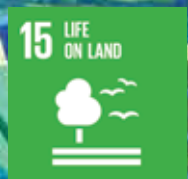


# The Voice of an Island

by  
**Lupe Vaai**

Illustrated by Li-Wen Chu



Published and distributed by:  
Voices of Future Generations International Children's Book Series  
Trust for Sustainable Living  
Hampstead Norreys, Berkshire, RG18 0TN, United Kingdom  
Tel: +44 (0)1635 202444  
Web: www.vofg.org

Special thanks to René V. Steiner for layout and graphics support:  
www.steinergraphics.com.

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The  
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# prefaces



*The Voice of an Island* by Lupe Va'ai is an important contribution to children and young adults' literature from the Pacific. This book is especially inspirational since it is written with the insight and clarity of a young Pacific Islander, an heir or sulit to the legacies left by her elders, particularly in terms of the environment, which is often labelled a paradise by its indigenous inhabitants and visitors from abroad.

The contemporary Samoan world with its challenges of climate change and modernity which have been highlighted by the young author is impressively realistic and her major character, Katalina, with the initiative of setting up Green Teams makes her a heroine and a champion of conserving and protecting the environment.

Lupe is to be congratulated as an important literary voice for our young generation. Her story is a call to action to take small, do-able and practical steps towards healing our island environments and keeping them special.

*Dr Sina Va'ai*  
*Professor of English, Faculty of Arts, National University of Samoa, Apia*



The pages of this book represent rays of sunlight on our future.

In this day and age when the challenges of today's world and mankind's impact on our planet are overwhelming, this story of hope and change by Lupe Va'ai instills faith that a difference can and will be made through the minds and actions of our future generation.

It is not every day that a child writes a story at the age of 11, especially one on such a crucial issue, and that gives us cause to celebrate.

Lupe, at such a young age, instills in us all the confidence that we will achieve a better planet and environment. We can do this together, it's in our hands.

*Nanette Woonton  
Media & Public Relations Officer, A/Communications & Outreach Adviser,  
Secretariat of the Pacific Regional Environment Programme (SPREP), Apia*







Where climate change is one of the biggest challenges facing our generation, a determined schoolgirl decides to take matters into her own hands.

Growing up in a polluted environment filled with dust and rubbish, Katalina makes up her mind that this is not the future she wants to see for herself, her family and her friends. How she longs for the fresher air and greener pastures in her grandmother's stories!

So begins her journey to tackle the problems around her: a journey which takes her from a tiny island in the Pacific all the way to New York to show that no matter how small you are, you too can make a dent in the world.

As an avid reader and blogger, I find this to be an articulate and thoughtful story of the environmental challenges facing small island nations that are most vulnerable to the effects of climate change. Moreover, as a book written from the point of view of a Pacific student, it is a must for all school libraries!

*Sita Leota*  
*Audit Director, Samoa Audit Office*







# chapter 1

The dust was annoying, causing people eyesores as well as non-stop coughing. Sitting silently in the corner of the house, Katalina thought of the beautiful stories her grandma used to tell her, about a lush, green place with colourful flowers all around and tried to imagine the stories of natural beauty of her land growing up, compared to the dry, dusty and ugly place she was now living in. Her grandma used to describe their home as if it was paradise, where she talked of birds and animals in a place so beautiful and untouched.



Katalina tried to imagine that same place now in her mind. It was hard. She was continuously struggling with the realities of a place that was so different from her grandma's stories – a place all dried up with dust all around, litter everywhere and the air so polluted one could hardly see beyond the once admired beautiful gardens of Vailima. Every day, as she walked to school, she would see her neighbours throwing rubbish down the hills of the Alaoa Valley, families burning their rubbish in the backyards and big companies cutting down forests of trees. She felt hopeless as a kid, that she could not in any way tell them to stop.






It was another ordinary day, sunny, polluted and mostly dusty. When she arrived at the entrance of her school, Katalina saw the students throwing plastic bottles, twisty bags and other rubbish into the school incinerator. As she walked to her classroom, she could smell the strong smoke as it filled up the whole compound. It was like seeing her own country die before her very eyes. No one seemed to mind. No one seemed to worry. No one seemed to pay any attention to the little things that were slowly destroying her grandma's paradise.



Katalina felt trapped somewhere where she could not break free. She felt guilty that she was a part of this madness. The images in her grandma's stories were something that were simply in a story, far away from the reality of the rubbish lying around staring at her and of the pollution that was surrounding her everyday of her life. It did not matter how hard she tried to hang on to those memories. The truth about her life now was very much real and would not disappear. She just had to live with it.





At school that day, Katalina could not focus because of the heat. The only escape was to the library and to the teachers' staff room, where there was air conditioning throughout the day. As she finished her class chores for the day, she was very tired from the heat. The school water supply was being rationed due to long periods of hot weather without rain. She could smell the smoke and hear the sounds from the huge trucks that were transporting logs from the Ah Li property to the Chinese factory down at the end of the road from the school.

As she walked home, sweating from the rising temperatures of the late afternoon, she kept thinking that this must really be the end of the road for Samoa. She could feel her skin getting sun burnt. There were hardly any trees for shade along the road. She could see the other people struggling in the heat of the sun.

Arriving home, Katalina stood face-to-face with the most shocking sight. Her family was part of this whole story playing out in her mind. They were also contributing to the slow destruction of grandma's paradise.





