

# Abortion Providers as Human Rights Defenders

2017 - 2018 EVENT TOOLKIT

**if**  
**when**  
**how**

Lawyering for Reproductive Justice

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## EVENT DESCRIPTION

This event toolkit will provide structure for a **four-person panel discussion** on your campus that explores how access to abortion can be (and often is) framed as a human right, what remedies are available for violations of human rights standards, federal law, and local ordinances, and how those who provide abortion care face a multitude of challenges while defending and fulfilling this right.

When publicizing the event, you could contact Medical Students For Choice (MSFC), Nursing Students for Choice (NSFC), the public health school on your campus or nearby, the Human Rights Clinic at the law school, the Health Law Society, and of course, your If/When/How members. **This event is designed to engender a rich and meaningful discussion in a safe space for both the speakers and participants, not to function as a debate.**

### PURPOSE

We designed this event toolkit to help you facilitate a nuanced and thoughtful discussion about abortion providers to your supporters in the pro-choice and human rights communities.

### BACKGROUND

At the 1994 International Cairo Conference on Population and Development, governments explicitly acknowledged that reproductive rights are human rights grounded in existing human rights instruments, which include the Universal Declaration of Human Rights (Universal Declaration), the International Covenant on Civil and Political Rights (ICCPR), the International Covenant on Economic, Social and Cultural Rights (ICESCR) and the Convention on the Elimination of All Forms of Discrimination Against Women (CEDAW). The provisions in these standards guarantee a woman's right to make decisions about her life and family, to access reproductive health services, and to decide the number and spacing of her children. Despite domestic and international recognition of these rights, however, many women in the U.S. confront impediments to obtaining abortion and reproductive health care services due in large part to challenges faced by abortion providers. These challenges include harassment, threats, and intimidation of doctors and staff at their clinics, their homes, in public, and online. Abortion providers must also grapple with Targeted Regulation of Abortion Provider or "TRAP" laws – legal restrictions that target

abortion providers. These challenges have a common purpose: to prevent health care providers from delivering, and thus women from receiving, reproductive health services, including and especially abortion.

Every day, abortion providers go to great lengths, both professionally and personally, to ensure that the right to reproductive health care services, including abortion, remains a reality for their patients. As such, they qualify as Human Rights Defenders, individuals who ensure that human rights protected in international treaties and documents become meaningful rights at the national level.

The professional and personal challenges felt by abortion providers are numerous. Extremist abortion opponents have murdered eight providers since 1993 and have attempted to murder many more clinic workers and doctors, most recently in Colorado Springs in 2015. Further, in recent years, the amount of hate mail and harassing phone calls to clinics has increased dramatically. The right to reproductive health care, including abortion, as guaranteed through U.S. law and as implied in international human rights treaties is violated when women are unable to enter clinic doors.

In response to the rise in clinic violence, Congress passed the Freedom of Access to Clinic Entrances (FACE) Act in 1994. The FACE Act makes it a federal crime to use force, the threat of force, or physical obstruction to prevent individuals from obtaining or providing reproductive healthcare services. FACE authorizes reproductive healthcare providers, the state Attorney General, and the federal government to bring civil lawsuits seeking injunctions against the perpetrators of these obstructive activities and to seek monetary damages. In addition, some cities and states have enacted local "buffer" or "bubble zone" ordinances to add physical protection outside clinics.

### COMPONENTS

**Invitation templates** for panelists, including prompts

**Agenda** for panel presentation

**Human Rights Fundamentals and Selected Treaty Provisions** handouts – to have available at the panel

**Center for Reproductive Rights Reports, including “Defending Human Rights”** – to have available at the panel. Contact Nicole Tuszynski ([ntuszynski@reprorights.org](mailto:ntuszynski@reprorights.org)) at at least two weeks prior to the event to request copies of relevant CRR reports.

**Testimony of a U.S abortion provider and women’s human rights defender handout** – to have available at the panel

Information on [\*McCullen v. Coakley\*](#)

[Text of Massachusetts legislation passed in reaction to \*McCullen v. Coakley\*](#)

## PANELISTS

To help you guide the conversation during the panel, we have included (1) invitations to each speaker that contain prompts to help the speakers prepare and (2) a moderator agenda for the panel that includes the same prompts. Please use both of these. Your panel should include:

### The Center for Reproductive Rights Video Presentation

- We are excited to bring to this panel (virtually!) of two If/When/How alumnae who were previously at the Center for Reproductive Rights (CRR) as a staff attorney and a fellow. A video of them will be streamed to the audience. Please make sure there is capacity in the room to stream a [13-minute video](#) from the internet.
- They will frame abortion as a human right.

