

**“Hey, Kid, Where Are Your Parents?”  
Abolition of the Parent as Protector and Intermediary**

By Rima E. Laibow MD and Ralph Fucetola JD

*"There can be no keener revelation of a society's soul than the way in which it treats its children."* Nelson Mandela

The Parent/Child bond is under massive concerted attack by powerful forces, including national and international bureaucracies.

The parent/child relationship has been at the heart of human culture since before the beginning of civilization and is widely understood as a sacred bond, protected in law and by tradition. Based in the biological imperative to protect the young through their maturational cycle to maturity, since human society has gone beyond simple biology into culture, law and education, the imperatives of that biological need have been translated into cultural, legal, social and educational rights and responsibilities in every known human society.

International forces, including those who would redefine the core meanings of “human” and “humanity” have a vested and active interest in modifying or destroying that relationship, replacing the parent with the State and abolishing both the rights and the responsibilities of every parent on the planet with a secretive, arbitrarily defined and implemented pseudo-family through education and propaganda made toxic by this replacement agenda.

Following the WHO/UNESCO/UN’s International Technical Guidance on Sexuality Education’<sup>1</sup>, which urges and normalizes its “Comprehensive Sexualization Education curriculum, which starts at birth, various 'progressive' jurisdictions around the world are adopting laws and regulations authorizing minors to engage in various activities, such as 'gender-affirming'<sup>2</sup> (sic) medical “treatment” (sic), vaccination<sup>3</sup>, contraceptive use and treatments, including abortion<sup>4</sup>, without parental consent or approval

**Local and national laws and rules that bar parents from deciding, or even knowing, whether their child is being sexualized, transgendered, having an abortion or being vaccinated completely abolish parental authority, but *not* parental responsibility. Without authority to guide, protect or intervene, parents are left holding the proverbial bag when their children act on the advice and authority of others, leading to life-endangering, life-destroying or life-ending outcomes.**

The parent remains legally and financially responsible for the inevitable injuries bound to occur when the child is subjected to vaccination, abortion or 'gender affirming therapies' (and more, as

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<sup>1</sup> [International technical guidance on sexuality education: an evidence-informed approach; 2018 \(who.int\)](https://www.who.int/publications/m/item/international-technical-guidance-on-sexuality-education-an-evidence-informed-approach-2018)

<sup>2</sup> [These states are protecting health care for transgender people : NPR](https://www.npr.org/2020/05/28/848844433/these-states-are-protecting-health-care-for-transgender-people)

<sup>3</sup> [PREP Act Supersedes Parental Rights, Says Kansas Court in COVID-19 Case | Law.com](https://www.law.com/legalnews/article/9789240039483-eng.pdf)

<sup>4</sup> [9789240039483-eng.pdf \(who.int\)](https://www.who.int/publications/m/item/9789240039483-eng.pdf)

the replacement of parental rights grows ever more pervasive) even without parental knowledge, input or consent.

These disastrous consequences are, sadly, inevitable. Our courts have held vaccines to be "unavoidably unsafe"<sup>5</sup> while people who are on the mythical but recently highly populated “transgender spectrum” experience potentially cataclysmic, and often irreversible damage from cosmetic through 'gender affirming therapies', including bodily, hormonal and genital mutilation, are placed at a significantly higher risk of suicide than the un mutilated.<sup>6,7</sup>

Consent requires mental capacity to understand and evaluate risk. Mental capacity and its development has been the subject of extensive research by scientists, developmental and social psychologists, psychiatrists, neurophysiologists, pediatricians, educators, clerics and others for as long as people have observed human growth and development. Despite the call by the United Nations to eliminate an age-based definition of capability to consent<sup>8</sup>, referring only on a power-based one in its recent Judicial Guidelines, How can there be truly Informed Consent when adults with apparent authority seek consent from children who are, both developmentally and educationally, incapable of meeting the requirement of being able to both comprehend and evaluate the variables, risks and benefits of medical and related decisions? Let us remember that Informed Consent was enshrined in local and even international law because of gross violations of Informed Consent by physicians and others 'in authority. The violations were between medical personnel and ADULTS.

The Nuremberg Code, which sought to restate the law of Informed Consent as it existed as World War II started, is clear:

"The voluntary consent of the human subject is absolutely essential. This means that the person involved should have legal capacity to give consent; should be so situated as to be able to exercise free power of choice without the intervention of any element of force, fraud, deceit, duress, over-reaching, or other ulterior form of constraint or coercion; and **should have sufficient knowledge and comprehension of the elements of the subject matter involved as to enable him to make an understanding and enlightened decision.**"<sup>9</sup> [Emphasis added by the authors]

Clearly, no child, other than possibly a court-emancipated minor, can be presumed or assumed to “have sufficient knowledge and comprehension of the elements of the subject matter involved as to enable him to make an understanding and enlightened decision.”