All air conditioners in the house were on full blast. Her dad's transport business provided customers with bus services with full air-conditioning, and exhaust fumes filling the air. Old vehicle parts filled up one corner of their property and slowly being used as a rubbish heap. She remembered overhearing one time that they were planning to dump them in Fagaloa Bay, as they were not allowed to take them to the Tafaigata landfill. Katalina thought it was also expensive for her dad to take them there.



Katalina could only think of her grandma and how she would not want her paradise to get any worse than what Katalina was already experiencing. Katalina ran outside and told her father's workers to stop all the madness they were doing. Her father was angry and asked Katalina why she made the workers stop working.



Katalina explained to him about her grandma's stories. She tried to show him what his business was doing to their quality of life. She told him of the changes to the climate in Samoa including, why it is getting terribly hot and how the smoke from the buses and trucks as well as the rubbish contributes to these changes. But her father just laughed and told her that she was a very smart girl. He called her his 'little Einstein', affectionately, but then answered that he was earning their living from doing this work. Samoa, he explained, was only a small place on earth, it would not matter what they did because the bigger countries were doing much bigger things that had bigger impacts. He also told her that the earth was made for humans to use and destroy. It is their place to do what they want, and Samoa was meant to be hot.





After talking to him, Katalina became very depressed and went to her room. She loved her father, but she could not believe he really understood what she was feeling and how she strongly wished for a way to restore her island to her grandma's paradise. She prayed for ideas and tried to think of how to seek help. She was only a young girl and she had no idea how to reach out. She was also starting to doubt whether she was right or not and whether Samoa, like her dad said, was just meant to be used and destroyed like this.

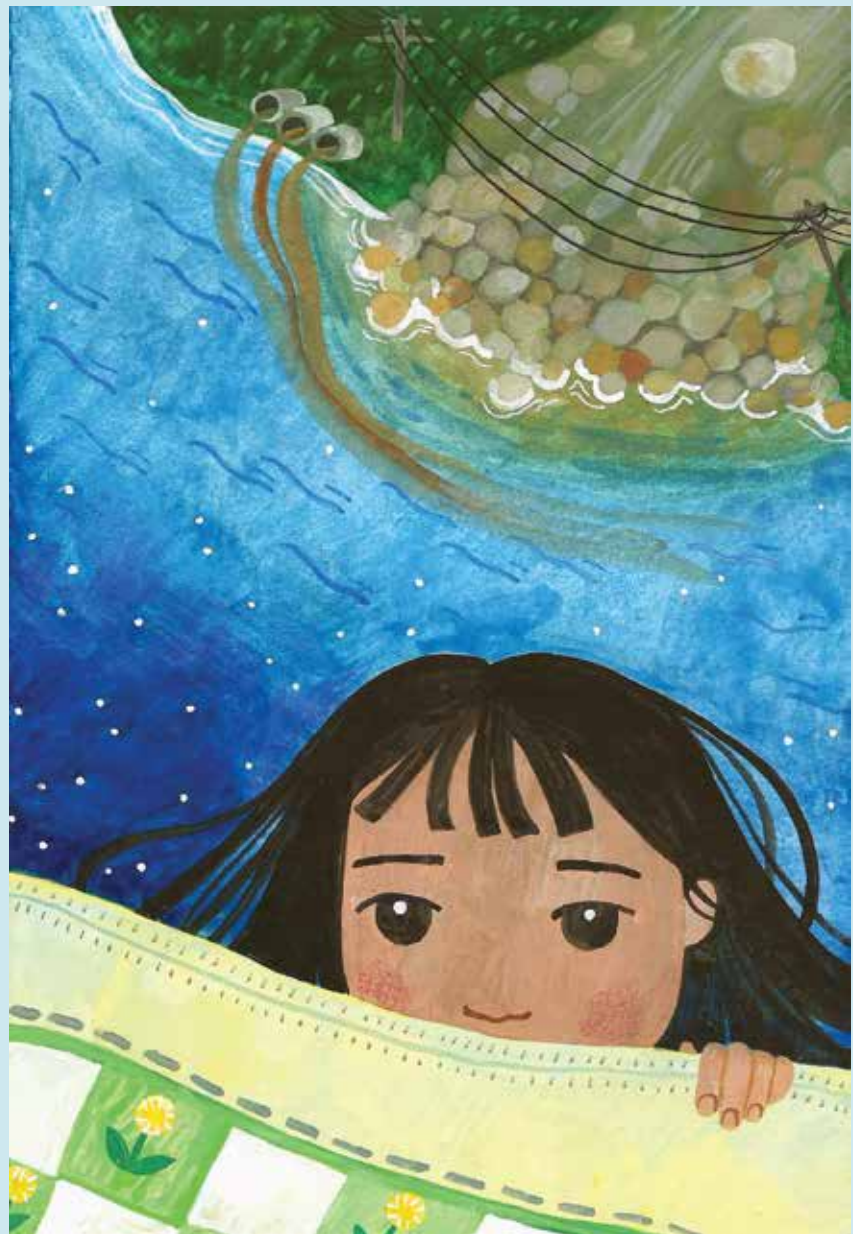




# chapter 2

It was still boiling hot and horribly dusty that afternoon. While walking home from school, Katalina saw cars passing her. Young children and adults were throwing rubbish out the windows. Last week's decorations to welcome the "All Blacks" to Samoa were littering the roadside. Fast food wrappers were in the ditches with the stray dogs going through them. The barbeque stall opposite the school was using firewood and black smoke was filling the air.

That night, Katalina could not sleep, due to all the thoughts rushing around in her young mind. She took a deep breath and closed her eyes. She kept thinking about the unfairness of growing up without being able to witness the same life and beauty that her grandma did.



