ASSIGNMENT: NUMBER 1

1. **WOMEN EVERYWHERE FACE THREE DISPARITIES, WHAT ARE THOSE DISPARITIES? EXPLAIN:**

Three disparities facing women everywhere are:

1. **Domestic violence affects women at a higher rate than men;**

Although people of any gender can certainly be victims of domestic violence, far more women are affected in America. According to national coalition of domestic violence, one in three people who identify as women have been victims of physical violence from their partners whereas one in four people who identify as men have been affected, one in five women have been raped, and the rates get even higher for women in marginalized communities. Black women are 35% more likely to experience this type of violence than white women are, according to the National Organization of Women.

1. **Women are far less likely to hold positions of power in the US and globally;**

Obviously, America has yet to elect a president who is n’t a man, but in even our government as a whole, women are underrepresented. Only 20% of women hold seats in United States Congress, which is a massive disparity, and according to the Washington on post, there are three men for every woman who holds a political office in the US. And it’s not just America: most nations have never had a female leader, according to the Pew Research Center.

1. **More women are victims of human trafficking than men;**

According to the United Nations office on Drugs and crime, about 71% of all human trafficking victim are female, including children worldwide, one in four women under 18 are married . Although it certainly varies from Country to Country, child brides are still common all over the World. In Guinea, for example, 61% o girls under 18 are married. In Chad, that percentage is 68%. One in three girls in the developing World’’ are married by age of 18 According to girls not Brides. This is problematic for many reasons and can further inequality for women and girls, according to expert. Child brides are more likely to drop out of school, are at an increased risk of contracting HIV, and are more likely to be in poverty and remain there, according to girls not brides. Girls who give birth at 15 are also five times more likely to die in child birth than women in their 20s according to the same source.

1. “**PERHAPS ONE OF THE MOST IMPORTANT ADVANCES OVER THE PAST THIRTY IS IN GENDER-BASED RESEARCH AND UNDERSTANDINGS OF DEVELOPMENT CHALLENGES.” DISCUSS WITH REFERENCE TO ONE SECTORAL AREA OF DEVELOPMENT THEORY, EXPLORE THE WAYS IN WHICH THE SHIFT FROM WID (WOMEN IN DEVELOPMENT) TO GAD (GENDER AND DEVELOPMENT)**

According to development theory approaches involving women; all men and women are affected by development within their homes, families, workspaces, communities, cultural groups and countries. In the 1970s, the birth of ‘gender’ in development was very much influenced by the ‘New Wave’ of feminism in the West, which emerged in the wake of the civil rights and anti-colonial struggles of the 1960s. Feminist policies focused on allowing more flexibility for women to carry out their gendered activities and responsibilities for the health and the welfare of their families, including their reproductive activities to do with fertility and childbearing. According to Kindon (2008, p.23):

Feminist policies also sought to change gender relations between men and women and challenge traditional and contemporary structures and practices of subordination (such as violence and political discriminatory political structures). This change focused on the empowerment of women as a way to alter power relations. Starting with a review of the notion of empowerment, this section provides a review of the literature on the debate and unresolved issues between Women in Development (WID) and Gender and Development (GAD) approaches.

**From Women In Development approaches**

Perspectives on women, gender and development have changed throughout history. The

Women In Development (WID) approach has its origins in the early 1970s after the publication of Ester Boserup’s book *Women’s Role in Economic Development* (2007).

American liberal feminists articulated the term as WID, and linked it to the modernization theory of the 1950s to 1970s. By the 1970s it was realized that benefits of modernization had somehow not reached women, and in some sectors undermined their existing position.

Therefore the WID focus was the need to integrate women in economic systems, through necessary legal and administrative changes (Dhar and Kapur, 1992). The productive role of women was emphasized and strategies were developed to minimize disadvantages of women in the productive sector.

The WID approach contributed to the fact that women’s questions became visible in the arena of development theory and practice (Rathgeber, 1990). WID features were various. It was solidly grounded in traditional modernization theory, which assumed wrongly that women were not integrated in the process of development. It also accepted existing social structures, and did not question the sources of women’s subordination and oppression. It is not a confrontational approach, as it did not question why women had not benefited from development strategies. In reality, it treated women as an undifferentiated category overlooking the influence of class, race and culture. Finally, it focused exclusively on productive aspects of women’s work, ignoring or minimizing the reproductive side of women’s lives (Visvanathan, 1997).