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<sup>5</sup> See Justice Sotomayor’s 2011 dissent in *Bruesewitz vs Wyeth*, where she discusses the history of “unavoidably unsafe.” <https://www.law.cornell.edu/supct/html/09-152.ZD.html>

<sup>6</sup> <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7317390/>

<sup>7</sup> [https://petermcculloughmd.substack.com/p/suicidal-ideation-disparities-among?utm\\_source=post-email-title&publication\\_id=1119676&post\\_id=126706001&isFreemail=true&utm\\_medium=email](https://petermcculloughmd.substack.com/p/suicidal-ideation-disparities-among?utm_source=post-email-title&publication_id=1119676&post_id=126706001&isFreemail=true&utm_medium=email)

<sup>8</sup> [8-MARCH-Principles-FINAL-printer-version-1-MARCH-2023.pdf \(share-netinternational.org\)](https://www.share-international.org/8-MARCH-Principles-FINAL-printer-version-1-MARCH-2023.pdf)

<sup>9</sup> <https://inhere.org/institutional-review-board/guidelines-and-rules/>

So the replacement of the parent’s right of decision, consent or lack thereof is yet another step to abolish not only parents but the essential distinction between adults and children. In the same delusional way that children are being indoctrinated to believe that they can change their sex/gender by declaring themselves to be a different sex/gender from what their genetics decree, they are being taught that there is no distinction between adult and child and anyone can consent to anything, regardless of maturational incapacity to make and understand an enlightened decision. The dissenting parent, however, is left to pick up the pieces of this disastrous, often lethal, emerging public policy.

We further cite the shocking documents detailing the Standards for European “Sexuality Education”<sup>10</sup> already being implemented in 27 countries and the aforementioned International Technical Guidance on Sexuality Education”<sup>11</sup> See Appendix

### **“Sex Education” and “Sexuality Education” Are Totally Different**

Sex Education is a fact-based curriculum which supplies scientifically accurate information to allow healthy choices. Ideally, it is presented neutrally, without propaganda or dogma coloring the presented material. Sexuality Education, on the other hand, is highly propagandized, strongly values-based and, according to a UN document on the topic called “A Compendium on Comprehensive Sexuality Education”<sup>12</sup> (included in the Appendix), is specifically designed to use comprehensive sexuality education as an “...effective means to address systems of patriarchal domination and toxic masculinity by changing social and cultural patterns of behavior that tend to perpetuate discrimination and violence against women and girls.”<sup>13</sup> It is values-based, social engineering and reformation program.

The principal author of the program, which actively and explicitly defines itself as a means to force behavioral change into every society, is Dr. Tlaleng MOFOKENG, Special Rapporteur on the right of everyone to the highest standard of physical and mental health.

The need for a “Special Rapporteur on the Right of Everyone to Achieve the Highest Standard of Physical and Mental Health” calls into question the very concept of “right” as employed by a group of agencies seeking to redefine human values and stating that the experiential lives of every person on the planet fall within its legal, ethical, moral and social control.

Although culturally and religiously highly intrusive, the “need” for the program is rationalized by stating that “Youth asked for this” and includes pseudoscientific social and cultural positions upholding the explicit notions that “children must begin sexual activity as early as possible”, “children are capable from the earliest ages of consenting to sexual activity”, “early childhood masturbation should be taught (Ages 2-4), sexualization education should permeate all curricular

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<sup>10</sup> <https://www.who.int/publications/m/item/9789231002595>

<sup>11</sup> International Technical Guidance on sexuality education, op. cit.

<sup>12</sup> [Compendium CSE \(ohchr.org\)](http://www.ohchr.org/RefDoc.aspx?Symbol=A/HRC/19/46)

<sup>13</sup> [Compendium CSE \(ohchr.org\)](http://www.ohchr.org/RefDoc.aspx?Symbol=A/HRC/19/46)

areas and be integrated into every aspect of education. Since, in their belief, educators and educational institutions are far better judges than parents and other cultural institutions of what sexualization education should be offered, what values should be taught, what discussions are appropriate, these functions must be taken over by the school, often without the consent and/or knowledge of parents and other members of the child’s community.

