

Applicant: **Skeffington, Dylan**
Organisation: **Mangrove Action Project**
Funding Sought: **£43,503.00**
Funding Awarded: **£43,503.00**

DPR8S2\1030

DPLUS117 Cayman Islands Coastal Education Guide

Section 1 - Contact Details

PRIMARY APPLICANT DETAILS

Name Dylan
Surname Skeffington
Website (Work) www.mangroveactionproject.org
Tel (Work) + [REDACTED]
Email (Work) [REDACTED]
Address [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

CONTACT DETAILS

Title Mr
Name Martin
Surname Keeley
Tel [REDACTED]
Email [REDACTED]
Address [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

GMS ORGANISATION

Type	Organisation
Name	Mangrove Action Project
Phone	[REDACTED]
Email	[REDACTED]
Website	[REDACTED]
Address	[REDACTED] [REDACTED] [REDACTED] [REDACTED] [REDACTED]

Section 2 - Title, Dates & Budget Summary

Q3a. Project title

Q3b. What was your Stage 1 reference number? e.g. DPR8S1\10008

DPR8S1\1020

Q4. UKOT(s)

Which UK Overseas Territory(ies) will your project be working in? You may select more than one UKOT from the options below.

Cayman Islands

Q4b. In addition to the UKOTs you have indicated, will your project directly benefit any other Territories or country(ies)?

No

Q5. Project dates

Start date:

01 April 2020

End date:

31 March 2022

Duration (e.g. 2 years, 3 months):

2 years

Q6. Budget summary

Year:	2020/21	2021/22	2022/23	Total request
Darwin funding request (Apr - Mar)	████████	████████	██████	£ 43,503.00

Q6a. Do you have proposed matched funding arrangements?

Yes

What matched funding arrangements are proposed?

Cayman Islands Department of Environment, Minister of Education: \$ ██████

Dart Education Fund: \$ ██████

Caribbean Utilities Corp. & Mangrove Education Project: \$ ██████

In-Kind: \$ ██████

Mangrove Education Project (General Funds): \$ ██████

Q6b. Proposed (confirmed & unconfirmed) 73%
matched funding as % of total project cost
(total cost is the Darwin request plus
other funding required to run the project).

Section 3 - Lead Organisation Summary

Q7. Summary of Project

Please provide a brief summary of your project, its aims, and the key activities you plan to undertake. Please note that if you are successful, this working may be used by Defra in communications e.g. as a short description of the project on [GOV.UK](https://www.gov.uk).

Please write this summary for a non-technical audience.

No Response

Q8. Lead organisation summary

Has your organisation been awarded a Darwin Initiative award before (for the purposes of this question, being a partner does not count)?

No

If no, please provide the below information on the lead organisation.

What year was your organisation established/ incorporated/registered? 1992

What is the legal status of your organisation? NGO

How is your organisation currently funded? Grants (both from foundations and governments), contracts (both with NGOs and governments), general individual donations, corporate donations, and in-kind donations.

Describe briefly the aims, activities and achievements of your organisation. Large organisations please note that this should describe your unit or department.

Aims	Partnering with mangrove forest communities, grassroots NGOs, researchers and local governments to conserve and restore mangrove forests and related coastal ecosystems, while promoting community-based, sustainable management of coastal resources.
Activities	Mangrove and coastal resource preservation, conservation, and restoration, using best-practice techniques developed over the last two decades. MAP also serves as a networking tool/platform for mangrove stakeholders around the world.
Achievements	13 'Community-Based Ecological Mangrove' (CBEMR) restoration sites in Thailand, CBEMR workshops conducted in over a dozen countries globally, and the implementation of the Marvellous Mangroves curriculum to over 2,500 teachers and 250,000 students in more than 15 countries worldwide.

Provide details of 3 contracts/projects held by the lead organisation that demonstrate your credibility as an organisation and provide a track record relevant to the project proposed. These contracts/awards should have been held in the last 5 years and be of a similar size to the grant requested in your Darwin application.

Contract/Project 1 Title	CBEMR Training in Myanmar
Contract Value/Project budget (include currency)	\$ [REDACTED]
Duration (e.g. 2 years 3 months)	1 month
Role of organisation in project	MAP ran a "Community-Based Ecological Mangrove Restoration" method training for the forestry department of Myanmar in September of 2019.
Brief summary of the aims, objectives and outcomes of the project	To build the capacity of local stakeholders in mangrove restoration.
Client/independent reference contact details (Name, e-mail)	[REDACTED]

Contract/Project 2 Title	CBEMR Training in Senegal
Contract Value/Project budget (include currency)	\$ [REDACTED]

Duration (e.g. 2 years, 3 months)	1 month
Role of organisation in project	To build the capacity of local stakeholders in mangrove restoration.
Brief summary of the aims, objectives and outcomes of the project	To build the capacity of local stakeholders in mangrove restoration. In this case, Wetlands International, Africa, as well as other local stakeholders.
Client/independent reference contact details (Name, e-mail)	[REDACTED]

Contract/Project 3 Title	CBEMR Training in Tanzania
Contract Value/Project budget (include currency)	\$ [REDACTED]
Duration (e.g. 2 years, 3 months)	1 month
Role of organisation in project	To build the capacity of local stakeholders in mangrove restoration.
Brief summary of the aims, objectives and outcomes of the project.	To build the capacity of local stakeholders in mangrove restoration. In this case, Wetlands International, Africa, as well as other local stakeholders.
Client/independent reference contact details (Name, e-mail).	[REDACTED]

Have you provided the requested signed audited/independently examined accounts? If you select "yes" you will be able to upload these. Note that this is not required from Government Agencies.

No

If no, please provide details.

As a relatively small and nimble NGO with an annual budget of well under a million USD, we have not been required to undergo annual audits. However, many of our most recent annual 990s and returns have been conducted by verified third parties, and we would be happy to provide these upon request.

Section 4 - Project Partners

Q9. Project Partners

Please list all the partners involved (including the Lead Organisation) and explain their roles and responsibilities in the project. Describe the extent of their involvement at all stages, including project development.

This section should illustrate the capacity of partners to be involved in the project. Please provide

Letters of Support for the Lead Organisation and each partner or explain why this has not been included.

N.B: There is a file upload button at the bottom of this page for the upload of a cover letter (if applicable) and all letters of support.

