“Now, this is my museum”
Evaluation of the Belonging project at Museums Sheffield 2010

Abigail Hackett
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Introduction

Context

Belonging was a Hub funded project building on previous work Museums Sheffield have done with the Yemeni community. This phase of the partnership aimed to focus on women in the Yemeni community, working mainly with two groups of women to explore the role of women in Yemeni culture, both in the past (focussing on two historical queens, Sheba and Arwa) and in modern times.

The end products created from the project would include jewellery created by a group of young women, a memory book created by a group of adult learner women, and a painting of Queen Arwa created by local artist Mohamed Lahsoon. These pieces would all go into a display in Weston Park Museums’ ‘Treasures’ gallery.

The project continues until March with sessions for schools and communities. After this, funding for Belonging is uncertain, however the project fits into Museums Sheffield’s wider commitment to build partnerships with local communities.

Aims

The over-arching aims of the project were to build on the relationships already created between Museums Sheffield and the local Yemeni community, to represent Yemeni, Arabic and Muslim cultures in Museums Sheffield’s collections and displays, and to increase awareness of Yemeni culture for visitors to Museums Sheffield.

In addition, there were individual outcomes that the project hoped to achieve for the different groups and individuals that would be touched by the project. More information about each of the groups involved in the project is given below, and detailed intended outcomes for each group are summarised in table 1.
The evaluation

Abi Hackett, freelance consultant worked with Lisa Parkes, project coordinator to carry out evaluation of the project. Abi assisted with defining the intended outcomes for the project, suggesting suitable methodologies, and analysing the data collected from the project. Lisa carried out much of the data collection as an integrated part of the project delivery.

Meet the community

The project worked intensively with two groups of women from the Sheffield Yemeni community, and there were also wider intended benefits for both the Yemeni and non-Yemeni communities in Sheffield.

1) Young women’s Yemeni group
These young women were mainly aged 14-16 years, some were 3rd or 4th generation in Britain, others had been here just a few years. The intention was that this project would give them increased knowledge and awareness of their Yemeni heritage, encourage inter-generation links, and also celebrate their own skills and ideas. It was hoped that the group will feel inspired by the museum, and feel that the museum is interested in their life and culture, making them want to learn and contribute more.

This group’s activities began with a visit to the British museum to look at items from the Yemeni jewellery collections there as inspiration for their own work. They then worked with jewellery maker Victoria Kershaw, to learn jewellery making skills and create their own pieces, which would then go on display at the museum. Jewellery making was chosen because it shows how tradition lasts through the ages, and also highlights the links between Yemeni immigration to Sheffield and the metal industry. The original group of young women were drawn from the Yemeni Community Associate (YCA) after school club. However, some members of this group struggled to commit, and the numbers in the group dwindled. Therefore, a decision was made to involve an additional group of young women drawn from Abbeydale Grange school.
2) ESOL women’s group

The second group involved in the project were an English for speakers of other languages (ESOL) group from the YCA. These women had a wide age range, and mostly had limited spoken and written English, which they were studying at entry level on the ESOL curriculum.

This group had a much greater awareness and knowledge of Yemeni culture and history, and rich memories and stories of their own, which the project hoped to capture and value. The women met with the project coordinator on a number of occasions to bring objects and contribute memories for a ‘memory book’, which became part of the final exhibition.

This group had little spoken or written English, and some have little written Arabic, so improving literacy was a priority for them. It was hoped that the project activities would contribute towards this, as well as showing this group that the museum values their culture and is interested in their lives.

3) Wider Yemeni community

A key purpose of the project was to represent diverse communities in the museum’s gallery spaces, and to build on previous good work with the Yemeni community. It was hoped that the project would strengthen links between the museum and the Yemeni community and lead to future plans and further opportunities for embedding this work.

A key member of the community involved in this project was the artist Mohammed Lahsoon, who was commissioned to create a portrait of Queen Arwa as part of the exhibition. He met with the project coordinator a number of times to develop the portrait, came to the exhibition opening and has emerged as an important advocate for the museum.