It should be noted that despite this alternative power and decision-making structure designed to replace parents in their protective and intermediary roles of their children, none of the responsibility for dealing with the consequences of this profound usurpation falls to the usurpers and remains with the displaced, now former, decision makers, the parents.

**In short, by capturing this vital area of psychosocial and psychosexual development, the government’s school replaces the adult parent, family, church, community as the defining apparatus capable of giving or withholding consent for the child and replaces it with the neurologically, psychologically, socially and culturally immature and incompetent minor. At the same time, the government apparatus continues to hold the parent liable for all the consequences of the previously forbidden choices by the minor amid this shift in authority and decision-making.**

Despite the lofty language used to rationalize it, the value system embodied in these pervasive “norms” and “educational experiences” is designed, in our professional medical and legal judgement, to carry out the explicit goal of the Gates-funded “scientifically based” Rutgers Foundation<sup>14</sup> which asserts that, by altering fundamentally the sense of self and the nature of human emotional attachments, the, to them, ‘desirable goal’ of reducing deep relationship bonding and, hence, reducing the production of offspring can be achieved worldwide.

We believe that if this agenda were clearly and forthrightly revealed, very few members of any nation would opt to have their children inculcated with this system of beliefs and behaviors. We hypothesize that an awareness of the strong reluctance and resistance their real goals would evoke, lies behind the fancy and deceptive language in which this agenda is cloaked and the attempt to hide the actual contents of the curriculum from parents and communities.

Sexuality Education is, according to WHO, UNESCO and the UN, critical to a variety of the enslaving “sustainability goals” and should be meted out to every child on the planet by 2030, in keeping with global Agenda 2030 “Sustainability Goals”.<sup>15</sup>

These organizations are uniformly committed to reordering human behavior and love, reproduction and culture without the consent of the populations they seek to dominate and dispose of.

Countries with falling populations unable to meet their replacement rates are being advised NOT

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<sup>14</sup> [Rutgers international](http://Rutgersinternational.com) – [Sexual & Reproductive Health and Rights for All](http://Rutgersinternational.com)

<sup>15</sup> See: <https://PreventGenocide2030.org>

to increase birth rates, since lowering their population below its sustainability level, and reaching extinction is somehow a desirable goal and are advised to promote contraception and abortion in the service of “equity”.<sup>16</sup>

There is no way, in our view, to support the picture of a helpful, or even benign intention motivating these organizations. Well supplied with funding from special interest groups long committed to population reduction and social destruction, their goals and activities are firmly aligned against that of humanity.

Since these international bodies have chosen to constitute their procedures and activities without due regard for the well-being, safety and dignity of the people whose countries on behalf of which they theoretically work in the alleged on-going pursuit of positive, life-affirming goals, and since their plans of destruction are so well financed, laid and rapidly being pursued,<sup>17, 18, 19</sup> preventing the implementation of their goals is imperative for any society which intends to survive. We believe that the surest way to protect our children and ourselves is to get our countries out of WHO, UNESCO and the UN before they injure our children and damage our cultures and values so deeply that we will have no chance of retrieving them from this deep damage so brilliantly, and evilly, proposed and, in a frightening array of disparate places, already well underway.

This latest attack on our individual and collective humanity is, we believe, so egregious that it is “a bridge too far”. Had the attack on our children been less egregious, in fact, it would be harder to present compelling evidence of the clear and present danger it poses to us all. Indeed, the affront to every sane person in destroying the basic human ability to love and trust, to discern and develop and in forcing confusion, biological lies (e.g., genders are your choice and you get to choose whichever one you want, sexual activity is a “right” and should begin as early as possible, children have the “right” to consent to sex, toddlers should be taught to develop lust [sic], etc., etc.<sup>20, 21, 22, 23</sup>) actually helps us to assist people in developing the necessary political will to compel their heads of state to remove their countries from WHO/UN.

The mechanism for leaving those organizations is beyond the scope of this discussion, but suffice it to say that once that political will has been strongly enough expressed, all it requires to leave the organizations is for the Head of State to write a simple letter declaring that the nation in

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<sup>16</sup> [UN's 'World Population Day' report urges women in aging countries not to have more children - LifeSite \(lifesitenews.com\)](https://www.lifesitenews.com/news/un-report-urges-women-in-aging-countries-not-to-have-more-children)

<sup>17</sup>  [\(79\) UN and WEF announce to accelerate Agenda 2030. - YouTube](https://www.youtube.com/watch?v=79UNandWEF)

<sup>18</sup> [21252030 Agenda for Sustainable Development web.pdf \(un.org\)](https://www.un.org/21252030/Agenda-for-Sustainable-Development-web.pdf)

