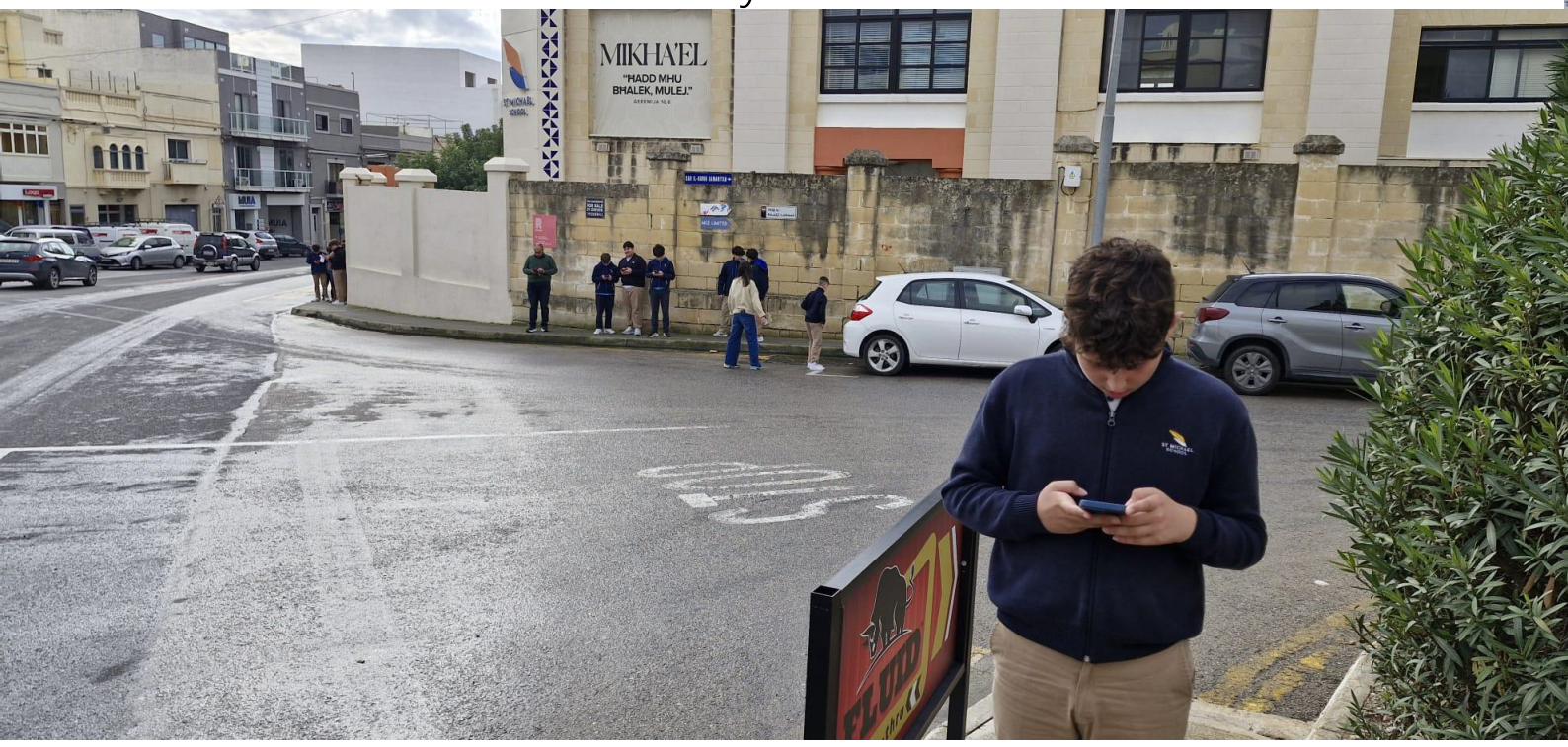
Walkability Study
St. Augustine School, Pietà, and St. Michael School, Santa Venera, Malta

May 2025



MY mobility

Co-funded by the European Union

PAF SUSTAINABLE MOBILITY

WALK21 LEADING THE WALKING MOVEMENT

About My Mobility Project

MY MOBILITY is an ERASMUS project that addresses the negative impacts of car-centric culture in Malta and Cyprus, which undermines public and active transport, leading to transport inequalities, pollution, and a lack of safe infrastructure for vulnerable road users. MY MOBILITY addresses these challenges by involving youth in identifying, analysing, and designing safer, healthier, and more inclusive transport environments. The four main goals are:

- Engage youth in secondary schools in participatory research projects on mobility.
- Equip and train students with digital and STEM skills on sustainable urban mobility.
- Encourage and guide youth to co-create and present their own street design proposals.
- Enable meaningful dialogue between empowered youth and local policymakers.

About Project Aegle Foundation (PAF)

Project Aegle Foundation`s mission is to advance sustainable mobility solutions improving Malta's traffic situation, thereby enhancing quality of life and environmental conditions for the Maltese population. Malta is currently facing problems with high traffic volume, parking shortage, deteriorating environmental conditions and public health concerns attributable to CO2 emissions and other pollutants from transport. Those are linked to massive costs for the Maltese economy and general well-being of the population. Their strategic objective is for Malta's collective use of public spaces to be improved, ensuring accessible and sustainable multimodal mobility, through a variety of initiatives and projects, trip by trip.

About Walk 21

Walk21 Foundation is a charity registered in the United Kingdom that works internationally to support everyone's right to walk in a safe, inclusive, and welcoming environment by providing evidence, tools, training and accreditation to a global network of concerned communities, politicians, academics and practitioners.

Walk21 helps make cities more walkable to increase access to basic services; enhance road safety and public health; improve gender equality; and ensure accessible, equitable, sustainable transport systems. The key work streams of Walk21 includes:

- Advocacy: representing the voice of pedestrians at key global forums to support the delivery of the sustainable development goals and Paris climate agreement target.
- Knowledge: supporting governments with the development of effective policies and projects that impact positively on the safety, accessibility and comfort of people walking.
- Network: Coordinating a global community of politicians, academics, advocates, engineers, planners, health professionals, architects, artists, and sociologists to advance the agenda for walking and liveable communities globally.

Authors & Acknowledgments

This report was created by Walk21 in collaboration with Project Aegle Foundation.

The authors thank the work of the teachers from St. Augustine School, Pietà, and St. Michael School, Santa Venera, and the volunteered students who shared their walking experiences.

The work for this report was carried out in the context of the My Mobility project, co-funded by the European Union though the Erasmus Programme.

This project and the use of the Walkability App was coordinated by Walk21 with the support of Alstom and EIT Climate-KIC.

Figure 1. Some of the students involved in the project from St. Augustine School, Pietà (top), and St. Michael School, Santa Venera (bottom).

Cite this work as:

Walk21 (2025), "Walkability Study around St. Augustine School, Pietà, and St. Michael School, Santa Venera, in Malta". Walkability App Reports. (https://walk21.com/resources/walkability-app/)

List of Contents

1. Executive Summary

1.1. Aim of the project

The aim of My Mobility project was threefold. Firstly, young students learnt about sustainable mobility in general and walkability in particular. Secondly, they were trained in the use of digital tools like the Walkability App to observe, collect, analyse and present data on the walkability around their schools. Finally, thanks to these new skills and knowledge, students were given the opportunity to co-design new urban environment around their schools and presented them in an official event with the mayors and other stakeholders from their localities. This empowers young students and gives them a platform to propose their own street interventions for safer, more accessible, comfortable and enjoyable walking experiences around their schools.

1.2. What we did

Thirty five young students (12 to 14 years old) from two secondary schools (St. Augustine School in Pietà and St. Michael School in Santa Venera, Malta) were trained by Walk21 in the use of the Walkability App to share their walking experiences around their schools and identify the most relevant elements and characteristics of the public space that influenced them. More information about how to use the Walkability App can be found in Annex A.

Students walked around the two schools along predefined 40-minute walking routes in four different days in February 2025. In total, they collected 624 walking experiences linked to 1,170 elements and characteristics of the public space. Specific data for each school can be seen in Sections 2 and 3 in this report.

1.3. What we found

What was the main walking experience?

From the **624 walking experiences** around both schools, most were negative (32.1%) and very negative (28.7%), followed by positive (19.7%), very positive (14.9%) and neutral (4.6%). Overall, negative and very negative experiences (60.8%) clearly outnumbered positive and very positive ones (34.6%). When students were asked to highlight one or more types of experiences, most referred to walking comfort (67.3%), with more uncomfortable experiences (56.2%) than comfortable ones (39.3%). Closely followed by walking safety (65.1%), with more unsafe experiences (65.8%) than safe ones (30.3%). Finally, walking enjoyment was the least frequent type of experience shared by students (55.6%), with more unenjoyable experiences (54.5%) than enjoyable ones (42.6%).

What influenced walking experiences?

From the **1,170 environmental determinants** that influenced walking experiences in this study, the most frequent were the footpath, included in 39.7% of all observations, followed by environmental quality (30%), obstacles (26.6%), greenery (24%) and crossings (19.4%). Participants related these determinants, and the other ones included in the

study, to both positive and negative experiences. Overall, almost all determinants were related to more negative experiences, especially obstacles and traffic. On the other hand, greenery, interest and protection from weather were more related to positive experiences. The most relevant determinants related to negative experiences were narrow and broken pavements (13.8%), obstacles (11.9%9 and poor environmental quality (9.7%), while most positive observations included greenery (10%), good footpaths (6.5%9 and clean and quiet streets (5.8%).

Were there any differences between study areas?

Each school presented some different shares of different experiences and most relevant determinants linked to them. Even within each school, different streets and squares around them presented some relevant differences on walking experiences base d on their elements and characteristics of the public space. Sections 2 and 3 explores the outcomes of each school separately.

1.4. What we recommend

What to fix, improve and expand.

FOOTPATHS

Some footpaths could be widened to allow two or more people to comfortably walk together. Priority should be given to very narrow footpaths that currently do not allow one person to walk comfortably and are not accessible to people with reduced mobility. Footpath surfaces should be made consistently firm, smooth and well maintained. Priority should be given to broken footpaths, especially curbs largely damaged by traffic. Narrow streets that present challenges to implement wide enough footpaths will require some traffic management interventions, such as 30 or 20km/h speed limit and traffic calming measures.

ENVIRONMENTAL QUALITY

Most negative experiences linked to environmental quality were related to litter, public space needs to be clean and well maintained. The main source of air and noise pollution was traffic and construction. Reducing traffic speed and flow, as well as transitioning to cleaner transport alternatives, would have a positive impact on the overall environmental quality experienced by pedestrians.

OBSTACLES

Obstacles have a multiplying negative effect on walking experiences. When obstacles completely block the footpath or crossings, they force pedestrians to walk on the road, creating unsafe experiences. When pedestrians can still pass through the obstacles on the pavement, they create uncomfortable experiences. When obstacles are related to litter and waste, they create unpleasant and unenjoyable experiences.

The wide variety of different obstacles requires a holistic approach with different actors and interventions to improve the current situation. Obstacles related to steps and stairs, as well as street furniture and urban equipment blocking the pavement require some management of urban infrastructure, whereas obstacles related to vehicles blocking pavements and crossings require more effective traffic management and enforcement. Similarly, permanent obstacles related to private property, such as ramps to garages and stairs to entrances that block the pavement require urban planning management, while temporary obstacles from private business, such as a terraces or publicity boards blocking the footpath require public land use management. Finally, temporary obstacles related to rubbish bags and bulky waste on the footpath require a more efficient waste collection system. Moreover, obstacles result in complete inaccessible public space for people with reduced

mobility. Most of the obstacles encountered in this study were placed at good pavements and crossing that would have resulted in positive experiences once the obstacle is removed.

GREENERY

Urban greenery should be placed at all different scales, from public parks and gardens to tree lines and isolated potted plants. Mature urban trees need to be preserved, maintained and expanded whenever possible. Mature trees have a multiplying positive effect on walking experiences. Firstly, when mature trees create green buffer areas between roads and pavements, pedestrians feel safer even near busy roads. Secondly, trees with large canopies create shade and shelter and cool down the public space, resulting in comfortable walking experiences. Finally, large portions of greenery create a positive visual impact and more enjoyable walks. The experiences shared in this study show that in areas where large mature trees are not possible due to space constraints or other challenges, isolated small trees and potted plants or flowers also create relevant positive walking experiences.

CORSSINGS

The location of some existing crossings do not consider the most direct and desirable walking routes connecting key destination, forcing pedestrians to take detours or to cross roads at unmarked crossings. New pedestrian crossings should be placed, or existing ones should be relocated at these locations. All crossings need to be accessible for people with reduced mobility, such as ramps and tactile pavement, and traffic lights need to have visual and hearing aids. Traffic lights should prioritise waiting and crossing time for pedestrians as much as possible.

STREET FURNITURE

Some streets should include more public seating, streetlights and bins, which may have a positive impact on littering. Most of the public parks included in this study presented good street furniture. However, poor maintenance, such as dirty benches and full bins, or out of order equipment, such as closed public toilets, resulted in negative experiences. Street furniture should be well maintained and in service.

INCLUSION

Most positive experiences about inclusion included pedestrian crossing with ramps and tactile pavement and traffic lights with visual and hearing aids. These should be expanded to all crossings. Tackling previously discussed issues with poor pavements and obstacles will also have a positive impact in the inclusivity of the walkability environment for people with reduced mobility, older people and other pedestrians with pushchairs, shopping trolleys or suitcases.

TRAFFIC

Traffic flow and speed should be reduced with lower speed limits and traffic calming measures. Inappropriate traffic behaviour, such as not stopping at crossings, speeding

up, honking at pedestrians or other cars and invading the footpath should be properly enforced.

PEOPLE & INTEREST

Students tended to share positive experiences in public spaces with other people and friendly social interactions. People tend to walk, stay and use public space that is interesting to go to, see or do things at. This creates ambience linked to positive experiences. On the one hand, places become interesting when they have nice scenery, including well-maintained Maltese traditional houses, modern buildings and other landmarks, such as chapels and historic buildings in Pietà or city gates or aqueducts in the case of Santa Venera. These city landmarks need to be preserved, highlighted and well maintained. On the other hand, places are interested when they have key destinations for socialising and other recreational activities, such as open terraces or playgrounds. The main negative experiences about people and interest related to empty streets with nothing relevant to see or stay, such as long blank walls.

WEATHER PROTECTION

Streets and squares should provide shade and shelter to pedestrians, specially at places to stay, such as public parks and public transport stops. Streets should have efficient rainwater drainage that avoids flooding.