4) General public

Belonging also touched the wider public visiting Weston Park museum as the final exhibition will be in place in the ‘Treasures’ gallery for 18 months. It was hoped that the exhibition would raise awareness of Yemeni culture, challenge people’s preconceptions of Muslim women, and perhaps changes attitudes.
### Table 1: intended outcomes for the different groups involved in Belonging

<table>
<thead>
<tr>
<th>Young women’s Yemeni group</th>
<th>Examples of what this might look like in practice:</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSO / GLO outcomes:</td>
<td>Participants say being involved in this project made them feel proud of their culture.</td>
</tr>
<tr>
<td>• Stronger safer communities: Supporting cultural identity and diversity (GSO)</td>
<td>Participants have a greater sense of self identity, pride and confidence.</td>
</tr>
<tr>
<td>• Stronger, safer communities: Improving group and inter-group dialogue (GSO)</td>
<td>Young people have had the opportunity to meet new and different adults and potential role models.</td>
</tr>
<tr>
<td>• Health and wellbeing: Helping young people enjoy life and make a positive contribution (GSO)</td>
<td>Young people have been inspired and surprised by the museum collections, and have used ideas from the museum collections in their own creative work.</td>
</tr>
<tr>
<td>• Creativity and inspiration (GLO)</td>
<td>Participants know more about Yemeni history / culture / women role models.</td>
</tr>
<tr>
<td>• Knowledge and skills (GLO)</td>
<td>Participants have gained new skills through the project, for example, jewellery making.</td>
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</tbody>
</table>

| ESOL women’s group | People say that their own memories, stories and culture have been valued through the project. |
|                   | People say being involved in the project has made them feel proud and increased their sense of self-identity. |
|                   | Participants made contact with different groups of people, and say they enjoyed doing this, or that is brought other benefits to them. |
|                   | The project has improved people’s confidence and skills in using written or spoken English. |

<p>| For the Yemeni community | People from the Yemeni community felt that the project / exhibition was relevant to their own culture, and they are being represented by the museum. |
|                         | People from the Yemeni community say the exhibition surprised them or told them something they didn’t know about their own culture / history. |
|                         | Community groups / leaders feel empowered and their activity levels or ideas for future |</p>
<table>
<thead>
<tr>
<th><strong>groups</strong></th>
</tr>
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<tbody>
<tr>
<td>• Strengthening public life: Improving the responsiveness of services to the needs of the local community</td>
</tr>
<tr>
<td>• The museum is developing new strategies and practices to respond more effectively to the needs and interests of the local community.</td>
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</tbody>
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<table>
<thead>
<tr>
<th><strong>For the public</strong></th>
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<tbody>
<tr>
<td>• Stronger, safer communities: Improving group and inter-group dialogue</td>
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<tr>
<td>• Stronger safer communities: Supporting cultural diversity and identity</td>
</tr>
<tr>
<td>• Knowledge (GLO)</td>
</tr>
<tr>
<td>• Individuals from outside the Yemeni community have an increased awareness and understanding of Yemeni culture.</td>
</tr>
<tr>
<td>• People visiting the exhibition say they feel proud about the long history of Yemeni culture in Sheffield.</td>
</tr>
<tr>
<td>• People feel they have a deeper understanding of Yemeni culture and history through the exhibition.</td>
</tr>
<tr>
<td>• People are aware of strong women role models from Yemen as a result of the exhibition.</td>
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Methodology

Information and perspectives on Belonging were collected using a range of different methodologies. This was particularly because the evaluation approach focussed on capturing as many multiple voices about the project as possible, and also different groups in the project felt more comfortable communicating in different ways. For example, the group leader for the young women’s YCA group advised that the girls would prefer to write than answer questions verbally, while many members from the ESOL group could not write easily, and preferred to give spoken answers, with an interpreter as necessary. The young women’s group enjoyed using FLIP cameras to interview each other at the end of the project, while for the ESOL group, many of whom did not wish to be photographed at all during the project, this method would not have been appropriate.

The range of data for the Belonging project evaluation was collected using the following methods;

1. Initial informal group interviews with notes taken
2. Anecdotal evidence including a large number of emails
3. Dictaphone recordings at the launch event
4. Exhibition visitor questionnaires
5. FLIP camera interviews with young women’s group
6. Written questionnaires for young women’s group participants and ESOL tutors
7. One to one interviews with ESOL group
8. Staff reflective written questionnaires

Table 2 summarises the evaluation framework for Belonging, and more details about each of these methodological approaches is given below.