Lead Organisation name:	Mangrove Action Project
Website address:	www.mangroveactionproject.org
Details (including roles and responsibilities and capacity to engage with the project):	Mangrove Action Project's Education Director, Martin Keeley, will oversee implementation of the Coastal Education Guide. He is also the Executive Director of the Cayman Islands' Mangrove Education Project, a local partner NGO registered in the Cayman Islands (which has an MOU with MAP), which will partner with MAP on the implementation of this project.
Have you included a Letter of Support from this organisation?	<input checked="" type="radio"/> No
If no, please provide details	We believe that the general application for this Darwin Project will cover any concerns that would be otherwise be addressed in a cover letter. However, letters of support have been included from all other partners involved in the project.
Have you provided a cover letter to address your Stage 1 feedback?	<input checked="" type="radio"/> Yes

Do you have partners involved in the Project?

Yes

1. Partner Name:	Mangrove Education Project
Website address:	www.mangroveactionproject.org
Details (including roles and responsibilities and capacity to engage with the project):	To act as MAP's partner in overseeing the implementation of the Coastal Education Guide, and act as a local liaison for the project, since it is registered as an official non-profit in the Cayman Islands. Mangrove Education Project is run by Martin Keeley, who is also MAP's Education Director and will be acting as lead on the project.
Have you included a Letter of Support from this organisation?	<input checked="" type="radio"/> Yes

Do you have more than one partner involved in the Project?

Yes

2. Partner Name: C.I. Ministry of Education

Website address: *No Response*

Details (including roles and responsibilities and capacity to engage with the project): Co-ordination to ensure the CLEP follows requirements of Key Stages 1, 2 and 3, and provides support for the workshops and teacher training in each of the schools. Also, follow-up visits of trainers to observe and assist in the continued delivery of the programme.

Have you included a Letter of Support from this organisation? Yes

3. Partner Name: C.I. Ministry of Environment

Website address: *No Response*

Details (including roles and responsibilities and capacity to engage with the project): Provide input and review of scientific data to ensure its accuracy. Incorporate DOE resources such as the new Marine Parks Law and related materials.
Sea Sense: Provide field trip logistical support for visits to mangroves, reefs and sea grass.

Have you included a Letter of Support from this organisation? Yes

4. Partner Name: C.I. National Trust

Website address: *No Response*

Details (including roles and responsibilities and capacity to engage with the project): Provide logistical support for Ms. Catherine Childs in her position as NT Education Director.

Have you included a Letter of Support from this organisation? Yes





5. Partner Name:	Dart Education
Website address:	<i>No Response</i>
Details (including roles and responsibilities and capacity to engage with the project):	Logistical and Financial Support
Have you included a Letter of Support from this organisation?	<input checked="" type="radio"/> No
If no, please provide details	Logistical and Financial Support





6. Partner Name:	Cayman Utilities Corporation, Ltd.
Website address:	<i>No Response</i>
Details (including roles and responsibilities and capacity to engage with the project):	<i>No Response</i>
Have you included a Letter of Support from this organisation?	<input type="radio"/> Yes <input type="radio"/> No

If you require more space to enter details regarding Partners involved in the Project, please use the text field below.

No Response

Please provide a cover letter responding to feedback received at Stage 1 if applicable and a combined PDF of all Letters of Support.

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 Darwin Cover Letter
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Section 5 - Project Staff

Q10. Project Staff

Please identify the key project personnel on this project, their role and what % of their time they will be working on the project.

Please provide 1 page CVs for these staff, or a 1 page job description or Terms of Reference for roles yet to be filled. These should match the names and roles in the budget spreadsheet. If your team is larger than 12 people please review if they are core staff, or whether you can merge roles (e.g. 'admin and finance support') below, but provide a full table based on this template in the pdf of CVs you provide.

Name (First name, Surname)	Role	% time on project	1 page CV or job description attached?
Martin Keeley	Project Leader	100	Checked
Marnie Laing	Project Co-Coordinator	50	Checked
Catherine Childs	<i>No Response</i>	25	Checked
Leo Thom	Website Co-Developer	5	Checked





Do you require more fields?





Yes

Name (First name, Surname)	Role	% time on project	1 page CV or job description attached?
Thalia Rego-Ramos	Webmaster	5	Unchecked
<i>No Response</i>	<i>No Response</i>	0	Unchecked
<i>No Response</i>	<i>No Response</i>	0	Unchecked
<i>No Response</i>	<i>No Response</i>	0	Unchecked
<i>No Response</i>	<i>No Response</i>	0	Unchecked
<i>No Response</i>	<i>No Response</i>	0	Unchecked
<i>No Response</i>	<i>No Response</i>	0	Unchecked
<i>No Response</i>	<i>No Response</i>	0	Unchecked


Please provide 1 page CVs (or job description if yet to be recruited) for the Project staff listed above as a combined PDF.





Ensure the file is named clearly, consistent with the named individual and role above.

 [Laing, Marnie](#)
 26/11/2019
 23:51:44
 pdf 94.29 KB

 [Thalia Rego Ramos](#)
 26/11/2019
 23:51:43
 pdf 55.66 KB

 [Martin Keeley](#)
 26/11/2019
 23:51:43
 pdf 131.08 KB

 [LEO THOM 06](#)
 26/11/2019
 23:51:43
 pdf 68.92 KB

 [Catherine Childs](#)
 26/11/2019
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Have you attached all Project staff CVs?

Yes

Section 6 - Background & Methodology

Q11. Problems the project is trying to address

Please describe the problem your project is trying to address in terms of environment and climate issues in the UKOTs.

For example, what are the specific threats to the environment that the project will attempt to address? Why are they relevant, for whom? How did you identify these problems? How will your proposed project help? What key OT Government priorities and themes will it address?

Coral reefs, mangroves, and seagrass beds are some of the world's most vital ecosystems, as well as some of the most endangered. They face a variety of threats, ranging from ocean acidification and heating, to overfishing, to development, as well as a number of other harmful practices.

The Cayman Islands are home to all such ecosystems. Locally, they play an essential role in sustaining life in the sea and providing valuable human services such as food, coastal protection, fishing, recreation, eco-tourism, education, and water quality, as well as cultural and aesthetic enjoyment. Globally, these ecosystems help to maintain the overall health of oceans, and help combat both the causes and effects of climate change. Yet all are in serious decline, in part from global factors such as rising seawater temperatures, and partly from local ones such as pollutants entering watersheds and runoff, development, and inappropriate usage, management, and interactions.