SCHOOL ENTRANCES AND SCHOOL STREETS

School streets should combine most of the recommendations previously mentioned for each environmental determinant addressed in the study. School entrances should have a broad footpath space that allows many students to pass by, stay and interact with each other. A pedestrian crossing should be placed as close as possible to the entrance, to ensure direct and convenient walking accessibility. They should be well-maintained and clean, include greenery and free from obstacles and with inclusive design. They should include street furniture, such as seating, bins, good public lighting and proper protection from weather. Traffic flow and speed at the school streets would be reduced to 30 or 20km/h., with specific speed limits and traffic calming measures. Additionally, interesting places to go to and see should be connected to the school, such as public parks, playgrounds and terraces.

1. Schools in Malta

1.1. Location and study areas

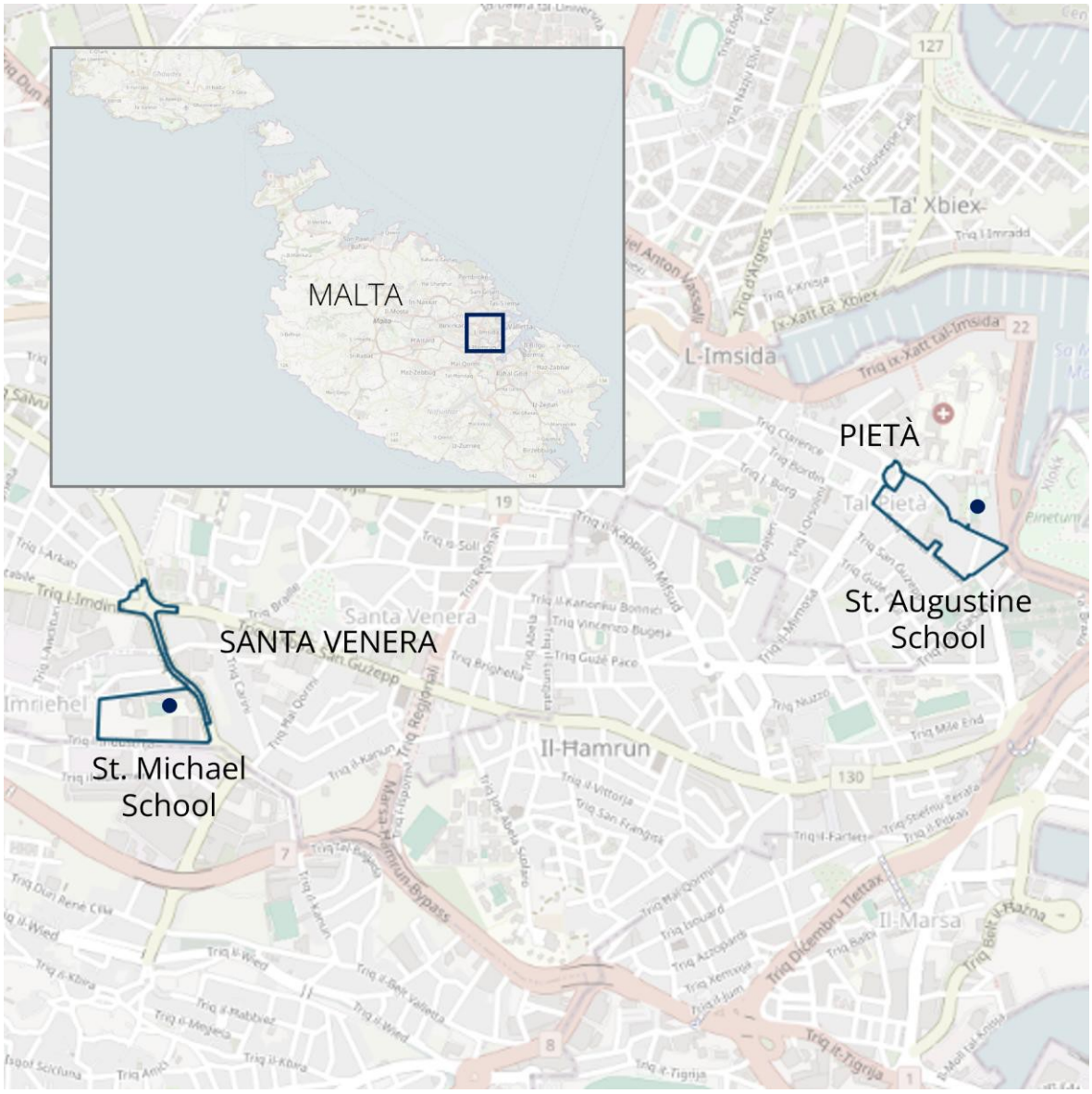
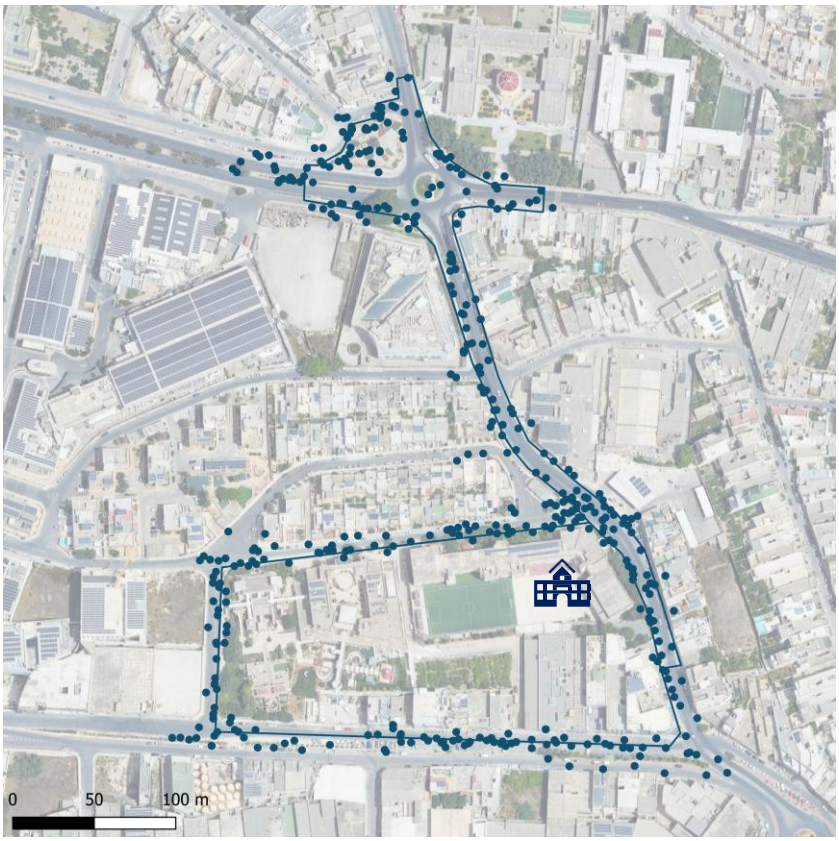


Figure 2. Location of the schools and proposed walks.

As part of this project, 40 students walked around St. Augustine School in Pietà and St. Michael School in Santa Venera, in February 2025. Using the Walkability App, students shared 624 walking experiences, related to 1,170 elements and characteristics of the public space.

St. Michael School in Santa Venera



St. Augustine School in Pietà

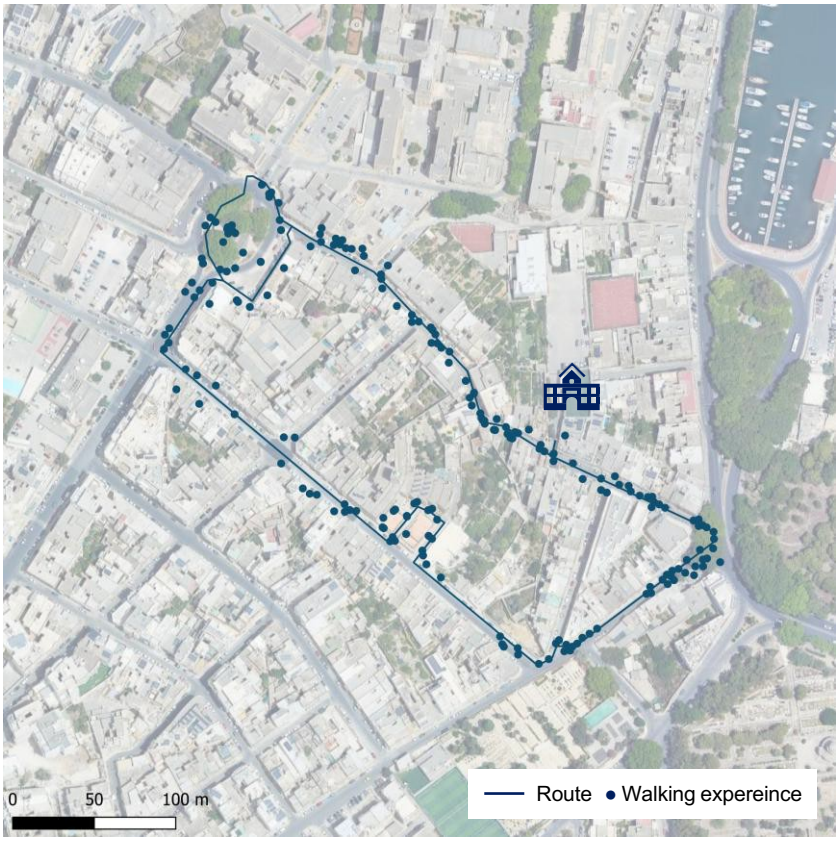


Figure 3. Walks and students' observations around the schools.

1.2. Walking experiences in Malta

EXPERIENCE	N	%
Very positive	93	14.9
Positive	123	19.7
Neutral	29	4.6
Negative	200	32.1
Very negative	179	28.7
TOTAL	624	100

TOP-5 determinants related to experience

Negative	Positive
Footpath	Greenery
Obstacles	Footpath
Environmental quality	Environmental quality
Crossing	Furniture
Furniture	Crossing

Table 1. Walking experiences and top 5 determinants related to them, in Malta.

SAFETY	N	%
Very safe	64	15.8
Safe	59	14.5
Neutral	16	3.9
Unsafe	133	32.8
Very unsafe	134	33
TOTAL	406	100

TOP-5 determinants related to safety

Unsafe	Safe
Footpath	Footpath
Obstacles	Greenery
Crossing	Crossing
Environmental quality	Environmental quality
Furniture	Furniture

Table 2. Safety and top 5 determinants, in Malta.

COMFORT	N	%
Very comfortable	78	18.6
Comfortable	87	20.7
Neutral	19	4.5
Uncomfortable	116	27.6
Very uncomfortable	120	28.6
TOTAL	420	100

TOP-5 determinants related to comfort

Uncomfortable	Comfortable
Footpath	Greenery
Obstacles	Footpath
Environmental quality	Environmental quality
Crossing	Furniture
Furniture	Crossing

Table 3. Comfort and top 5 determinants, in Malta.

ENJOYMENT	N	%
Very enjoyable	73	21
Enjoyable	75	21.6
Neutral	10	2.9
Unenjoyable	76	21.9
Very unenjoyable	113	32.6
TOTAL	347	100

TOP-5 determinants related to enjoyment

Unenjoyable	Enjoyable
Environmental quality	Greenery
Footpath	Environmental quality
Obstacles	Footpath
Furniture	Furniture
Crossing	Crossing

Table 4. Enjoyment and top 5 determinants, in Malta.

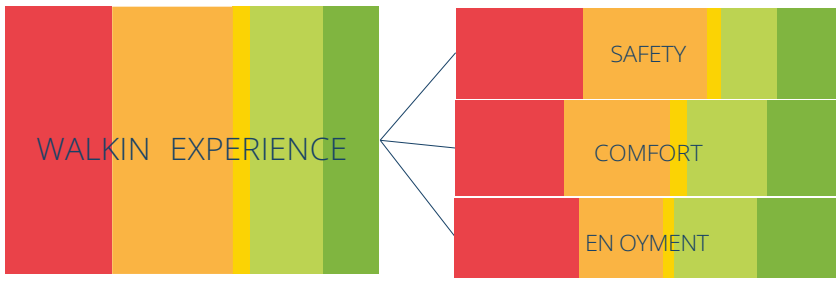


Figure 4. Share of positive and negative experiences and most frequent types, in Malta.

1.3. Most relevant determinants and related experiences in Malta

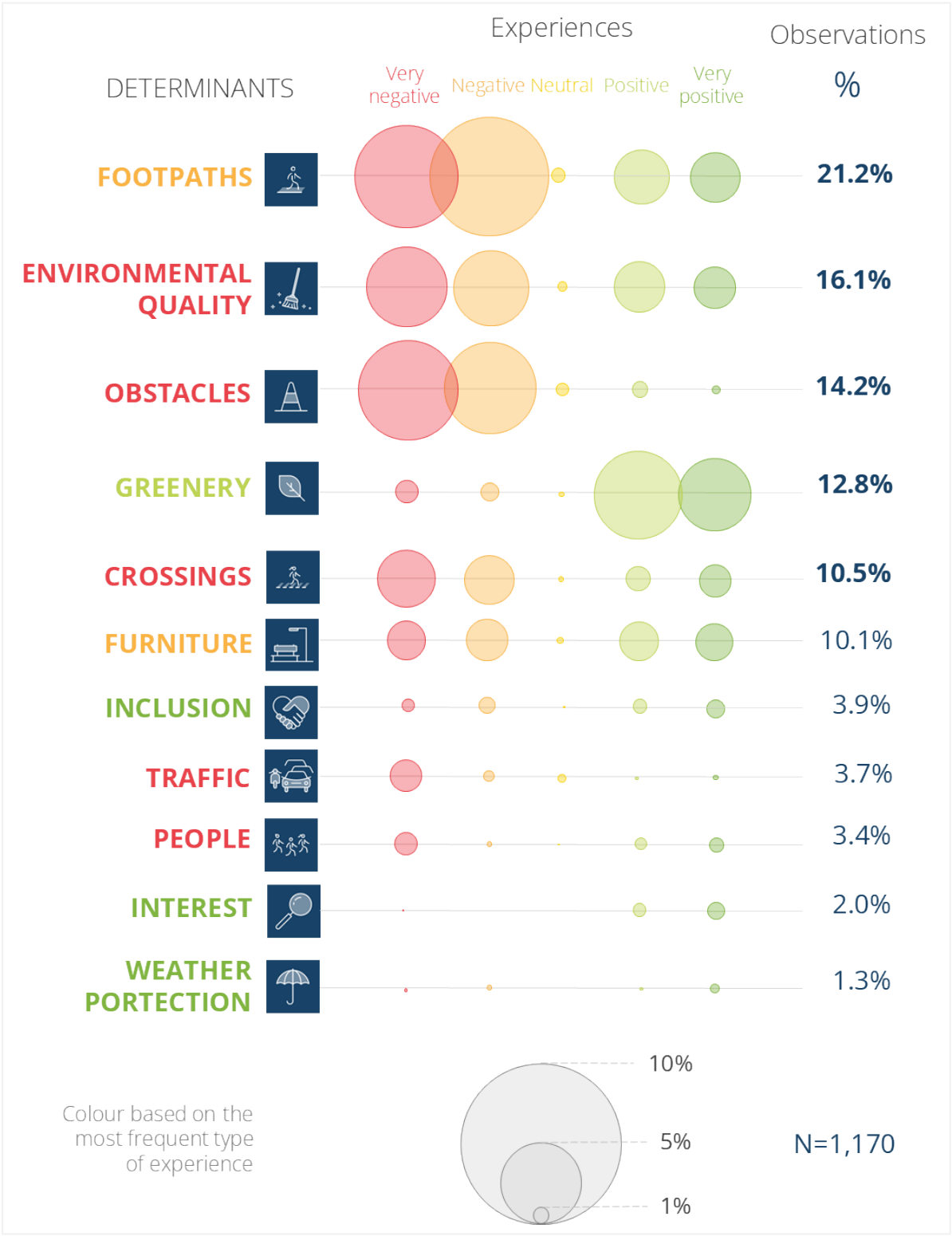


Figure 5. Most relevant determinants and related experiences in Malta.