**Moser (1993) identified five distinct WID approaches that reflect development policy evolution:**

* First, the ‘welfare approach’ tried to bring women into development as better mothers.
* Secondly, the ‘equity approach’ recognized women’s triple role (productive, reproductive and community). It focused on gaining equity for women, by challenging women’s subordinate position.
* Third, the ‘anti-poverty’ approach from the 1970s aimed to enhance poor women’s productivity, such as AMA project.
* The ‘efficiency approach’ came after women reacted and responded to the debt crises through their participation in the newly restructured economies. This approach aimed to ensure that development was more efficient and effective through women’s economic contribution. Razavi and Miller (1995) comment that WID identified women’s lack of access to resources as the key to their subordination without raising questions about the role of gender relations in restricting women’s access to resources.
* Finally, the ‘empowerment approach’ addressed women’s strategic need to transform laws and structures that oppress them through a bottom-up process of organizing around practical needs. It looked at empowering women through greater self-reliance.

The Women And Development (WAD) approach emerged from a critique of the

Modernization theory and the WID approach in the second half of the 1970s. It draws from the dependency theory and focuses on women relationship between women and development processes. As such it claims that women have always been part of development processes, and therefore integrating women in development is the wrong approach. This approach accepts women as important economic actors in their societies, and women’s work in the public and private domain is central to the maintenance of their structures of society. It looks at the nature of integration of women in development, which sustains existing international structures of inequality.

However, WAD fails to analyses patriarchy, which is now widely recognized as a societal structure that institutionalizes male physical, social and economic power over women. Some feminists use patriarchy, as both an overarching concept and a localized social structure, to explain the systematic subordination and oppression of women (Visvanathan, 1997). This approach discourages the strict analytical focus on the problems of women independent of those of men since both sexes are seen to be disadvantaged with oppressive global structure based on class and capital. WAD has a singular preoccupation with women’s productive role at the expense of the reproductive side of women’s work and lives. Furthermore, it does not question the relations between gender roles (Rathgeber, 1990), and does not analyze the relations of patriarchy, differing modes of production and women’s subordination and oppression. Finally, WAD did not gain much traction in policy circles where WID approaches dominated.

**To Gender And Development approaches**

There are many criticisms and weaknesses of the WID approach in general. It avoided an historical analysis of the impact of class, race and culture (Visvanathan, 1997). Moreover, it was founded on western assumptions about the nature and the organisation of the household and the gendered division of labour, and also assumed women’s time was elastic. It focused on women or gender as a unit and did not acknowledge difference amongst and between women.

Gender And Development (GAD) is an alternative to the WID focus. This approach was developed in the 1980s, and was influenced by socialist feminist thinking. GAD offers a holistic perspective of looking at all aspects of women’s lives. This approach questions the basis of assigning specific gender roles to different sexes. It does not exclusively emphasis female solidarity but welcomes the contribution of sensitive men (Nisonoff and Wiegersma,

1997). GAD recognizes women’s contribution inside and outside the household including non-commodity production. GAD rejects the private/public dichotomy and gives special attention to the oppression of women in the family by entering the so-called ‘private sphere’.

It emphasizes the state’s duty to provide social services in promoting women’s emancipation.

Women are seen as agents of change rather than as passive recipients of development assistance. GAD’s view also stresses the need for women to organize themselves for a more effective political voice, and recognizes that patriarchy operates within and across classes to oppress women. Finally, GAD focuses on strengthening women’s legal rights, including the reform of inheritance and land laws. It talks in terms of upsetting the existing power relations in society between men and women (Duggan, 1997).

Gender and Development has become the dominant approach in addressing gender inequality worldwide and it is primarily concerned with the dynamics of gender relations, which are seen as central to social processes and social organisation and therefore to development

(Rowlands, 1997). Gender analysis takes account of the diversity of people’s circumstances.

According to Rowlands (1997, p.6) it moves beyond “the simple dichotomies of public/private, formal/informal, urban/rural, production/reproduction to include women’s physical situation relationships within the household, health, sexuality, education, means of livelihood and so on, since gender inequalities touch all aspects of women’s lives*”*. A Genderand Development approach illuminates the power relations between men and women, and thesituation of subordination that most women face in most societies. Moreover, gender analysisprovides a critique of supposedly neutral institutions and reveals the many manifestations ofmale bias in any international development process (Kabeer, 1994).