**A medical student**, preferably a Medical Students for Choice member if one exists on your campus/in your city, who is training to be an abortion provider.

- S/he will speak about challenges facing providers, what dissuades medical students from becoming providers, and provide a snapshot of her/his medical education.
- Determine if your school has a Medical Students for Choice (MSFC) chapter (<http://www.ms4c.org/>), and reach out to the organization for help identifying a medical student who is training to be a provider (or who has knowledge about the education available to future providers.) If possible, choose a student who attends an ideologically or religiously conservative medical school to learn about the particular barriers he or she may face in an environment that may be anti-choice.

If you need assistance in connecting with a local MSFC chapter, please email [chapters@ifwhenhow.org](mailto:chapters@ifwhenhow.org).

### A clinic volunteer or staff person

- S/he will speak about the day-to-day challenges faced by those on the frontlines.
- Reach out to a local independent or Planned Parenthood-run health clinic. We do not suggest that you invite providers/physicians, as they tend to avoid public appearances and may not feel they can speak as candidly as a volunteer or staff member. However, if you or another chapter leader has a connection with a local provider and you feel comfortable reaching out to him or her, please do so in a respectful and appropriate way. You can find a list of independent abortion clinics through the [Abortion Care Network](#). If you would like the If/When/How national office to try to connect you to a local provider, please email [chapters@ifwhenhow.org](mailto:chapters@ifwhenhow.org).

### A government attorney (AGs office, city, or county)

- S/he will speak about lawsuits filed in your area as a result of violations of the FACE Act or local bubble/buffer zone ordinances that have been described by the previous panelists.
- Contact the Attorney General’s office of your state (see <http://www.naag.org/current-attorneys-general.php> for contact information) or reach out to city and county attorneys. You can also get in touch with your local Planned Parenthood or NARAL chapter for assistance in identifying attorneys.

## HOW TO MAKE IT HAPPEN

Consider holding this event near **National Abortion Provider Appreciation Day on March 10, 2018.**

**Identify potential panelists** and invite them (see Invitation Template included in this Event Toolkit.)

**Choose an If/When/How member to be moderator** who will become familiar with the panelist prompts (use the Agenda for Panel Presentation included in this toolkit.)

**Pick a date** and reserve a room at your law school (the earlier, the better.)

**Publicize** – see our suggestions under “Event Description” regarding targeted outreach.

**Decide if your chapter will serve food** and order it ahead of time. Don’t forget that you can receive up to \$150 from the National Office to put on this event! Please email [Lina](#) for additional information.

**Remember to contact the CRR at least two weeks prior to the event for their handouts** (see Components, above.)

**When introducing your clinic volunteer or staff member, it might be helpful to present an overview** of state and local FACE, buffer, or clinic protection laws. Check online to determine if you live in a state or locality with such laws. Here are some resources that provide information about state protections: Guttmacher’s [Protecting Access to Clinics](#), Feministing’s [Freedom of Access to Clinic Entrances \(FACE\) Act Fact Sheet](#), and the National Abortion Federation’s [Freedom of Access to Clinic Entrances \(FACE\) Act FAQ](#).

**Check all sites, because their information does not completely overlap.** There is no database of local buffer ordinances, but a quick google search should turn up results. You can also contact an independent women’s health clinic, NARAL, or Planned Parenthood to inquire about bubble/buffer zones in your city.

## AT THE EVENT

**Put out a sign-up sheet** to gather the names and email addresses of potential members and allies.

**Distribute** the handouts.

**Publicize** your next If/When/How event and solicit co-sponsors, if you know what/when it will be.

## ADDITIONAL RESOURCES

“[Bringing Rights to Bear: Abortion and Human Rights](#)” – CRR briefing paper

“[Safe and Legal Abortion is a Woman’s Human Right](#)” – CRR briefing paper

[Defending Women - Defending Rights](#) –International Coalition of Women Human Rights Defenders

[Human Rights Defenders: Protecting the Right to Defend Human Rights Fact Sheet 29](#) by Office of the United Nations High Commissioner for Human Rights

[Defending the Defenders Campaign](#) from CRR and Center for Constitutional Rights (CCR) to protect human rights defenders in the US. Has video on Women with a Vision clinic in New Orleans, LA as human rights defender, and links to other resources including the UN Declaration on Human Rights Defenders.