FOOTPATH

39.7% of all experiences (n=624) were related to footpaths. Most of them were negative (35.1%), followed by very negative (30.2%), positive (16.1%), very positive (14.5%) and neutral (4%).

Negative experiences were mainly related to absence of continuous footpath, narrow pavements with broken surface.

Positive experiences were mainly related to the presence of continuous, wide and smooth pavements.

Examples from participants

Unsafe. Narrow pavement.

Safe and comfortable. Wide and smooth pavement.

Location of experiences related to footpath in the study areas

Pietà

Santa Venera

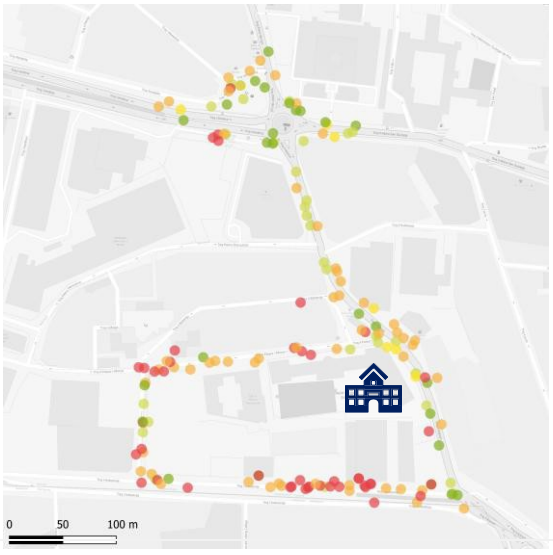


Figure 6. Main outcomes about footpath in Malta.

ENVIRONMENTAL QUALITY

30% of all experiences (n=624) were related to environmental quality. Most of them were very negative (31%), followed by negative (29.4%), positive (19.8%), very positive (16%) and neutral (3.7%).

Negative experiences were mainly related to litter and poor-maintained furniture and streets, the disposal of rubbish bags on the pavement, as well as noisy and polluted streets related to traffic.

Positive experiences were mainly related to clean and well-maintained areas, as well as quiet places with clean air.

Examples from participants

Unenjoyable. Rubbish next to the bus stop.

Enjoyable. Clean and quiet.

Location of experiences related to environmental quality in the study areas

Pietà

Santa Venera

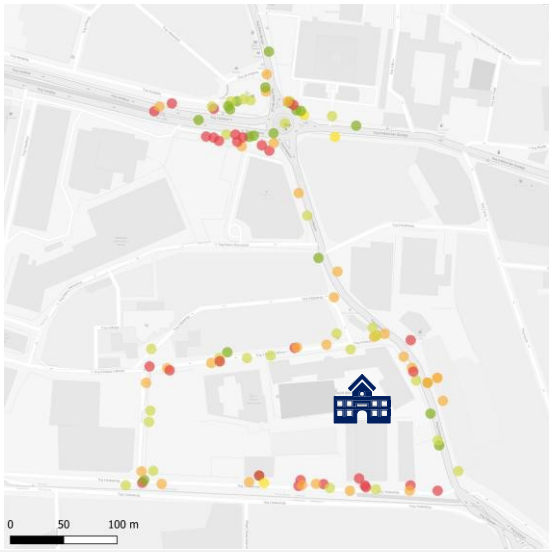


Figure 7. Main outcomes about environmental quality in Malta.

OBSTACLES

26.6% of all experiences (n=624) were related to obstacles. Most of them were very negative (43.4%), followed by negative (40.4%), positive (7.2%), neutral (5.4%) and very positive (3.6%).

Negative experiences were mainly related to cars parked on pavements and crossings, rubbish bags on the pavement, misplaced infrastructure like electric poles, trees, and business equipment on the pavement, like terraces, signs or bins.

Positive experiences were mainly related to clear footpaths with no obstacles.

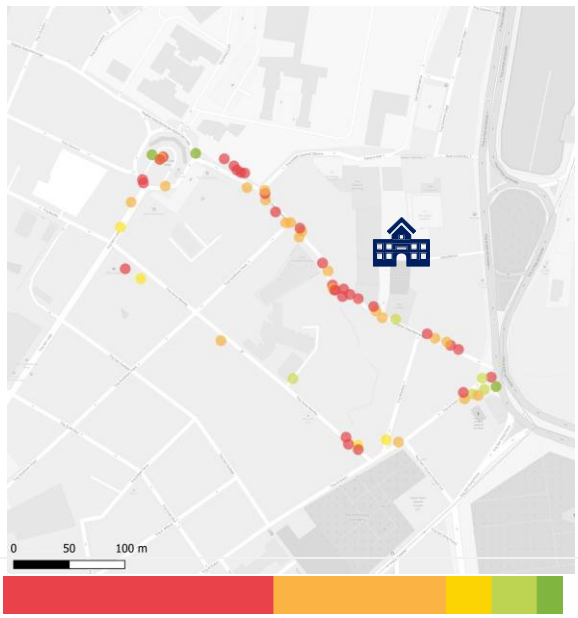
Examples from participants

Unsafe. Vehicles blocking the footpath.

Comfortable. No obstacles.

Location of experiences related to obstacles in the study areas

Pietà



Santa Venera

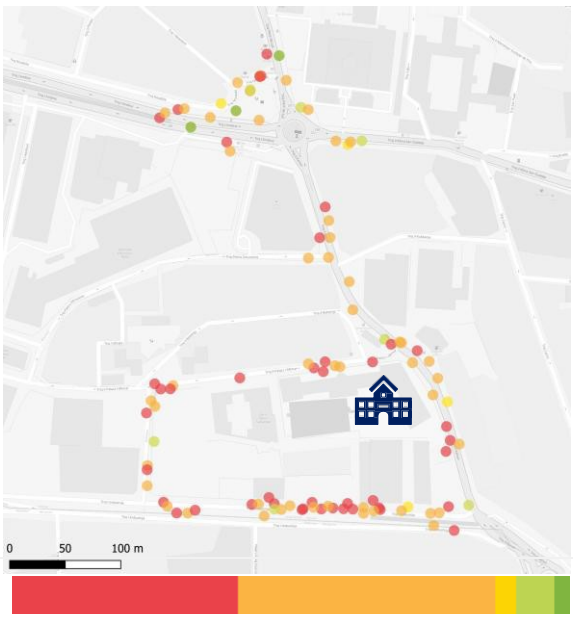


Figure 8. Main outcomes about obstacles in Malta.

GREENERY

24% of all experiences (n=624) were related to greenery. Most of them were positive (42.7%), followed by very positive (35.3%), very negative (10.7%), negative (8.7%) and neutral (2.7%).

Negative experiences were mainly related to absence of greenery or poor maintained, dry and dead vegetation.

Positive experiences were mainly related to presence of parks, isolated mature trees or tree lines. Participants also praised private front gardens and plants in pots.

Examples from participants

Unenjoyable, no greenery

Safe and enjoyable, park.

Location of experiences related to greenery in the study areas

Pietà

Santa Venera

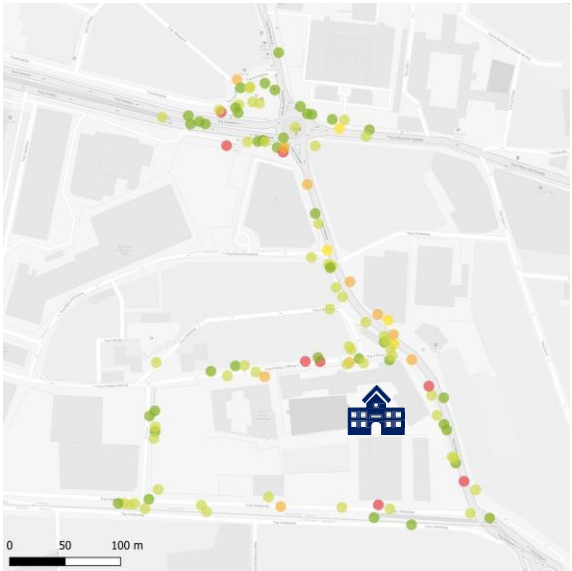


Figure 9. Main outcomes about greenery in Malta.

CROSSINGS

19.4% of all experiences (n=624) were related to crossings. Most of them were very negative (34.7%), followed by negative (29.8%), very positive (19%), positive (14%) and neutral (2.5%).

Negative experiences were mainly related to absence of pedestrian crossings, especially at the entrance or around the school block. Traffic lights that prioritise traffic over pedestrians with very long waiting time and short crossing time. Crossings placed far from the desirable and most direct walking path that forces pedestrians to take some detours to cross the road.

Positive experiences were mainly related to the presence of signalised crossings (zebra crossing with pedestrian priority and traffic lights with good visibility).

Examples from participants

Very unsafe. No crossing

Safe, zebra crossing with good visibility.

Location of experiences related to crossings in the study areas

Pietà

Santa Venera

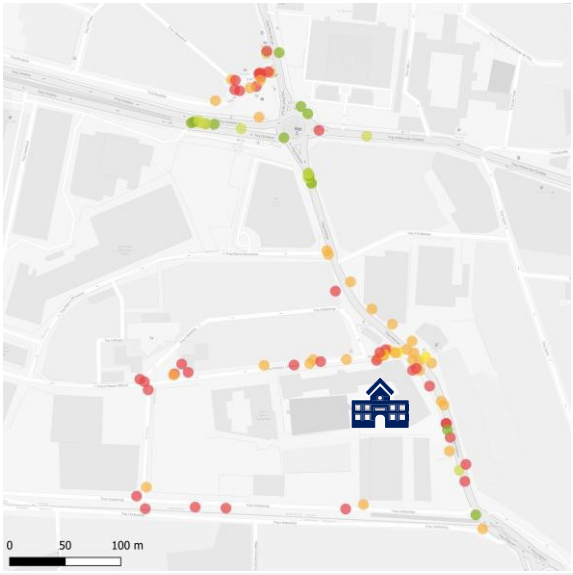


Figure 10. Main outcomes about crossings in Malta.

STREET FURNITURE

19.1% of all experiences (n=624) were related to street furniture. Most of them were negative (26.1%), followed by very negative (23.5%), positive(23.5%), very positive (22.7%) and neutral (4.2%).

Negative experiences were mainly related to lack of seating or poor maintained benches (broken or dirty), as well as closed public toilets that cannot be used.

Positive experiences were mainly related to comfortable seating, presence of bins and public lightning.

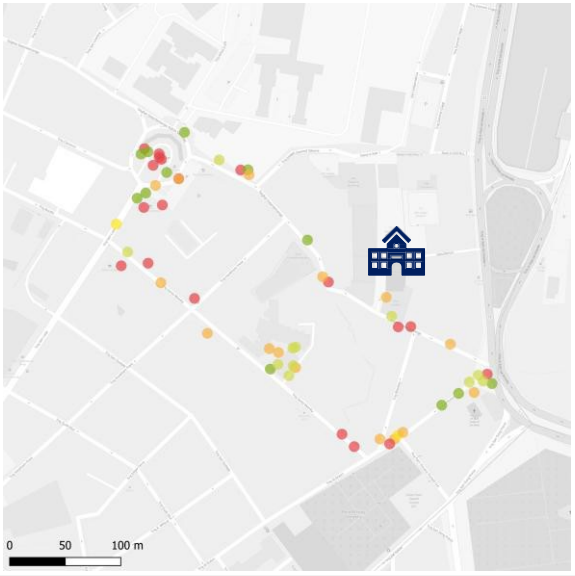
Examples from participants

"Unenjoyable, dirty benches (bird drops)"

Comfortable. Benches, bins and light.

Location of experiences related to street furniture in the study areas

Pietà



Santa Venera

Figure 11. Main outcomes about furniture in Malta.

INCLUSION

7.4% of all experiences (n=624) were related to inclusion. Most of them were very positive (28.3%), followed by negative (26.1%), positive (23.9%), very negative (19.6%) and neutral (2.2%).
Negative experiences were mainly related to inaccessible narrow and broken footpaths, the presence of steps, stairs and other obstacles on the pavements and crossings.
Positive experiences were mainly related to accessible ramps and tactile pavement at crossings, wide footpaths with no barriers and obstacles, as well as traffic lights adapted with visual and hearing aids.

"How will people with wheelchairs/push chairs pass this impossible obstacle"

Safe and comfortable. Crossing with tactile ramps and traffic lights with sound.

Location of experiences related to inclusion in the study areas

Pietà

Santa Venera

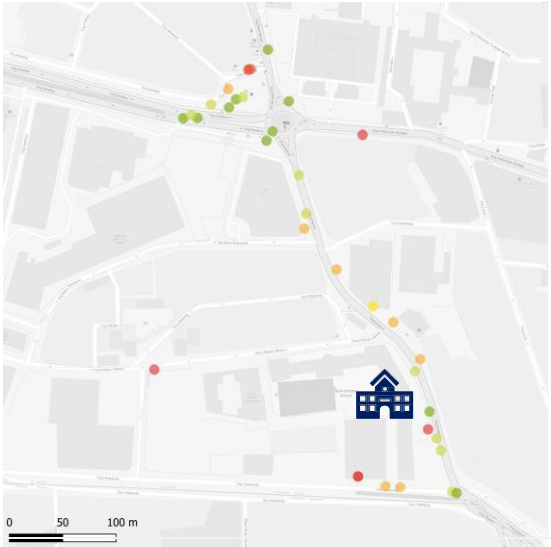


Figure 12. Main outcomes about inclusion in Malta.