**Comparison of these approaches**

**Differences between WID and GAD**

There are many distinctions between the WID and GAD approaches, even though in many areas there is considerable overlap between the two. Therefore, it is important to clarify the understanding of how GAD differs from WID.

According to Young (1992), the focus in GAD is not on women *per se* but on gender relations. Many of these gender relations are ascribed relations. Indeed, a person is involved on the basis of their position in a network of kinship and affinity. Besides, many gender relations are achieved relations that are established on the basis of a person’s involvement in the economic, social, or political life of her country. Both ascribed and achieved relations, interlock with a matrix of other relations based on factors such as class, race, ethnicity, religion, etc.

The notion of intersectionality is a concept that seeks to acknowledge the impact of multiple identities and discrimination on women’s and men’s experiences (Riley, 2004). This concept is seen as the outgrowth of GAD. It attempts to understand the relationship between gender, race and other aspects of identity that are source of systematic discrimination. The United

Nations (2001, p.22) defines the term as ‘an intersectional approach to analyzing the disempowerment of marginalized women attempts to capture the consequences of the interaction between the two or more forms of subordination’. It looks at how racism,patriarchy, class oppression and other discriminatory systems brings inequality that structurethe relative positions of women, races, ethnicities, etc. Finally, intersectionality offers aframework for contextual analysis that may improve development outcomes for women inpolicy and practice. It was necessary for me to be aware of this concept while engaging withthe women of AMA.

Furthermore, the GAD approach, views women as active agents and not passive recipients of development – though it does not assume that women have perfect knowledge or understanding of their social situation. It assumes that while women as individuals may well be aware of their subordinate position, this does not necessarily lead to an understanding of the structural roots of discrimination and subordination. Likewise, this approach also does not assume that men in their turn are aware of the social bases of male dominance, or that all men are active supporters of male dominance. It assumes that male privilege makes most men unlikely to ally themselves to the cause of women’s advancement without powerful persuasion (Young, 1992).

According to Razavi and Miller (1995), the GAD approach starts from a holistic perspective, and therefore looks at the totality of social organisation, economic and political life in order to understand the shaping of particular aspects of society. It focuses on the ‘fit’ between family, household or domestic life and the organisation of both political and economic spheres. In addition, development is viewed as a complex process involving the social, economic, political and cultural betterment of individuals and society itself. Betterment in this sense means the ability of the society and its members to meet the physical, emotional and creative needs of the population at a historically acceptable level.

In examining the impact of economic development on any particular society, proponents of the GAD approach ask the questions: who benefits, who loses, what trade-offs have been made, what is the resultant balance of rights and obligations, power and privilege between men and women and between given social groups. Leonard (1989) mentioned that most female workers still received a fraction of the compensation paid to their male counterparts.

According to Leonard (1989), again, most development progammes continued to overlook women’s involvement in the economy. When they did focus on women’s work, it was generally to provide some training for some type of home-based handicrafts activity, which rarely are economically viable and are often seen as a welfare measure than a means for women to gain self-sufficiency. The United Nations Decade for Women (1975-1985) looked more carefully at these issues concerning income-generating progammes for women. It had to provide them cash income, involve them in decision making as well as earning, and are based on sound economic criteria. Even if many progammes have had successes, the demand still remains for information about creating and sustaining such progammes.

Finally, WID strategies concentrate on increasing women’s access to cash income, either as individuals or members of some form of collectivism. GAD is much less optimistic about the role of the market as distributor of benefit, and the power that stems from having ‘cash in hand’. WID puts emphasis on the need of women to get organised into collective groupings (cooperative) particularly for productive purpose so as to increase their bargaining power in the economic system. GAD also promotes and encourages women’s self-organisation so as to increase their political power within the economic and political system. GAD requires that strategies go beyond concerns with economic self-sufficiency to the need for political self-reliance.

GAD places an emphasis on the role of the state in promoting women’s emancipation and looks to the role of local communities to provide support for women.

Finally, GAD uses gender relations rather than women as a category of analysis and views men as potential supporters and partners of women underdevelopment (Reeves, 2000).

1. **EXPLAIN ANY FOUR ISSUES OF GENDER CONCERN DURING THE IMPLEMENTATION AND EVALUATION STAGES OF A COMMUNITY DEVELOPMENT PROJECT;**

The World Bank aims to reduce gender disparities and inequalities by enhancing women’s participation in economic development. It assists member countries in formulating and implementing their gender and development goals (Operational Policy [OP] 4.20).