Startled by the loud roar of trucks down the Cross Island road, Katalina awoke early, into yet another cloud of dust. She sighed, got ready and walked to school. She was frustrated. She knew there had to be something she could do.

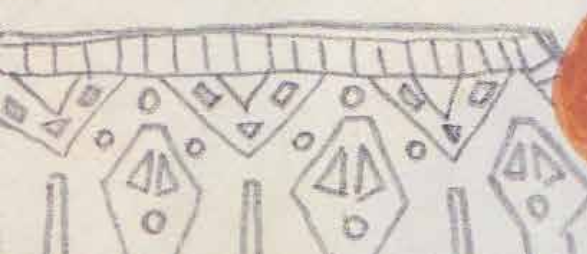






Arriving at school, Katalina patiently waited in her assigned seat for the teacher. She thought of all the positive and negative impacts on Samoa, especially on her family and her village of Siumu. In Katalina's head, she was determined to save her Island. She was just not sure how to go about it. She was not even sure how to bring her ideas up. They were learning about the world's Sustainable Development Goals. The teacher explained how many concerns had been recognised by the leaders of all countries at the United Nations and how everyone had committed to stop climate change and to build a better quality of life for everyone. Katalina raised her hand. She explained about her grandma's stories and her own research. Her teacher listened and so did the class. It is best to try and fail than fail to try, they said.





At break, Katalina stayed inside and started to research the things she was seeing. She came across some discussions on climate change and justice and the United Nations Framework Convention on Climate Change. She also found a guide to children's environmental rights, which are protected in the United Nations *Framework Convention on Climate Change and Convention on the Rights of the Child*. She understood that her concerns were shared by many, many others. She saw that promises had been made and that everyone had a role to help fulfil them.

Straight after school, Katalina raced home. The sun was beating down on her head, which felt like a pan on a woodfire stove. But she had an idea. No matter how small it was, she was going to try it. At her house, Katalina started to list all the positive and negative impacts of the people of Samoa continuing with their current habits and lifestyles.