## SAMPLE LETTERS FOR PROSPECTIVE PANELISTS

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### MED STUDENTS/MSFC MEMBER/FUTURE PROVIDER

Dear **[Name]**:

My name is **[Name]**, and I am part of an organization called If/When/How: Lawyering for Reproductive Justice at **[My Law School]**. This semester, we are organizing a panel discussion called "Abortion Providers as Human Rights Defenders." We are inviting speakers to come and share their experience and expertise with interested law students.

We would like to invite you to speak about your medical education, specifically as it relates to your desire to become a provider. Many law students are unfamiliar with the medical education that abortion providers receive, and your insight would be invaluable. In order to make this event interactive and informative for everyone, we would like you to prepare a 10-minute statement and then answer questions from the audience once all panelists have spoken. To assist you in preparing your statement, we suggest the following prompts:

- What education have you received (or will you receive) to assist you in becoming an abortion provider?
- What are the typical challenges faced by abortion providers?
- What dissuades future providers from doing this work?
- What challenges, if any, have you faced personally from anti-choice protestors, the media, etc?

We hope that you will be able to speak at this exciting event. Our discussion will be held on **[date]**, at **[venue]**. Please rsvp to **[name]** at **[contact info]** by **[date]**. If you are unable to attend we would greatly appreciate it if you could refer us to other medical students who may be able to speak at our event. Thank you very much for your time. With your help, we can make this an engaging and educational event for everyone at **[My Law School]**.

Sincerely,

**[Name]**

**[Title]**

If/When/How

**[My Law School]** Chapter

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## CLINIC VOLUNTEER

Dear **[Name]**:

My name is **[Name]**, and I am part of an organization called If/When/How: Lawyering for Reproductive Justice at **[My Law School]**. This semester, we are organizing a panel discussion called “Abortion Providers as Human Rights Defenders.” We are inviting speakers to come and share their experience and expertise with interested law students.

We would like to invite you to speak about your experience as a clinic **[volunteer/staffer]** at **[Clinic Name]**. Many pro-choice law students are unfamiliar with clinics – how they operate and the challenges they face. In order to make this event interactive and informative for everyone, we would like you to prepare a 10-minute statement and then answer questions from the audience once all panelists have spoken. To assist you in preparing your statement, we suggest the following prompts:

- What motivated you to do this work?
- What does a typical day look like?
- What challenges have you faced personally from anti-choice protestors, the media, etc?

We hope that you will be able to speak at this exciting event. Our discussion will be held on **[date]**, at **[venue]**. Please rsvp to **[name]** at **[contact info]** by **[date]**. If you are unable to attend we would greatly appreciate it if you could refer us to other clinic volunteers or staffers who may be able to speak at our event. Thank you very much for your time. With your help, we can make this an engaging and educational event for everyone at **[My Law School]**.

Sincerely,

**[Name]**

**[Title]**

If/When/How

**[My Law School]** Chapter

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## GOVERNMENT ATTORNEY

Dear **[Name]**:

My name is **[Name]**, and I am part of an organization called If/When/How: Lawyering for Reproductive Justice at **[My Law School]**. This semester we are organizing a panel discussion called “Abortion Providers as Human Rights Defenders.” We are inviting speakers to come and share their experience and expertise with interested law students.

We would like to invite you to speak about your work as an attorney as it relates to the FACE Act **[and the local bubble/buffer zone ordinance if your city has one]**. Specifically, we would like you to briefly discuss the FACE Act **[and the local bubble/buffer zone ordinance]** and any lawsuits that you have been involved with regarding those laws. In order to make this event interactive and informative for everyone, we would like you to prepare a 10-minute statement and then answer questions from the audience once all panelists have spoken. To assist you in preparing your statement, we suggest the following prompts:

- What is the FACE Act?
- Are there any local bubble/buffer zone ordinances in this area that prohibit protestors from getting too close to women accessing services at reproductive healthcare clinics?
- Have there been any recent legal developments in local bubble or buffer zone laws and, if so, what have they been and how do they affect the laws’ implementation?
- Have you been involved in litigation regarding either of these laws? If so, please explain the circumstances that led up to filing a suit and describe the litigation process, including the current status.
- What courses in law school, if any, helped to prepare you to do this work?

We hope that you will be able to speak at this exciting event. Our discussion will be held on **[date]**, at **[venue]**. Please rsvp to **[name]** at **[contact info]** by **[date]** either way. If you are unable to attend we would greatly appreciate it if you could refer us to another attorney who may be able to speak at our event. Thank you very much for your time. With your help, we can make this an engaging and educational event for everyone at **[My Law School]**.