The World Development Report 2012: Gender Equality and Development (World Bank, 2012c) argues that greater gender equality is not just the right thing to do but also smart economics. It also highlights the need to improve the availability of quality gender-disaggregated data and supports more experimentation and systematic evaluation.

In its 2010–2011 report The State of Food and Agriculture: Women in Agriculture, the Food and Agricultural Organization (FAO) emphasizes that achieving gender equality and empowering women in agriculture is crucial for agricultural development and food security (FAO, 2011). It calls for improved collection and analysis of baseline data with monitoring and evaluation (M&E) of gender impacts.

Monitoring is defined as “the continuous assessment of project implementation in relation to agreed schedules and of the use of inputs, infrastructure, and services by project beneficiaries.”

Evaluation is defined as “periodic assessment of the relevance, performance, efficiency, and impact (expected and unexpected) of the project in relation to stated objectives.” concerns in designing rural development projects and to monitor and evaluate results, outcomes, and impact on achieving overall rural well-being.

**Key Issues to Consider Throughout the Project Cycle (Continued)**

**Implementation**

Does the Project Implementation Manual include relevant gender issues, also reported in Project Implementation Status and Results Reports (ISRs)? **The following should be considered:**

* Do guides and procedural manuals incorporate gender-equity considerations into the methods to be followed by staff?
* Is the gender-equity objective reflected in the development of procedures for results-based management (RBM)?
* Are gender equity and women’s empowerment measures and indicators part of the mainstream reporting structure and evaluation processes rather than a separate system?
* Are statistical systems and project-monitoring systems that provide gender-disaggregated data being maintained?
* Is gender equity addressed in all training and staff development initiatives?
* Have appropriate gender-sensitive indicators for monitoring been developed, and are they being reported on?
* Are gender evaluations through checklists and scorecards being carried out and used to guide further activities?
* Are partner organizations being strengthened so they can carry out gender audits and self-assessments of their own organizations?

**Project Implementation Manual (PIM)**

* Were women consulted? Is there a need for involving women staff in the project to improve means of consulting women?
* Have women participated in the design process?
* What are the ways or means that would encourage women to participate further in the project?
* What is the number of women in decision-making positions? What is their level of training?
* Was a strategy worked out on how to explain to all beneficiaries that impacts will be positive on the society as a whole?

**Completion—Evaluation**

Does the Implementation Completion Report (ICR) include relevant gender issues? **The** **following should be considered:**

* Did both men and women participate in the project and in decision making? Did both men and women receive the benefits and in what ways? Do we have the data?
* What were major outcomes? How did they affect men and women?
* Did the project produce the intended benefits for men and women? How do the outcomes compare to the targets? What factors account for any variation in outcomes?
* How did the risk indicators/critical assumptions about gender interact with the project’s inputs in support or hindrance of project progress?
* How can gender outcomes and impacts be increased or stabilized?
* How did project beneficiaries, male and female, respond to the interventions?
* What are the realistic prospects of sustaining the benefit stream in the long term?

**How to integrate gender into monitoring and evaluation**

The key gender issues to consider throughout the project cycle. To ensure proper gender mainstreaming in M&E throughout the cycle and at all levels, **every project should:**

* Ensure those guidelines and human and institutional arrangements are in place to support sound gender sensitive M&E at national, local, and project levels.
* Ensure that the goals or objectives of the program or project reflect both women’s and men’s needs and priorities.
* Establish M&E mechanisms that will collect baseline data and record and track gender differences.
* Insist that project staff make specific and adequately detailed references to gender in Implementation Status and Results Reports (ISRs) and Aide Memoires and Implementation Completion Reports (ICRs) Ensure that World Bank and project staff obtain the training and tools to understand gender and the reasons for gender-sensitive monitoring.
* Monitor and measure benefits as well as adverse effects on men and women separately whenever possible and check whether the needs and interests of women and men are still being considered during implementation.