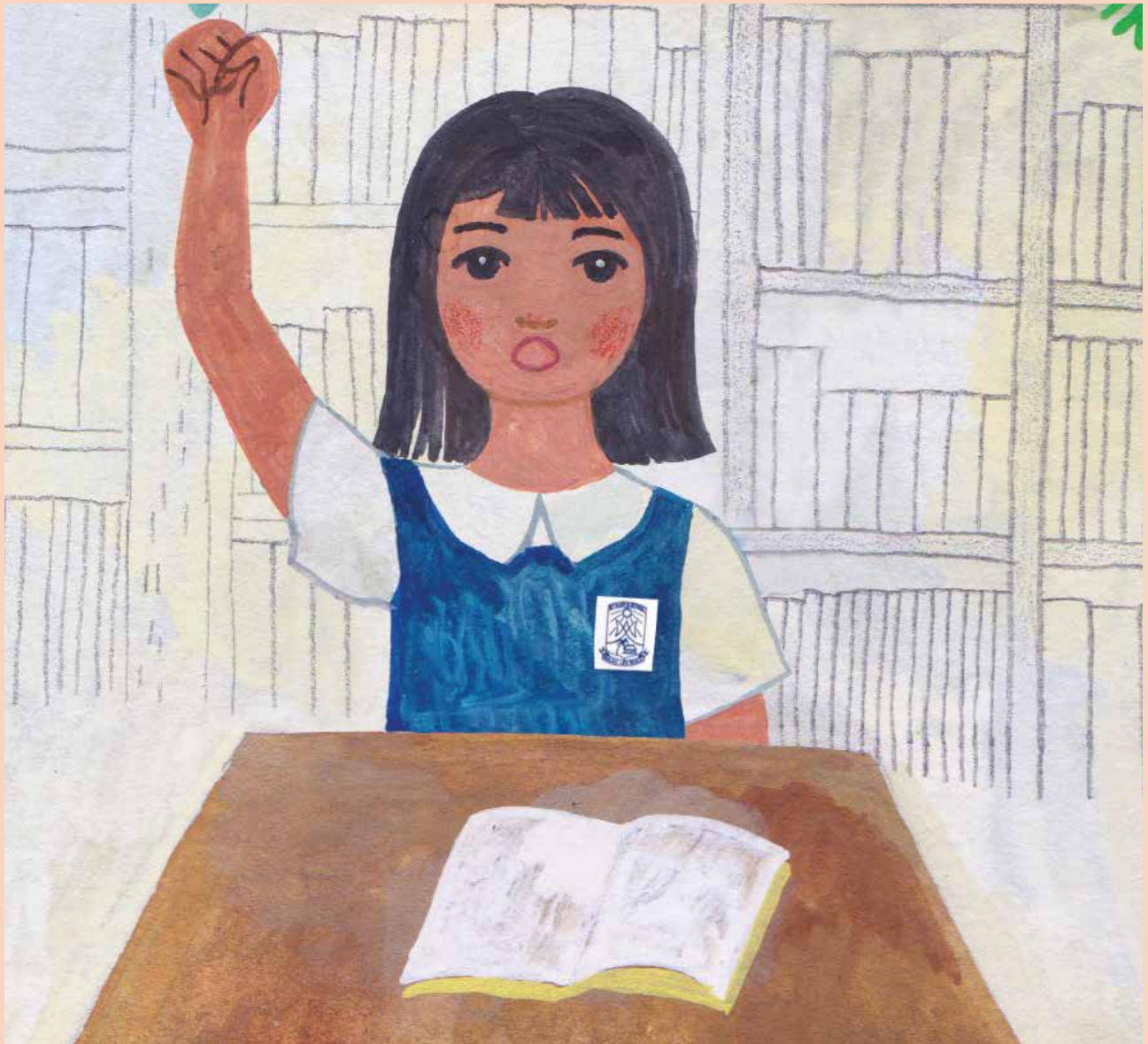


Positive Impacts	Negative Impacts
People continue to enjoy what they do	Cutting down trees will mean less clean air and the danger of landslides
More development in the country	Burning and littering will keep polluting the air
More money and resources to spend	Sea level will rise and we will all have to leave Samoa
More fast-food, fossil fuels and fashion to use and throw away	More natural disasters in our country, destroying our homes, and no supplies to rebuild and restore

Katalina’s list kept growing, especially on the negative side. She made up her mind she was going to put her plan into action. She knew she was not going to solve the problem overnight, but felt that if she could take a little step, then it may be worth something. She picked up her camera and slipped away from her house, a clear mission in her mind. When she returned several hours later, she was both sad and inspired. She could not wait to go to school the next day, to take the next step in her plan.

# chapter 3

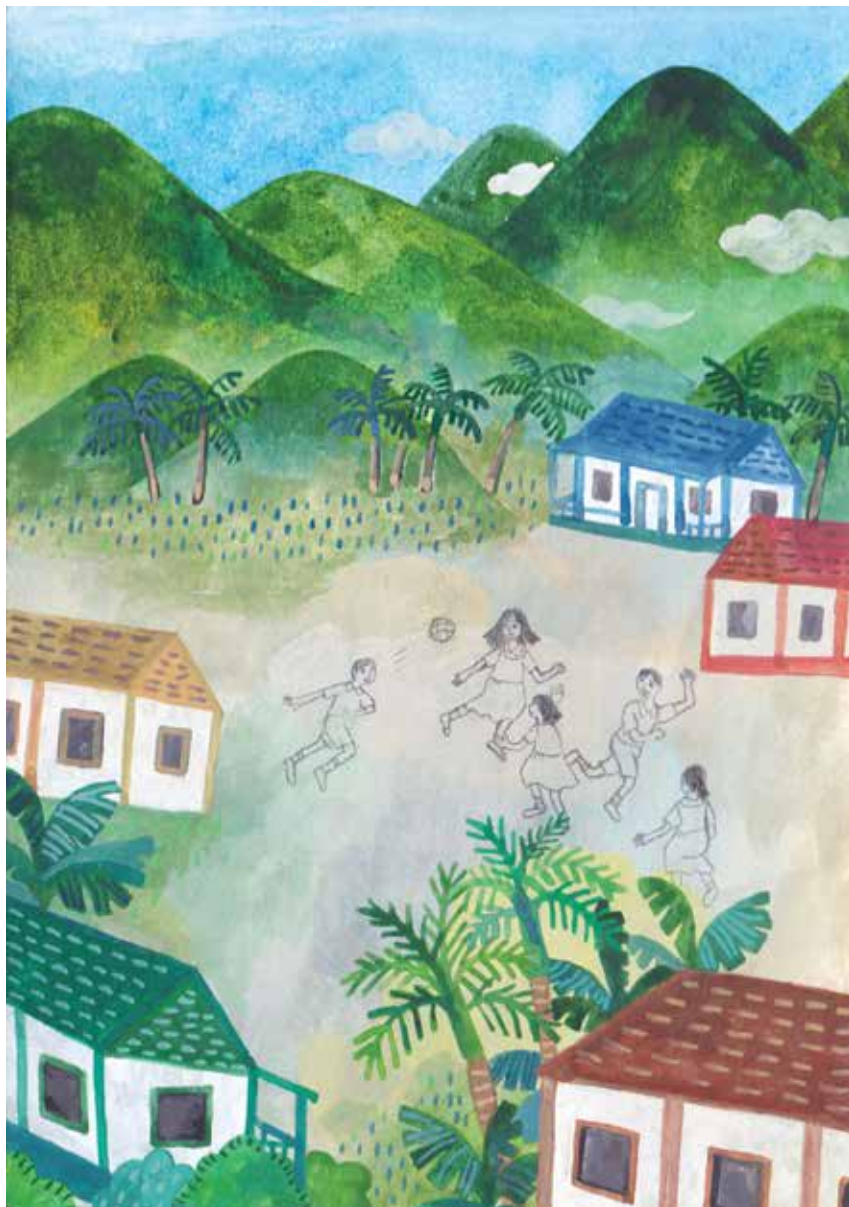
The next morning, Katalina woke up with her mission on her mind. Even the cloud of dust flowing unforgivingly around her house, which had become a nearly normal part of her everyday life, did not stop her from getting ready quickly and rushing off to school.





At school, she knocked on the door of her principal, Sr Masela. In order to get her message across, Katalina brought photographs of the sad situations that she was seeing everyday. The pictures told a thousand stories. They showed beaches covered by the waves, birds struggling in the oil and plastic floating on the tide, rubbish littering the roads, smoke pouring from factories, and children coughing in the dust. Sr. Masela's pledged her support for Katalina to set up the first ever Green Team at St Mary's School. This became Katalina's project for the next few weeks. She was given the opportunity to speak at assembly. She explained what her new Green Team would be doing. With her teachers and friends from all years, she set up a point system to encourage all students to learn more about the environment and to join and support her Green Team's work.

