

TOGETHER REPORT 2015-2016





There have been numerous exciting changes and events in the work overseen by the Canadian Teachers' Federation (CTF) Trust Fund this year. Along with a new name – International and Social Justice Program – a renewed approach integrates services to international partners with the development of social justice resources for Canadian teachers. Here are some of the highlights from the past year:

The Education International (EI) Quadrennial Congress held in Ottawa in July brought hundreds of teacher organizations from around the world to us. This was an important opportunity for CTF staff to meet with our current overseas partners and to hear from many others who are looking for active partnerships with CTF. As a result, much planning took place, and our partnership with Burkina Faso was renewed after a lapse of five years.

CTF's research on "Teachers' Action for Girls" (TAG), the Uganda National Teachers' Union's gender-friendly school project, came to a culmination this year. TAG was one of only 17 projects worldwide to be selected by the United Nations Girls' Education Initiative (UNGEI) to showcase good practice in girls' education, including work to stop school related gender-based violence. CTF has supported UNATU in this work since its inception, and the Case Study coming out of this research is now complete. A summary of the research, along with photos, is being posted on the UNGEI website.

After sitting for 25 years on the Comité syndical francophone de l'éducation et de la formation (CSFEF), the Association des enseignantes et des enseignants franco-ontariens (AEFO) will pass the torch to CTF at the start of the next fiscal year (2016-2017), and this responsibility will rest with the International and Social Justice Program. I would like to thank the AEFO for its important contribution towards the attainment of the CSFEF's objectives and the advancement of Francophone organizations dedicated to education around the world throughout these years.

CTF believes there are several benefits derived from direct participation in CSFEF meetings, particularly in terms of its international cooperation work. The CSFEF consists of a network that includes teacher unions of the Francophonie affiliated to EI. It speaks on behalf of EI Francophone affiliates that represent over a million teachers and other education workers.

As well as these international undertakings, there was much activity here at home. *Speak Truth to Power (STTP) Canada: Defenders for Human Rights* was launched in July 2015 at the CTF's Annual General Meeting in Ottawa. We live in a dynamic, interconnected, beautiful, and at times troubled world. Filled with compassion and care for others, many people work tirelessly to realize the goal of respect for human rights and a good quality of life for everyone. Making this happen requires that people learn about human rights and the importance of empathy, critical thinking, and considered action in support of those in our communities who need our help. *STTP Canada* is a teacher resource intended to facilitate pedagogy for responsible citizenship. By means of this resource, and through the work of teachers, *STTP Canada* can enable students to learn about access to rights from a grassroots to a global level. CTF thanks the following partner organizations in the development of *STTP Canada: Defenders for Human Rights*: The Canadian Museum for Human Rights, Robert F. Kennedy Human Rights, the Inuit Tapiriit Kanatami and the Assembly of First Nations.

These activities, and many more, were made possible through the human and financial resources provided by CTF Member organizations. The Trust Fund will continue to report on this exciting work as we move forward in the coming year.

A handwritten signature in black ink that reads "Dianne Woloschuk".

Dianne Woloschuk





The fiscal year 2015-2016 was the first year of CTF's renewed International and Social Justice Program. Over the past twelve months, team members have worked at harmonizing and bridging the different initiatives of a program area that holds both pan-Canadian and international components.

Internationally, we were able to reconnect with several partners after activities had been put on hold for various reasons. For instance, we reached an agreement with the ASEAN Women's Network and conducted field work that resulted in the return of the Sierra Leone Teachers' Union and two Burkina Faso unions as Project Overseas partners for the summer of 2016.

New partnerships were also explored, including with two Haitian unions recently affiliated to EI: the Fédération nationale des travailleurs en éducation et en culture and the Union nationale des normaliens/normaliennes et éducateurs/éducatrices d'Haïti. We are hoping to reach partnership agreements with these two organizations in 2016-2017.

At the pan-Canadian level, with the launch of *Speak Truth to Power Canada (STTP Canada)*, we experienced an increase in invitations from Member organizations to present CTF's social justice resources at a variety of events. We sincerely thank Member organizations for the many ways they have supported us in the promotion of our social justice resources.

The development of two new student voice booklets also began this year, the first on mental health and stigma and the other on truth and reconciliation. Teachers and their students across Canada contributed to the development of these resources which are expected to be released for the 2016-2017 school year.