Sincerely,

**[Name]**

**[Title]**

If/When/How

**[My Law School]** Chapter

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## AGENDA FOR PANEL

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### **TOTAL EVENT TIME: 1 HOUR**

|           |  |
|-----------|--|
| 0:00-0:07 | Welcome attendees, introduce the panelists, pass out printed materials |
| 0:07-0:20 | Screen video presentation from the Center for Reproductive Rights      |
| 0:20-0:30 | Medical student/future provider  |
| 0:30-0:40 | Clinic volunteer   |
| 0:40-0:50 | Attorney   |
| 0:50-1:00 | Questions and thank you to panelists                                   |

**\*\*Provide the prompts below to each panelist prior to the event.\*\***

### **CENTER FOR REPRODUCTIVE RIGHTS FELLOWS**

- Brief introduction to relevant human rights treaties and articles
- Introduction to abortion as a human right
- Documented violations of those human rights
- Work being done in the U.S. to heighten awareness about abortion as a human right and abortion providers as human rights defenders

### **MED STUDENT/MSFC MEMBER/FUTURE PROVIDER:**

- What type of education is available (clinical, practical, etc.) for future providers?
- What are some typical challenges faced by abortion providers?
- What dissuades future providers from doing this work?
- What challenges, if any, have you faced personally from anti-choice protestors, the media, etc.?
- What challenges or resistance have you faced from fellow students or faculty?

**CLINIC VOLUNTEER:** Give a brief overview of local and state FACE, buffer, or **clinic protection** ordinances or laws, if they exist. See the Event Description for website links.

- What motivated you to do this work?
- Can you discuss the training provided to clinic volunteers or staff members (with regards to potential threats, etc.)?
- What does a typical day at the clinic look like?
- What challenges have you faced personally from anti-choice protestors, the media, etc.?

### **GOVERNMENT ATTORNEY:**

- Can you briefly describe the FACE Act?
- Please provide us with some information on the local bubble/buffer zone ordinances in this area that prohibits protestors from getting too close to women accessing services at reproductive healthcare clinics?
- Can you give us a description of litigation regarding FACE Act and/or local ordinances, including an explanation of the circumstances leading up the filing of the lawsuit and the current status?
- What courses in law school, if any, helped to prepare you to do this work?

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## FUNDAMENTALS FOR APPROACHING INTERNATIONAL CONCEPTS

### HUMAN RIGHTS TREATIES

A treaty is a written agreement between two or more states regarding government relations to other states, to the citizens of other states, and/or to its own citizens. Human rights treaties codify those basic rights to which an individual is entitled because s/he is human.

A **state party** to a treaty has obligations to each of the other state parties to abide by the terms of the treaty. To become a state party, a state must **sign** and **ratify** a treaty.

For the United States to become a state party to a treaty, it must take the following steps:

**Negotiation.** A multinational issue or global problem is discussed by state representatives, often in the United Nations (in the General Assembly, High Commissioner for Human Rights, Human Rights Council, Security Council, etc.) or at an international conference. This development process normally takes many years and involves numerous drafts.

**Signature.** The final draft of a treaty is “opened” for signature, meaning a head of state or a designated representative may sign the treaty to show agreement with its language and terms, as well as an assurance to **abide by the spirit of the treaty** until ratification. **The President** signs human rights treaties for the U.S., and s/he or future presidents can also retract that signature (as George W. Bush did in 2001 with the Rome Statute).

**Accession.** If a state does not take part in negotiations and/or did not sign before the treaty entered into force, it can accede to the treaty. Accession is functionally the same as ratification.

**Advice & Consent of Senate.** Article II of the Constitution states that a **two-thirds** majority of the Senate must advise and consent before a treaty can be ratified by the U.S. This does not apply to all treaties, but it does apply to all human rights treaties.

**Reservations, Understandings, & Declarations (RUDs).** These are statements usually developed by the Senate or President during internal negotiations over whether to sign, accede to, or ratify a treaty. RUDs highlight terms to which the state **does not wish to be bound**. The U.S. has attached RUDs to each human rights treaty;

many U.S. RUDs have been attached in order to allow for capital punishment or to note the inability to act or legislate contrary to the Constitution.

**Reservations** exclude or modify particular terms. Other signatories can object to reservations and opt to have the treaty not enter into force between the reserving and objecting states.