This educational curriculum and linked resources will help to address the local problems facing these critical ecosystems by increasing both students' and their local communities' awareness of these ecosystems' inherent values, as well as their stressors. This in turn will help to increase the local communities' involvement in maintaining these ecological resources into the future.

Many of the threats against these ecosystems are locally based. As such, ensuring that students and their

communities gain a sound understanding of local ecology will help further the OT Government priority of conservation and effective management of coral reefs, mangrove forests, and seagrass meadows, by influencing the actions of both current and future generations of everyday actors – as well as policy-makers – in a more positive direction associated with the conservation of these ecosystems.

Q12. Methodology

Describe the methods and approach you will use to achieve your intended Outcome and Impact. Provide information on:

- How you have analysed historical and existing initiatives and are building on or taking work already done into account in project design. Please cite evidence where appropriate.
- The rationale for carrying out this work and a justification of your proposed methodology.
- How you will undertake the work (materials and methods).
- How you will manage the work (role and responsibilities, project management tools etc.)

Please make sure you read the [Guidance Notes](#) before answering this question.

(This may be a repeat from Stage 1 but you may update or refine as necessary)

One of the most obvious barriers for teachers to educate about local marine ecosystems is the lack of a local educational guide. The Cayman Islands Department of Education endorses the creation of a Coastal Education Guide with a focus on primary schools. This will be done in conjunction with the new UK-based curriculum being introduced in September 2019 – specifically the Science and Social Studies sections. Martin Keeley, the Education Director of Mangrove Action Project, first started his Marvellous Mangroves Programme in the Cayman Islands in 2001, which has now been expanded and taught in at least 15 countries worldwide to over 250,000 students. The Coastal Education Guide will be modelled after and expand upon the success of this program, following a similar template for its creation. The creation of the guide will be initiated after meetings with curriculum coordinators and teachers at Government schools to integrate with the new primary curriculum, and will rely on the consultation of local scientists from the Department of Environment.

Following the creation and publication of the guide, six teachers' workshops will be hosted to introduce it to educators, following the new Ministry of Education requirement to introduce and use new externally produced resources. At these workshops the guide will be formally introduced and teachers with key students will be shown how to conduct the activities, as well as how to use the resource guide, of which they will each receive a copy to use in their classrooms. A coastal lagoon trip will be held at the end of the workshop so teachers can practice applying their knowledge in the field. As part of the curriculum, students will be able to venture out of the classroom and into the marine environment through mangrove boat tours and seagrass and coral reef snorkeling field trips, connecting their newfound knowledge through the curriculum with hands-on, real world experience. Supplemental materials – including an interactive website that will aid with teaching and M&E, as well as an accompanying video and PowerPoint – will also be developed and distributed along with the education guide. The website will also serve as an umbrella source linking to other local resources, such as the new Marine Protected Areas maps finalized this year by the Ministry of Environment, Dart's SeaPerch Project, and CCMI's planned Reefs Go Live programme.

Supervision and implementation will be handled by Martin Keeley, who is responsible for research and co-ordination of the entire project, including workshop presentations. Ms. Marnie Laing will supervise, research and prepare writing and editorial co-ordination. Ms. Catherine Childs will supervise workshop

implementation and co-ordinate presentations. Mr. Leo Thom will co-ordinate all IT production and creations.

During the second year of the project, classroom monitoring will assess knowledge and skills learned. The programme will also be introduced to the education systems of other UKOTs with similar coastal ecosystems. This will involve direct contact with the schools and ministries of education in each of the relevant countries such as Turks and Caicos, BVI, Bermuda and Anguilla.

If necessary, please provide supporting documentation e.g. maps, diagrams, and references etc., as pdf using the File Upload below.

No Response

Section 7 - Stakeholders and Beneficiaries

Q13. Project Stakeholders

Who are the stakeholders for this project and how have they been consulted (include local or host government support/engagement where relevant)? Briefly describe what support they will provide and how the project will engage with them.

1. Ministry of Education: extensive discussions with Stephen Ta'Bois, STEM Specialist, and Senior Policy Advisor Clive Baker. Many meetings to discuss how CLE will provide the new UK primary school curriculum with local resources that it doesn't have! Also review of new social studies curriculum to include cultural use of these resources. Tie-ins will be reviewed and approved. Schools will be advised of the teacher training programs which will be facilitated. This will also be carried out through the new Cayman Islands Environmental Education Steering Committee. \$████████ funding has already been committed to the project by the Minister of Education..
2. Department of Environment: extensive discussions on how the CLE will integrate with several their programs. EG. New marine protected areas, turtle protection program. With Director Gina Ebanks-Petrie and other DOE staff. Specialists/scientists will provide support and data.
3. National Trust of the Cayman Islands will continue its delivery of the Mangrove programme and consult on the contents of the CLE and how it integrated with their related programs. Liaison and promotion of the CLE during other NT education programmes.
4. Caribbean Utilities Company Ltd. (CUC) will continue to sponsor the MM programme, is anticipated to fund the CLE program and include it with all their staff promotions and education projects.
5. Sea Elements: extensive discussions have been held with Mike Nelson of Sea Elements for new ways to run the field trips when we start looking at sea grass and coral reefs as well as mangroves.

Q14. Institutional Capacity

Describe the lead organisation's capacity (and that of partner organisations where relevant) to deliver the project.

In addition to general mangrove restoration and conservation efforts carried out over the past 27 years globally, the Mangrove Action Project (MAP) has implemented the Marvellous Mangroves programme – after which the Coastal Education Guideline is modeled – in 15 different countries worldwide. It has been taught to over 2,500 teachers and 250,000 students. Martin Keeley, who is MAP's Education Director, has been responsible for the development and implementations of this programme in all countries.

MAP has a long history of partnering with local NGOs, communities, and governments in order to carry out

both its education and restoration programs. In this instance, MAP will be partnering with the local Cayman Islands NGO Mangrove Education Project (which is headed by Martin Keeley), with which it has a Memorandum of Understanding to exchange knowledge and resources in order to help carrying out environmental education on mangrove and related ecosystems.

Q15. Project beneficiaries

Who will your project benefit? You should consider the direct benefits as a result of your project as well as the broader indirect benefits which may come about as a result of your project achieving its Outputs and Outcome. The measurement of any benefits should be included in your project logframe.