Table 2: Belonging evaluation framework

<table>
<thead>
<tr>
<th>Who</th>
<th>What</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young Women’s group</td>
<td>Informal group discussion</td>
<td>At the start of the project</td>
</tr>
<tr>
<td>ESOL group</td>
<td>Group discussion with interpreter</td>
<td>At the start of the project</td>
</tr>
<tr>
<td>Young Women’s group</td>
<td>Written questionnaires</td>
<td>At the end of the project</td>
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<td></td>
<td>Group activity interviewing each other about their</td>
<td>At the end of the project</td>
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<td></td>
<td>jewellery</td>
<td></td>
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<tr>
<td>ESOL group</td>
<td>Group discussion with interpreter</td>
<td>At the end of the project</td>
</tr>
<tr>
<td></td>
<td>Written questionnaire or one</td>
<td>At the end of the project</td>
</tr>
<tr>
<td></td>
<td>to one interviews with tutors</td>
<td></td>
</tr>
<tr>
<td>Wider Yemeni community</td>
<td>One to one interviews between museum staff and</td>
<td>At the end of the project, as</td>
</tr>
<tr>
<td></td>
<td>key members of the community</td>
<td>part of ‘next step’ planning</td>
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</tbody>
</table>
1) **Initial informal group interviews with notes taken**
At an early stage in the project, we met with each group to ask them about what they hoped to get out of the project, and why they had wanted to get involved. Notes were made based on these ‘conversations with a purpose’ (Jennifer Mason REF) as a baseline for the project. For the young women’s group, the main attractions of the project were getting to make their own jewellery and seeing their work on display in an exhibition. For the ESOL women’s group, the project was important to them because they wanted to see their culture included and represented at the museum, and this linked to pride and identity.

We also used this format of group informal discussion based on pre-planned questions at the end of the project with both groups. For the young women’s group, much of the benefits of the project for them were focussed on the experience of making their jewellery, including the new skills they had learnt, the new materials they had used and the deeper understanding they now had of the time involved in making such pieces. In addition, the exhibition remained an important element for this group and a source of pride, particularly as friends and family had come to see their work on display at the launch event. For the ESOL group, there were proud and pleased with the finished memory book, which they were each given a copy of, and the main benefit of the project for them had been bonding as a group, hearing stories from home in Yemen and people’s memories, and for the younger women in this group, understanding more about the lives the older women remember from Yemen. In addition, the project has helped them with their spoken English, by introducing new vocabulary and creating motivation to use English to talk to the museum staff.

2) **Dictaphone recordings at the launch event**
The project coordinator used a dictaphone at the exhibition launch event to capture the thoughts and responses of participants and visitors in a spontaneous way.

3) **Exhibition visitor questionnaires**
Written questionnaires were made available for visitors for a full weekend in August shortly after the exhibition has opened. The comments given were mostly very positive, with responses indicating that exhibition had significantly increased visitors’ awareness of Yemeni culture, and led to them wanting to find out more.

4) **Anecdotal evidence including a large number of emails**
The project coordinator received a large number of emails comments and feedback during the project and after the exhibition opening, which we collated and used as part of the evaluation. These included emails from the young women’s group participants, and emails from prominent members of the Yemeni community praising Mohamed Lahsoon for his artwork.

5) **FLIP camera interviews with young women’s group**
Using small handheld FLIP video cameras, we asked the group to interview each other at the end of the project. The strongest message that came through from these interviews was how proud the participants felt of what they had achieved, and of their
final pieces, and the links and conversations the project had created with other friends and family.

6) Written questionnaires for young women’s group participants and ESOL tutors
As an alternative / additional method to one to one interviews and FLIP camera interviews, we also provided written questionnaires at the end of the project, which were completed by the tutors from the ESOL group, and by one of the young women who made jewellery.

7) Staff reflective written questionnaires
Staff completing reflective written questionnaires at the end of the project included Lisa Parkes, the project coordinator, Clara Morgan, Human history curator, Caroline Pantling, Communities Manager, and Victoria Kershaw, the artist. These questions were really useful for capturing staff perspectives on the project, including their enthusiasm, personal highlights, and commitment to continue working with the groups involved.

“The pleasure and pride that Mr Lahsoon and his family showed when they saw the portrait on display and other people’s positive reaction to it.....When the portrait was displayed, Mr Lahsoon told me “Now, this is my museum”.”
Clara Morgan, Human history curator

“Working with the Abbeydale Grange students and seeing how happy and enthusiastic they were and then on the opening event they all helped (they all asked if they could) with art and henna activities, and they all brought family and friends who were so proud of them. Recording the girls feedback and seeing how much it meant to them.”
Lisa Parkes, project coordinator
Findings

The wide range of qualitative data collected from participants, staff and visitors to the exhibition was analysed to identify key emerging themes and the impact the project has had on those involved.

**Overwhelming sense of pride, both in personal achievements and in Yemeni culture**

‘Proud’ was one of the most commonly used words across many forms of evaluation, and there was a really strong and definable sense of pride and achievement for both the ESOL women’s group, young women’s group and wider Yemeni community as a result of the project.