**An effective gender-sensitive M&E system in rural development projects requires that the following key activities be undertaken at different points of the project cycle.**

**Stage 1—Identification and Preparation**:

* Ensure that the benchmark survey or baseline study is gender sensitive.
* Conduct an initial stocktaking.
* Identify gender-related goals and priorities based on available information and consultation with stakeholders.
* Conduct a gender-sensitive social analysis or assessment.
* Assess the institutional capacity for integrating gender into development activities

**Stage 2—Design and Appraisal:**

* Plan for developing capacity to address gender issues and to monitor and evaluate progress and outcomes.
* Set up an M&E system. Adopt a gender-sensitive logical framework or results framework as included in the Project Appraisal Document (PAD) (Note A); select and design gender-sensitive indicators.
* Develop or select “best” data-collection methods and decide on timing.
* Decide how to organize reporting and feedback processes.
* Identify who will collect and analyze information, who will receive it, and how it will be used to guide implementation.

**Stage 3—Implementation:**

* Develop capacity to integrate, monitor, and evaluate gender-related issues.
* Collect gender-sensitive data based on the selected indicators.
* Monitor progress against outcome targets set for the period under evaluation.
* Feed results back into the system to allow for midterm corrections.
* Assess progress and make corrections if needed to obtain expected gender-related outcomes.

**Stage 4—Completion;**

* Assess the outcomes and impact of gender integration in the overall context of the project.
* Assess the outcomes and impact of project interventions on women and men.
* Derive and share lessons that can feed into the overall rural development goals and objectives.
* Include gender-differentiated results in reporting lessons learned from implementation.

**4) IDENTIFY FIVE POSSIBLE SOURCES OF CONFLICTS AND IDENTIFY WAYS TO SOLVE THE CONFLICTS AND POSSIBLE WAYS TO AVOID THE CONFLICTS:**

Conflict occurs between people in all kinds of human relationships and in all social settings.

Because of the wide range of potential differences among people, the absence of conflict usually signals the absence of meaningful interaction. Conflict by itself is neither good nor bad.

However, the manner in which conflict is handled determines whether it is constructive or destructive (Deutsch & Coleman, 2000).

Conflict is defined as an incompatibility of goals or values between two or more parties in a relationship, combined with attempts to control each other and antagonistic feelings toward each other (Fisher, 1990). The incompatibility or difference may exist in reality or may only be perceived by the parties involved. Nonetheless, the opposing actions and the hostile emotions are very real hallmarks of human conflict.

Conflict has the potential for either a great deal of destruction or much creativity and positive social change (Kriesberg, 1998). Therefore, it is essential to understand the basic processes of conflict so that we can work to maximize productive outcomes and minimize destructive ones.

This paper will briefly describe some common sources of conflict, the levels of social interaction at which conflict occurs, and the general strategies of approaching conflict that are available.

**Sources of Conflict:**

Early reviews in the field of conflict resolution identified a large number of schemes for describing sources or types of conflict (Fink, 1968; Mack & Snyder, 1958). One of the early theorists on conflict, Daniel Katz (1965), created a typology that distinguishes three main sources of conflict: economic, value, and power. **But with the level of conflict, there are five sources**.

1. **Economic conflict** involves competing motives to attain scarce resources. Each party wants to get the most that it can, and the behavior and emotions of each party are directed toward maximizing its gain. Union and management conflict often has as one of its sources the incompatible goals of how to slice up the economic pie”.

2. **Value conflict** involves incompatibility in ways of life, ideologies – the preferences, principles and practices that people believe in. International conflict (e.g., the Cold War) often has a strong value component, wherein each side asserts the rightness and superiority of its way of life and its political-economic system.

3. **Power conflict** occurs when each party wishes to maintain or maximize the amount of influence that it exerts in the relationship and the social setting. It is impossible for one party to be stronger without the other being weaker, at least in terms of direct influence over each other. Thus, a power struggle ensues which usually ends in a victory and defeat, or in a “stand-off” with a continuing state of tension. Power conflicts can occur between individuals, between groups or between nations, whenever one or both parties choose to take a power approach to the relationship. Power also enters into all conflict since the parties are attempting to control each other.

It must be noted that most conflicts are not of a pure type, but involve a mixture of sources. For example, union-management conflict typically involves economic competition, but may also take the form of a power struggle and often involves different ideologies or political values. The more sources that are involved, the more intense and intractable the conflict usually is.

Another important source of conflict is ineffective communication. Miscommunication and misunderstanding can create conflict even where there are no basic incompatibilities. In addition, parties may have different perceptions as to what are the facts in a situation, and until they share information and clarify their perceptions, resolution is impossible. Self-centeredness, selective perception, emotional bias, prejudices, etc., are all forces that lead us to perceive situations very differently from the other party.