The project will initially benefit the primary school teachers of the year groups who are tasked with delivering the new curriculum. In addition, specialists at the Ministry of Education who are overseeing the introduction of the new curriculum will see firsthand how a locally produced resource benefits the Cayman Islands community. Caymanian students will also benefit from increased knowledge of the importance and value of the related ecosystems and this will lead to a more responsible attitude towards the environment from older members (and leaders) and the community. There are between 750 and 850 students in Year 5 of the Cayman Islands (both in public and private school, depending on the year), and this curriculum, once implemented, will be taught to all students in Year 5. This will be multiplied for each subsequent year that the curriculum is taught as part of the general core curriculum. While the focus is on Year 5, the curriculum may also be taught to some Year 4 and Year 6 classrooms, increasing the number of student and teacher beneficiaries.

Indirect beneficiaries include all those affected by the preservation of coastal ecosystems – potentially all those who reside in Cayman and surrounding areas.

Section 8 - Gender and Change Expected

Q16. Gender (optional)

How is your project working to reduce inequality between persons of different gender? At the very least, you should be able to provide reassurance that your proposed work is not increasing inequality. Have you analysed the context in which you are working to see how gender and other aspects of social inclusion might interact with the work you are proposing?

The project will be building the capacity of all staff involved – such as educators – equally for both men and women. And the project will also be educating all students involved of both genders at an equal level. The project aims to provide an education of coastal ecosystems to all students, and by proximity, their communities, equally, regardless of gender. Likewise, general responsibility of stewardship of their environment will be impressed upon all students and teachers, regardless of gender, further promoting the idea of equality in everyone's actions.

Moreover, the implementors of the Coastal Education Guide are made up of four women and one man, which will aid in promoting equality and the capacity of women and girls involved in the project, especially by means of example to students.

Q17. Change expected

Detail the expected changes this work will deliver. You should identify what will change and who will benefit a) in short-term (i.e. during the life of the project) and b) in the long-term (after the project has ended). Please describe the changes for the environment and, where relevant, for people in the OTs, and how they are linked.

After the creation of a curriculum specified to the local coastal ecology and communities and the subsequent capacity-building workshop that the teachers will undergo on how to educate their students on the curriculum, the teachers will then be able to teach the new curriculum in their classrooms. The students who partake in the curriculum will subsequently gain a greater understanding of how their coastal ecosystems play a role not only in the local environment, but also in their communities' day-to-day lives.

A major aim of this plan is that it will help to reinforce positive environmental choices, both in current and future generations. In gaining this understanding of their local ecology, students – who are the future stewards of the environment – will gain a lasting appreciation for their diverse and imperative coastal ecosystems. This appreciation will translate into their daily actions, both in the present and in the future.

In the short term, teachers will benefit from access to a ready-made locally produced and relevant educational guide and associated resources, and their students will gain a greatly increased understanding of their local ecosystems.

In the long term, the positive environmental attitudes and choices fostered in part as a result of the program will contribute to the overall health of coastal ecosystems, including mangroves, coral reefs, and seagrass beds. Many of the stressors on these environments are local – such as pollutants, harmful daily interactions, and ill-conceived developments – and can be addressed at the root source by educating local communities (beginning with students) on how to make positive environmental decisions. In the long term, this understanding will help ensure the health and biodiversity of local ecosystems, which will also provide a major source of food, protection, and enjoyment for local communities and eco-tourism for visitors to Cayman.

Q18. Pathway to change

Please outline your project's expected pathway to change. This should be an overview of the overall project logic and outline how you expect your Outputs to contribute towards your overall Outcome, and, longer term, your expected Impact.

The development of the Coastal Education Guide and its accompanying resources would be done in consultation with local educators and scientists so as to incorporate the most relevant information in an accessible and exciting format, ensuring that students will gain more of an awareness and appreciation for their local ecosystems.

The curriculum and accompanying resources will be introduced to teachers at capacity-building workshops, so that they will then be able to teach it to their students as part of the overall curriculum. These students will, through their increased knowledge and hands-on activities, gain a greater understanding and appreciation of their local coastal ecosystems. As seen in other instances around the globe, this eventually leads current and future generations of ordinary citizens and decision-makers to become better stewards of their coastal environment.

Previous surveys of the impact of the Marvellous Mangroves curriculum (the paradigm for which the Coastal Education Guide will follow) demonstrate a dramatic change in students' ecological understanding, environmental awareness and related positive actions as a result of the curriculum. The aim is that the Coastal Education Guide would have similar results, with current and future generations becoming more environmentally aware and responsible, and will eventually become self-sustaining.

Q19. Sustainability

How will the project ensure benefits are sustained after the project have come to a close? If the project requires ongoing maintenance or monitoring, who will do this and how will it be funded?

The goal of this project is to develop and begin implementation of the Coastal Education Guide for Cayman Islands schools. One of the aims of the program is to build the capacity of local educators and schools in order to implement the education guide, so that it becomes a fully integrated part of the general school curriculum. As such, once this specific project has come to a close, the aim is to have a self-sustaining environmental curriculum in place, which can be taught in subsequent years.

Additionally, the project lead, Martin Keeley, along with co-implementor Catherine Childs, will be available for further consultation in subsequent years, both for general curriculum questions and assistance, and in order to train new teachers on the curriculum and deliverables. Catherine Childs will be paid to do so under the National Trust of the Cayman Islands, while Martin Keeley's support will be considered an extension of the programming, or funded through a general MAP salary. As for the website, it will be hosted by Ms. Thalia Rego-Ramos, a local Caymanian webmaster, who will be responsible for updating and maintaining it as the project and curriculum comes into effect.

Section 9 - Funding and Budget

Q20. Budget

Please complete the appropriate Excel spreadsheet, which provides the Budget for this application. Some of the questions earlier and below refer to the information in this spreadsheet. Note that there are different templates for projects requesting over and under £100,000 from the Darwin Plus budget.


- [R8 D+ Budget form for projects under £100,000](#)
- [R8 D+ Budget form for projects over £100,000](#)


Please refer to the [Finance Guidance for Darwin/IWT](#) for more information.

N.B: Please state all costs by financial year (1 April to 31 March) and in GBP. Darwin Plus cannot agree any increase in grants once awarded.

Budgets submitted in other currencies will not be accepted. Use current prices – and include anticipated inflation, as appropriate, up to 3% per annum. The Darwin Initiative cannot agree any increase in grants once awarded.