The ESOL group already had a strong sense of cultural identity, and the museum’s interest in this, visits to their group to collect memories and information and final exhibition, enhanced this pride and created a celebratory feeling about their culture. The focus on aspects of the culture relevant to women, such as dress, weddings and cooking, was particularly apparent during the memory collecting sessions and in the final memory book. From the start of the project, this group were very clear that the project was important because it would lead to Yemeni culture being represented in the museum, and this was something which they felt to be important.

“The group said “thanks” to the museum, as the project will help them remember their parents and grandparents, fashion and culture, and it will help educate their children to remember their culture.”

*Notes from the initial discussion with the ESOL women’s group*

“The group felt very proud of the 2 very famous ladies and felt proud in giving their own stories of Yemen and the middle east countries.”

*ESOL tutor from YCA*

“When I used to say I was from Yemen, I always felt I had to explain that I was from the South, not the North (apologising), but now I can turn around and say ‘there’s a
painting of our queen in the museum and you can go and have a look and read about her, I've got something to relate to”
Mohammed Lahsoon, artist

For the ESOL group, the project was a fun and celebratory experience, but also a learning experience. The group said at the end of the project, that they had never thought to ask each other about life back home before, and many of the younger women had heard things about the older women’s lives which they did not know before. They felt the project had given them a greater sense of shared memories and heritage, and for the younger women, a better knowledge of life in Yemen.

“We never thought to ask each other about stuff from the past before”
ESOL group end of project discussion

“One lady phoned her mother in Yemen to tell her ‘I now know more about Yemen life, especially in the villages where I have never lived.’”
Notes from the ESOL group end of project discussion

The FLIP camera interviews were a very rich source of evidence of the pride the young women’s group felt as a result of the project. For them, this was a combination of contributing towards the representation of Yemeni culture in the museum, and the approval of friends and family that came with that, and personal sense of achievement in the jewellery making skills they had learnt and the final pieces they had created.

“I really feel I would not have been able to do it better.”
FLIP camera interview with participant from young women’s group

“The project was a great idea, because not many people of my age would have their work displayed at a museum – I feel proud.”
FLIP camera interview with participant from young women’s group

“My teacher said it [the piece of jewellery] was like I bought it in a shop.”
FLIP camera interview with participant from young women’s group

“I felt so happy because I have shown some part of my civilisation to some people.....Also I would like to do it again with different ideas.”
Participant from the young women’s group from Abbeydale Grange school

Desire for others to understand about Yemeni culture

For the ESOL women’s group, it was important that Yemeni culture was represented at the museum so that others could understand more about the culture, and realise for example, that it was quite distinct from other Arabic places and people, and for them this was an important reason to get involved in the project.
This sense of importance in raising the profile of Yemeni culture through the museum was also reflected in comments made at the exhibition opening event, and in the reaction Mohammed Lahsoon has received to his portrait of Queen Arwa from key figures in the Yemeni community.

“I am very impressed with this piece of work, its originality, your abilities and your creativity will have a lasting and positive impact on significantly increasing understanding about Queen Arwa and about Yemen’s great civilisation. I hope you will engage young people in the Yemeni community and young people in schools from different community backgrounds. This is a real opportunity for the many to discover and explore a lost history.”
Dr Abdul Galil Shaif

“If you need more help, come back to us, we want people to know more about the culture, we don't want it to just be a book and then that's it.”
ESOL group end of project discussion

“On sighting you creative and meaningful paintings of Queen Arwa......I felt very proud of you. You are the first Yemeni artist to produce such great paintings promoting Arab-Yemeni civilisation in Britain.”
Abdul Razak, Hadfield Institute (YCA partner organisation)

Creative jewellery making bringing skills and inspiration

For the young women’s group, learning skills for making jewellery and making their own pieces was a major draw to the project, and this element remained a highlight throughout. The group really enjoyed working with Victoria, the jewellery maker, and were very pleased to have learnt new skills, worked with new materials, and to have made such impressive end products.