TRAFFIC

6.9% of all experiences (n=624) were related to traffic. Most of them were very negative (53.5%), followed by negative (18.6%), neutral (14%), very positive (9.3%) and positive (4.7%).

Negative experiences were mainly related to fast traffic and poor driving behaviour, especially at narrow and winding street with poor visibility. Traffic high volume that causes air and noise pollution at main roads.

Positive experiences were mainly related to streets with low volume and slow traffic.

Examples from participants

Unsafe and unenjoyable. Heavy and fast traffic.

Safe and enjoyable. Low traffic and pedestrianised area

Location of experiences related to traffic in the study areas

Santa Venera

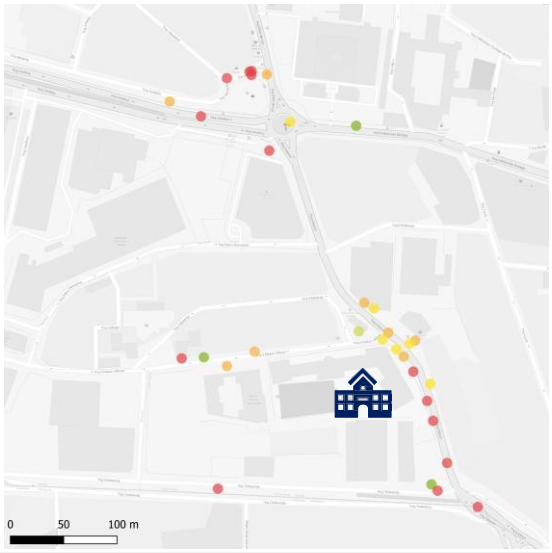


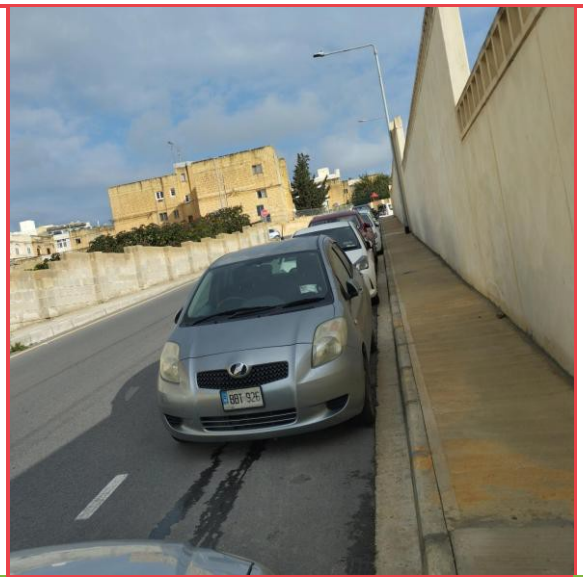
Figure 13. Main outcomes about traffic in Malta.

PEOPLE

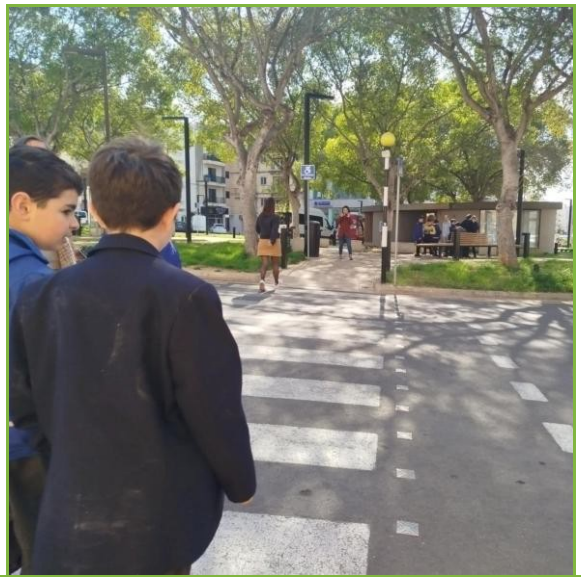
6.4% of all experiences (n=624) were related to people. Most of them were very negative (40%), followed by very positive (27.5%), positive (20%), negative (10%) and neutral (2.5%).
Negative experiences were mainly related to absence of people in some streets and social misbehaviour of some people, such as alcohol or drug consumption.
Positive experiences were mainly related to the presence of friendly people.

Examples from participants

Unenjoyable, no people.



Enjoyable, people in a pedestrianised area.



Location of experiences related to people in the study areas

Pietà

Santa Venera

Figure 14. Main outcomes about people in Malta.

INTEREST

3.7% of all experiences (n=624) were related to interest. Most of them were very positive (56.5%), followed by positive (39.1%) and very negative (4.3%).

Negative experiences were mainly related to streets with no business activities or blank walls.

Positive experiences were mainly related to the presence of landmarks, like an aqueduct and city gate, interesting buildings and scenery, and the presence of open terraces and restaurants.

Examples from participants

Unenjoyable, nothing to see or do.

Enjoyable. A place to meet and stay.

Location of experiences related to interest in the study areas

Pietà

Santa Venera

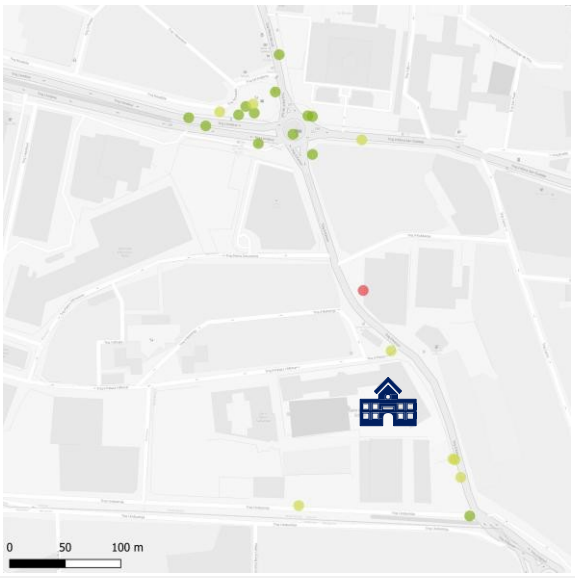


Figure 15. Main outcomes about interest in Malta.

WEATHER PROTECTION

2.2% of all experiences (n=624) were related to weather protection. Most of them were very positive (50%), followed by negative (21.4%), positive (14.3%) and negative (14.3%).

Negative experiences were mainly related to lack of shade or shelter and poor rain drainage in some streets.

Positive experiences were mainly related to the presence of shade and shelter, from mature trees and at some bus stops.

Examples from participants

Uncomfortable. Flooded after rain.

Comfortable. Shade and shelter from tree and at the bus stop

Location of experiences related to weather protection in the study areas

Pietà

Santa Venera

Figure 16. Main outcomes about weather protection in Malta.

1.3. Summary of all determinants by experience in Malta

Very Positive	Greenery	53	4.5
	Footpath	36	3.1
	Environmental quality	30	2.6
	Furniture	27	2.3
	Crossing	23	2
	Interest	13	1.1
	Inclusion	13	1.1
	People	11	0.9
	Weather protection	7	0.6
	Obstacles	6	0.5
	Traffic	4	0.3
	Other	4	0.3
Postive	Greenery	64	5.5
	Footpath	40	3.4
	Environmental quality	37	3.2
	Furniture	28	2.4
	Crossing	17	1.5
	Obstacles	12	1
	Inclusion	11	0.9
	Interest	9	0.8
	People	8	0.7
	Other	4	0.3
	Weather protection	2	0.2
	Traffic	2	0.2
Neutral	Footpath	10	0.9
	Obstacles	9	0.8
	Environmental quality	7	0.6
	Traffic	6	0.5
	Furniture	5	0.4
	Greenery	4	0.3
	Crossing	3	0.3
	People	1	0.1
	Inclusion	1	0.1
	Weather protection	0	0
	Interest	0	0
	Other	0	0
Negative	Footpath	87	7.4
	Obstacles	67	5.7
	Environmental quality	55	4.7
	Crossing	36	3.1
	Furniture	31	2.6
	Greenery	13	1.1
	Inclusion	12	1
	Traffic	8	0.7
	People	4	0.3
	Other	4	0.3
	Weather protection	3	0.3
	Interest	0	0
Very negative	Footpath	75	6.4
	Obstacles	72	6.2
	Environmental quality	58	5
	Crossing	42	3.6
	Furniture	28	2.4
	Traffic	23	2
	Greenery	16	1.4
	People	16	1.4
	Inclusion	9	0.8
	Weather protection	2	0.2
	Interest	1	0.1
	Other	1	0.1

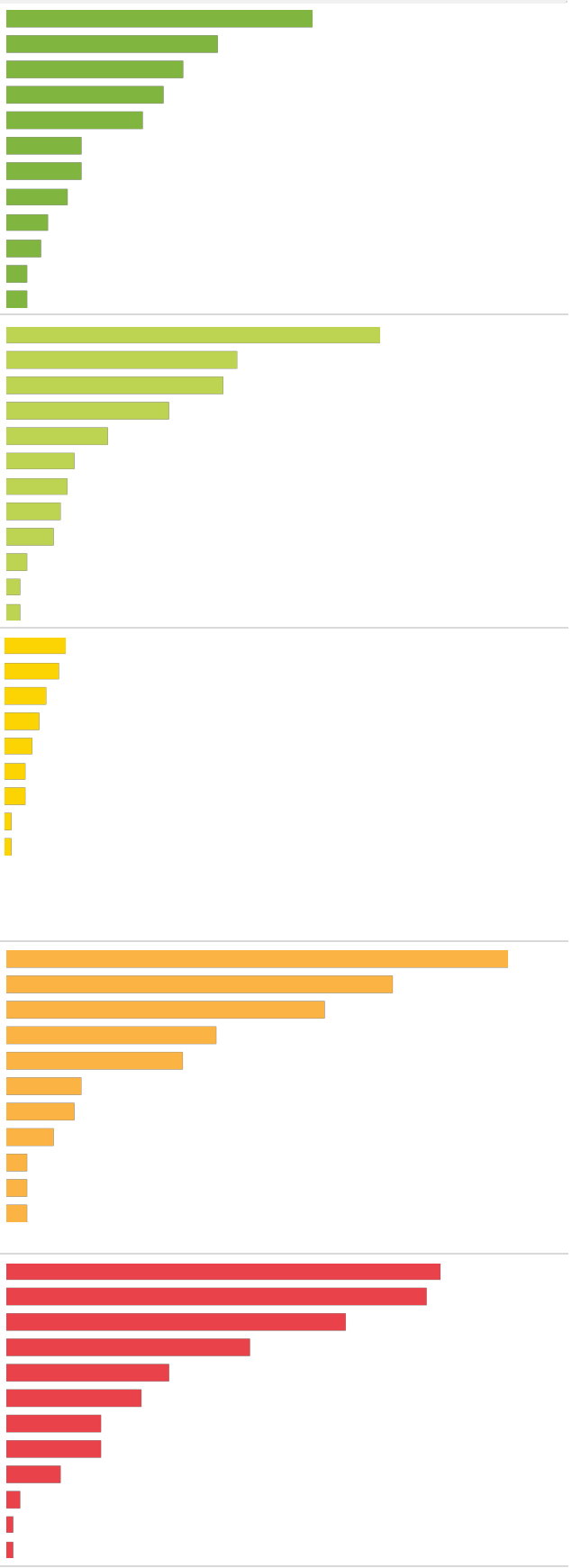


Table 5. Most frequent determinants by type of experience, in Malta.

2. St. Michael School in Santa Venera

2.1. Location and study area

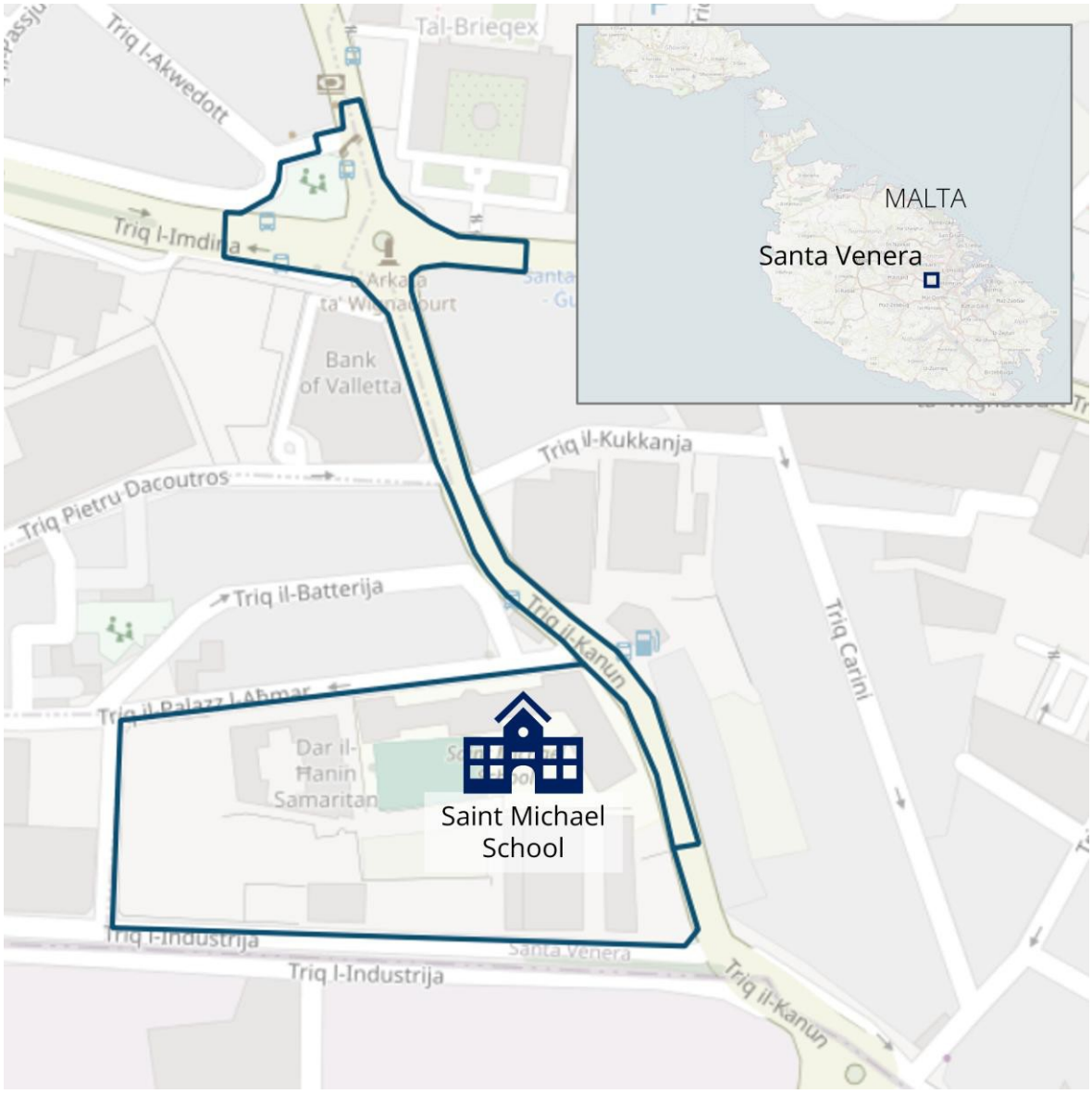


Figure 17. Location of St. Michael School and proposed walk with students in Santa Venera.

