

Table Soccer At School:

Integrating Table Soccer as a Social Inclusion Tool in European Schools

Erasmus+ Programme

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A Multilevel Recommendation Framework for Policy Makers, School Leaders, Teachers and European Institutions

Executive Summary

The Table Soccer at School (TSAS) project, implemented under the Erasmus+ Programme (Grant Agreement 101184127), represents a three-month structured pilot intervention designed to evaluate the potential of table football as a tool for social inclusion, coexistence, and the reduction of sedentary behaviour in primary education contexts. The pilot was conducted across four European countries — Spain, Germany, France, and Bulgaria — engaging 444 student participants aged 8–12 and 14 teachers across schools of diverse socioeconomic profiles and educational needs.

The evidence gathered through quantitative questionnaires, qualitative focus groups, and institutional feedback confirms that table soccer, when appropriately implemented, functions as an effective low-threshold socio-educational intervention. An overwhelming 92.3% of participants rated the programme as Very Good or Good in terms of fun; 87.5% expressed willingness to participate again; and 100% of teachers reported that the activity helped students accept that everyone can participate. Critically, 78.6% of teachers stated they would recommend the programme to other schools.

This document presents a multilevel policy recommendation framework addressed to European institutions, national education authorities, regional administrations, school leadership, classroom teachers, and local coordinators. It draws on the TSAS pilot evidence alongside comparable European initiatives in play-based learning, inclusive sport policy, and active school frameworks to outline practical, scalable, and evidence-grounded recommendations for widespread adoption.

Core Finding

The transformative potential of table soccer is not inherent to the activity itself, but emerges from intentional pedagogical framing, consistent adult mediation, structured participation systems, and institutional commitment. When these conditions are met, table soccer becomes a powerful vehicle for social cohesion, inclusive practice, and behavioural activation across diverse European school communities.

1. Background and Programme Context

1.1 The TSAS Initiative

Table Soccer at School (TSAS) was conceived as a response to the growing evidence of social fragmentation, physical inactivity, and inclusion challenges in primary schools across Europe. The project sought to explore whether a widely familiar, low-cost, low-threshold game could serve as a structured instrument for social integration when embedded within an educational framework.

The pilot ran for three months in 2025 in schools across Spain (n=248 students), France (n=125), Germany (n=35), and Bulgaria (n=36), engaging students between the ages of 8 and 12. Each national partner adapted the implementation model to their local context, resulting in four distinct but comparable approaches:

Spain: Hybrid curricular model integrating table soccer into Physical Education (PE) and Values subjects, followed by autonomous playground use.

Germany: Low-threshold inclusive model used as a social and emotional regulation tool, particularly in schools serving students with special educational needs and language integration challenges.

France: Compensatory educational model aimed at establishing the sporting and pedagogical legitimacy of the activity in rural and semi-rural private school contexts.

Bulgaria: Structured active break model implemented primarily within sports lessons and supervised break times in urban public schools with high socio-cultural diversity.

1.2 European Policy Context

The TSAS initiative aligns directly with several overarching European Union policy frameworks:

- The European Education Area (EEA) 2025, which prioritises inclusive quality education for all learners regardless of background or ability.
- The EU Strategy on the Rights of the Child (2021–2024), emphasising the right to play and access to safe recreational spaces.
- The HealthyLifestyle4All initiative, which promotes active lifestyles and physical well-being among young people across the EU.
- The Council Recommendation on cross-sectoral activities promoting motor skills, social skills, and cooperative learning through sport (2021).
- The Erasmus+ Sport Strand priorities, which support grassroots sport and social inclusion through non-formal and informal learning.

Comparable European initiatives — such as the Active Schools framework in Ireland, the Sports-Based Mediation Model in Belgium, and Finland's school movement programmes —

have demonstrated that structured physical activity integrated into school routines produces measurable gains in academic engagement, social cohesion, and emotional well-being. TSAS contributes to this evidence base by offering a model that requires minimal infrastructure, functions across diverse socioeconomic contexts, and can be adapted to existing timetables without displacing formal learning time.