 [MAP R8 DPlus Budget under 100K FINAL](#)

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Q21. Co-financing

Are you proposing co-financing?

Yes

Q21a. Secured

Provide details of all funding successfully levered (and identified in the Budget) towards the costs of the project, including any income from other public bodies, private sponsorship, donations, trusts, fees or trading activity, as well as any your own organisation(s) will be committing.

(See [Finance for Darwin/IWT](#) and [Guidance Notes](#))

Donor organisation	Amount	Currency code	Comments
C.I. Department of Education	██████	USD	Will likely be committing more funding. Amount is listed in USD
Cayman Utilities Company Ltd	██████	£0.00	<i>No Response</i>
<i>No Response</i>	0	<i>No Response</i>	<i>No Response</i>
<i>No Response</i>	0	<i>No Response</i>	<i>No Response</i>

Q21b. Unsecured

Provide details of any matched funding where an application has been submitted, or that you intend applying for during the course of the project. This could include matched funding from the private sector, charitable organisations or other public sector schemes. This should also include any additional funds required where a donor has not yet been identified.

Date applied for	Donor organisation	Amount	Currency code	Comments
<i>No Response</i>	<i>No Response</i>	0	<i>No Response</i>	USD. Have committed to funding coming year
<i>No Response</i>	<i>No Response</i>	0	<i>No Response</i>	Have committed to funding in coming year
<i>No Response</i>	<i>No Response</i>	0	<i>No Response</i>	<i>No Response</i>
<i>No Response</i>	<i>No Response</i>	0	<i>No Response</i>	<i>No Response</i>

Do you require more fields?

No

Section 10 - Finance

Q22. Financial Controls

Please demonstrate your capacity to manage the level of funds you are requesting. Who is responsible for managing the funds? What experience do they have? What arrangements are in place for auditing expenditure?

The project leader, Martin Keeley, will be responsible for managing the funds. As the senior executive of a non-profit environmental-education organization in Western Canada and northern Washington state for nine years between 1990-8, he handled annual budgets in excess of Can\$ [REDACTED] as well as handling all fund-raising, fiscal, and administrative requirements.

Most recently as University College of the Cayman Islands (UCCI) Campus Director on Cayman Brac, he was responsible for an annual operating budget of CI\$ [REDACTED] including faculty and staff salaries and stipends. In addition, he is responsible for the operation of MAP's Marvellous Mangroves programme which has an annual budget of approximately \$ [REDACTED]

Q23. Financial Management Risk

Explain how you have considered the risks and threats that may be relevant to the success of this project, including the risks of fraud or bribery.

Risks and threats to the project have been reviewed. There will be an ongoing financial oversight of both the development, piloting, and implementation of the programme. The main risk to the project would be a change in the political and economic stability of the Cayman Islands – which right now does not appear to be a problem. The partners on the project have a long-standing reputation for project delivery at the projected costs – including Government agencies' financial transparency. This past experience in Cayman means the project will be open to occasional scrutiny by the OT government agencies involved.

Q24. Value for Money

Please explain how you worked out your budget and how you will provide value for money through managing a cost effective and efficient project. You should also discuss any significant assumptions you have made when working out your budget.

We have had over 20 years of experience in 15 different countries of managing cost effectiveness with the Marvellous Mangroves programme. The budget is based on that experience and, in particular, the development and implementation of the Marvellous Mangroves programme in Cayman – especially the involvement of local scientists and educators in the initial research and publication of the guide and its ongoing application in local schools. The Cayman dollar is fixed against the US dollar and so fluctuations in exchange rates will not be a factor. Mr. Keeley's experience working for 12 years with UCCI have given him a clear idea on the costs involved for any project large or small. The only major assumption we have made is that we will be able to fund the project, and all the funders we have talked with have confirmed that, given the clearly defined proposal and its budgets they will be able to provide the necessary funding.

Q25. Capital Items

If you plan to purchase capital items with Darwin Funding, please indicate what you anticipate will happen to the items following project end.

No capital items will be purchased. The only tangible expenses will be the publication of the CLE teachers guide and website.

Q26. Outputs of the project and Open Access

All outputs from Darwin Plus projects should be made available on-line and free to users whenever possible. Please outline how you will achieve this and detail any specific costs you are seeking from Darwin Plus to fund this.

There will be two main sources through which the outputs from this Darwin Plus project will be available to the general public. One will be through updates provided on Mangrove Action Project's (MAP) website (www.mangroveactionproject.org), and another will be provided through the website created as part of the Coastal Education Guide curriculum.

The MAP website contains a blog, which will follow the progress of the Coastal Education Guide, and has a specific page devoted to environmental education, both of which will contain links to downloadable reports and files pertaining to the outcomes of the project, as well as other general updates.

The website created specifically for the purpose of the Coastal Education Guide will also have these outputs available for general public viewing. The website will be created in part to aid in implementation of and act as a resource for the educational guide, and will also be a vital part of the monitoring.

Section 11 - Safeguarding

Q27. Safeguarding

Projects funded through Darwin Plus must fully protect vulnerable people all of the time, wherever they work. In order to provide assurance of this, projects are required to have appropriate safeguarding policies in place. Please confirm the lead organisation has the following policies in place and that these are available on request:

We have a safeguarding policy, which includes a statement of your commitment to safeguarding and a zero tolerance statement on bullying, harassment and sexual exploitation and abuse	Checked
--	---------

We keep a detailed register of safeguarding issues raised and how they were dealt with	Checked
---	---------

We have clear investigation and disciplinary procedures to use when allegations and complaints are made, and have clear processes in place for when a disclosure is made	Checked
---	---------

We share our safeguarding policy with downstream partners	Checked
--	---------

We have a whistle-blowing policy which protects whistle-blowers from reprisals and includes clear processes for dealing with concerns raised Checked

We have a Code of Conduct in place for staff and volunteers that sets out clear expectations of behaviors - inside and outside of the work place - and make clear what will happen in the event of non-compliance or breach of these standards Checked

Section 12 - Logical Framework

Q28. Logical Framework

Darwin Plus projects will be required to report against their progress towards their expected Outputs and Outcome if funded. This section sets out the expected Outputs and Outcome of your project, how you expect to measure progress against these and how we can verify this.

Impact:

Students in the Cayman Islands - and through them their communities - gain an appreciation of local coastal ecology, and thus carry out sound environmental practices for coastal ecosystems.