As part of this project, 25 students walked around St. Michael School in Santa Venera on the 7th and 21st of February in 2025. Using the Walkability App, students shared 428 walking experiences, related to 780 elements and characteristics of the public space.

2.2. Walking experiences in Santa Venera

EXPERIENCE	N	%
Very positive	66	15.4
Positive	90	21
Neutral	20	4.7
Negative	137	32
Very negative	115	26.9
TOTAL	428	100

TOP-5 determinants related to experience

Negative	Positive
Footpath	Greenery
Obstacles	Footpath
Crossing	Environmental quality
Environmental quality	Furniture
Furniture	Crossing

Table 6. Walking experiences and top 5 determinants related to them, in Santa Venera.

SAFETY	N	%
Very safe	47	16.8
Safe	45	16.1
Neutral	11	3.9
Unsafe	91	32.5
Very unsafe	86	30.7
TOTAL	280	100

TOP-5 determinants related to safety

Unsafe	Safe
Footpath	Footpath
Obstacles	Greenery
Crossing	Environmental quality
Environmental quality	Crossing
Traffic	Furniture

Table 7. Safety and top 5 determinants, in Santa Venera.

COMFORT	N	%
Very comfortable	59	19.3
Comfortable	70	23
Neutral	15	4.9
Uncomfortable	85	27.9
Very uncomfortable	76	24.9
TOTAL	305	100

TOP-5 determinants related to comfort

Uncomfortable	Comfortable
Footpath	Greenery
Obstacles	Footpath
Environmental quality	Environmental quality
Crossing	Furniture
Furniture	Crossing

Table 8. Comfort and top 5 determinants, in Santa Venera.

ENJOYMENT	N	%
Very enjoyable	48	21.8
Enjoyable	53	24.1
Neutral	8	3.6
Unenjoyable	47	21.4
Very unenjoyable	64	29.1
TOTAL	220	100

TOP-5 determinants related to enjoyment

Unenjoyable	Enjoyable
Footpath	Greenery
Obstacles	Footpath
Environmental quality	Environmental quality
Crossing	Furniture
Furniture	Interest

Table 9. Enjoyment and top 5 determinants, in Santa Venera.

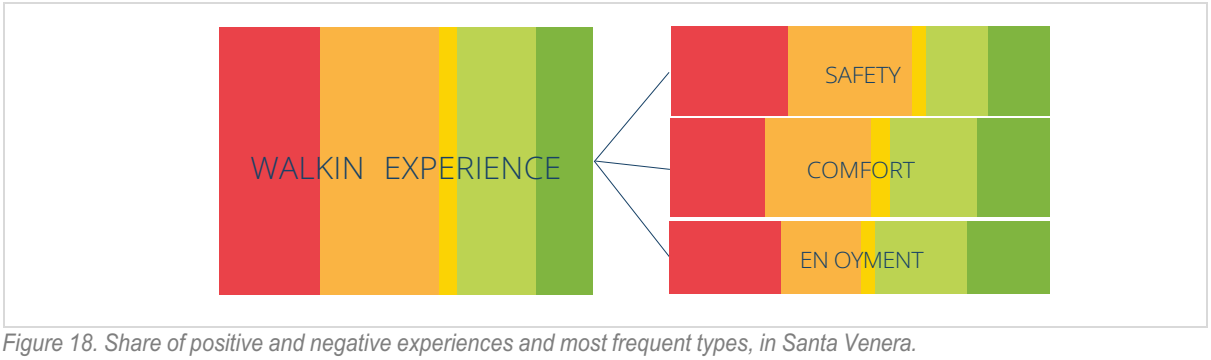


Figure 18. Share of positive and negative experiences and most frequent types, in Santa Venera.

2.3. Most relevant determinants and related experiences in Santa Venera

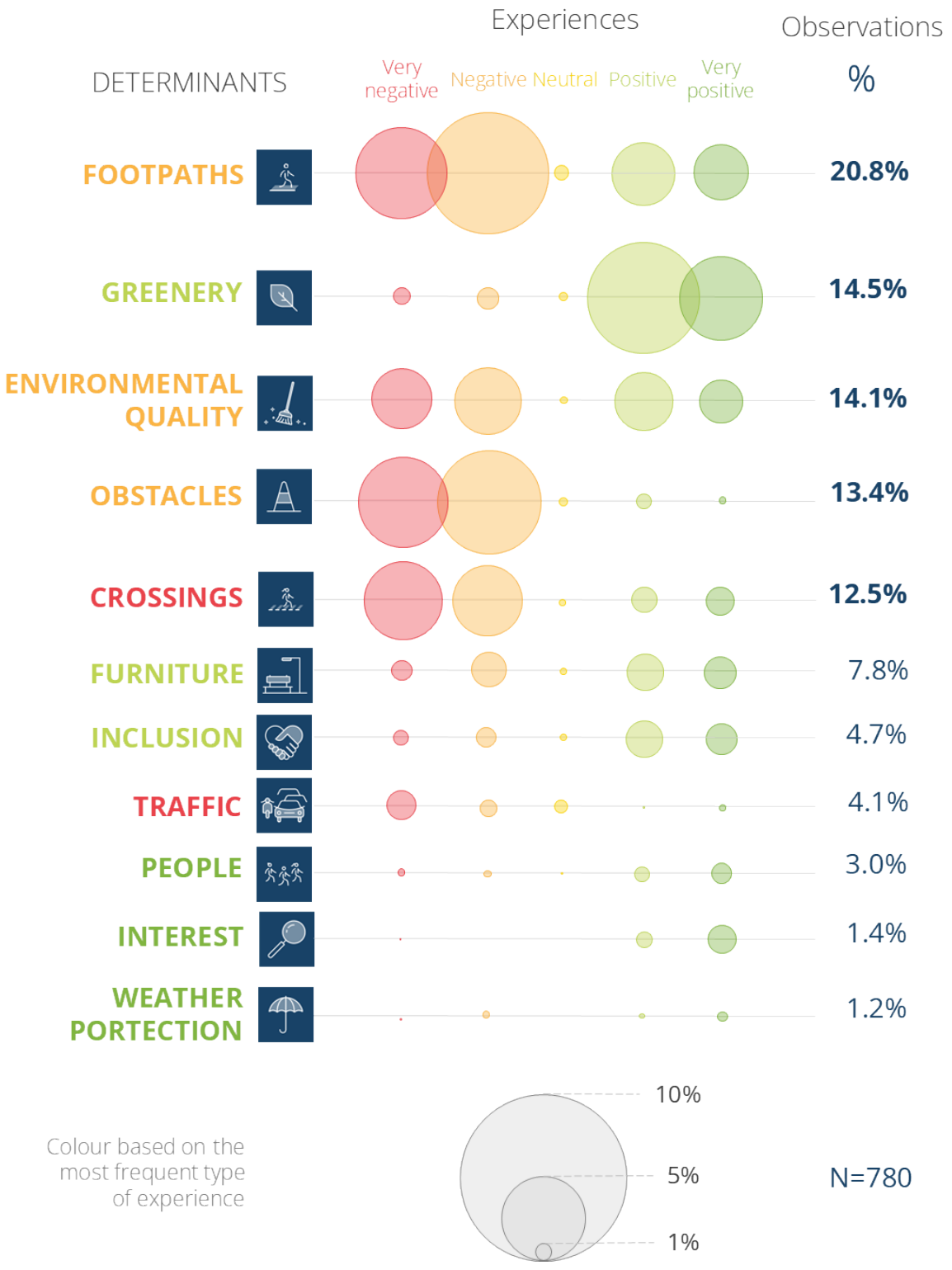


Figure 19. Most relevant determinants and related experiences in Santa Venera.

2.4. Location of all walking experiences

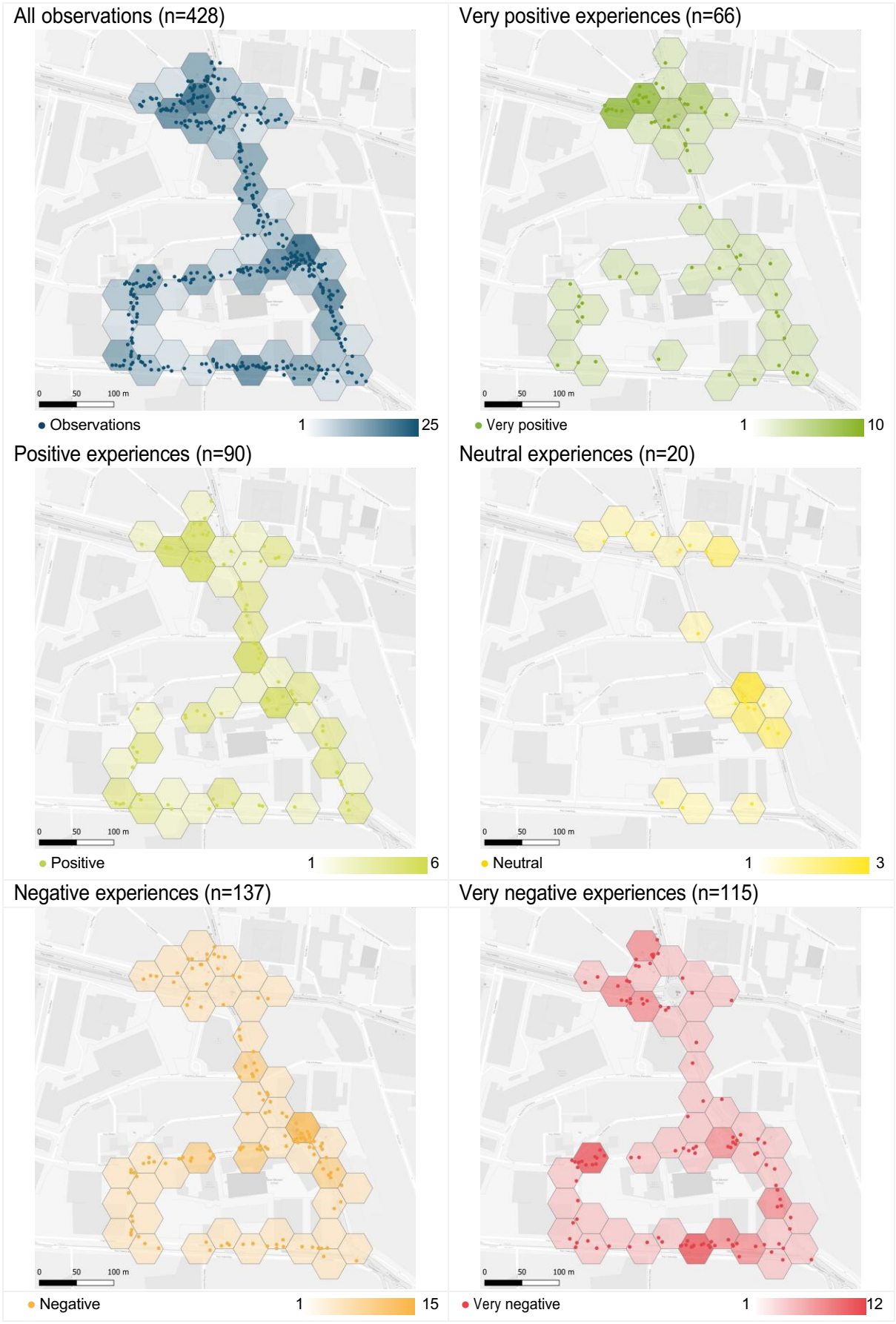


Figure 20. Location of observations and different experiences, in Santa Venera.