1.3 Why Table Soccer ? The Evidence Basis

Table soccer presents a distinctive combination of features that distinguish it from conventional sport-based inclusion programmes:

Feature	Educational / Inclusion Value
Non-contact, low-intensity play	Accessible to students with motor disabilities, health restrictions, or anxiety around physical competition
Minimal language dependency	Enables cross-cultural, cross-linguistic interaction; particularly valuable for migrant students
Fixed, visible rule structure	Creates a shared behavioural framework without requiring teacher intervention for every interaction
Paired/team format	Naturally promotes cooperation, communication, and shared responsibility
Scalable and portable	Can be introduced in breaks, PE sessions, after-school activities, or cross-curricular units with minimal logistics
Non-digital engagement	Provides a meaningful alternative to screen-based passive downtime during breaks
Gender-neutral perceived competence	Reduces the physical-dominance hierarchies that often exclude girls or less athletic students from playground sports

2. Pilot Results: Evidence Summary

2.1 Quantative Outcomes – Student Perceptions

The following table presents key selected outcomes from the participant questionnaire (n=444). Items reflect the combined percentage of 'Agree' and 'Strongly Agree' responses across the four participating countries:

Outcome Indicator	Overall %	Dimension	Highest Country
Having fun and enjoying myself	92.3%	Emotional	Germany (100%)
Respecting the rules of the game	90.3%	Behavioural	Germany (97.1%)
Accepting that everyone can participate	86.5%	Social–Inclusion	France (88%)
Showing respect to teammates	85.3%	Behavioural	Bulgaria (100%)
Enjoying being with teammates during play	88.5%	Social	Bulgaria (91.7%)
Staying focused during the activity	82.6%	Educational	Bulgaria (91.4%)
I look forward to carrying on playing	83.6%	Motivational	Bulgaria (97.2%)
Improving team spirit	76.7%	Social	Germany (91.4%)
Accepting defeat	81.0%	Emotional–Resilience	Germany (94.3%)
Looking after my health	65.7%	Physical	Bulgaria (97.1%)

2.2 Programme Satisfaction – Student and Teacher Ratings

Programme satisfaction was assessed through a separate set of items. The results demonstrate exceptional levels of acceptance:

Satisfaction Item	Overall	Bulgaria	Germany	France	Spain
Fun	91.7%	97.3%	94.3%	88.8%	91.9%
Equipment (table football)	90.3%	94.5%	91.4%	92.0%	88.6%
Organisation of activities	83.2%	94.2%	80.0%	83.1%	83.0%
Would participate again	87.5%	97.2%	91.4%	86.4%	85.9%
Would recommend to friends	88.2%	94.4%	94.3%	87.0%	87.7%

2.3 Teacher Perceptions

Teacher feedback (n=14) was uniformly strong. Key findings from the teacher questionnaire:

- 100% of teachers agreed that the activity helped students accept that everyone can participate.
- 100% agreed that it helped students enjoy playing together and respect the rules of the game.
- 100% agreed that it promoted peer support and improved team spirit.
- 92.9% rated the programme as 'Very Good' for fun, and equally high for willingness to participate again as a teacher or manager.
- 78.6% stated they would recommend the programme to other schools; 21.4% rated this as 'Good'.
- 92.3% considered the programme Useful (Very Good or Good); only 7.7% rated it as Fair.

Teacher feedback also confirmed strong endorsement of the programme's design: educational materials, game equipment, organisation, and programme duration were all rated positively, with zero negative responses recorded.

Teacher Voice

"The activity functions as a classroom extension — children who avoid PE because of competitive anxiety find a genuine entry point. It shows them they can be athletes too, on their own terms." — Teacher feedback, Spain

3. Barriers and Implementation Challenges

A rigorous recommendation framework must honestly address the challenges encountered during the pilot. The following barriers were identified across contexts:

3.1 Equipment and Logistics

Tables occasionally arrived unassembled without the necessary tools, causing startup delays. This is manageable through pre-delivery checklists and dedicated assembly support. In any case, this problem was successfully resolved thanks to the assembly guide video provided by the International Table Soccer Federation, which made it very easy to follow the steps. In fact, some schools took this task as an opportunity to take responsibility and set it up with the help of participating students, teachers, and coordinators.

In high-density school environments with a single table, waiting times generated occasional friction. The table-to-student ratio is a critical planning variable. This problem was solved in some schools by forming several groups of no more than 10 students, so that everyone could participate.

School storage for equipment requires advance consideration as part of the implementation agreement.