**There are five sources in the Levels of Conflict:**

Conflict can occur at a number of levels of human functioning. Conflict in your head between opposing motives or ideas is shown by your “internal dialogue” and is at the intrapersonal level.

Beyond that, the primary concern here is with social conflict, i.e., conflict between people whether they are acting as individuals, as members of groups, or as representatives of organizations or nations.

1. **Interpersonal conflict** occurs when two people have incompatible needs, goals, or approaches in their relationship. Communication breakdown is often an important source of interpersonal conflict and learning communication skills is valuable in preventing and resolving such difficulties. At the same time, very real differences occur between people that cannot be resolved by any amount of improved communication. “Personality conflict” refers to very strong differences in motives, values or styles in dealing with people that are not resolvable. For example, if both parties in a relationship have a high need for power and both want to be dominant in the relationship, there is no way for both to be satisfied, and a power struggle ensues. Common tactics used in interpersonal power struggles include the exaggerated use of rewards and punishments, deception and evasion, threats and emotional blackmail, and flattery or ingratiation. Unresolved power conflict usually recycles and escalates to the point of relationship breakdown and termination.
2. **Role conflict** involves very real differences in role definitions, expectations or responsibilities between individuals who are interdependent in a social system. If there are ambiguities in role definitions in an organization or unclear boundaries of responsibilities, then the stage is set for interpersonal friction between the persons involved. Unfortunately, the conflict is often misdiagnosed as interpersonal conflict rather than role conflict, and resolution is then complicated and misdirected. The emotional intensity is often quite high in role conflict since people are directly involved as individuals and there is a strong tendency to personalize the conflict.
3. **Intergroup conflict** occurs between collections of people such as ethnic or racial groups, departments or levels of decision making in the same organization, and union and management.

Competition for scarce resources is a common source of intergroup conflict, and societies have developed numerous regulatory mechanisms, such as collective bargaining and mediation, for dealing with intergroup conflict in less disruptive ways. Social-psychological processes are very important in intergroup conflict (Fisher, 1990). Group members tend to develop stereotypes (oversimplified negative beliefs) of the opposing group, tend to blame them for their own problems (scapegoating), and practice discrimination against them. These classic symptoms of intergroup conflict can be just as evident in organizations as in race relations in community settings. Intergroup conflict is especially tense and prone to escalation and intractability when group identities are threatened. The costs of destructive intergroup conflict can be extremely high for a society in both economic and social terms.

1. **Multi-Party Conflict** occurs in societies when different interest groups and organizations have varying priorities over resource management and policy development. These complex conflicts typically involve a combination of economic, value and power sources. This complexity is often beyond the reach of traditional authoritative or adversarial procedures, and more collaborative approaches to building consensus are required for resolution (Cormick et al, 1996; Gray, 1989).
2. **International conflict** occurs between states at the global level. Competition for resources certainly plays a part, but value and power conflict are often intertwined and sometimes predominate. The differences are articulated through the channels of diplomacy in a constant game of give and take, or threat and counter threat, sometimes for the highest of stakes.

Mechanisms of propaganda can lead to many of the same social-psychological distortions that characterize interpersonal and intergroup conflict.

**Methods of Conflict Resolution:**

Regardless of the level of conflict, there are differing approaches to deal with the incompatibilities that exist. Conflict can result in destructive outcomes or creative ones depending on the approach that is taken. If we can manage conflict creatively, we can often find new solutions that are mutually satisfactory to both parties. Sometimes this will involve a distribution of resources or power that is more equitable than before, or in creating a larger pool of resources or forms of influence than before. Creative outcomes are more probable when the parties are interdependent, i.e., each having some degree of independence and autonomy from which to influence the other, rather than one party being primarily dependent on the other.

Given interdependence, three general strategies have been identified that the parties may take toward dealing with their conflict; win-lose, lose-lose, and win-win (Blake, Shepard & Mouton,

1964).

The **win-lose approach** is all too common. People learn the behaviors of destructive conflict early in life – competition, dominance, aggression and defense permeate many of our social relationships from the family to the school playground. The “fixed pie” assumption is made, often incorrectly, that what one party gains, the other loses. The strategy is thus to force the other side to capitulate. Sometimes, this is done through socially acceptable mechanisms such as majority vote, the authority of the leader, or the determination of a judge. Sometimes, it involves secret strategies, threat, innuendo – whatever works is acceptable, i.e., the ends justify the means. There is often a strong we-they distinction accompanied by the classic symptoms of intergroup conflict. The valued outcome is to have a victor who is superior, and a vanquished who withdraws in shame, but who prepares very carefully for the next round. In the long run, everyone loses.

