

Document to supplement case study
to be presented by Olivia Cadaval, Ph.D.

Border and Identity/Identidad y Fronteras:
El Paso, Texas & Ciudad Juarez, Chihuahua

Evaluation Report: Talleres de la Frontera Project
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submitted by

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EXECUTIVE SUMMARY
TALLERES DE LA FRONTERA:
A Binational Workshop & Performance Series on Border Culture

El Paso, Texas/Ciudad, Juárez, Chihuahua
September 18 - 20, 1996

Based on the comments of participants to the workshops and the observations conducted by observers, the **Talleres de la Frontera** was well received on both sides of the Border. The following recommendations were drawn. Program developers are encouraged to:

- Continue to emphasize the community-as-resource model, by including community members as participants.
- .Broaden the use of identity cards as a way of engaging participants in an exploration of their own identity and the borders that exist in their communities.
- Create work shop opportunities for participants to engage in ethnographic methods to critically analyze the relationship between identity and material culture.
- Create and teach strategies for adapting the material to local needs, resources, and issues.
- Attract teachers who are less inclined to incorporate these types of activities and the philosophy of developing positive personal and cultural identities into a process of integrating the community-as-resource model into their curriculum
- Create focused discussion with participants from "both sides" of a "border" to see and experience the connections that occur with residents who .live in the "borderlands." **An unintended positive consequence was that the participants attending the workshop in Ciudad Juárez were able to see and "experience" how descendants from Mexico were "proud of their Mexican heritage" and "were keeping the traditions alive."**
- Extend the community-as-resource model to include local educators and experts in the local school system without (dis)valuing the contributions of community people,
- Design and develop questioning strategies that continue to focus workshop participants, and ultimately students, to foster a respect for diversity on either side of the border, whatever the borders might be in the community.

- Design and develop procedures for dealing with building group trust in order to manage the conflicts that could arise in discussing issues that are close to participants' identity and self-worth.
- Design and develop strategies or procedures that can be taught, for incorporating and adapting the community-as-resource model to different subject matter areas.
- Create organizational support structures and avenues for participants who are interested in exploring and examining the topic of identity and borders in everyday life.
- Encourage the use of materials in areas other than school systems, such as community centers and community service agencies in which identity and border life is a constant issue.
- Develop a plan that is shared with participants and designed around participant comments to disseminate the model and materials to a larger population of educators, students, and communities-at-large.