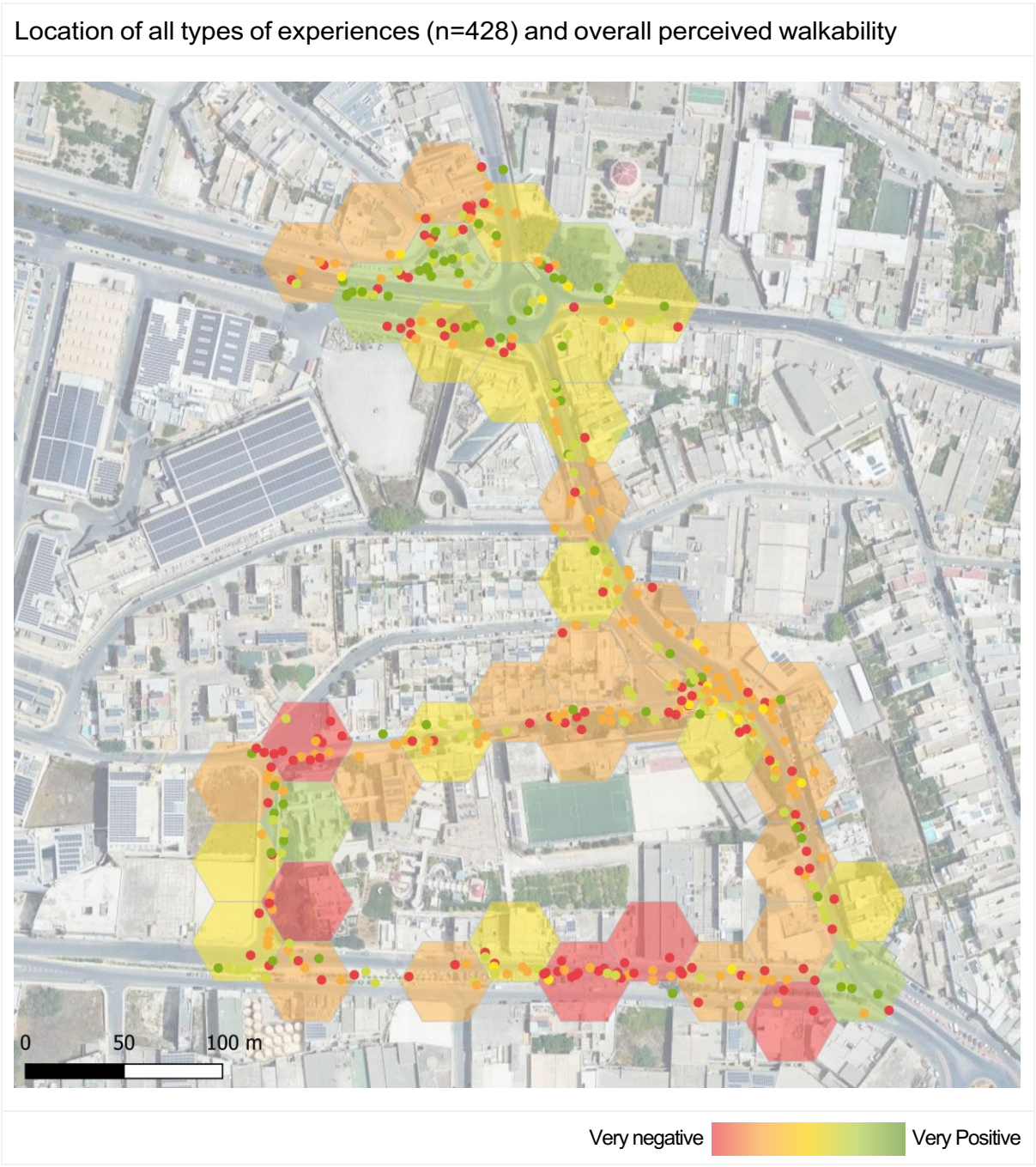


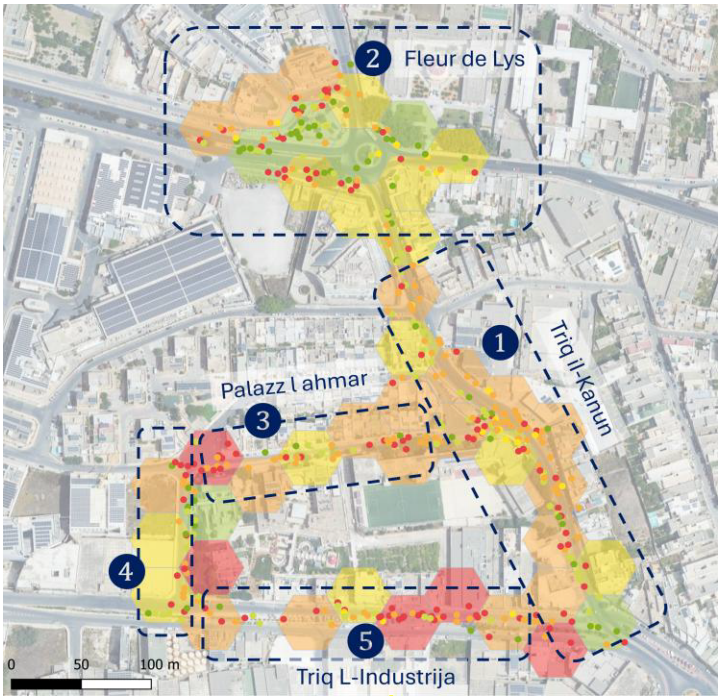
Figure 21. Location of all types of experiences and overall perceived walkability., in Santa Venera.

Walkability outcomes at different streets and areas:

1. Triq il-Kanun (school street).

Most of the overall perceived walkability in this street was negative due to the lack of pedestrian crossings at desirable places, such as the school entrance and the intersection with Palazz L-ahmar, the high traffic volume and speed, with its resulting air and noise pollution. On the other hand, students praised wide footpaths with good surface and presence of greenery, especially at private front yards along the street.

2.5. Overall walkability at different areas in Santa Venera



This study aggregats nearby experiences from all particpants to calculate an overall walkability value, which is based on the share of positive, neutral and negative experiences in the same area. As a result, we can identify which places are mainly perceived as positive or negative walking enviromants by all particpants.

Figure 22. Overall perceived walkability by streets., in Santa Venera.

2. Fleur de Lys area.

This was the area with most positive and very positive experiences, mainly due to the presence of a clean and well-maintained public park with good street furniture and mature trees. Students also praised pedestrian crossings with good accessibility and visibility, both zebra crossings and traffic lights. Finally, the scenery of the place contributed to more positive experiences, related to some landmarks, such as an aqueduct and city gate and the presence of well-maintained traditional Maltese houses. On the other hand, some negative experiences were related to obstacles, such as vehicles blocking pavements and crossings.

3. Palazz L-ahmar

Although students praised the presence of mature trees, this street was overall perceived as negative due to the presence of obstacles, poor environmental quality and lack of marked crossings and fast traffic.

4. Triq L-industrjia

This street was overall perceived negatively, mainly due to poor pavement and many different types of obstacles. Some positive experiences were mainly related to greenery.

2.6. Summary of all determinants by experience in Santa Venera

Very Positive	Greenery	39	5
	Footpath	26	3.3
	Environmental quality	20	2.6
	Furniture	15	1.9
	Crossing	13	1.7
	Interest	13	1.7
	Inclusion	10	1.3
	People	9	1.2
	Weather protection	5	0.6
	Other	4	0.5
	Obstacles	3	0.4
	Traffic	3	0.4
Postive	Greenery	52	6.7
	Footpath	30	3.8
	Environmental quality	27	3.5
	Furniture	17	2.2
	Crossing	12	1.5
	Inclusion	9	1.2
	Interest	8	1
	Obstacles	7	0.9
	People	7	0.9
	Weather protection	2	0.3
	Other	2	0.3
	Traffic	1	0.1
Neutral	Footpath	7	0.9
	Traffic	6	0.8
	Greenery	4	0.5
	Obstacles	4	0.5
	Crossing	3	0.4
	Furniture	3	0.4
	Environmental quality	3	0.4
	People	1	0.1
	Inclusion	1	0.1
	Weather protection	0	0
	Interest	0	0
	Other	0	0
Negative	Footpath	57	7.3
	Obstacles	48	6.2
	Crossing	33	4.2
	Environmental quality	31	4
	Furniture	16	2.1
	Greenery	10	1.3
	Inclusion	9	1.2
	Traffic	8	1
	Weather protection	3	0.4
	People	3	0.4
	Other	2	0.3
	Interest	0	0
Very negative	Footpath	43	5.5
	Obstacles	42	5.4
	Crossing	37	4.7
	Environmental quality	28	3.6
	Traffic	14	1.8
	Furniture	9	1.2
	Greenery	8	1
	Inclusion	7	0.9
	People	3	0.4
	Weather protection	1	0.1
	Interest	1	0.1
	Other	1	0.1

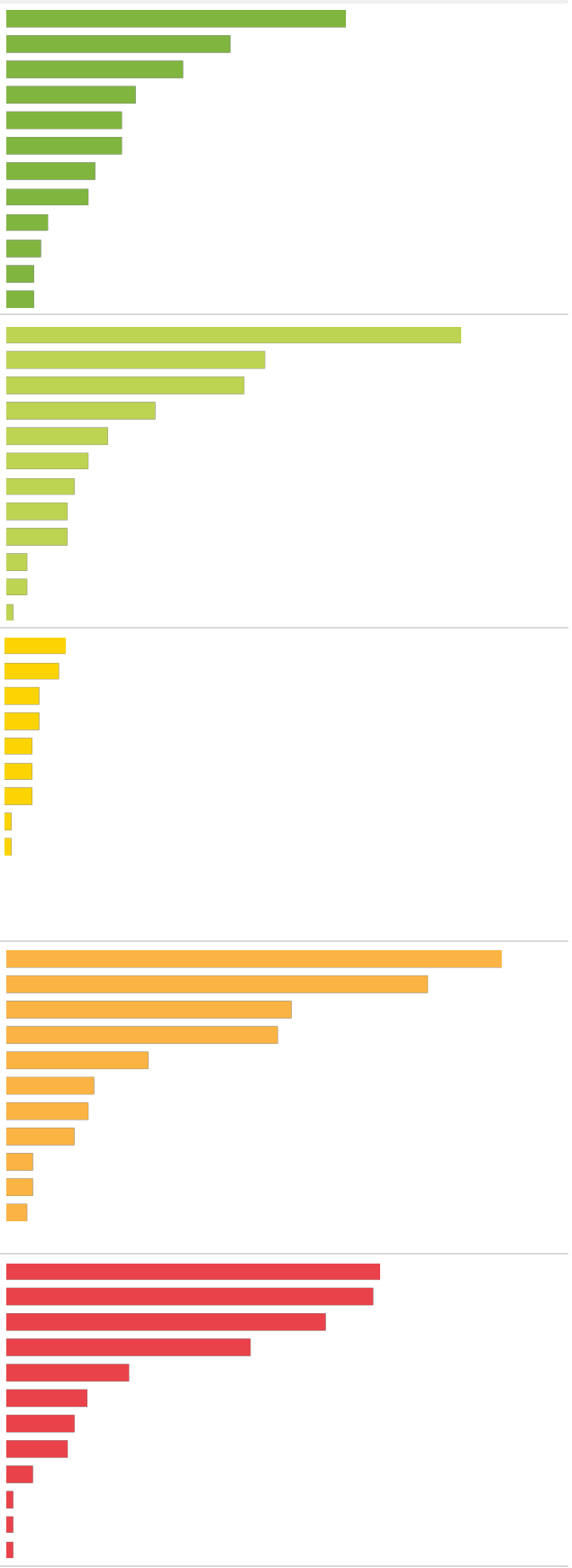


Table 10. Most frequent determinants by type of experience, in Santa Venera.

3. St. Augustine School in Pietà

3.1. Location and study area

Figure 23. Location of St. Augustine School and proposed walk with students in Pietà.

As part of this project, 15 students walked around St. Augustine School in Pietà on the 6th and 22nd of February in 2025. Using the Walkability App, students shared 196 walking experiences, related to 390 elements and characteristics of the public space.

2.2. Walking experiences in Pietà.

EXPERIENCE	N	%
Very positive	27	13.8
Positive	33	16.8
Neutral	9	4.6
Negative	63	32.1
Very negative	64	32.7
TOTAL	196	100

TOP-5 determinants related to experience

Negative	Positive
Footpath	Greenery
Environmental quality	Furniture
Obstacles	Footpath
Furniture	Environmental quality
People	Crossing

Table 11. Walking experiences and top 5 determinants related to them, in Pietà.

SAFETY	N	%
Very safe	17	13.5
Safe	14	11.1
Neutral	5	4
Unsafe	42	33.3
Very unsafe	48	38.1
TOTAL	126	100

TOP-5 determinants related to safety

Unsafe	Safe
Footpath	Crossing
Obstacles	Furniture
Environmental quality	Footpath
Furniture	Greenery
People	Environmental quality

Table 12. Safety and top 5 determinants, in Pietà.

COMFORT	N	%
Very comfortable	19	16.5
Comfortable	17	14.8
Neutral	4	3.5
Uncomfortable	31	27
Very uncomfortable	44	38.3
TOTAL	115	100

TOP-5 determinants related to comfort

Uncomfortable	Comfortable
Footpath	Greenery
Environmental quality	Footpath
Obstacles	Furniture
Furniture	Environmental quality
Greenery	Crossing

Table 13. Comfort and top 5 determinants, in Pietà.

ENJOYMENT	N	%
Very enjoyable	25	19.7
Enjoyable	22	17.3
Neutral	2	1.6
Unenjoyable	29	22.8
Very unenjoyable	49	38.6
TOTAL	127	100

TOP-5 determinants related to enjoyment

Unenjoyable	Enjoyable
Environmental quality	Greenery
Footpath	Furniture
Obstacles	Environmental quality
Furniture	Footpath
People	Crossing

Table 14. Enjoyment and top 5 determinants, in in Pietà.

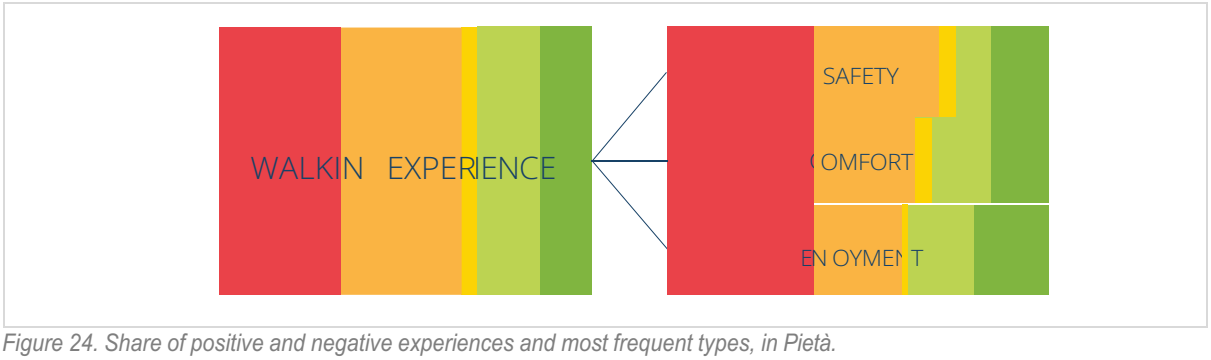


Figure 24. Share of positive and negative experiences and most frequent types, in Pietà.