New collaboration opportunities were developed this year at the pan-Canadian level. Fairtrade Canada was part of the Imagineaction program, and the National Film Board has agreed to identify resources related to the social justice themes addressed in *STTP Canada*. This will provide Canadian teachers with a wealth of audiovisual resources that will help their students advance towards greater social engagement. We also wish to highlight our various partners' contributions in the development of *STTP Canada*.

The above-mentioned initiatives are just some of the highlights of the work accomplished this year. In the following pages, you will learn about other projects undertaken by our team that show how busy this past year has been!

For the staff of the CTF International and Social Justice Program, this fiscal year comes to an end with a feeling of satisfaction for what has been accomplished. As the Director, I believe the members of our team successfully faced the challenges that come with structural change, and I am proud of each and every one of them for showing openness and flexibility. I would also like to thank them for showing sincere commitment to the work that we needed to accomplish together. Now that we have laid the foundation for our new operating model, the entire team is starting 2016-2017 with confidence!

A handwritten signature in blue ink that reads "B. Bergeron".

Brigitte Bergeron



PO 2015 in Ghana

TEACHERS' ACTION FOR LEARNING (TAL)

Rooted in the most promising practices of teacher professional development and international development cooperation, the CTF International Program, *Teachers' Action for Learning*, works in partnership with national teacher organizations around the globe to support teachers as professionals with the agency to make a tremendous difference in the ongoing struggle for quality, inclusive, public education for all. Core funding is provided by CTF Member organizations with supplementary funding from other like-minded organizations and some personal donations. Work is coordinated with other national teacher organizations engaged in EI development cooperation. Canadian teachers and teacher leaders from CTF Member organizations contribute invaluable assistance as volunteers, collaboratively planning and/or facilitating many workshops, in-services, and initiatives each year with CTF partner organizations in Africa, Asia, and the Caribbean.

The CTF International Program, *Teachers' Action for Learning*, consists of three program areas, undertaken to advance *Teachers' Action for Teaching* (TAT), *Teachers' Action for Gender Equity* (TAGE) and *Teachers' Action for Teacher Organizations* (TATO). Activities in these program areas are carried out through Project Overseas and through other complementary support of the work being undertaken by CTF partner organizations overseas.

The chart below lists CTF overseas partners and the program areas in which we are supporting them.

Chart A: CTF SUPPORT FOR OVERSEAS PARTNER PROJECTS

TEACHERS' ACTION FOR LEARNING	OVERSEAS PARTNERS																		
	AIPTF	AWEN	AWN	BUT	DAT	EI LAWN	FESEN	GNAT	GTU	CNEH	NTAL	PATC	SAARC	SKTU	SLTU ¹	SVG TU	SLTU ²	TTUTA	UNATU
TAT																			
TAGE																			
TATO																			

All India Primary Teachers' Federation (AIPTF)
 African Women in Education Network (AWEN)
 ASEAN Women's Network (AWN)
 Barbados Union of Teachers (BUT)
 Dominica Association of Teachers (DAT)
 EI Latin America Women's Network (EI LAWN)

Fédération des Syndicats de l'Éducation Nationale du Togo (FESEN)
 Ghana National Association of Teachers (GNAT)
 Guyana Teachers' Union (GTU)
 Confédération Nationale des Éducatrices et
 Éducateurs d'Haïti (CNEH)
 National Teachers' Association of Liberia (NTAL)
 Pan African Teachers' Centre (PATC)

St. Kitts Teachers' Union (SKTU)
 St. Lucia Teachers' Union (SLTU¹)
 St. Vincent and the Grenadines Teachers' Union (SVG TU)
 Sierra Leone Teachers' Union (SLTU²)
 South Asian Association for Regional Cooperation (SAARC)
 Trinidad & Tobago Union of Teachers (TTUTA)
 Uganda National Teachers' Union (UNATU)

THE CTF TRUST FUND

The CTF International and Social Justice Program oversees Teachers' Action for Learning (the international program) as well as Imagineaction (the social justice program). The Trust Fund budget is structured to provide a complete budget for all program activities in the Department. The budget reflects the practices within the department, and is comparative in structure to the Canadian Teachers' Federation budget. Trustees meet four times annually to receive reports, provide direction and make decisions regarding budget expenditures.