The teachers were very interested. They agreed with the Principal that the Green Team point system would become part of the student assessments, with a special award at the school's prize giving at the end of the year. Katalina worked hard every day to write up simple things that students could do to earn points (or lose points). They could turn off electronics and taps, stop others from littering, plant a tree, walk to school, collect bottles and other materials for recycling. Her list of positive steps grew longer and longer. She even convinced her father to create small ID cards from cardboard materials that were already lying around at home.





After several weeks, Katalina was overwhelmed with the work and especially the interest from students. She had over sixty students who were active members and helping her with Green Team tasks and activities. Points were collected initially from the work they did in school. But slowly, the students began to do the same tasks and activities outside of school, at their homes or anywhere else they could. It was becoming part of their new habits.



The Green Team meetings were held during recess time. Katalina asked for her parents and teachers help to do research on different environmental issues. They discussed problems like rising temperatures and sea levels, rubbish burning, deforestation, destruction of the oceans and the coral reefs, and climate change. They also discussed solutions, finding many, many ways that they could help to improve things.





Katalina realised she was not alone anymore. This project became a passion for all of them. The Green Team continued to attract more members. The children continued to spread out after school to do little things in their communities that could make a difference. Even some of the girls were starting small groups in their Sunday schools and villages. Other schools began to start Green Teams too. The Green Teams each adopted a small area, at first, and began to restore it with plants, trees and flowers. Their small areas started to grow, becoming greener and cleaning the air.

Katalina could still feel the dusty air and heat in the evening, but it did not seem to bother her as much as before. She was starting to imagine again what it looked like in her grandma’s paradise. Her project to improve her surroundings had become a reality. Little by little, her Green Team was making progress. Together, they sought to bring their own island back to peace with nature – to its old self. Katalina understood that the world was changing and that Samoa has to keep up with technology, given its isolation from the rest of the world.





All the children strongly believed in their hearts that they did not have to abuse the natural surroundings and life given by their island. Katalina thought that if she could accomplish this, she would have fulfilled her destiny. Word of their success spread fast. Children told their parents, their parents told their workers, their workers told their children, their children told their own schools, and so on. Katalina's Green Team collected more members each day. Even the parents wanted to join! Katalina thought that they needed as many people possible, so she set a new target to try and have as many adults as kids.



# chapter 4

Katalina could now see the paradise in her grandma's stories slowly coming together. One by one, everything was changing from bad to good, good to great and great to brilliant.





Katalina's Green Team often arrived early at school. They shared their successes and failures from their missions over the past week. Some had good news, others not so good. More plans were made on greening activities. The team introduced a compost heap at school. Different bins were labelled for sorting different kinds of rubbish. Plastic bottles were placed in one and glass in another for return to the local soda company for their recycling and reuse programmes. They all felt the most important thing was the message going out. One child felt that the main town of Apia was slowly becoming aware of Katalina's Green Team. They were on a roll.

Towards the end of the year, Katalina received an unexpected surprise. It was a call to her school from the Cabinet Office, advising that the Prime Minister of Samoa had expected an invitation from the United Nations for a young Samoan person to make a presentation in New York on how children were implementing the Sustainable Development Goals. Invitations had been sent out to the community for nominations and somehow, Katalina's name and her work on her Green Team had come up.





She was asked if they might compete for the opportunity. This involved a programme in front of the government building, for all interested young people to register for a speech competition on children's commitment to saving the Earth. Katalina jumped at the opportunity. This was her chance to share her concerns. It was her opportunity to communicate her ideas and work, in particular about her Green Team and what they do, and how people can support it.

To her, it was the most important chance ever - to speak out, to let them hear her voice and importantly, spread her message on saving Samoa from the cruel impacts of climate change. She just had to help people to understand, to convince them to believe that everyone had a responsibility to help save Samoa, the Pacific Islands, and the planet Earth as well. She needed to become the voice of her island.



Katalina was very excited and could not wait for the important day to come. Many preparations were necessary. Katarina researched and studied hard so that she could learn more ideas about how to save the environment. Her Green Team supported her with many ideas and examples for her presentation. They were determined to make sure Samoa became the paradise it once was and could once again be.





# chapter 5

The day of Katalina's presentation arrived. Like any girl, she was starting to feel nervous. Perhaps no one would listen to her. She was scared that she might make a mistake and be humiliated, and her Green Team's work would lose credit and disappear. She was even more nervous when she arrived at the competition and saw that the Prime Minister himself was in the audience. Katalina was determined to give a good speech.



She stood up bravely. With courage, she told the story of her grandma's paradise island and how, through her young eyes, she was witnessing the loss of its natural beauty and healthy surroundings for people. Katalina talked of air pollution, the effects of rubbish not being taken care of properly, the cutting down of trees, the destruction of mangroves, and the dangers of climate change.