- **Understandings** clarify or elaborate the state’s interpretation of a particular provision.
- **Declarations** articulate a state’s policy or position related to matters raised by the treaty without altering or limiting any of its provisions.
- RUDs cannot undermine the treaty’s effect/intent or run counter to its substantive elements, and not all treaties allow them.

**Ratification.** After receiving the advice and consent of the Senate, the President can ratify the treaty, making the U.S. **obligated to abide by its terms** in its relationship with other state parties or individuals. A treaty **enters into force** when formal criteria have been met (e.g., a specified date reached, ratification by a certain number of states), meaning it becomes part of international law; however, states are bound by the treaty upon ratification, not upon entry into force.

**Implementing Legislation.** Some treaties require implementing legislation to become part of domestic law. Other treaties are **self-executing**, meaning they are enforceable upon ratification without any separate rule-making process. A treaty will usually indicate whether it is self-executing, though the U.S. usually attaches RUDs noting it does not view the treaty as such (i.e. that the treaty is not directly enforceable in U.S. courts).

A treaty can be supplemented by **protocols**, which are additional agreements on developing issues of critical importance to a treaty’s efficacy. For example, optional protocols can allow agreeing states to go beyond the terms of a treaty or deal with ancillary issues.

To be **legally bound** by a treaty means a state party is obligated to abide by the terms of a treaty vis-à-vis other state parties/individuals.

Treaty compliance is primarily **monitored by the United Nations**. There is a committee of elected experts for

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each major U.N. human rights treaty. The committees monitor the behavior of state parties through regular reports on state compliance, can take action on alleged violations, and can provide general interpretations of treaty terms and provisions to aid in compliance and enforcement. States and individuals may be able to utilize a committee's complaints procedure before or in lieu of legal action.

"States", or member nations, can sue other states in the **International Court of Justice** (ICJ), the judicial arm of the United Nations, for failure to abide by the terms of a treaty to which both are parties. Since the ICJ's inception in 1945, the U.S. has inconsistently responded to orders of the court and the Bush administration openly defied judgments against the U.S. The ICJ has **compulsory jurisdiction** where states agree in advance to submit all or certain disputes to it for review.

**Private citizens** can sue the U.S. in federal court under the terms of a self-executing treaty or its implementing legislation if the treaty affords them a right which has been allegedly violated. The Alien Tort Statute of 1789 provides non-US citizens a right to bring a civil action (sounding in tort) in federal court for a "violation of the law of nations or a treaty of the United States."

### CUSTOMARY INTERNATIONAL LAW

According to the ICJ, treaties and custom are the two primary "sources" of international law.

Customary international law (CIL) consists of legally binding obligations developed over time through consistent practice by one state or many states. CIL is **binding on all states** and, once a practice has become custom, states risk retaliation (e.g., **sanctions**) from other states (including those with no direct reliance on or interest in the state's adherence).

CIL can also be codified (into a treaty). Most CIL developed from long-acknowledged state practices related to sea travel/transport and respect for territorial borders and sovereignty.

### ADDITIONAL INFORMATION

PHILIP ALSTON, RYAN GOODMAN & HENRY J. STEINER, *INTERNATIONAL HUMAN RIGHTS IN CONTEXT: LAW, POLITICS, MORALS*, 3D ED. (Oxford Univ. Press 2007).

[The United Nations Human Rights Treaties](#) (a user-friendly website providing a general overview of the human rights system, information about individual treaties, and details about the working methods of the treaty bodies).

[U.N. Office of the High Commissioner for Human Rights, Human Rights Treaty Bodies](#) (providing treaty texts, ratification and reservation statuses, and information about state compliance reporting).

[University of Minnesota, Human Rights Library](#) (a collection of various international and regional human rights documents and materials, additional bibliographies and research guides, and links to similar collections for other regions around the world).

[American Society of International Law](#) (an organization dedicated to promoting international law learning, offering resources on multiple human rights issues).