Project summary	Measurable Indicators	Means of verification	Important Assumptions
------------------------	------------------------------	------------------------------	------------------------------

Outcome:

Students in the Cayman Islands are educated on local coastal ecosystems, and are aware of environmentally sound actions and policies affecting these ecosystems, including coral reefs, mangroves, and seagrass beds.

0.1 100 copies of the Coastal Education Guide tailored to the ecology of the Cayman Islands are developed and distributed.

0.2 Teachers are trained on implementation of the Coastal Education Guide for the Cayman Islands through capacity-building workshops.

0.3 Students have engaged in the curriculum taught using the Coastal Education Guide

0.4 Ongoing evaluation of effectiveness of Guide on teachers and students.

0.5 Curriculum becomes 'self-sustaining' by end of initial project period.

0.1 Each party involved in creation of curriculum provides written confirmation that they have provided input into creation of education guide. School districts provide written verification that all teachers involved have received copied of the education guide.

0.2 Six educators' workshops conducted and monitored by representatives from Department of Education / Ministry of Environment; teachers interact with the website developed for ongoing communication and monitoring of the Education Guide.

0.3 Students of the educators interact with the website designed as an accompaniment to education guide. Additionally, during the pilot project they are assessed to determine changes in environmental knowledge and overall sentiments towards ecological stewardship.

0.4 Follow-up classroom visits by project lead and coordinators to determine if Education Guide is being correctly implemented; ongoing assessments, questionnaires for teachers and students.

0.5 MAP Coastal curriculum developers,

Guide researched, written and published, with supplementary resource materials established.

Educators will use the Coastal Education Guide as a tool in educating their students on the local coastal ecology of the Cayman Islands.

The Coastal Education Guide developed in a manner that incorporates accurate scientific information for local ecology, and that the information is presented in an appealing fashion.

The Coastal Education Guide is completely integrated with Key Stages 1, 2 and 3 of the Science, Social Studies and Arts sections of the new Cayman Islands Primary School Curriculum.

MAP / MEP is able to locate potential sources of additional funding for expanding the curriculum to additional UK OTs.

By the end of the initial project period, educators have shown an ability to teach the curriculum, allowing it to be 'self-sustaining' in subsequent years.

coordinators and trainers work plans and budget reviews, provide confirmation that they have done so. MAP budgets and work plans to show project is feasible to extend beyond the timelines of the project.

Output 1:

. Coastal Education Guide for use in the Cayman Islands is developed using latest and most pertinent science for the local ecology.

1.1 Local teachers are consulted for the production of the content, with planning sessions held with educators and curriculum coordinators; inputs in the content of the guide prior to its production incorporated; integration with Key Stages 1, 2 and 3 of the Science, Social Studies and Arts sections of the new CI curriculum

1.2 Local scientists are consulted for up-to-date scientific and ecological information pertaining to the Cayman Islands.

1.3 Local organisations with materials related to the coastal lagoon ecosystem consulted.

1.1 Work plans and minutes of meetings in which local teachers are consulted for input. Classroom pilot projects including field trips held to evaluate guide's effectiveness.

1.2 Cayman Islands Department of Environment consulted prior to production of the guide; updated materials (e.g. new Marine Parks maps and data) incorporated; editor and coastal ecology experts review final draft of educational guide prior to publication to ensure accuracy and pertinence of information. Minutes of meetings taken in which local scientists are consulted on content.

1.3 Cayman Islands National Trust, Dart Cayman, Sea Sense, Mangrove Education Project, CCMI provide supplementary materials for guide; records kept and direct links made available through interactive website

The Cayman Islands Department of Environment will provide most current and relevant knowledge for coastal ecology.

Educators and curriculum coordinators are willing to meet and productively collaborate.

The Cayman Islands Department of Environment and Ministry of Education are willing to be consulted on the content of the educational guide.

Local organisations continue willingness to co-operate on sharing associated materials.

Output 2:

2. Educational guide is published and distributed.

2.1 Educational guide copies developed and published prior to workshops, using up-to-date science, as well as input from local teachers, including an incorporation of illustrations and photographs of the relevant species and ecosystems.

2.2 Sufficient copies (100) of the educational guide are printed and distributed to educators and curriculum coordinators.

2.1 An editor will review final draft of guide before it is published and distributed, and will provide a written notice of assessment of materials itemised

2.2. Each educator at the post-publication capacity-building workshops receives a copy of the educational guide plus supplemental materials; evaluation questionnaires following workshop; monitoring of interaction through the website (discussed in next section); training evaluation sheets; training workshop agenda; workshops attendance sheets

The developers of the educational guide will be able to convey the science in a manner that is relatable and enjoyable to educators and their students.

An editor will be available to review and assess the final materials before publication.

The interactive website is fully operational and allows curriculum coordinators to monitor educators' activities within the program.

Output 3:

3. Website and associative materials are developed to augment the capacity-building of educators and the interactivity of the educational guide, as well as serving as a tool for M&E.

3.1 Supplemental materials, such as a video, interactive ecology games, and lesson plans developed to augment the in-classroom educational component. These materials will be finalized prior to full implementation of curriculum.

3.2 Interactive complimentary website to enhance and monitor the curriculum. The website will include games, as well as a means for students and teachers to interact, enhancing monitoring and evaluation capabilities of the educational curriculum. The basic website will be developed prior to implementation of pilot program & workshops in Q3, while additional games, activities, materials on it will be further developed during workshop phases.

3.3 Links to schools in other UKOTs with coastal lagoon ecosystems established through the website by the end of the initial project phase in the second year.

3.1 All educators participating in capacity-building workshops receive a copy of the lesson plans and supplemental DVD in addition to educational guide.

3.2 Educators and their students successfully utilize the site, logging in and interacting with the available programs; curriculum coordinators able to monitor these interactions and conduct M&E of the implementation of curriculum in part through the website.

3.3 Contacts made with schools, teachers and education departments in UKOTs with similar coastal ecosystems; links established in website for teacher and student connections (as found in marvellousmangroves.org website)

Educators and students are able to and do use the website as part of the curriculum.

Education Guide will eventually begin being implemented UKOTs, and teachers and schools there are willing to set up and share the Coastal Lagoon Ecosystem Guide and resources and interact through the related website

Output 4:

Associative hands-on activities are created to supplement in-classroom educational component of the Coastal Education Guide.