3.3. Most relevant determinants and related experiences in Pietá

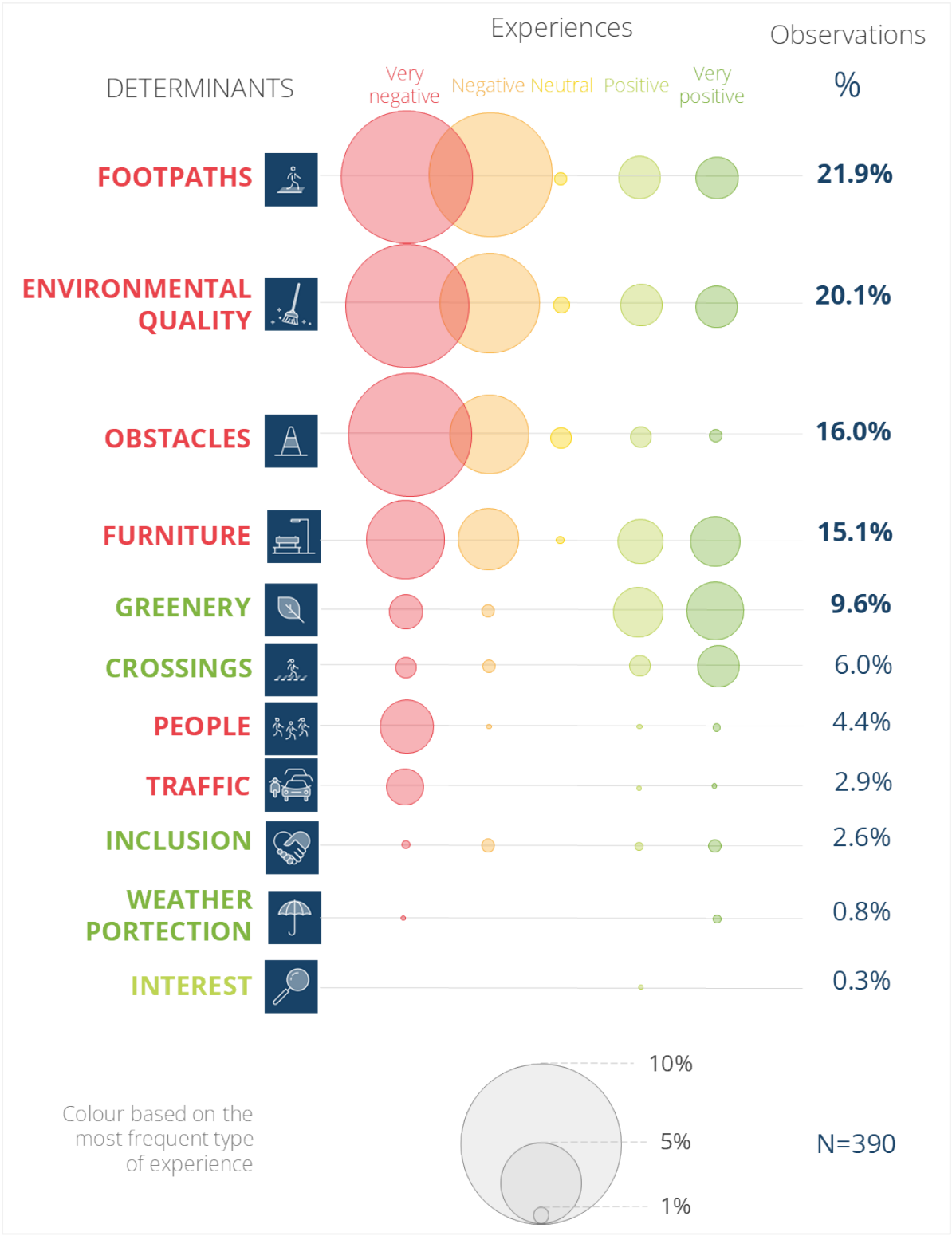


Figure 25. Most relevant determinants and related experiences in Pietà.

2.4. Location of all walking experiences

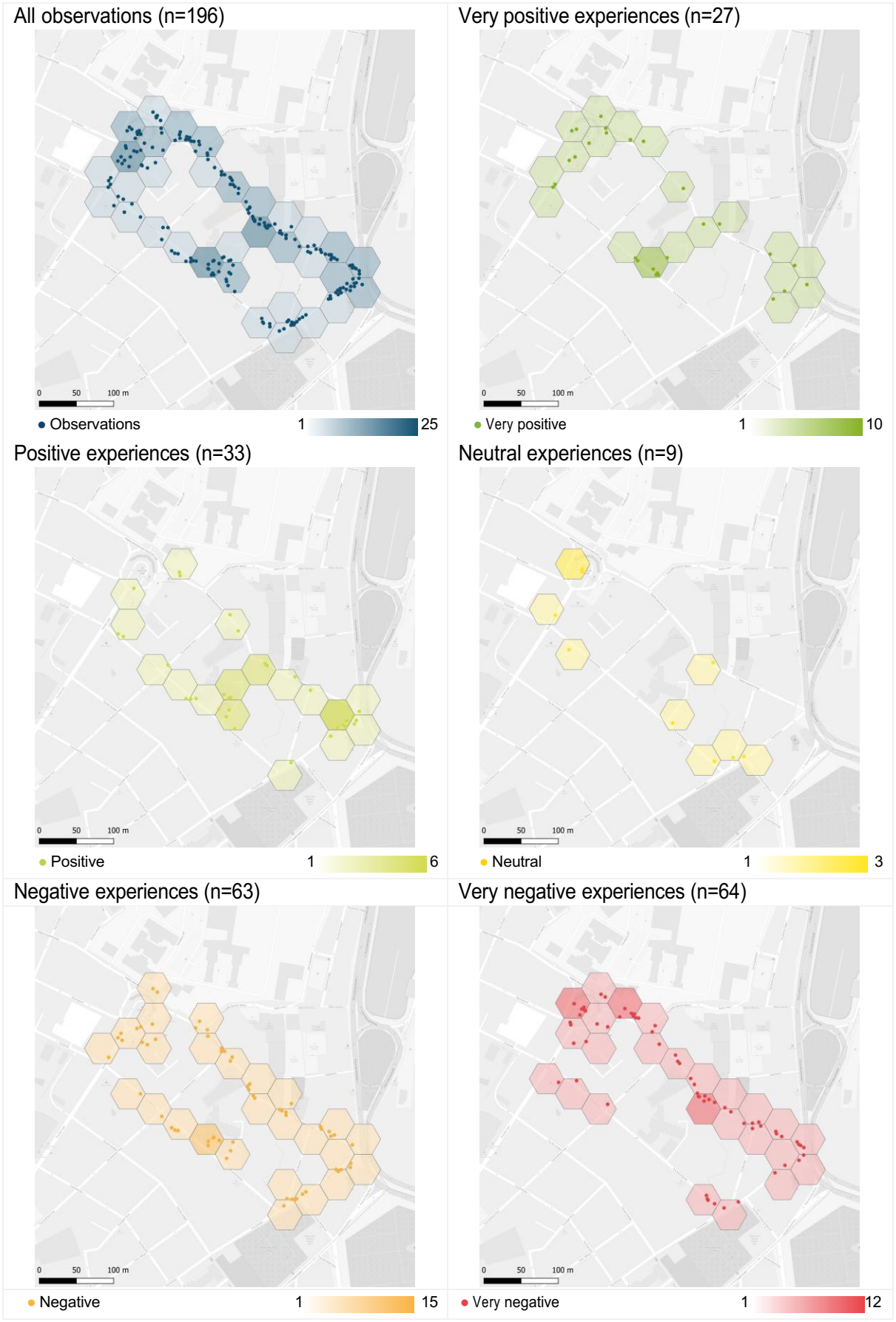


Figure 26. Location of observations and different experiences, in Pietà.

Location of all types of experiences (n=196) and overall perceived walkability

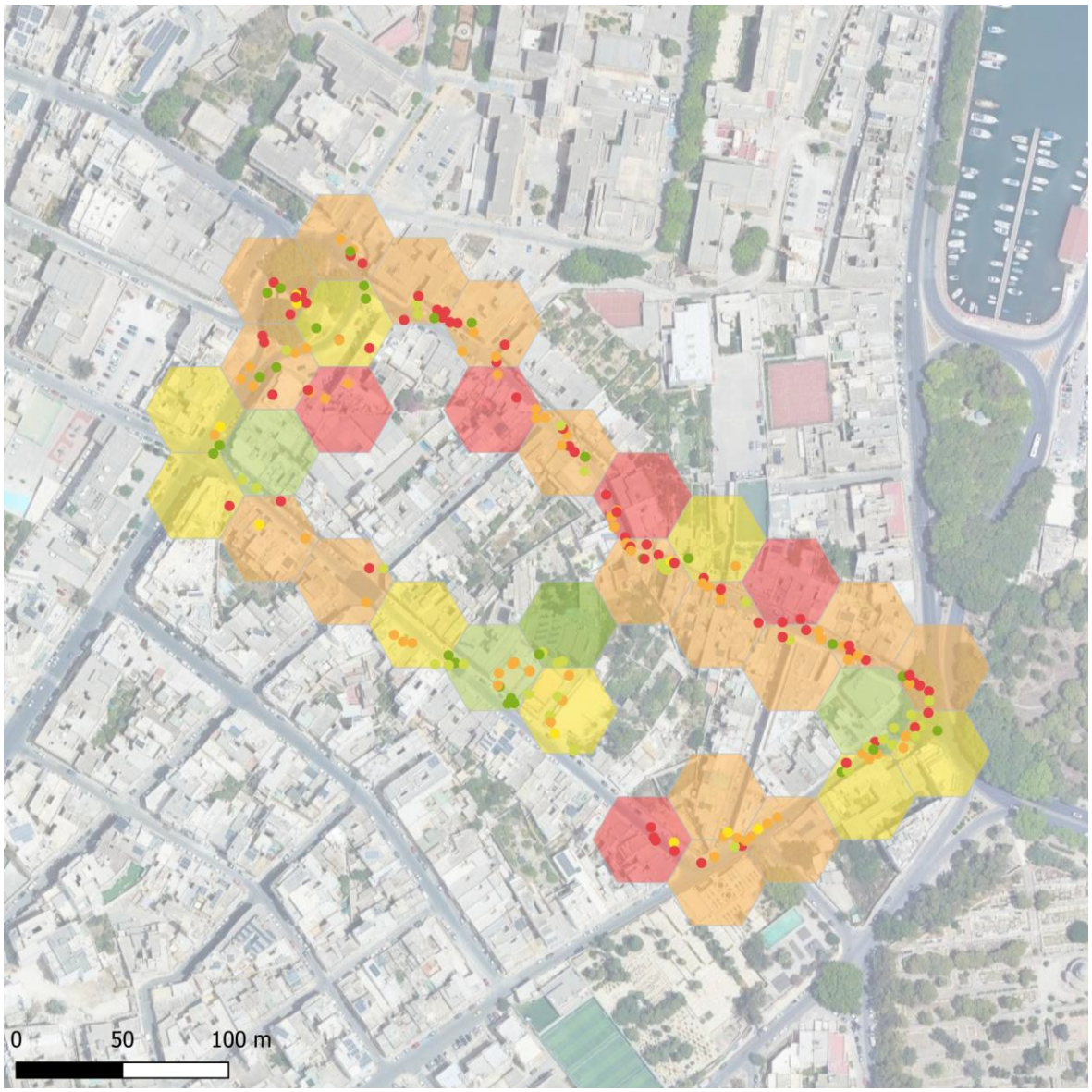


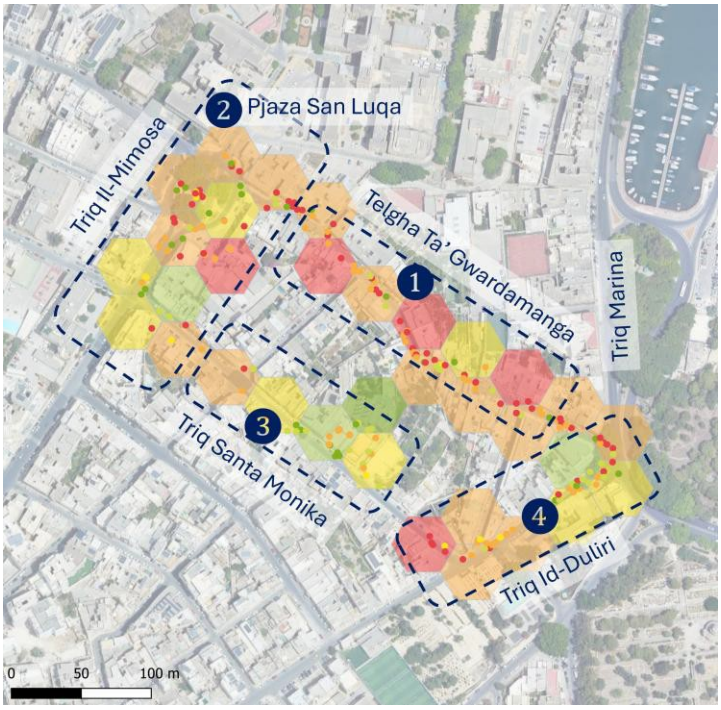
Figure 27. Location of all types of experiences and overall perceived walkability., in Pietà.

Walkability outcomes at different streets and areas:

1. Telgha Ta' Gwardamanga (school street).

This street was overall perceived as negative due to lack or poor footpahts and crossings, fast traffic, lack of greenery and different obstacles. The few positive expriences were related to small greenery at private front yards.

3.5. Overall walkability at different areas in Pietà



This study aggregats nearby experiences from all particpants to calculate an overall walkability value, which is based on the share of positive, neutral and negative experiences in the same area. As a result, we can identify which places are mainly perceived as positive or negative walking enviromants by all particpants.

Figure 28. Overall perceived walkability by street., in Pietà.

2. Pjaza San Luqa and Triq Il-Mimosa

Students praised the presence of good footpaht and well located zebra corssings with good visibility. The shred postive expereinces based on the presence of the public park with mature trees and street furniture. However, the poor environmantal quality (littering) and poor maintained benches (dirty with bird drops) or unusable closed public toilets resulted in many negative expereinces of the same place.

3. Triq Santa Monika

This street was overall perceived in a positive way. Students praised the clean and quiet area at the church entracne, the presence of good footpaht and one zebra crossing. Few negative experiences were related to obstacles.

4. Triq Id-Duliri and Triq Marina

There was a mix of positive and negative experiences at different segments od these streets. Negative experiences were related to some obstacles and the lack of signised crosing at one intersection. The section with more positive expreinces presented better fotpath, mature trees and was more visually appealing, with the presence of a chapel and some steet furniture with nice design.