3.2 Inclusion and Participation Bias

In unstructured, voluntary-access models, participation tended to self-select toward confident, motivated, or socially integrated students. Vulnerable, hesitant, or recently arrived students required adult prompting.

In several contexts, lower initial female participation was observed when the activity operated purely as a voluntary break-time option. Structured mixed-group formats significantly reduced this gap.

Students with special educational needs benefited greatly from participation when intentionally facilitated, but inclusion was not automatic in open-access models.

3.3 Teacher Capacity and Role Definition

The most consistent challenge across all four countries was the central role of the responsible adult. Outcomes were directly correlated with the level of engagement, pedagogical competence, and personal commitment of the teacher or coordinator managing the activity.

In some schools, turnover in responsible staff mid-pilot disrupted continuity and reduced outcomes quality.

Teachers required a balance of technical familiarity with the game and basic facilitation skills. Neither alone was sufficient.

3.4 Curricular Integration Tensions

Integrating table soccer into formal PE sessions proved difficult in most contexts due to insufficient tables for class-sized groups and competition with established curricular priorities.

The most successful integration models treated the activity as a between-class, break-time, or after-school resource — not as a direct substitute for existing sport provision.

Cultural perceptions of table soccer as a 'bar game' rather than a legitimate educational activity created initial legitimisation challenges in France, requiring active pedagogical documentation efforts.

4. Multilevel Policy Recommendations

The following recommendations are structured across six levels of the educational governance system. Each level has a distinct role to play in enabling the TSAS methodology to achieve its potential at scale. These recommendations are designed to be mutually reinforcing: action at higher governance levels creates enabling conditions for implementation at school and classroom level.

Level 1: European Institutions

Recommendation 1.1 — Recognise Table Soccer as a Grassroots Inclusion Instrument

The European Commission, through the Directorate-General for Education, Youth, Sport and Culture (DG EAC), should formally recognise table soccer as a legitimate grassroots sport with documented social inclusion potential. This recognition should align with Article 165 of the Treaty on the Functioning of the European Union (TFEU), which mandates the EU to develop the European dimension of sport and to promote fairness and openness in sporting competition.

Comparably, the EU's recognition of bocce, padel, and other low-infrastructure sports as inclusion vehicles through the European Week of Sport provides a model. TSAS findings strengthen the case for a comparable designation for table football within the Erasmus+ Sport Strand eligibility criteria.

Recommendation 1.2 — Fund a European TSAS Replication and Scale-Up Grant

Building on the four-country pilot evidence, the European Commission should fund a dedicated Phase 2 scale-up grant under Erasmus+ (Key Action 2: Cooperation Partnerships) or Horizon Europe (Cluster 2: Culture, Creativity and Inclusive Society). This grant should:

- Expand the programme to at least eight additional EU Member States, with priority given to countries with high youth social exclusion indices.
- Fund longitudinal impact evaluation (12–24 months) to measure sustained changes in social cohesion, inclusion outcomes, and physical activity levels.
- Support the development of a standardised European TSAS Implementation Toolkit (see Recommendation 4.1).
- Include a dedicated strand for schools serving migrant, refugee, and Roma communities.

Recommendation 1.3 — Align with the European Skills Agenda and Digital Education Action Plan

Table soccer uniquely addresses competencies identified in the European Skills Agenda (2020) — including collaboration, emotional intelligence, conflict resolution, and self-regulation — while simultaneously providing a screen-free, analogue complement to the Digital Education Action Plan. EU communications on digital balance and screen time management in education should reference TSAS-type physical-social play interventions as evidence-based alternatives to passive digital downtime.

Level 2: National Education Authorities and Ministries

Recommendation 2.1 — Integrate TSAS Methodology into National Inclusion Frameworks

Ministries of Education should evaluate the TSAS methodology against their national inclusion and active school frameworks. In countries where comparable programmes (e.g., Active Schools in Ireland; Bewegte Schule in Germany and Austria; École Bouge in Belgium and Switzerland) are already established, TSAS offers a complementary, low-cost enrichment activity that does not require curricular restructuring.

National frameworks should:

- Identify table soccer as an eligible 'active break' activity within national physical activity guidelines for schools.
- Include TSAS-style structured play interventions in national catalogues of evidence-based social inclusion practices.
- Promote the model through national continuing professional development (CPD) platforms for teachers.