4.1 Hands-on educational activities, ranging from examining specimens through magnifying lenses and microscopes and conducting experiments to field trips to see local coastal ecosystems first-hand developed in consultation with local educators and scientists. These activities will be fully developed by the end of the first year of the project.

4.2 Students to conduct hands-on activities and data collection, both in the classroom and in the field, to enhance their learning through the educational guide. This will

4.1 Local educators and scientists consulted in the formation of these activities, and students in the pilot project will be involved in the activities. This process will be monitored by specialists from the Dept. of Education / Ministry of Environment.

4.2 Training for hands-on activities and out-of-classroom field trips are taught as part of capacity-building workshops conducted for teachers, NGO volunteers, park educators, etc., who will help implement the educational program. This process will be monitored by specialists from the Dept. of Education / Ministry of Environment.

Local educators and scientists are able to consult in the creation of the activities.

Financial resources are available to provide necessary equipment (e.g. microscopes for examination of specimens), as well as for organizational capacity to carry out field trips to view local ecosystems.

Output 5:

. Capacity of local educators is built to teach the Coastal Education Guide into their classrooms.

5.1 Logistics for a capacity-building workshop for educators, etc., is planned in advance to maximize efficiency of the training.

5.2 Teachers' capacity is built to train their students with the materials in the Coastal Education Guide, through six 3-day capacity-building workshops carried out in association with Department of Education for the Cayman Islands; teachers are given guidance on how to teach the educational guide and its materials in their classes; all educator attendees are given both a copy of the guide and the necessary supplemental materials. These will be conducted prior to full implementation of curriculum throughout Cayman Islands primary schools.

5.3 Teachers are able to successfully conduct lessons in their classrooms using the education guide. The guide is taught to all 750-850 (depending on year) students in Year 5 in the Cayman Islands.

5.1 Overseeing organizations who will be implementing the educational guide are contacted and dates are set for the workshops in advance; travel, accommodation, meals, and field trips are planned in advance.

5.2 Process overseen by specialists from the Dept of Education. Further, training evaluation sheets, workshops attendance sheets are completed by each educator attendee.

5.3 M&E conducted partly through the interactive website, as well as from in-classroom visits and surveys conducted by project leaders to make sure curriculum is being implemented correctly. Department of Education will aid in monitoring / ensuring that the curriculum is implemented in all Year 5 classes, at both public and private schools.

Appropriate venues and times are located in which to conduct the six separate 3-day capacity building workshops.

Teachers are able to take the time to attend the workshops.

Department of Education for the Cayman Islands is able to help plan the logistics of the workshops.

Website will be functional and able to both aid in the trainings and be used as a tool to conduct M&E of the program.

Project coordinators are able to visit classrooms in order to conduct assessments and surveys as part of the M&E process.

Do you require more Output fields?

It is advised to have less than 6 Outputs since this level of detail can be provided at the Activity level.

Yes

Project Summary

Measurable Indicators

Means of Verification

**Important
Assumptions**

Output 6:

Expansion of the Coastal Education Guide into the classrooms and education systems of other five Caribbean UKOTs with similar coastal ecosystems.

6.1 Copies of the Coastal Education Guide tailored to the ecology of each of the UKOTs with similar coastal ecosystems are developed by the end of the first year

6.2 Teachers in UKOTs have been trained on implementation of the Coastal Education Guide for the different UKOTs through capacity-building workshops, which will take place over Y1 Q4 – Y2 Q3.

6.3 Students from other UKOTs have engaged in the curriculum taught using the Coastal Education Guide

6.4 Appoint local coordinator for each additional UKOT in which the guide will be implemented

6.5 Ongoing evaluation of effectiveness of Guide on teachers and students.

6.6 MAP budgets and work plans to show project is feasible to extend beyond the timelines of the project

6.1 Overseeing organizations who will be implementing the educational guide contacted and dates are set for the workshops in advance; travel, accommodation, meals, and field trips planned in advance.

6.2 Five 4-day capacity-building workshops carried out in association with Departments of Education of the Caribbean UKOTs; teachers at each of the Caribbean UKOTs given guidance on how to teach the educational guide and its materials in their classes; training evaluation sheets, training workshop agenda; workshops attendance sheets.

6.3 Students of the educators interact with the website designed as an accompaniment to Education Guide.

6.4 Written confirmation or a contract/MOU that will verify the specified person as the local coordinator for the specific UKOT

6.5 Follow-up classroom visits to determine if Education Guide is being correctly implemented; ongoing assessments, questionnaires for teachers and students.

6.6 MAP Coastal

Coastal Education Guide is successfully developed for Cayman Islands, thus demonstrating its utility to other UKOTs.

Educators will use the Coastal Education Guide as a tool in educating their students on the local coastal ecology of the different islands.

The Coastal Education Guide developed in a manner that incorporates accurate scientific information for local ecology, and that the information is presented in an appealing fashion.

The Coastal Education Guide is completely integrated with Key Stages 1, 2 and 3 of the Science, Social Studies and Arts sections of the islands' Primary School Curricula.

Local coordinator will monitor and evaluate the implementation and effectiveness of the guide for their specified UKOT.

Additional funding will be located to assist in covering finances for expansion to other UKOTs in the Caribbean.

curriculum developers,
coordinators and
trainers work plans and
budget reviews

Output 7: <i>No Response</i>	<i>No Response</i>	<i>No Response</i>	<i>No Response</i>
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Output 8: <i>No Response</i>	<i>No Response</i>	<i>No Response</i>	<i>No Response</i>
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Activities

Each activity is numbered according to the Output that it will contribute towards, for example 1.1, 1.2 and 1.3 are contributing to Output 1.

Activities are included in Log Frame...

Section 13 - Implementation Timetable


Q29. Provide a project implementation timetable that shows the key milestones in project activities

Provide a project implementation timetable that shows the key milestones in project activities. Complete the Excel spreadsheet template as appropriate to describe the intended workplan for your project.

[Implementation Timetable Template](#)

Please add/remove columns to reflect the length of your project. For each activity (add/remove rows as appropriate) indicate the number of months it will last, and fill/shade only the quarters in which an activity will be carried out. The workplan can span multiple pages if necessary.

 [R8 DPlus - Implementation Timetable](#)

 27/11/2019

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 xlsx 19.47 KB

Section 14 - Monitoring and Evaluation

Q30. Monitoring and evaluation (M&E) plan

Describe, referring to the Indicators above, how the progress of the project will be monitored and evaluated, making reference to who is responsible for the project's M&E.