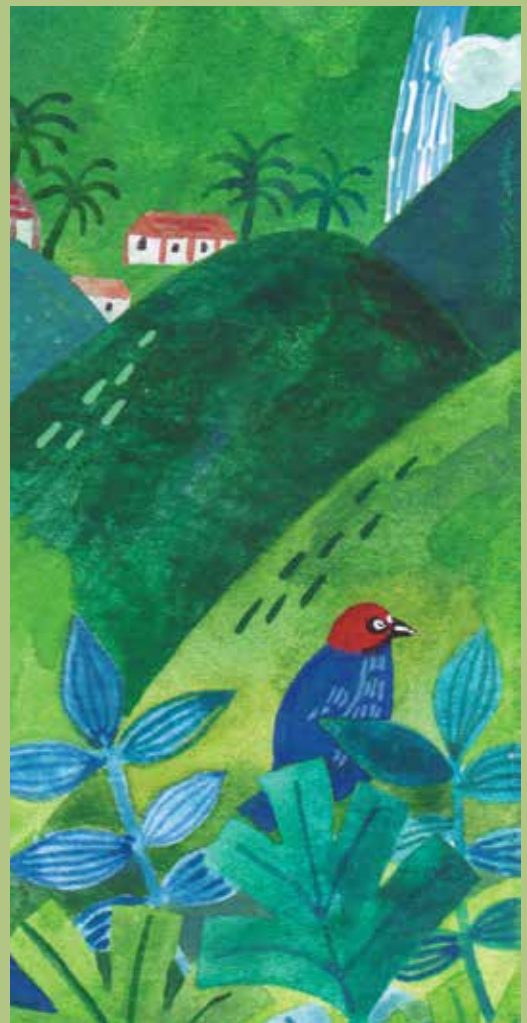
She spoke of the simple, everyday things that might one day make their whole island unlivable, and what could be done to change these things. She proposed all the solutions that her Green Team had tried and more.





To her amazement, the applause was thunderous. Many children approached her afterwards, to join the effort. The radio and TV interviewed her. Everyone had all heard about the Green Team. She realised that they were not just applauding her words, but really, it was her actions that had convinced everyone. At the end of the competition, Katalina was selected to represent Samoa in New York. Further, the Prime Minister, who was amazed by Katalina's passion, announced that Katalina had been selected as Samoa's first Child Ambassador for the Environment.

Katalina's selection as the Child Ambassador was a turning point for her island. She became the face and voice for the young people, fighting for their right to a healthy environment. Many of the environmental organisations in Samoa like the Ministry of Natural Resources and Environment, Le Siosiomaga Society, Conservation International and the Secretariat of the Pacific Regional Environmental Programme asked for interviews. Katalina raced around, working hard to keep up with her Green Team's efforts, while also supporting their programmes.



In her amazing journey, Katalina had opened the minds of many people. People were more aware of their responsibility to the environment. Everyone helped clean up the Island. They banned the burning of rubbish and deforestation. Everyone thanked Katalina for her work that warned them of what they were doing to the country. It was not an easy task. Change was not simple and did not happen overnight. Children still walked in the dust and in the heat. But the children's voices were being heard and they were asking for something better. Many hands make light work, and islanders knew that if people come together to do simple things, it does make a change. It will save her county, Samoa and young children like her can still make a difference. She can still experience her grandma's paradise.

*The End*



# about the author



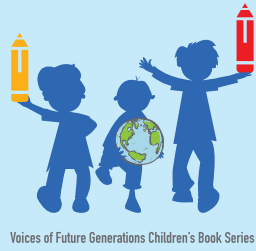
**Lupe**, or **Lupeoaunu'u Vaai**, (11) is from Vaoala in Samoa. She is a pupil of St Mary's Primary School, Savalalo. Her favourite subjects include maths, english, social studies and basic science, and she loves studying about the environment and experimenting with technical gadgets to see how they work. She considers herself the family 'environmental and technical expert'. Lupe also enjoys reading, socialising with her friends, playing the piano, playing sports as well as Samoan and hip hop dancing. She lives with her parents and her two brothers. One of her biggest idols is Ms Brianna Fruean, who is a young environmentalist in Samoa who recently received a Commonwealth Award from the Queen in London for her work as a Young Environment Advocate. Lupe is a Catholic and she goes to church at the Immaculate Conception Cathedral, Apia. She is working to set up her own environmental group in her school in order to help support the environment in her developing country. When Lupe was 7 years old, she won her first national inter-school competition and her drawing on saving energy was produced as a sticker for promotion by the Ministry of Natural Resources & Environment. Lupe wants to continue learning so she can be either an environmental lawyer or an information technology expert in the future. She is especially grateful to her parents, family, helpers, teachers and friends for their support.

# about the illustrator



**Li-Wen** was born in a beautiful mountain village of East Taiwan in 1989. Ever since Li-Wen can remember, she has been traveling with her family throughout Taiwan, visiting remote mountains, beautiful valleys, and the stunning coastline. As a child, she spent most of her time exploring this wonderful world. Li-Wen's dad is an amateur calligrapher and seal-cutting artist. He was also her first mentor in both drawing and writing. After graduating with a BA in fashion design, Li-Wen decided to leave her sweet, cozy hometown for an adventure and decided to study illustration at the University of the Arts in London. She completed a MA at Anglia Ruskin University, Cambridge School of Arts, where she devoted herself to children's book illustration. Li-Wen loves to draw harmonious landscapes, botanical patterns, and happy characters, as well as write stories for picture books. Outside of illustrating, she can be found reading, travelling, and dancing to music.





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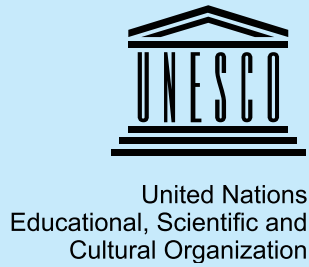
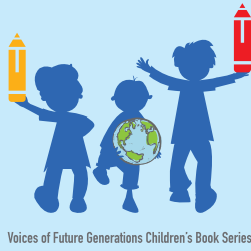
## **The United Nations Convention on the Rights of the Child**

All children are holders of important human rights. Twenty-five years ago in 1989, over a hundred countries agreed a UN Convention on the Rights of the Child. In the most important human rights treaty in history, they promised to protect and promote all children's equal rights, which are connected and equally important.