Recommendation 2.2 — Establish Minimum Standards for Implementation Quality

Based on the pilot evidence, the positive outcomes of the TSAS programme are design-dependent. National bodies should establish minimum quality standards for any school wishing to implement the methodology under public funding or recognition schemes. These standards should include:

- A designated, trained Responsible Person (see Recommendation 5.2) for each implementing school.
- A minimum table-to-student ratio of 1:30 for break-time access, and 1:12 for structured sessions.
- Completion of a basic implementation training module by the responsible coordinator before programme launch.
- An annual lightweight impact report using standardised indicators (see Recommendation 1.2).

Recommendation 2.3 — Promote Cross-Curricular Recognition

National curriculum frameworks should acknowledge the cross-curricular educational value of structured table soccer, recognising its contribution to competencies in: Physical Education (motor coordination, fair play), Social Sciences and Citizenship (rules, cooperation, democratic participation), Social-Emotional Learning (emotional regulation, resilience, empathy), and Language and Communication (cooperative communication, conflict mediation). Recognition need not imply mandatory inclusion but should lower institutional barriers for teachers wishing to formally integrate the activity.

Level 3: Regional and Local Education Authorities

Recommendation 3.1 — Develop Regional TSAS Networks and Resource Hubs

Regional education authorities (e.g., Comunidades Autónomas in Spain, Länder in Germany, Académies in France, Regional Inspectorates in Bulgaria) are well positioned to serve as coordination nodes for local TSAS implementation. Recommended actions:

- Establish regional networks of TSAS-implementing schools that can share materials, host inter-school events (e.g., regional tournaments), and provide peer support to newly joining schools.
- Designate one regional coordinator per network to maintain implementation quality, facilitate resource sharing, and liaise with national and European-level bodies.
- Develop a subsidised equipment provision scheme for schools in socioeconomically disadvantaged areas, ensuring that cost is not a barrier to participation.

Recommendation 3.2 — Prioritise Schools with Highest Inclusion Needs

Local authorities should prioritise TSAS implementation in schools serving communities with elevated social fragmentation risks: high proportions of recently arrived migrant or refugee students, high SEN populations, rural isolation, or socioeconomic disadvantage. The pilot evidence from Bulgaria and Germany — where some of the highest inclusion gains were recorded precisely in these contexts — strongly supports this targeting logic.

Level 4: School Leadership and Institutional Framework

Recommendation 4.1 — Adopt the TSAS Hybrid Integration Model

Based on the comparative evidence from the four pilot countries, the most effective integration model is neither purely curricular nor purely recreational. School leadership should adopt the following Hybrid Integration Model as the recommended framework:

Phase	Content	Objective
Phase 1 (Weeks 1–3)	Structured introduction within PE or tutorial sessions: rule learning, paired play, fair-play rituals, basic game management.	Pedagogical legitimisation; establish shared norms before autonomous use.
Phase 2 (Weeks 4–8)	Supervised break-time and transition-time access, with rotation system and teacher presence during first uses.	Progressive autonomy within a monitored framework; expand social mixing.
Phase 3 (Weeks 9–12)	Autonomous playground access with minimal adult intervention; optional cross-curricular integration (Values, Arts, Languages).	Consolidate social routines; activate cross-curricular learning pathways.
Ongoing	Quarterly inter-grade or inter-class tournaments; annual school fair-play award; integration into school enrichment programme.	Sustain engagement; generate shared school identity; create peer leadership opportunities.

Recommendation 4.2 — Ensure Adequate Resource Provision

School leadership is responsible for ensuring that the material conditions for effective implementation are in place. Minimum requirements:

- At least one regulation-standard table football table per 30 students for break-time access; dedicated additional tables for structured sessions.
- A designated, accessible, weather-protected location for the table (a covered outdoor area, gym entrance, or break room is preferable to a corridor or storage area).
- A responsibility and maintenance system: assign clear ownership of the equipment to a class group or student team on a rotating basis to cultivate care and reduce loss or damage.
- Basic replacement materials (balls, handles) held in school stock to prevent extended downtime.

Recommendation 4.3 — Embed TSAS in the School Inclusion and Coexistence Plan

Where national regulations require schools to have a formal Inclusion Plan, Coexistence Plan (Plan de Convivencia), or similar strategic document, school leadership should formally include the TSAS programme as a recognised instrument within those plans. This ensures institutional continuity, secures budgetary consideration, and provides a basis for evaluating its contribution to school-wide social cohesion goals.