Darwin Initiative projects are expected to be adaptive and you should detail how the monitoring and evaluation will feed into the delivery of the project including its management. M&E is expected to be built into the project and not an 'add' on. It is as important to measure for negative impacts as it is for positive impact. Additionally, please indicate an approximate budget and level of effort (person days) to be spent on M&E (see [Finance Guidance for Darwin/IWT](#)).

There will be two separate phases of monitoring; the first will involve the monitoring of the initial creation and implementation of the curriculum, and the second will monitor the effectiveness of the curriculum through direct monitoring and evaluation of the students and teachers taking part in the pilot project, and adapt it as necessary.

The first phase of monitoring will be straightforward, since it is simply monitoring the process of the creation of the curriculum. This will involve an analysis of the effectiveness of the material and hands-on activities with students during the two pilots. In addition, there will be cross-checks with the Ministry of Education specialists to ensure the CLE curriculum resources are directly linked to specific learning outcomes in the newly introduced UK curriculum. On-going evaluations are carried out during the teacher workshops themselves to ensure the content and approach are both effective and relevant.

Social studies and science specialists from the Cayman Islands Department of Education / Ministry of Environment will also be monitoring and overseeing the implementation of the workshops. The project's M&E will be the responsibility of the team delivering and implementing the CLE curriculum.

The second phase of the monitoring will involve in-class questionnaires, given separately to both students and teachers, as well as monitoring done by the specialists from the Ministry of Environment / Department of Education of the in-class implementation of the curriculum. These questionnaires are to be modeled after similar monitoring surveys conducted in previous Marvellous Mangroves curriculums, and will be evaluating the students to see whether the learning process has been effective in augmenting their understanding of coastal ecosystems, as well as good stewardship practices.

First, baseline data will be collected in order to establish the students' existing environmental knowledge of coastal ecosystems, providing a baseline information to compare end results with. The students will also be asked to provide feedback, done through the website created for the Coastal Education Guide. These surveys will take place at six months into the project, and then again at a year into the project. The purpose of this monitoring is to determine whether the curriculum 'stuck with' the students, and to provide feedback on any necessary adjustments for moving forward with the curriculum in subsequent years. This type of monitoring and evaluation has been carried out in other Marvellous Mangroves programmes, and has been written about in a master's dissertation.

The questionnaire/survey for teachers will be of a different format and gauge both how well they have learned about the coastal ecosystems, and incorporate their feedback on the implementation of the curriculum.

The cost for the first stage of monitoring is negligible from the standpoint of this project, since it will be primarily undertaken by government officials who are doing it as part of their paid government position. The second half of the M&E, in which teachers and students provide feedback on the curriculum will take an estimated USD \$ [REDACTED] and approximately 30 partial days of work from the project team.

Total project budget for M&E in GBP (this may include Staff, Travel and Subsistence costs) £ [REDACTED]

Number of days planned for M&E	30.00
Percentage of total project budget set aside for M&E (%)	0.60

Section 15 - Certification

Q31. Certification

On behalf of the

company

of

Mangrove Action Project

I apply for a grant of





£43,546.00

I certify that, to the best of our knowledge and belief, the statements made by us in this application are true and the information provided is correct. I am aware that this application form will form the basis of the project schedule should this application be successful.

(This form should be signed by an individual authorised by the applicant institution to submit applications and sign contracts on their behalf.)

- I have enclosed CVs for project key project personnel, letters of support, budget and project implementation timetable (uploaded at appropriate points in application).
- Our last two sets of signed audited/independently verified accounts and annual report are also enclosed.

Checked

Name	Dylan Ross Skeffington
Position in the organisation	Executive Director
Signature (please upload e-signature)	 MAP logo  27/11/2019  00:08:23  png 1.33 MB
Date	26 November 2019

Section 16 - Submission Checklist

Checklist for submission

	Check
I have read the Guidance documents, including the "Guidance Notes for Applicants" and "Finance Guidance".	Checked
I have read, and can meet, the current Terms and Conditions for this fund.	Checked
I have provided actual start and end dates for this proposed project.	Checked
I have provided a budget based on UK government financial years i.e. 1 April - 31 March and in GBP.	Checked
I have checked that the budget is complete, correctly adds up and I have included the correct final total at the start of the application.	Checked
The application has been signed by a suitably authorised individual (clear electronic or scanned signatures are acceptable).	Checked
I have included a 1 page CV or job description for all the Project staff identified at Question 14, including the Project Leader, or provided an explanation of why not.	Checked
I have included a letter of support from the Lead Organisation and main partner organisation(s) identified at Question 13, or an explanation of why not.	Checked
I have included a cover letter from the Lead Organisation, outlining how any feedback at Stage 1 has been addressed where relevant.	Checked
I have been in contact with the FCO in the project country(ies) and have included any evidence of this. if not, I have provided an explanation of why not.	Unchecked
I have included a signed copy of the last 2 years annual report and accounts for the Lead Organisation, or provided an explanation if not.	Checked
I have checked the Darwin website immediately prior to submission to ensure there are no late updates.	Checked
I have read and understood the Privacy Notice on GOV.UK.	Checked

We would like to keep in touch!

Please check this box if you would be happy for the lead applicant (Flexi-Grant Account Holder) and project leader (if different) to be added to our mailing list. Through our mailing list we share updates on upcoming and current application rounds under the Darwin Initiative, Darwin Plus and our sister grant scheme, the IWT Challenge Fund. We also provide occasional updates on other UK Government activities related to biodiversity conservation and share our quarterly project newsletter. You are free to unsubscribe at any time.

Checked

Data protection and use of personal data

Information supplied in this application form, including personal data, will be used by Defra as set out in the latest copy of the Privacy Notice for Darwin, Darwin Plus and the Illegal Wildlife Trade Challenge Fund available [here](#). This Privacy Notice must be provided to all individuals whose personal data is supplied in the application form. Some information, but not personal data, may be used when publicising the Darwin Initiative including project details (usually title, lead organisation, location, and total grant value) on the GOV.UK and other websites.

Information relating to the project or its results may also be released on request, including under the 2004 Environmental Information Regulations and the Freedom of Information Act 2000. However, Defra will not permit any unwarranted breach of confidentiality nor will we act in contravention of our obligations under the General Data Protection Regulation (Regulation (EU) 2016/679).