In the 54 Articles of the Convention, countries make solemn promises to defend children's needs and dreams. They recognize the role of children in realizing their rights, being heard and involved in decisions. Especially, Article 24 and Article 27 defend children's rights to safe drinking water, good food, a clean and safe environment, health, quality of life. And Article 29 recognizes children's rights to education that develops personality, talents and potential, respecting human rights and the natural environment.

— *Dr. Alexandra Wandel*  
World Future Council





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## The UN Sustainable Development Goals

At the United Nations Rio+20 Conference on Sustainable Development in 2012, governments and people came together to find pathways for a safer, more fair, and greener world for all. Everyone agreed to take new action to end poverty, stop environmental problems, and build bridges to a more just future. In 283 paragraphs of *The Future We Want* Declaration, countries committed to defend human rights, steward resources, fight climate change and pollution, protect animals, plants and biodiversity, and look after oceans, mountains, wetlands and other special places.

In the United Nations, countries are committing to 17 new Sustainable Development Goals for the whole world, with targets for real actions on the ground. Clubs, governments, firms, schools and children have started over a thousand partnerships, and mobilized billions, to deliver. The future we want exists in the hearts and minds of our generation, and in the hands of us all.

— Vuyelwa Kuuya  
Centre for International Sustainable Development Law (CISDL)



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## Thanks and Inspiring Resources

### **'Voices of Future Generations' International Commission**

Warmest thanks to the International Commission, launched in 2014 by His Excellency Judge CG Weeramantry, UNESCO Peace Education Research Award Laureate, which supports, guides and profiles this new series of Children's Books Series, including Ms Alexandra Wandel (WFC), Dr Marie-Claire Cordonier Segger (CISDL), Dr Kristiann Allen (New Zealand), Ms Irina Bokova (UNESCO), Mr Karl Hansen (Trust for Sustainable Living), Ms Emma Hopkin (UK), Dr Ying-Shih Hsieh (EQPF), Dr Maria Lechner-Reynal (Uruguay), Ms Melinda Manuel (PNG), Ms Julia Marton-Lefevre (IUCN), Dr James Moody (Australia), Ms Anna Oposa (The Philippines), Professor Kirsten Sandberg (UN CRC Chair), Ms Patricia Chaves (UN DSD), Dr Marcel Szabo (Hungary), Dr Christina Voigt (Norway), Ms Gabrielle Sacconaghi-Bacon (Moore Foundation), Ms Marcela Orvañanos de Rovzar (UNICEF Mexico) and others.

**The World Future Council** consists of 50 eminent global changemakers from across the globe. Together, they work to pass on a healthy planet and just societies to our children and grandchildren. ([www.worldfuturecouncil.org](http://www.worldfuturecouncil.org))

**United Nations Education, Science and Culture Organization (UNESCO)** which celebrates its 70th Anniversary throughout 2015, strives to build networks among nations that enable humanity's moral and intellectual solidarity by mobilizing for education, building intercultural understanding, pursuing scientific cooperation, and protecting freedom of expression. ([en.unesco.org](http://en.unesco.org))

The **United Nations Committee on the Rights of the Child (CRC)** is the body of 18 independent experts that monitors implementation of the Convention on the Rights of the Child, and its three Optional Protocols, by its State parties. ([www.ohchr.org](http://www.ohchr.org))

**United Nations Environment Programme (UNEP)** provides leadership and encourages partnership in caring for the environment by inspiring, informing, and enabling nations and peoples to improve their quality of life without compromising that of future generations. ([www.unep.org](http://www.unep.org))

**International Union for the Conservation of Nature (IUCN)** envisions a just world that values and conserves nature, working to conserve the integrity and diversity of nature and to ensure that any use of natural resources is equitable and ecologically sustainable. ([www.iucn.org](http://www.iucn.org))

**Centre for International Sustainable Development Law (CISDL)** supports understanding, development and implementation of law for sustainable development by leading legal research through scholarship and dialogue, and facilitating legal education through teaching and capacity-building. ([www.cisd.org](http://www.cisd.org))

**Trust for Sustainable Living** and its Living Rainforest Centre exist to further the understanding of sustainable living in the United Kingdom and abroad through high-quality education. ([www.livingrainforest.org](http://www.livingrainforest.org))

**Environmental Quality Protection Foundation (EQPF)** established in 1984 is the premier ENGO in Taiwan. Implementing environmental education, tree plantation, and international participation through coordinating transdisciplinary resources to push forward environmental and sustainable development in our time.



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## About the 'Voices of Future Generations' Series

To celebrate the 25th Anniversary of the United Nations Convention on the Rights of the Child, the Voices of Future Generations Children's Book Series, led by the United Nations and a consortium of educational charities including the World Future Council (WFC), the Centre for International Sustainable Development Law (CISDL), the Environmental Quality Protection Foundation (EQPF), the Fundacion Ecos and the Trust for Sustainable Living (TSL) among others, also the Future Generations Commissioners of several countries, and international leaders from the UN Division for Sustainable Development, the UN Committee on the Rights of the Child, the UN Education, Science and Culture Organisation (UNESCO), the International Union for the Conservation of Nature (IUCN), and other international organizations, has launched the new Voices of Future Generations Series of Children's Books.