CTF Trust Fund Trustees

Dianne Woloschuk, CTF Past-President (STF)
Heather Smith, CTF President (NBTA)
Norm Gould, CTF Vice-President (MTS)
Shelley Morse, NSTU
Gayla Meredith, NWTTA
James Ryan, OECA

MEMBER ORGANIZATIONS

Because of the financial generosity of CTF Member organizations, *Teachers' Action for Learning* is entirely teacher owned. It therefore understands teachers as the agents of change at the very centre of the learning process, a perspective that makes the role of CTF in the area of development cooperation both unique and extremely effective. *Teachers' Action for Learning* also extends Member organizations' work to combat the commercialization and privatization of education into parts of the world most vulnerable to private interests.

CTF Members are generous in other ways as well. Beyond Project Overseas volunteers, Member organizations across the country also provide international resource persons, with expertise in various areas, to extend the work throughout the year. The chart below lists the 2015-2016 resource persons, their organizations, and the program area in which they worked.

Chart B: Resource Persons from Member Organizations			
TAT Teachers' Action for Teaching			
TAGE Teachers' Action for Gender Equity			
TATO Teachers' Action for Teacher Organizations			
Resource Person	Member Organization	Teachers' Action for Learning Program Area	
Simone Désilets	ATA	TAT	TAGE
Gwen Dueck	STF	TAT	
Ian Krips	STF	TAT	
Nancy Kerr	MTS	TATO	
Carla Pieteron	ETFO	TAT	TAGE
Diane Lawler	ETFO	TAGE	
Nathalie Ladouceur	AEFO	TAT	
Burris Devanney	NSTU	TAT	TATO
Beverly Park	NLTA	TAGE	TATO
Destination Countries			
Burkina Faso Ghana	Haiti India	Sierra Leone Togo	Uganda United Nations (New York)

TEACHERS' ACTION FOR TEACHING (TAT)

PROJECT OVERSEAS

In 2015, Project Overseas was again a resounding success. Fifty-seven teachers (our largest number in memory) from fifteen CTF Member organizations provided professional development programs with colleagues on 13 projects in 11 countries. Hundreds of teachers and thousands of students benefitted, and long term goals of overseas partner organizations were advanced, building sustainable professional services for teachers and school heads. It was Teachers' Action for Teaching at its finest.

Every year brings unique challenges to Project Overseas, and, while all challenges were met successfully, 2015 was not lacking in this. In Uganda, a team member had her purse snatched by a passing motorcyclist; in the Caribbean, a team member slipped in the shower and received lacerations on her back by the shattered glass door, and in another Caribbean location, a severe case of bug bites resulted in a doctor visit. CTF was forced to cancel the project in Sierra Leone due to Ebola (see page 6 for alternative support provided).

These challenges were dwarfed by the tremendous success and variety of the projects, which ranged from whole school change for clusters of schools to programs that brought as many as one fourth of the teachers in a Caribbean country together for workshops on various child-centered active-learning methods. Topics ranged from literacy and numeracy to physical education, and Art. Workshops on health and gender equality were provided in every setting.

Canadian teachers invariably report that they learn more than they teach during the PO experience. Much networking and collegial learning took place among overseas colleagues and the 57 Canadians. Intercultural skills building, disaster preparedness, conflict resolution and a host of other topics were part of the Orientation in preparation for the placements overseas. As teams left for their destinations, they were confident and eager to make theirs a successful project.

The Team Leaders' Debriefing in September confirmed that the experience had met or surpassed expectations. The Debriefing was also an opportunity to look to the future, and out of that meeting a number of changes in the preparation cycle were discussed. As we move forward, PO 2016 will implement many of these suggestions, adapting to changing needs in a changing world.

OTHER INITIATIVES

While PO is the largest part of this program area, there are a number of CTF partners' projects that extend TAT throughout the year. This may include such things as programs to enhance mentoring skills, assist school heads with instructional leadership or use CTF trained PD facilitators to provide workshops and other PD services to teachers. (See Chart A for list of TAT partners.)

TEACHERS' ACTION FOR GENDER EQUALITY (TAGE)

Gender equality sessions are embedded in all PO locations and in a number of other CTF supported projects. TAGE includes a variety of approaches and purposes, including bursaries for women, support for women's networks, women leadership projects, girl-friendly schools and activities to address school related gender based violence. (See Chart A for list of TAGE partners.)