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## SELECTED HUMAN RIGHTS TREATY PROVISIONS

### RIGHT TO LIFE

|   |                                  |
|---|----------------------------------|
| Every human being has the inherent right to life  | ICCPR Article 6                  |
| Every child has the inherent right to life  | CRC Article 6                    |
| Every human being has the inherent right to life and shall take all necessary measures to ensure its enjoyment by persons with disabilities on an equal basis with others | Disability Convention Article 10 |

### RIGHT TO SECURITY

|  |                   |
|--|-------------------|
| Right to security of person and protection by the State against violence or bodily harm. . . regardless of race, color, or national or ethnic origin | CERD Article 5    |
| Every person has the right personal liberty and security.  | ACHR Article 7(1) |

### RIGHT TO EQUALITY

|   |                                 |
|---|---------------------------------|
| Right of access to any place or service intended for use by the general public without distinction as to race, color, or national or ethnic origin                                      | CERD Article 5                  |
| Right to be free from discrimination on any ground such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status | ICCPR Article 26                |
| Freedom from any act or practice of discrimination against women; the right to ensure that public authorities and institutions shall act in conformity with this obligation             | CEDAW Article 2                 |
| Freedom from discrimination on the basis of disability; right of persons with disabilities to equal and effective legal protection against discrimination on all grounds                | Disability Convention Article 5 |

### RIGHT TO HEALTH

|   |                                  |
|---|----------------------------------|
| Right to public health, medical care, social security and social services . . . regardless of race, color, or national or ethnic origin                                   | CERD Article 5                   |
| Right of everyone to the enjoyment of the highest attainable standard of physical and mental health   | ICESCR Article 12                |
| Right to protection of health and safety in working conditions, including the safeguarding of the function of reproduction  | CEDAW Article 11                 |
| Freedom from discrimination against women in the field of health care in order to ensure equal access to health care services, including those related to family planning | CEDAW Article 12                 |
| Right of children to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health               | CRC Article 24                   |
| Right of persons with disabilities to the enjoyment of the highest attainable standard of health without discrimination on the basis of disability                        | Disability Convention Article 25 |

**RIGHT TO SEXUAL AND REPRODUCTIVE HEALTH**

|   |                                  |
|---|----------------------------------|
| Right of women to appropriate services in connection with pregnancy and the post-natal period, granting free services where necessary, as well as adequate nutrition during pregnancy and lactation | CEDAW Article 12                 |
| Freedom from discrimination against women in rural areas to ensure access to adequate health care facilities, including information, counseling and services in family planning                     | CEDAW Article 14                 |
| Right of women to decide freely and responsibly the number and spacing of their children and to have access to the information, education and means to enable them to exercise these rights         | CEDAW Article 16                 |
| Right to appropriate pre-natal and post-natal health care for mothers   | CRC Article 24                   |
| Right of persons with disabilities to the same range, quality and standard of free or affordable health care as provided to other persons, including in the area of sexual and reproductive health  | Disability Convention Article 25 |

**RIGHT TO BE FREE FROM CRUEL, INHUMANE, OR DEGRADING TREATMENT**

|  |                   |
|--|-------------------|
| No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment   | ICCPR Article 7   |
| All persons deprived of their liberty shall be treated with humanity and with respect for the inherent dignity of the human person   | ICCPR Article 10  |
| Freedom from acts of cruel, inhuman or degrading treatment or punishment when such acts are committed by or at the instigation of or with the consent or acquiescence of a public official                         | CAT Article 16    |
| No one shall be subjected to torture or to cruel, inhuman, or degrading punishment or treatment. All persons deprived of their liberty shall be treated with respect for the inherent dignity of the human person. | ACHR Article 5(2) |

**RIGHT TO PRIVACY**

|   |                    |
|---|--------------------|
| Right to be free from interference with one's privacy, family, home or correspondence | ICCPR Article 17   |
| Everyone has the right to have his honor respected and his dignity recognized.        | ACHR Article 11(1) |

**RIGHT TO INFORMATION**

|   |                    |
|---|--------------------|
| Right to freedom of expression, including freedom to seek, receive and impart information and ideas of all kinds                | ICCPR Article 19   |
| Right of everyone to education  | ICESCR Article 13  |
| Right of children to freedom of expression, including freedom to seek, receive and impart information and ideas of all kinds    | CRC Article 13     |
| This right (freedom of thought and expression) includes freedom to seek, receive, and impart information and ideas of all kinds | ACHR Article 13(1) |

**RIGHT TO PROTECTION OF THE FAMILY**

|   |                    |
|---|--------------------|
| Right to protection of the family by society and the State, as the natural and fundamental group unit of society    | ICCPR Article 23   |
| The family is the natural and fundamental group unit of society and is entitled to protection society and the state | ACHR Article 17(1) |

## RIGHT TO SAFE AND ADEQUATE WORK CONDITIONS

Right to safe and healthy working conditions

ICESCR Article 7

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Special protection should be accorded to mothers during a reasonable period before and after childbirth. During such period working mothers should be accorded paid leave or leave with adequate social security benefits.