Level 5: Teachers, Coordinators, and the Responsible Person

The pilot evidence is unambiguous on one point: the single most determinative factor in programme outcomes is the quality of the responsible adult. The TSAS model does not require a specialist sports instructor; it requires a committed, pedagogically aware individual who understands the social objectives of the activity and manages participation with intentionality.

Recommendation 5.1 — Apply the Structured Facilitation Framework

Teachers and session coordinators should apply the following facilitation principles in all structured TSAS sessions:

- Heterogeneous team composition: Assign teams deliberately, mixing gender, friendship groups, confidence levels, and learning profiles. Do not allow students to self-select into homogeneous groups.
- Explicit role allocation within teams: Assign roles (Captain, Fair-Play Observer, Timekeeper, Table Manager) and rotate them across sessions. This distributes status and prevents a single student from dominating.
- Pedagogical framing at the outset of each session: Briefly articulate the social objectives of the session (e.g., 'Today we are practising accepting decisions we disagree with').
- Active norm reinforcement: Intervene gently but consistently when norms are violated; name the behaviour and the expected alternative.

Exit rituals: Conclude structured sessions with a brief reflection moment (e.g., 'What did your team do well together today?').

Recommendation 5.2 — Select and Support a Designated School TSAS Coordinator

Every implementing school must identify a designated TSAS Coordinator. This person is not necessarily the Physical Education teacher — in several pilot schools, the most effective coordinators were tutors, support staff, or school counsellors. The selection criteria for this role should prioritise:

- Genuine personal commitment to social inclusion objectives — not just organisational compliance.
- Capacity to maintain consistency across the full programme duration, including periods of absence or competing demands.
- Willingness to advocate for the programme within the school community, particularly with families and school management.
- Basic competence in conflict mediation and inclusive facilitation techniques.

This role should be formally recognised in the school's staff allocation, with protected time for coordination, communication with the regional network, and basic record-keeping. Burnout of the sole champion is one of the primary risks to programme sustainability.

Recommendation 5.3 — Adapt for Students with Special Educational Needs

Teachers should proactively implement the following adaptations to ensure meaningful inclusion of students with SEN:

- Visual supports: Pictograms illustrating the rules, turn sequence, and fair-play behaviours should be displayed at the table.
- Role adaptation: Students with motor limitations can take the role of score-keeper, referee, or strategy advisor without being excluded from the social activity.
- Collective rule modification: When a student has a specific motor need, invite the whole group to adopt a temporary rule change (e.g., one-handed play for everyone) to preserve equality.
- Peer support pairing: Pair students with social anxiety or ASD with a supportive, patient peer at the outset of their participation.

Level 6: Wider School Community — Families and Local Partners

Recommendation 6.1 — Engage Families through Active Communication

The pilot evidence from France indicates that family scepticism — based on the cultural association of table soccer with bar culture — can be a meaningful barrier to legitimisation. Schools should:

- Send a brief information note to families at programme launch, explaining the social and educational objectives of the activity and the pedagogical framework underpinning it.
- Invite families to any open tournament or inter-grade event to observe the social dynamics first-hand.
- Share anonymised outcome data (e.g., student satisfaction rates, teacher endorsement) with the school community at the end of each programme cycle.

Recommendation 6.2 — Leverage Local Partners and Community Organisations

Schools implementing TSAS should consider partnerships with:

- Local sports clubs or table football associations, which may be able to provide technical coaching sessions, donate equipment, or host inter-school events.
- Local libraries, community centres, or youth organisations that can extend the programme's reach into after-school and weekend contexts, particularly in socioeconomically disadvantaged communities.
- Local businesses willing to sponsor equipment for schools with no dedicated budget, in exchange for visibility at school events.