TEACHERS' ACTION FOR TEACHER ORGANIZATIONS (TATO)

Although PO serves to strengthen teacher organizations, and project management is part of other TAT and TAGE projects, CTF also supports activities directly designed to increase capacity or provide international partners with institutional support. This support takes many forms including the John Thompson Fellowship program, support through EI consortiums, and specific training for such things as research, data gathering, lobbying, advocacy and so forth. (See Chart A for list of TATO partners.)

Country

National Teacher Organizations

Barbados	Barbados Union of Teachers (BUT)
Dominica	Dominica Association of Teachers (DAT)
Ghana	Ghana National Association of Teachers (GNAT)
Guyana	Guyana Teachers' Union (GTU)
Haïti	Confédération Nationale des Éducatrices et Éducateurs d'Haïti (CNEH)
Saint Kitts	St. Kitts Teachers' Union (SKTU)
Saint Lucia	St. Lucia Teachers' Union (SLTU)
Saint Vincent	St. Vincent and the Grenadines Teachers' Union (SVG TU)
Sierra Leone	Sierra Leone Teachers' Union (SLTU)
Togo	Fédération des Syndicats de l'Éducation Nationale (FESEN)
Trinidad	Trinidad & Tobago Unified Teachers' Association (TTUTA)
Uganda	Uganda National Teachers' Union (UNATU)

Regional Partners

Education International (EI)
Pan African Teachers' Centre (PATC)

Women's Networks

African Women in Education Network (AWEN)
ASEAN (Association of South East Asia Nations) Women's Network (AWN)
EI Latin America Women's Network (EI LAWN)
South Asian Association of Regional Cooperation (SAARC)

CTF Member Organizations

Association des enseignantes et des enseignants franco-ontariens (AEFO)
Elementary Teachers' Federation of Ontario (ETFO)
New Brunswick Teachers' Association (NBTA)
Newfoundland and Labrador Teachers' Association (NLTA)
Northwest Territories Teachers' Association (NWT TA)
Nova Scotia Teachers Union (NSTU)
Nunavut Teachers' Association (NTA)
Ontario English Catholic Teachers' Association (OECTA)
Prince Edward Island Teachers' Federation (PEITF)
Quebec Provincial Association of Teachers (QPAT)
Saskatchewan Teachers' Federation (STF)
The Alberta Teachers' Association (ATA)
The Manitoba Teachers' Society (MTS)
Yukon Teachers' Association (YTA)

Affiliate Member

Ontario Teachers' Federation (OTF)

Associate Member

Syndicat des enseignantes et enseignants du programme francophone de la Colombie-Britannique (SEPF)

The CTF International Aid Fund was established to alleviate disaster and distress and provide material aid to overseas partners. It is managed within the Trust Fund as part of the charitable arm of CTF.

TROPICAL STORM ERIKA

The tropical storm Erika, which struck the Caribbean island of Dominica on August 29th, 2015, has set the country back by 20 years. Nine communities were declared 'disaster areas.' The Dominica Association of Teachers (DAT), one of CTF's Project Overseas partners, sent alarming information regarding damage to the education system in the wake of the storm. Fourteen schools on the island were partly or completely destroyed. Others could not be reached due to destruction of road infrastructure, or were being used as shelters for people who lost their homes.

Support from the CTF International Aid Fund was provided to DAT to hold healing sessions for school teachers affected by tropical storm Erika. The group sessions were conducted by four guidance counselors who conducted sessions in 17 schools from all the education districts in Dominica. A total of 170 teachers benefited from these group sessions. DAT was pleased to report that the group sessions were well received by all of the teachers who participated. The content for the sessions was selected based on assessed needs and included the following topics: Coping Strategies, Self-care / Post Traumatic Stress Management, Understanding the Effects of Trauma on Adults and Children, Coping with Grief, Separation and Loss.