“Thank you soooo much for giving me the chance to do this project, it's so good I loved it. It's the best workshop I have ever done. I had the chance to used different materials I have never used before and finding out new things thank you.”
Participant from the young women’s group from Abbeydale Grange school

The group also talked about the creativity and inspiration involved in this work, and all their new ideas. Lots of the group were able to describe in the FLIP camera interviews the inspiration behind their pieces, which included Yemeni traditional styles, nature, and maps of Yemen and Britain.
“I have enjoyed the most was that we had the freedom to design our own designs. I think it would more better if we keep this project on and improve our skills as we could be more creative.”
Participant from the young women’s jewellery making group

“Everyone had unique ideas, we all like different things – the visitors will be able to see what we’re capable of.”
Participant from the young women’s group from Abbeydale Grange school

English speaking and listening skills

Both staff and students at the YCA agreed that the project had been beneficial for the students’ speaking and listening English skills, for example introducing new vocabulary, providing opportunities to talk in English with the museum staff, and providing motivation to use English because the project was fun and interesting.
Alongside the project, the ESOL group were studying for their speaking and listening ESOL exam, which many have now successfully passed – the highest pass rate so far!

**Bonding as a group, Involvement of friends and family**

Many participants from the young women’s group brought friends and family to the opening exhibition, and several participants from the ESOL group expressed a wish for their husbands and families to see their memory book.

As well as talking to family and friends about the project, and ESOL group in particular felt strongly that the project had helped them to bond as a group, by sharing memories and hearing each others’ stories, as well as bringing a lot of laughter to the class. The ESOL group really enjoyed working together on this project, for example when bringing in Yemeni food, they all coordinated and worked as a team, some women took a role encouraging everyone to contribute and bring something in, and there was also an element of fun competition to the activity!

This aspect of the project has a great deal of untapped potential (for example, bringing the ESOL and young women’s groups together, or involving extended families in a follow up to this project), and has been important because it has widened the number of people coming together, getting involved and talking about the project and about Yemeni culture. Involvement and approval of friends and family also played an important role for the young women’s group in enforcing their own sense of pride and achievement from the project.

> “All my family and friends and they think it is amazing to have some of Yemeni culture at museum and the good about it is made by Yemenis students.”
> *Participant from the young women’s group from Abbeydale Grange school*

> “Sisters and brothers who came from London to the exhibition opening “thought that I did really well, they were so proud of me.”
> *FLIP camera interview with participant from young women’s group*

> “When the ladies [from the ESOL group] came on a group visit to the museum many of them were telling us that their husbands and whole family wanted to come in when it was all on display and see what they had done, so their sense of pride.”
> *Lisa Parkes, project coordinator*

**Exhibition creates increased awareness and interest in Yemeni culture**

Initial evaluation carried out with members of the public visiting the exhibition has demonstrated that the exhibition is successfully raising people’s awareness of both Yemeni culture and of Queen Arwa, frequently from a starting point of visitors not having known about them at all.

Visitors frequently expressed the desire for a larger and clearer exhibition (for example with cases next to each other, and a less text dense memory book),
demonstrating a desire to know more, particularly background information, history and daily life.

“Have you learnt anything today that you didn’t know before? Yes – was not aware of the Yemeni community in Sheffield nor did we know about the Queen That there is a Yemeni-British community in Sheffield
What else would you like to know (or share) about Yemeni / Arabic cultures? I’d like to know more about where the Yemen is and more about current life there The music and smells of the spices and incense Ordinary daily life for ordinary women”

Opening up of debate about women in Yemeni culture

Part of the remit of the project was to focus on the heritage of women in Yemeni culture, and highlight Queen Arwa and Queen Sheba as strong female role models. This is a complex and challenging topic, and while there is little evidence that the project has changed perceptions to a large extent, there is certainly evidence that the work has opening up debate on the role of women in Yemeni / Arabic culture, both for the participants and for visitors to the exhibition. In addition, the Yemeni community felt it was very important that Queen Arwa in particular had been highlighted and celebrated through the exhibition portrait.

“Queen Arwa, she was really strong, and I want to be like her. One day maybe!” FLIP camera interview with a participant from the young women’s group
“Has the exhibition altered your opinion about women role models in any way? No, I think it is true in the past the women was so independent, but now is different No, because that is just the past. The present is different and I already know the present Yes, I now know that they’re very gifted and talented” Visitor exhibition questionnaires
“I’m talking about my daughter who is 12, she found it very interesting and very new to her, she wants to research more, there is a lot of interest among young children, hopefully seeing this, it will bring different attitudes to how they perceive women in their own culture.” Mohammed Lahsoon, artist

Future activity and long term impact

For several of the young women involved in the jewellery making project, there is evidence that Belonging will have a long term impact on what they do in the future. For example, so girl has asked to do work experience with Victoria, the artist they
worked with, some have been involved in the ‘Young Consultants’ Hub funded project, and some will be able to go on to be involved in another Museums Sheffield project called Precious Cargo.