<sup>19</sup> [SDG Summit 2023 | United Nations](https://www.un.org/21252030/Agenda-for-Sustainable-Development-web.pdf)

<sup>20</sup> [International technical guidance on sexuality education \(unfpa.org\)](https://www.unfpa.org/public-materials/entry/2020-01-29-international-technical-guidance-on-sexuality-education), *ibid*

<sup>21</sup> [Standards for sexuality education in Europe: guidance for implementation | Health and Education Resource Centre \(unesco.org\)](https://www.unesco.org/en/sexuality-education)

<sup>22</sup> [The case for starting sex education in kindergarten | PBS NewsHour](https://www.pbs.org/newshour/health/2019/07/23-the-case-for-starting-sex-education-in-kindergarten)

<sup>23</sup> [Dutch attitudes and approaches to sexuality - Rutgers International](https://www.rutgers.edu/sexuality)

question has left the organization. For more information and to participate in that political will, visit <https://PreventGenocide2030.org>.

Parents have always been the primary care-givers and decision-makers for their children and have the right and responsibility to remain so. They are the natural guardians of the children they brought into this world or have accepted full responsibility for through adoption or guardianship. Children are born free and have the inalienable rights of the person from birth, exercised as is appropriate at their various ages. They do not, however have the right to make choices with consequences beyond their developmental and cognitive abilities. If they did, they would no longer be children.

While we may argue over what is appropriate at what age, short of the age of majority, we ought to agree that overt sexualization is inappropriate for minors of any age. Given that the entire body of knowledge about psychosexual development makes it clear that premature sexualization stunts emotional and cognitive growth, distorts the inherent trajectory of development and damages the ability to trust, love, bond and parent,<sup>24, 25, 26</sup> allowing children to be drawn into a trauma-based system of intentional harm and damage is unconscionable once parents and other members of society understand what is being brought to our innocent children. It has been known for decades that the consequences of this trauma-based hypersexualization may actually change the physical and functional structure of the brain itself.<sup>27</sup>

Clinical experience and the psychological developmental literature suggest that the lasting mental, physical, emotional, social, trans-generational and educational negative impact of sexual trauma are enormous and can lead to life-long devastation.<sup>28</sup> These social, emotional and cultural predators know that very well. Since their goal is to reduce reproduction and create willing participants in their Agenda 2030 program of restriction and restructuring, this educational and emotional assault on our children is particularly despicable.

Children do not 'belong' to government nor are they financial assets of government. They are the wards and treasures of their parents, who hold the power to make decisions for them until they come to social, legal, financial and emotional maturity. They are the financial responsibility of their parents, which is, paradoxically, both a burden and the actual basis of parental control. To act responsibly on behalf of one's child gives the child a strong basis to develop into a well-rounded adult who can act on his own behalf and then repeat the favor, and take the responsibility for his own child.

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<sup>24</sup> [The Psychological Consequences of Sexual Trauma \(vawnet.org\)](http://vawnet.org)

<sup>25</sup> [Emotionally Stuck at the Age of Trauma: Signs, Causes, and Healing \(psychcentral.com\)](http://psychcentral.com)

<sup>26</sup> [Sexual Trauma: Causes, Symptoms, Consequences, and Treatments \(verywellmind.com\)](http://verywellmind.com)

<sup>27</sup> [Childhood abuse may stunt growth of part of brain involved in emotions | Neuroscience | The Guardian](http://TheGuardian.com)

<sup>28</sup> [The Lasting Mental Health Impacts of Childhood Sexual Trauma | Amen Clinics](http://AmenClinics.com)

The international “State”, the WHO, UN and other related organizations are engineering a social shift in which parents are mere boarding house keepers for the children owned by, and traumatized by, the replacement for the family.

**We decry the attempts to abolish the parent as protector and intermediary for the child.**

Rescuing our families – and ourselves - from the well-defined but utterly nefarious intent of the WHO/UNESCO/UN Agenda 2030 is the task at hand. The very fabric of human society is at stake.

"It is easier to build strong children than to repair broken men." - Frederick Douglass

Visit <https://PreventGenocide2030.org> for more information and positive actions to take and share to help us exit the UN and WHO.

[Our Children \(preventgenocide2030.org\)](https://PreventGenocide2030.org)

[Transgender Delusion \(preventgenocide2030.org\)](https://PreventGenocide2030.org)

By: Rima E. Laibow MD  
Ralph Fucetola JD

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<https://inhere.org/wp-content/uploads/2023/07/AbolitionoftheParent.2.0.pdf>