DAT's President Celia Nicholas securing relief for Delices School using a zip line



Soufriere teachers in deep concentration



DAT's President and Counsellor Jo-Anne Rolle Carrette over a 150 ft deep gorge on a zip line

EBOLA

Throughout the Ebola crisis, CTF Member organizations and individuals contributed to a fund that allowed CTF to provide financial support for organizations in Ebola stricken countries as they assisted their members and worked in conjunction with government and NGOs. This support carried into the 2015-2016 year. Ebola has now abated, and countries have been declared Ebola-free, but our support continues. In Sierra Leone, CTF-trained PD facilitators provide workshops for teachers from school clusters to increase awareness of:

- The government protocols for operating safe schools after Ebola;
- Strategies for preventing and managing an Ebola outbreak in the school;
- Healthy ways of managing stress in pupils and colleagues;
- Strategies for mobilizing pupils for active involvement in solving Ebola-related problems that affect students' lives at school and in the community.

IMAGINEACTION FUND

The Imagineaction Fund supports a number of services and resources offered in the area of education and social justice. The past year has seen significant growth and important additions to what is offered to CTF Member organizations, teachers and their students.



IMAGINEACTION PROGRAM

CTF believes that “a strong publicly funded public education system, rooted in the principles of universality, equity, responsiveness and accountability, is essential to sustaining and promoting our democratic society working for the good of all.” That belief includes advocating for social justice issues. While CTF continues to advocate for important and relevant issues to classroom teachers across the country, our social justice programs are teacher-focused and complementary to all sixteen curricula across the country. Furthermore, our pan-Canadian social justice programs are designed to expand the student’s classroom experience by fostering critical thinking leading to social action, which results in sparking interest and passion for equity, balance and fairness among citizens.

The Imagineaction program, launched in September 2010, has 2,225 teachers registered to access resources and small funding subsidies on social justice issues relevant to school and local communities. In six short years, Imagineaction has funded 470 projects in every province and territory, in English, French and Indigenous classrooms, impacting 160,000 students. Some of this year’s topics included poverty, fair trade, human rights, and other general social action projects. Next year’s project subsidy offerings will also include two student voice booklets: one on mental health and stigma and one on truth and reconciliation. These booklets capture the authenticity and frankness that can only be found in the first person voice of students who are learning more about complex societal issues. The booklets have been in development and are scheduled for release in September 2016.

SPEAK TRUTH TO POWER (STTP) CANADA



This project, launched in July 2015, was led by CTF in partnership with the Canadian Museum for Human Rights, Robert F. Kennedy Human Rights, the Assembly of First Nations and Inuit Tapiriit Kanatami.

STTP Canada is a multifaceted **educational resource** aimed primarily at **students in grades 5 to 12**, although its **content can easily be adapted** to younger students. It highlights the experiences of 12 contemporary Canadians who have dedicated their lives to defending human rights. Issues covered range from crimes against humanity and children’s rights activism to Indigenous self-determination and citizen participation.

STTP Canada recognizes that when truth is informed by sound learning, it has power, and that those who are informed have an obligation to speak truth to those in power. It is in this spirit that teachers and students use this resource as a catalyst to better understand and engage in human rights issues at the local, national and global levels – while further developing cognitively, socially and personally. The **12 human rights defenders** featured in STTP Canada are people of all ages and of diverse ethnic, socio-cultural and professional backgrounds. While some are well known to the general public, others are not, but one thing is sure: They all have accomplished great things!

The defenders’ **interviews, biographies** and **lesson plans** in STTP Canada help students develop a clear understanding of how human rights are not only part of the rule of law, applicable in every community, but also a responsibility of every citizen. While students will learn about the work of the 12 outstanding people featured in this resource, they will also be encouraged to **position themselves** on various human rights issues and to **take action** in their classroom, school or community.

Curricula in all Canadian provinces and territories require the teaching of human rights as defined by both Canadian and international law. STTP Canada lesson plans are easily integrated into a number of subject areas like **language arts, health, social sciences** and **creative arts**.

NORM GOBLE AWARD

The Norm Goble Award was created in 2014 and is granted annually to a CTF development cooperation partner organization for its World Teachers' Day (WTD) activities. The award includes CAN\$1,000 for the recipient organization to carry out its proposed activities. This year, seven partner organizations submitted an application for the Norm Goble Award.

CTF receives outstanding proposals each year from its partner organizations. In order to recognize a greater number of organizations, the Trustees approved the creation of up to two honorable mentions to be offered each year in addition to the award. These mentions include CAN\$500 for the recipients.

The 2015 award was offered to the Grenada Union of Teachers and the honorable mentions were offered to the Fédération des Syndicats de l'Éducation Nationale du Togo (FESEN) and the National Teachers' Association of Liberia (NTAL).