Many of the girls said they wished the project could have lasted longer, and several expressed their wish to remain involved in the work of Museums Sheffield long term.

"I think I might do a lot of things, because the museum is very good. I hope in the future I can teach children letting them know everything about the museum, what they have done, about the future."
FLIP camera interview with participant from young women’s group

Staff and students at the YCA are also keen to continue working with Museums Sheffield, to continue to raise awareness of Yemeni culture and history. YCA staff suggested taking the approach from this project to other groups, for example the Pakistani community, or the men’s ESOL group at the centre.

**International links and potential for the project to grow**

Belonging project exhibition opening was attended by key members of the Yemeni community from both Britain and the Yemen, and has received a great deal of international media coverage.

There is a great deal of opportunity for this exhibition to play an important role in Yemeni cultural identity and wider public awareness of Arabic culture, as well as lead to larger projects. Mohammed Lahsoon points out that the exhibition has raised debates in the Yemen both about the profile of Queen Arwa, and about funding and value placed on cultural heritage there.

"The whole of the artists family came to the special opening event, along with key figures from the Yemeni community in Sheffield and all over – BBC Arabic television
Abigail Hackett Belonging full evaluation report

filmed and photographed the event, and the Egyptian Ambassador (London) came – He said (translated by daughter Jackleen) “This is only the beginning” Lisa Parkes, project coordinator

“Since the end of the event he’s (mr lahsoon) been very busy collecting information in regards to the Arabic media and the Middle East media, there’s a lot going on about the event at the moment.

- this is more news about wpm saying that Queen Arwa invaded the museum
- this is algezeras’ news, showing a clip of bbc Arabia (bbc Arabia documented the event)
- this is the website where the university chats are happening, ‘queen arwa in wp’ title
- here is another forum where everyone chats
- this one says that ‘queen arwas painting has joined the museums collection’
- this one is a Libyan site, mentioning the museum and the painting
- one of the biggest newspapers in yemen - talks about the event in more depth, and queen arwa in more depth
- this is from the ministry of education in Egypt - talking about the event
- Arabic observer - a lot of coverage
- Saudi Arabia -
- Iraqi

The coverage is massive, this is only a sample of information. People who never knew what wp was, they know now. Now if you ask about wpm in the Arabic communities, back home even, it is so famous that they recognise the name now."

Transcript of a conversation between the project coordinator, Jackleen and Mohammed Lahsoon (artist and his daughter
Key impact of Belonging for each of the groups involved

Young women’s group
- New skills in metalwork and designing jewellery
- A chance to be very creative, finding inspiration from a wide range of sources
- Great sense of pride, both in their own personal achievements, and the fact they have contributed to a public exhibition about Yemeni culture
- Opportunity to talk about their experiences and achievement with friends and family at the exhibition opening
- Desire to remain further involved with Museums Sheffield, and to do more jewellery design and metalwork

Key outcomes: GLO Skills, GLO creativity and inspiration, GSO Improving group and inter-group dialogue, GSO Helping young people enjoy life and make a positive contribution

ESOL group
- Pride at having their culture represented at the museum
- An opportunity to communicate with other visitors about Yemeni culture
- Getting to know each other better as a group, having fun and sharing stories
- Learning more from each other, and understanding more about what life was like in Yemen for different members of the group, especially the older women who have rich memories
- The project contributed to improved speaking and listening in English skills

Key outcomes: GSO Supporting cultural identity and diversity, GSO Improving group and inter-group dialogue, GLO Skills

Wider Yemeni community
- Pride in seeing their culture valued by the museum, a sense that the museum is a place for them
- Opportunity to increase wider public understanding and awareness of Yemeni culture
- The project has given Yemeni culture an international stage, with possible repercussions around the way other Yemenis perceive and value their culture

Key outcomes: GSO Supporting cultural diversity and identity, GSO Improving the responsiveness of services to the needs of the local community

Wider local community
- The exhibition clearly increased visitors’ knowledge and awareness of Yemeni culture, many of whom had never thought about it before.
- The exhibition led to many visitors wanting to know more about Yemeni culture and history, particularly everyday context such as daily life, food, music.
- There is some indication that the exhibition has begun to open up debate about the role of women in Yemeni society.
• Visitors had some criticisms around the interpretation of the exhibition, such as they would prefer the cases to be next to each other, and there was too much written information in the memory book.

Key outcomes: GSO Improving group and inter-group dialogue, GLO Skills