The **lose-lose strategy** is exemplified by smoothing over conflict or by reaching the simplest of compromises. In neither case is the creative potential of productive conflict resolution realized or explored. Disagreement is seen as inevitable, so therefore why not split the difference or smooth over difficulties in as painless a way as possible? Sometimes, this is indeed the reality of the situation, and the costs are less than in the win-lose approach, at least for the loser. Each party gets some of what it wants, and resigns itself to partial satisfaction. Neither side is aware that by confronting the conflict fully and cooperatively they might have created a more satisfying solution. Or the parties may realistically use this approach to divide limited resources or to forestall a win-lose escalation and outcome.

The **win-win approach** is a conscious and systematic attempt to maximize the goals of both parties through collaborative problem solving. The conflict is seen as a problem to be solved rather than a war to be won. The important distinction is we (both parties) versus the problem, rather than we (one party) versus them (the other party). This method focuses on the needs and constraints of both parties rather than emphasizing strategies designed to conquer. Full problem definition and analysis and development of alternatives precede consensus decisions on mutually agreeable solutions. The parties work toward common and super ordinate goals, i.e., ones that can only be attained by both parties pulling together. There is an emphasis on the quality of the long term relationships between the parties, rather than short term accommodations. Communication is open and direct rather than secretive and calculating.

Threat and coercion are proscribed. The assumption is made that integrative agreements are possible given the full range of resources existing in the relationship. Attitudes and behaviors are directed toward an increase of trust and acceptance rather than an escalation of suspicion and hostility. The win-win approach requires a very high degree of patience and skill in human relations and problem solving.

**There are four ways to avoid conflict;**

Lately, you may have noticed that conversation about politics, religious fervor, and aggravating daily media topics are converting into larger conflicts. In the news, you can see there are protesters everywhere, protesting, well, pretty much everything. Large r small, at home or at work or even in your car, disagreements can be normalized if you handle them calmly and appropriately as they happen. Or sometimes with conflicts, your best strategy may be learning how to let them go completely if you can. Unfortunately, if you don’t handle or avoid conflicts consciously, they can take terrible tolls on your relationships. Here is how to be more aware of emotions and understand how to control and even to avoid life conflicts when a mind-to-moderate disagreement arises.

1. **Listening silently for a few moments**;

Don’t try to convince the other person that your point of view is better; try to understand their point of view as well. If your conflict is at home, never go to bed angry. Instead of winning being the main goal of any conflict, try bouncing ideas off of one another. In this way, you both gain knowledge, information, and respect. Being able to alleviate stress by acknowledging it before an explosion ever occurs, is crucial for brain health.

1. **Offer calm, dispassionate comments;**

Try keeping cool and notice if your comments or responses are coming from an emotional place instead of a logical, practical point of view. Then change the conversation offer a friend or relative sage thoughtful advice. Instead of saying something you like,’’ that is the dumbest thing you have ever said; change your conversation to omit the emotional change. Instead, try saying something you like. This probably is n’t your best idea or if you do this, then there may unfortunate consequences.

1. **Recover from the stress of daily conflict.**

Limit yourself to how often you listen to politics and more distressing news. If you can, also avoid the more toxic relationships in your life. Get massages, try to talk therapy, discuss uncomfortable situations with friends who really understand your needs, when you listen to any type of negative noise for too long, though, it ramps up the amygdale area in your brain. The amygdale is the structure that processes fear, anger, and even fury.

1. **Find balance in way, every day;**

Try deep breathing exercises like meditation, stretching, praying, and daily stress-relieving workouts to ease your mind and relax your body. Any time you can take a few breaths and take yourself out of conflict mode, you will enjoy healthier relationship and huge benefits for your brain, emotions and your body. No one wants to be in conflict all the time.

**Conclusion:**

Conflict is an inevitable fact of human existence. If we work to understand and manage it effectively, we can improve both the satisfaction and productivity of our social relationships.

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**Amen clinics team. Calling: 855-58-7048. Posted January 3, 2017, 3; 48pm**

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