VOLUNTEER RECOGNITION AWARD

Member organizations' engagement is a key element of CTF's International Program. Without the incredible contribution of many volunteers from our Member organizations, a great deal of our programming simply would not be possible. The Volunteer Recognition Award is offered annually to a volunteer who has enhanced one or more CTF international projects by participating, over the course of a few years, in Project Overseas and/or other international initiatives. The Volunteer Recognition Award's recipient is someone who displays exceptional leadership, creativity and decision making skills.



This year, the award was given to Simone Désilets, member of The Alberta Teachers' Association. Simone is an exemplary and active volunteer in CTF's International Program. She has already made significant contributions to development cooperation and is a role model for many CTF volunteers.

Simone first participated in Project Overseas in 2012, as a member of the team going to Uganda. She returned to Uganda as the Team Leader in 2013 at a point where there were significant changes being made in the program. Simone's perceptive insights and practical outlook helped ensure that the reframed program was implemented in accordance with highly effective practices of development cooperation and professional development.

In 2014, Simone moved from Anglophone to Francophone Africa, and led the PO team to Togo. Again, she arrived at a time of critical change, this time in the leadership of the teacher organization, and her perceptiveness, combined with her excellent communication skills, helped to move the work forward.

In late April 2015, Simone generously volunteered her time to travel to Togo to work alongside FESEN leadership on both a long-term plan to address the organization's capacity to serve its members and on specific details for the July 2015 in-service program, offered as part of Project Overseas.

CTF Trust Fund

International Program – Statement of Operations

For the year ended March 31,

	2015				2014
	International Program	International Aid Fund	J.W. McConnell Family Foundation	Total	Total
Revenue					
Contributions					
CTF Member Organizations	\$ 665,707	\$ -	\$ -	\$ 665,707	\$ 642,345
Other	29,181	73,500	21,654	124,355	14,541
Investment Income	32,620	964	478	34,062	31,106
Value of Volunteer Services	857,616	-	-	857,616	766,547
Other	327	-	-	327	9,764
Program	-	-	2,130	2,130	13,968
Total Revenue	1,585,451	74,464	24,262	1,684,177	1,478,271
Expenses					
Direct Program Costs					
Project Overseas	518,643	-	-	518,643	519,893
Teachers' Action for Learning	174,388	-	-	174,388	127,345
Other Programs	-	73,500	24,262	97,762	25,503
Other Expenses					
Governance and Communication	22,349	-	-	22,349	32,374
Administrative Overhead	41,679	-	-	41,679	37,373
Value of Volunteer Services	857,616	-	-	857,616	766,547
Total Expenses	1,614,675	73,500	24,262	1,712,437	1,509,024
Excess (deficiency) of revenue over expenses for the year	\$ (29,224)	\$ 964	\$ -	\$ (28,260)	\$ (30,753)

Please see the CTF Trust Fund audited financial statements and the accompanying notes for the year ended March 31, 2015 for more detail.

The Canadian Teachers' Federation Trust Fund ("CTF Trust") was established by CTF to enable the Canadian teaching profession to conduct projects in the field of education. The CTF Trust is a registered charitable organization and is exempt from income taxes. Its revenue sources are primarily from CTF Member Organizations. It is dependent on financial contributions from CTF Member organizations, and in-kind contributions from CTF and volunteer services to continue to provide its services.

The International Cooperation Program Fund reports revenue and expenses related to both Project Overseas and Teachers' Action for Learning Program.

The International Aid Fund consists of revenue and expenses to respond to requests from recognized national and international organizations, to alleviate disaster and distress, and to provide material aid.

The J.W. McConnell Family Foundation Fund consists of contributions received for the Imagineaction program. The purpose of the fund is to provide opportunities to link curricula through critical thinking to community based projects aimed at transformation. Imagineaction is a kindergarten to grade 12 teacher platform that offers opportunities for school-community social action projects tied to the Imagineaction themes of Connect, Engage, Thrive, Lead, Live, and Care that fosters the capacity for critical and creative thinking, and prepares students for active responsible citizenship in a democracy and to meet the formidable societal challenges ahead. The CTF Trust's role through CTF is to act as the host organization and secretariat for the program. Subsequent to March 31, 2015, the CTF Trust Board of Trustees approved a motion for the fund to be renamed the Imagineaction Fund.