3.6. Summary of all determinants by experience in Pietà

Very Positive	Greenery	14	3.6
	Furniture	12	3.1
	Footpath	10	2.6
	Crossing	10	2.6
	Environmental quality	10	2.6
	Obstacles	3	0.8
	Inclusion	3	0.8
	Weather protection	2	0.5
	People	2	0.5
	Traffic	1	0.3
	Interest	0	0
	Other	0	0
Postive	Greenery	12	3.1
	Furniture	11	2.8
	Footpath	10	2.6
	Environmental quality	10	2.6
	Crossing	5	1.3
	Obstacles	5	1.3
	Inclusion	2	0.5
	Other	2	0.5
	People	1	0.3
	Traffic	1	0.3
	Interest	1	0.3
	Weather protection	0	0
Neutral	Obstacles	5	1.3
	Environmental quality	4	1
	Footpath	3	0.8
	Furniture	2	0.5
	Crossing	0	0
	Greenery	0	0
	Weather protection	0	0
	People	0	0
	Traffic	0	0
	Interest	0	0
	Inclusion	0	0
	Other	0	0
Negative	Footpath	30	7.7
	Environmental quality	24	6.2
	Obstacles	19	4.9
	Furniture	15	3.8
	Crossing	3	0.8
	Greenery	3	0.8
	Inclusion	3	0.8
	Other	2	0.5
	People	1	0.3
	Weather protection	0	0
	Traffic	0	0
	Interest	0	0
Very negative	Footpath	32	8.2
	Obstacles	30	7.7
	Environmental quality	30	7.7
	Furniture	19	4.9
	People	13	3.3
	Traffic	9	2.3
	Greenery	8	2.1
	Crossing	5	1.3
	Inclusion	2	0.5
	Weather protection	1	0.3
	Interest	0	0
	Other	0	0

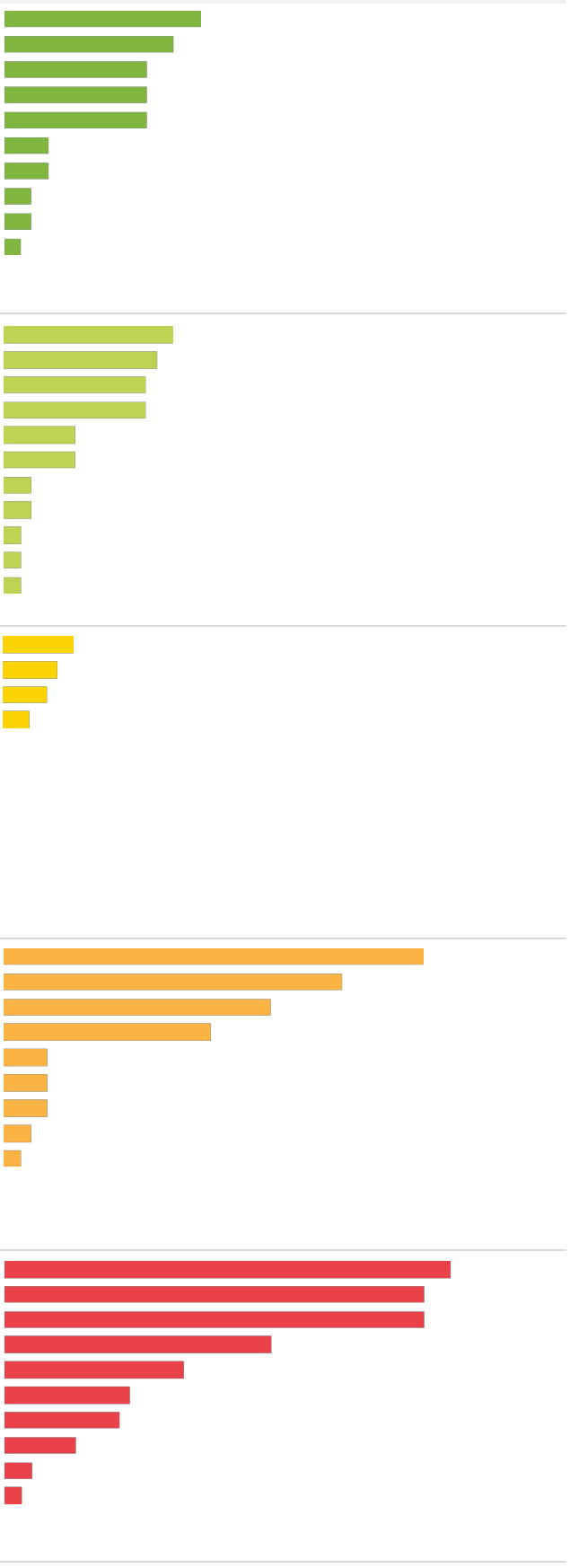


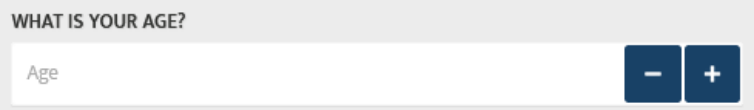
Table 15. Most frequent determinants by type of experience, in Pietà.

Annex A: App use and Glossary

1. PEDESTRIAN PROFILE

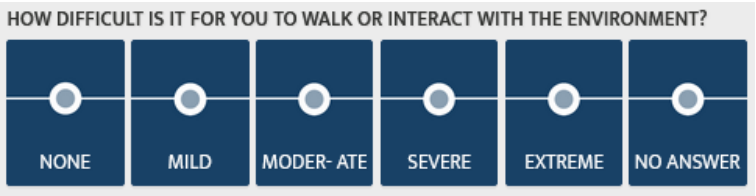
Information about the people under study.

1.1. AGE The length of time that a person has lived[1].
Ask the participant: *"How old are you?" and add the value accordingly.*



1.2. GENDER The collective attributes or traits associated with a particular sex, or determined as a result of one's sex. The state of being male or female as expressed by social or cultural distinctions and differences[2].
Ask the participant: *"What is your gender?" and select the icon accordingly.*

1.3. ABILITY Based on the difficulty to walk or interact with the environment: Having difficulty means increased effort, discomfort or pain, slowness, and changes in the way you do the activity[3].
Ask the participant: *"Do you have any difficulty walking or interacting with the environment?" Tell them to choose from the scale: None / Mild / Moderate / Severe / Extreme, and select the icon accordingly.*



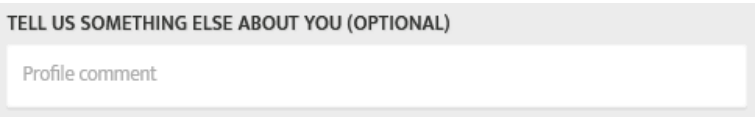
[1] Oxford English Dictionary (www.oed.com).
[2] Oxford English Dictionary, Psychology and Sociology (www.oed.com).
[3] Measuring Health and Disability: Manual for WHO Disability Assessment Schedule.

1.4. ACTIVITY The amount of time, in minutes, that a person normally walks a day.

Ask the participant: *"How many minutes do you normally walk on a typical day? and select the icon accordingly.*
"Typical day" means a day when the participant is engaged in their usual activities.

1.5. OTHER (Optional) Any other relevant information about the participant

Ask the participant any other relevant question related to your project (e.g. socioeconomic status, education, etc.) *and include it as an open comment in the textbox.*



2. WALK CONTEXT

Information about the walk under study

2.1. DECISION Indicates whether participants walk by choice or out of necessity.
Ask the participant: *"Are you walking by choice or out of necessity?" and select the icon accordingly.*
"By choice" means that walking is the preferred option, even if there were other alternatives.
"Out of necessity" means that walking is the only (feasible or affordable) option. Also known as "captive pedestrians", due to personal or service constraints.

2.2. PURPOSE Indicates whether participants walk for transport or leisure.
Ask the participant: *"Are you walking as a means of transport or as a leisure activity?" and select the icon accordingly.*

"Transport" means that the main purpose of the walk is to access or reach a certain destination (within a specific time), such as commute to work or school on foot.
"Leisure activity" means that the main aim of walking is not to reach a certain destination, but to walk in itself, such as doing restorative or moderate physical activity through walking, socialising while walking, walking the dog or walking sightseeing.

2.3. COMPANY Indicates the number of other pedestrians walking with the participant.
Ask the participant: *"Are you walking alone or with others?" and select the icon accordingly.*
"Alone" means that the participant walks or use the public space on their own.
"With others" means that the participant walks accompanied with others, including carrying babies or walking dogs.

2.4. FAMILIARITY Indicates the close acquaintance or knowledge of the participant with the place.
Ask the participant: *"Are you a local or visitor? Or "Are you familiar with this place?"" and select the icon accordingly.*
"Local" means that the participant is familiar with the place.
"Visitors" means that the participant is not familiar with the place. They have never (or hardly ever) been in the place.

2.5. OTHER (Optional) Any other relevant information about the walk context

Ask the participant any other relevant question about the walk related to your project (e.g. need to carry heavy or bulky loads) ***and include it as an open comment in the textbox.***

3. WALK EXPERIENCE

Information about the participant's experience while walking at the place under study.

3.1. WALKING EXPERIENCE Indicates the rate of positive-negative intensity of the walking experience from the participant.
Ask the participant: *"How is your walking experience in this place?" and select the icon based on the Likert scale: Very negative / Negative / Neutral / Positive / Very positive.*

3.2. TYPE OF EXPERIENCE Participants can specify the most relevant type of walking experience by selecting one (or more) predefined categories: safety, comfort and enjoyment. Participants can also identify "other" types of experiences.
Ask the participant: *"Is your (positive/negative) experience related to safety, comfort, enjoyment or other type of experience?" and select the icon(s) accordingly. If the participant identifies "other" experiences, add them as comments.*

Experience related to "safety" means exposure or protection to risk, danger or injury. Primarily from traffic, crime or other hazards while walking, such as falls, extreme weather or pollution.

Experience related to "comfort" means ease or effort required to walk to certain destinations or use and interact with elements of the public space as a pedestrian.

Experience related to "enjoyment" means presence or absence of satisfaction, pleasure or content while walking and interacting with the elements and characteristics of the public space as a pedestrian.

"Other" experiences might include accessibility, attractiveness, vibrancy, etc.

4. ENVIRONMENTAL DETERMINANTS

Information about the elements and characteristics of the place under study that influenced walking experiences to participants.

4.1. MAIN DETERMINANTS Elements and characteristic of the place under study that influenced the participant`s walking experience.

Ask the participant: *"What (elements and characteristics of this place) influenced your experience? and select the icon(s) accordingly.*

FOOTPATH	*Public space exclusively dedicated to pedestrians*
CROSSING	*Specific part of the road where pedestrians have the right of way to cross*
FURNITURE	*Public equipment provided to support pedestrians in the street*
GREENERY	*Vegetation in public space*
OBSTACLES	*The presence (or absence) of physical barriers on the footpath or crossings, which hinder, discourage or make it impossible to walk*
ENVIRONMENTAL QUALITY	*The presence or absence of pollution in public space*
WEATHER PROTECTION	*Equipment provided to mitigate adverse weather conditions in public space*
PEOPLE	*The presence (or absence) of other people in public space and the way they interact and behave*
TRAFFIC	*The presence (or absence) of traffic in public space and the way the behave*
INTEREST	*The presence (or absence) of interesting things to access, see or experience in public space*
INCLUSION	*The design and composition of public space so that it can be accessed, understood and used by all types of pedestrians, regardless their age, gender, ability or other personal characteristics and circumstances*

4.2. DETERMINANTS - SUBCATEGORIES (Optional) Further information about main determinants can be subdivided into different subcategories, if the participant identifies some specific characteristics, elements or typologies of a main determinant that are relevant for their walking experience.

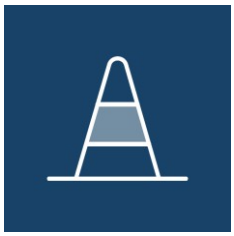
Ask the participant: *"What about the (main determinant) influence your experience? and select the options accordingly.*

FOOTPATH	Subcategory	Description
	WIDTH	The extent of the footpath from side to side
	SURFACE	The uppermost part of the footpath
	SLOPE	The steepness of the footpath
	PRESENCE	Presence of continuous footpath
	ABSENCE	Lack of continuous footpath
	OTHER	*E.g. Design, maintenance, etc.*

CROSSING	Subcategory	Description
	LOCATION	The designated place for pedestrians to cross the road
	PRIORITY	The priority given to pedestrians on waiting and crossing time (compared to traffic)
	VISIBILITY	The ability to see and be seen by traffic
	PRESENCE	Presence of designated crossing
	ABSENCE	Lack of designated crossing
	OTHER	*E.g. Raised crossings, pedestrian island, etc.*

FURNITURE	Subcategory	Description
	LIGHTING	The provision of lighting in public space
	SEATING	The provision of seats in public space
	WAYFINDING	The provision of information to navigate through public space and reach destinations
	PRESENCE	Presence of street furniture
	ABSENCE	Absence of street furniture
	OTHER	*E.g. Public fountain, public toilets, bins, etc.*

GREENERY	Subcategory	Description
	PARKS	Public green spaces
	TREES	Trees in public spaces outside parks and gardens
	PLANTS	Isolated or ground level plants in public space
	PRESENCE	Presence of vegetation
	ABSENCE	Lack of vegetation
	OTHER	*E.g. Vertical gardens, roof gardens, etc.*

OBSTACLES	Subcategory	Description
	MISPLACED EQUIPMENT	Street furniture or infrastructure blocking the footpath
	BUSINESS ACTIVITIES	Business and commerce equipment placed on the footpath
	PARKED VEHICLES	Parked vehicles blocking the footpath or crossings
	PRESENCE	Presence of obstacles
	ABSENCE	Lack of obstacles
	OTHER	*E.g. Bulky waste, building protrusions, etc.*

ENVIRONMENTAL QUALITY	Subcategory	Description
	AIR QUALITY	The level of air pollution in public space
	NOISE QUALITY	The level of noise pollution in public space
	CLEANLINESS	The state or quality of being clean or well kept
	PRESENCE	Presence of pollution
	ABSENCE	Lack of pollution
	OTHER	*E.g. Bad odour, construction dust, etc.*

WEATHER PROTECTION	Subcategory	Description
	SHADE	Public equipment to block sunlight and heat
	SHELTER	Public equipment to provide shield from precipitation and wind
	DRAINAGE	Infrastructure for dispersing rain water in public space
	PRESENCE	Presence of protection from weather
	ABSENCE	Lack of protection from weather
	OTHER	*E.g. Misting systems, air conditioner, etc.*

PEOPLE	Subcategory	Description
	AMOUNT	The amount of other people in public space
	BEHAVIOUR	The way other people act in public space
	INTERACTION	Social exchange between people in public space (including visual contact)
	PRESENCE	Presence of people in public space
	ABSENCE	Lack of people in public pace

TRAFFIC	Subcategory	Description
	VOLUME	The amount of traffic in public space
	SPEED	The distance traffic moves per unit of time, often in km/h or mph
	DRIVING BEHAVIOUR	The way drivers interact with other road users and obey traffic laws
	PRESENCE	Presence of traffic
	ABSENCE	Lack of traffic
	OTHER	*E.g. E-scooters, etc.*

INTEREST	Subcategory	Description
	AMBIENCE	Socioeconomic and cultural activities in public space
	SCENERY	Visual aesthetic of the public space and views
	DESTINATIONS	Places that pedestrians want to visit
	PRESENCE	Presence of interest
	ABSENCE	Lack of interest
	OTHER	*E.g. Live street music, street art, etc.*

INCLUSION	Subcategory	Description
	MOBILITY AID	Equipment to provide support to pedestrians with reduced or assisted mobility
	VISUAL & HEARING AID	Equipment to provide support to pedestrians with visual or hearing impairment
	MENTAL AID	Equipment to provide support to pedestrians with mental disorders
	PRESENCE	Presence of supporting aids
	ABSENCE	Lack of supporting aids