5. Cross-Curricular Integration Framework

A core recommendation of this document is that TSAS delivers its deepest and most sustained educational value when embedded within a cross-curricular framework, rather than isolated within Physical Education or break-time use alone. The following table outlines a practical cross-curricular integration model adaptable across educational systems:

Subject	Learning Activities	Key Competencies
Physical Education	Motor coordination, tactical awareness, rotation systems, fair-play rituals, basic officiating and refereeing	Motor skills; health literacy; fair play; teamwork
Values / Citizenship	Explicit rule analysis; conflict mediation role-play; democratic team decision-making; reflection on inclusion	Civic participation; ethical reasoning; empathy; conflict resolution
History / Social Studies	Origins and evolution of table football; connections to leisure culture, migration, and community identity	Cultural awareness; historical thinking; social context
Arts / Visual Arts	Team identity design (logos, posters); fair-play campaign materials; illustrated rule guides	Creativity; visual communication; group identity
Language / Foreign Language	Technical vocabulary; cooperative communication scripts; rules in target language	Communication; vocabulary; intercultural competence
Mathematics	Score tracking, statistics, simple probability; tournament bracket design	Numerical reasoning; data handling; logical thinking
Break / Free Time	Structured tournaments; timed rotations; inter-grade matches; 'King of the Hill' formats	Social initiative; autonomy; peer leadership

The cross-curricular model should be implemented over a defined thematic unit (e.g., a four-to-six week 'Table Soccer Month') with stable heterogeneous teams maintained across subjects. This stability transforms episodic interaction into a sustained shared experience, which is the foundation of meaningful social cohesion.

6. Monitoring, Evaluation, and Quality Assurance

6.1 Recommended Minimum Evaluation Framework

Any school implementing the TSAS methodology under a public recognition or funding scheme should apply the following lightweight evaluation framework:

Dimension	Indicators	Method	Frequency
Social Inclusion	Participation rate by gender, SEN, and cultural background; mixed-group interaction frequency	Teacher observation log; student register	Monthly
Coexistence	Conflict incidents at/around the table; fair-play ritual compliance; peer support behaviours	Teacher observation log; brief student reflection	Bi-weekly
Physical Activity	Proportion of break time spent at the table vs. sedentary; teacher-reported behaviour shift for identified sedentary students	Teacher record; student self-report	End of each phase
Student Satisfaction	Overall satisfaction; willingness to continue; perceived social benefit	Standardised questionnaire (adapted from TSAS instrument)	End of programme
Teacher Assessment	Teacher satisfaction; perceived student outcomes; ease of implementation; willingness to recommend	Teacher questionnaire (adapted from TSAS instrument)	End of programme

6.2 European Benchmarking and Data Aggregation

To enable cross-national learning and evidence accumulation, the European Commission should establish a shared TSAS data repository (potentially integrated within the existing Erasmus+ results platform or the European Education and Training Monitor infrastructure). This repository should:

- Collect anonymised, aggregated evaluation data from all publicly funded TSAS implementations across Member States.
- Enable comparative analysis by school context (urban/rural, size, SEN proportion, migrant student percentage).

- Publish an annual European TSAS Impact Report, contributing to the evidence base for EU social inclusion in education policy.

7. Conclusion: A Call to Action

The evidence gathered across four European countries and 444 student participants, corroborated by the qualitative testimony of teachers, coordinators, and school leaders, tells a consistent story: table soccer, when properly embedded within a structured pedagogical framework, is a powerful, cost-effective, and highly adaptable tool for social inclusion, coexistence, and physical activation in primary school settings.

It is not a substitute for structured sport, physical education, or comprehensive inclusion programmes. It is, instead, a complementary intervention that fills a distinct gap in the school day: the informal, in-between moments — the break, the transition, the after-school hour — where social hierarchies are reinforced or disrupted, where vulnerable students are included or left on the margins, where physical activity happens or does not.

The four countries participating in the TSAS pilot have demonstrated that this gap exists across diverse European educational cultures, and that a common methodology — adapted to local conditions — can address it effectively. The challenge for European institutions, national authorities, and school communities is now to move from local experiment to scalable practice.

Key Conditions for Scalable Success

1. A committed, trained Responsible Person in every implementing school. 2. Structured participation frameworks — not purely voluntary, open-access models. 3. Explicit pedagogical framing aligned with school inclusion and coexistence goals. 4. Adequate equipment ratios and sustainable maintenance systems. 5. Formal institutional recognition at school, regional, national, and European level.

The TSAS consortium calls on the European Commission, national education authorities, regional bodies, and school leadership across Europe to act on the evidence presented in this document and to invest in the conditions that will allow this methodology to fulfil its demonstrated potential — for every child, in every school, across a more inclusive Europe.