish strong differences among those studies which are close to social entrepreneurship and those which are not. We think Valencian public universities do not significantly stress entrepreneurship neither social entrepreneurship.

4.3. Content validation using an expert panel

Having described the most relevant descriptive results in the previous context analysis on degrees courses in social and legal studies taught in Valencia's public universities, we conduct a group of experts to discuss and validate the results. After more than two hours of discussion the group reached some agreements. The resulting data were analyzed using discursive analysis. We organize the results of the panel in four topics.

First, concerning about degree courses' design, experts state that the official description of the degree course is, in one hand, officially established by external agents, in Spain by the Spanish Ministry of Education. And, in other hand, they are approved by pacts among academic departments involved in taking decisions. Therefore, the flexibility in the definition of the courses is relative because government lays down the basis and additionally the deals among departments are commonly on intellectual aspects related to theoretical contents. Moreover, higher education institutions frequently design its degrees automatically by taking the Ministry of Education's mandate. Contrary to social entrepreneurship competences, that mandate was developed based on conceptual content forgetting other learning contents as procedural and attitudinal ones. Finally, although the system should work based on competences, universities and its academic staff have not finished yet thinking on objectives which effects on teaching social entrepreneurship.

Second, it appears some difficulties and contradictions because there is a tension between the understanding of the curriculum as a syllabus to be transmitted and the curriculum as process. Panel recognizes that degree courses have a concise statement of the heads of a discourse state externally. However, they recognize that curriculum also is the interactions of teachers, students and knowledge. In other words, curriculum is what actually happens in the classroom and what people do to prepare and evaluate. Therefore, they conclude that social and moral competences related to entrepreneurship are probably taught in practice although official documents do not pay special attention to them. Therefore, the results of our previous content analysis are not concluding because the overt curricula established in degree course outlines do not show what happens in the classroom. Panel recognizes that learning process is hidden for us because in classrooms occur different things. Decisions about both content and process in education are based on value premises of both ethics and politics. Therefore, we do not know for certain what is related to methodology of teaching and learning.

Third, the groups of experts try to make an approximation to the concept of social entrepreneurship. They recognized that academic community understands the term closed to the business orientation. However, social entrepreneurship in universities should be understood as pursuing innovative solutions to problems, mainly social problems. Social entrepreneurs pursue opportunities to serve this mission, while continuously adapting and learning. They draw upon appropriate thinking in both the business and nonprofit worlds. This conceptualization underlines moral and social dimension and not only the intellectual one. However it is easier reach agreement on intellectual aspects. It is easy to define objectives and conceptual concepts while get to accord on moral features is more uncomfortable.

Finally, experts talked about how university context works as a driver or as an obstacle to promote social entrepreneurship. They pointed out that educational and organizational mode of higher education institutions makes difficult the use of teaching methodologies to stimulate social entrepreneurship because the high student–teacher ratio. It is also extremely difficult to work based on entrepreneurial competencies since the structure of the system is based on traditional instructional theories. However, the expert group highlights some key aspects in institutions that work as driver of social entrepreneurship. Universities offer an appealing degree structure which lets you study a range of subjects in a

very flexible manner. Almost all universities offer entrepreneurship courses, some with a social approach, and a series of courses related to various dimensions of the social entrepreneurship.

Therefore, although the descriptive data allows us to accept the hypothesis, the expert group informs that is still necessary to go further to accept or reject the hypothesis.

5. DISCUSSION AND CONCLUSIONS

Generally the universities in our sample provide training in competences related to the Intellectual Dimension in the three analyzed fields of knowledge of Economics, Education and Social Sciences. They also provide training in social and moral competences but with lower frequency. We can differentiate according to field of knowledge.

The Intellectual Dimension scores highest in all three field of knowledge. However, there are some differences among fields of knowledge. Economics stands out for intellectual indicators, Education predominates for moral indicators, and Social Science for social indicators. Therefore, on the basis of field of knowledge we find that: i) Economics degrees obtained the highest percentage of indicators in Intellectual Dimension compared to the Moral and Social Dimensions; ii) Education Sciences scored the lowest percentages in the Intellectual Dimension compared with Economics and Social Sciences, and the highest in the Moral Dimension with intermediate scores for the Social Dimension; and, iii) Social Sciences show intermediate scores for the Intellectual and Moral Dimensions and high scores for the Social Dimension.

Results by field of knowledge show important irregularities which do not allow us to draw definitive conclusions about the construction of an entrepreneurship concept. This finding is justified by a group of experts by the fact that degrees in Spanish universities are officially established by external agents. Therefore, degrees are not different from each other.

We would suggest that Economics tends to emphasize the importance of management capacity and ability to take decisions according to the traditional understanding of entrepreneurship (business perspective). This result is expected since it is related to the training of business managers and economic analysts. However, contrary to what we expected, we do not find that degrees in Education and Social Sciences promote more moral and social than intellectual competences. Therefore, in

relation to our research question and our hypothesis, the enterprise perspective of universities is not expanding towards social entrepreneurship. Therefore, we can conclude that, given the low weight of moral and social dimensions, teaching and training of entrepreneurship in universities lacks the ethical depth that a democratic society requires.

Our study prompts several questions. Government initiatives to promote entrepreneurship mainly adopt an economic perspective. Promotion of enterprise is one the principal goals of economic growth as the main national development aim. Citizens should be enabled to engage in business development based on existing or new businesses. Businessmen and businesswomen who are more highly educated are usually better able to apply their intellectual abilities to this task, and to acquire experience in entrepreneurship through individual projects. However, knowledge about social entrepreneurship is lacking. Social entrepreneurship is related to social change, and its potential payoff is lasting, transformational benefit to society, which is what, sets this field and its practitioners apart. Our analysis shows that the competences related to social entrepreneurship (Moral and Social) tend to be ignored in Economics, Education Science and Social Science. Nonetheless, if we look what actually happen in the classroom, we will find experiences of teaching social and moral competences related to entrepreneurship. However, regardless of what happens in educational practice, teaching of social entrepreneurship is a matter that remains in the hidden curriculum.

Entrepreneurial individuals and social entrepreneurial individuals are motivated by opportunities, which they pursue relentlessly, and derive considerable psychological rewards from realizing their ideas. What distinguishes social entrepreneurship if the focus on social benefits. Universities need to incorporate methodological aspects related to the Moral and Social Dimensions of their degree training in order to encourage social entrepreneurship. It is hoped that this paper highlights the need to legitimize social entrepreneurship as part of formal university curricula, by including social and moral competences in the teaching of entrepreneurial skills.

With the purpose of contributing to this, our future research will focus on generalizing the methodological procedure to study the Spanish university's context as a whole; and besides, we will apply an empirical study to know the student's perceptions of methods used in the classroom in an effort to identify perceptions of teaching and practice of social entrepreneurship. This will allow us to identify similarities and disparities in formal university curricula and life in classrooms.

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