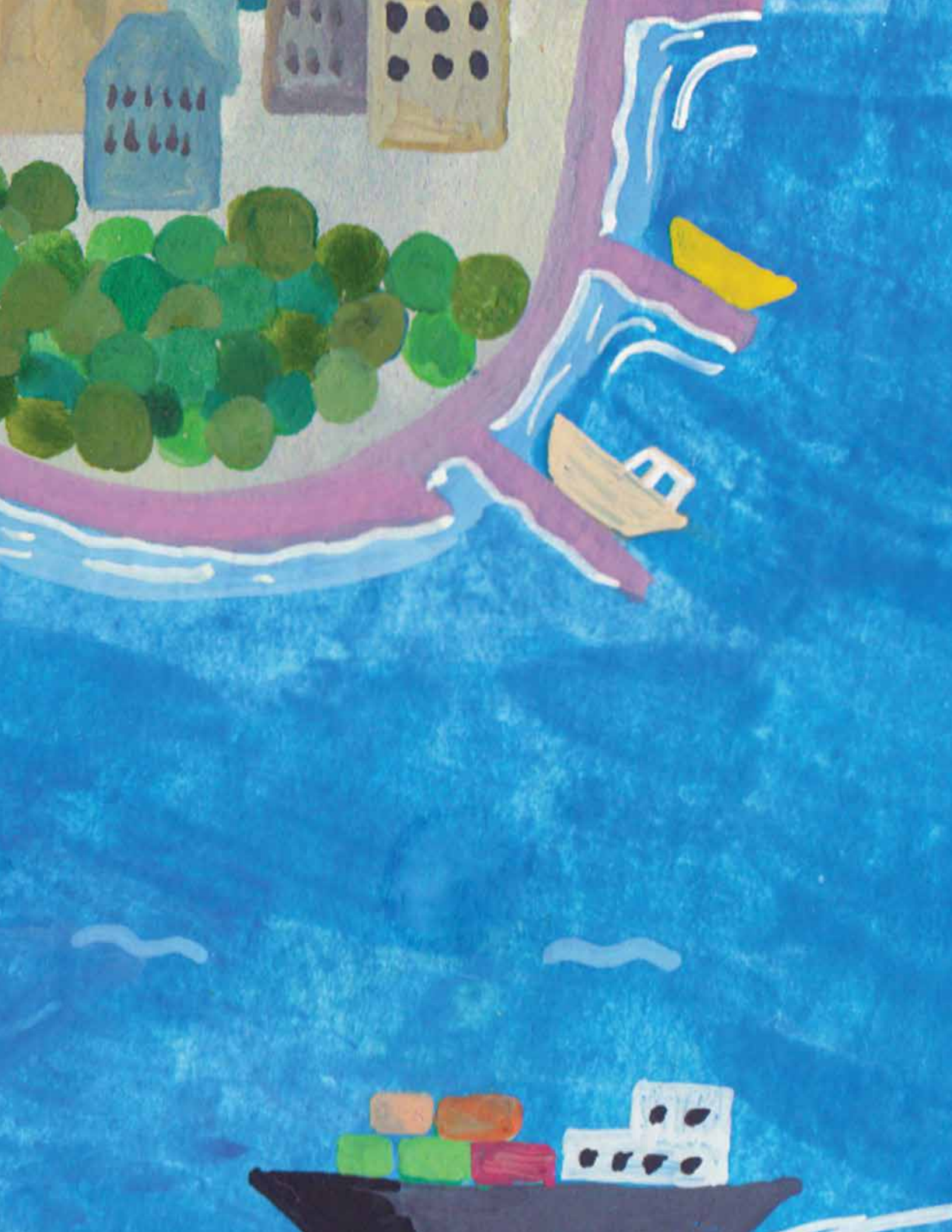
Every year we feature stories from our selected group of child authors, inspired by the outcomes of the Earth Summit, the Rio+20 United Nations Conference on Sustainable Development (UNCSD) and the world's Sustainable Development Goals, and by the Convention on the Rights of the Child (CRC) itself. Our junior authors, ages 8-12, are concerned about future justice, poverty, the global environment, education and children's rights. Accompanied by illustrations, each book profiles creative, interesting and adventurous ideas for creating a just and greener future, in the context of children's interests and lives.

We aim to publish the books internationally in ten languages, raising the voices of future generations and spread their messages for a fair and sustainable tomorrow among their peers and adults, worldwide. We welcome you to join us in support of this inspiring partnership, at [www.vofg.org](http://www.vofg.org).



















I congratulate Lupeoaunu'u Vaai for this great initiative as a young Samoan and Pacific Islander to let the world know of the reality she faces. I am grateful for the message Lupe's story has put forth for future generations. It is indeed a reawakening call for all people to pay more attention about how to sustain and maintain a clean and healthy world to live in. I fully support Lupe's story as a source of inspiration.

***Sr Masela Tenisio***

***Principal, St Mary's Primary School, Savalalo, Apia***

An excellent piece highlighting environmental issues, especially waste and pollution management on the islands. One can find so much inspiration in such a young and determined environmental writer such as Lupe.

***Mr Anthony Talouli***

***Pollution Adviser, Acting Director Waste Management & Pollution Control Division, Secretariat of the Pacific Regional Environment Programme, Apia***

An insightful read on the power of a child's simple, but effective everyday solutions in tackling climate change, and its influence in engaging a community to action!

***Ms Aurora Elisaia-Vaai***

***Brewer, Taula Beverages and Part Time Lecturer, Faculty of Medicine, National University of Samoa***

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**The Voice of an Island | 1**



Voices of Future Generations Children's Book Series



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ISBN 978-0-9569955-6-8



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