
A. Entrepreneurship Education at Schools in Europe

1. Ensure entrepreneurship education as an educational policy priority to promote entrepreneurial competences and further school engagement. Results show that students who participated in Youth Start had higher levels of school engagement than those in the control group.
2. Students benefit when entrepreneurship education is spread across multiple levels, including not only secondary but also primary and lower secondary schools. Results show that students with prior experience of entrepreneurship education benefit more and continue to improve with an additional year of the program.
3. Promote entrepreneurship education in all types of schools, educational subject areas and courses – including general and vocational education through providing implementation guidelines which are flexible and integrated into curricular objectives - while strengthening collaboration between formal and non-formal education.
4. Support school autonomy through embedded entrepreneurship in the existing curricula using flexible modular (or challenge-based) learning programs as a standalone subject or in various subject areas. Encourage teachers to innovate and test different pedagogical approaches while embedding content.

B. Target Groups, Program Length & Competence-based Education

1. Results show that the short, intensive program had greater impact on improving skills (creativity, planning, resource marshalling, financial, enterprise & business skills) and attitudes (ambiguity tolerance, entrepreneurial/intrapreneurial intention & school engagement) than the longer programs.
2. Entrepreneurship should be taught at different educational levels and young people should benefit from multiple practical entrepreneurial experience before leaving compulsory education, as results demonstrate a greater effect on students with prior experience of entrepreneurship education.
3. Entrepreneurship education is an effective way of breaking down barriers to female entrepreneurship as female students improve essential competences (Managing ambiguity, Financial literacy & Resource marshalling).
4. Use a holistic approach to conceptualize and implement programs, to ensure that entrepreneurship is understood as a broad set of competences. Use frameworks such as the EU Entrepreneurship Competence Framework (EntreComp) and the Trio model framework used in Youth Start to design comprehensive and effective learning programs that can be evaluated.

C. Entrepreneurship Educators, School Directors and Stakeholders

1. Teach experiential approaches, such as the use of entrepreneurial challenges, which make student learning more relevant to the real-world through a structured but flexible learn-by-doing pedagogical method.
2. Provide teacher training in entrepreneurship through continuous professional development. Further consideration should be given by policymakers to supporting initial teacher training in the area.
3. Encourage educators to use authentic challenges and assignments that focus on real value creation and involve local stakeholders and parents.
4. Raise the awareness and importance of entrepreneurship education by supporting school leadership and providing peer exchange and leadership forums for school directors, as well as including it in the school development process.

D. Resources, Policymaking and Support at the EU Level

1. Further the commitment of European and national policymakers to support evidence-based approaches in educational policy development by expanding funding programs, and link this to European Structural Funds.
2. Promote cooperation at the local, regional and EU levels that facilitate the replication and expansion of programs and connect existing initiatives in entrepreneurship education and their networks.
3. Scale entrepreneurship education by opting for a program such as Youth Start that are: 1) flexible and adapt to all subjects and curricula; 2) low-cost and open source; 3) focusing resources on providing quality teacher training; as well as 4) investing in evaluation and monitoring to ensure quality results.
4. Increase the impact of the policy experimentation programs by promoting their good practices and research findings.