Conservation Leadership Programme
2015 Future Conservationist Award Guidelines

The Conservation Leadership Programme (CLP) is a training and capacity building programme that targets individuals from developing countries who are early in their conservation career and demonstrate leadership potential. Working as a partnership initiative with BirdLife International, Fauna & Flora International and the Wildlife Conservation Society, CLP builds the leadership capabilities of early-career conservation professionals working in places with limited capacity to address high-priority conservation issues. The partner organizations believe that the Programme's success can be attributed to the fact that it goes beyond grant-giving, providing on-going support and access to networks that help awardees gain skills and move up the conservation career ladder.

Since 1985, CLP has supported and encouraged thousands of individuals who are early in their conservation career and are aiming to address global conservation priorities at a local level. CLP has been an important stepping stone for many individuals and has helped to facilitate the discovery of species new to science, the designation of new protected areas, knowledge sharing and collaboration, and the creation of mechanisms for long-term conservation, such as the establishment of local non-governmental organizations and creation of conservation policy and action plans.

Future Conservationist Awards

CLP offers Future Conservationist Awards of up to $12,500 each to develop leadership capacity of early-career conservationists who want to make a positive difference on the ground. CLP supports teams of individuals with less than five years of professional conservation experience, display a strong commitment to conservation and demonstrate leadership potential. All team members should have a desire to be impact multipliers across the conservation sector with the ultimate goal to mitigate threats to biological diversity. CLP develops conservation leaders by helping these groups of individuals gain practical experience managing their own priority projects. Future Conservationist Awards of up to $12,500 each are offered on an annual basis to teams that exhibit leadership potential in biodiversity conservation and who will develop key skills through small-scale practical conservation projects. Winners of these awards will develop key skills through small-scale practical conservation projects and become eligible for continued support through CLP's Continuation Awards and Alumni Network. CLP award winners also have long-term backing and advisory support from CLP staff and partner organizations as they develop in their careers.

How CLP can Help

Proposal Preparation: Applicants are strongly encouraged to contact programme staff well before the application deadline (no later than 9th February 2015) for advice or input on your proposal. Requests for support should be sent to: clp@birdlife.org. Staff members can help teams determine if their project fits within the specified criteria, offer advice on methods and project activities and, where possible, put teams in touch with local partner offices or other experts who can offer advice.

CLP Ambassador Programme: CLP's Alumni Ambassador Programme can support interested applicants for

Future Conservationist Award. Members of the CLP alumni network have volunteered their time to be Ambassadors and provide feedback to applicants in their region prior to submitting to CLP. Ambassadors will provide feedback in the following areas: project concept, English grammar, cohesion of proposal and research design, if in their area of expertise. This support will be offered until 9th February 2015). To find an Ambassador in your region or with appropriate experience, visit the CLP website and read Ambassador Biographies. Send an email directly to one of our Ambassadors!

Website Resources: On the CLP website under the Advice & Support section, you can find useful information about project planning and additional funding sources. The Conservation Project Manual, which can be downloaded in full, takes you through the process of planning small to medium-scale conservation projects. It is available in English, Chinese, Russian and Spanish.

Award-winner Support: Winning teams can benefit from additional support once awards have been granted. The CLP can provide guidance during the planning and implementation stages and helps each team access expertise from within each of the partner organizations and from past winners. A representative from each team will be invited to attend an international training event organized by the CLP to share ideas, develop skills and knowledge and network with other conservationists.

Post-project Support: The CLP is committed to the development of the individuals we have supported and we maintain close contact with award winners. The programme has an established alumni network that positions award winners to multiply their impact across the conservation sector. Other professional development opportunities come in the form of CLP Continuation Awards (i.e. Conservation Follow-up and Conservation Leadership Awards), training courses, travel grants, mentoring, and participation in an expanding community where conservation leaders connect to learn, share experience and help each other achieve their professional goals.

CLP AWARD CRITERIA

In 2015 CLP will ONLY accept proposals for projects to be implemented in one of the following 22 countries: **Algeria, Angola, Azerbaijan, Brazil, China, Egypt, Georgia, India, Indonesia, Iraq, Kuwait, Libya, Malaysia, Mexico, Mozambique, Oman, South Africa, Thailand, Trinidad and Tobago, Turkey, UAE and Vietnam**. Applications will be accepted from teams initiating projects that meet the eligibility criteria outlined below. These criteria are designed to ensure that the project builds the capacity of all team members involved, contributes to long-term sustainable conservation achievements, has clearly focused research objectives and builds vital links between local communities, conservationists, NGOs, academic institutions and local governments. Applications are evaluated by CLP staff and partners, and by experts from other relevant organizations.

Instructions for Eligible Applicants:

1. Applications **must** be submitted online by the deadline 0:00hrs GMT – **Monday, 23rd February 2015**.
2. Thoroughly read the ***Guidelines for Applicants*** below prior to filling out the application form.
3. Applicants must meet each of the criteria outlined in the Guidelines and below.
4. The application form must be completed fully by the team leader and must be in **English**.
5. Decisions will be based on the information provided, so answer all questions completely.
6. Submit your application online**:** http://awards.conservationleadershipprogramme.org/. If for some reason you are unable to apply online, contact us **before** the deadline to explain your situation. We recommend that you complete this word document and then copy and paste the information into the online application form.
7. If you have any questions or problems, contact CLP by emailing clp@birdlife.org.
8. If you would like a CLP staff member to review your proposal prior to submission, you must send the completed application form in MS-Word format to clp@birdlife.org before **9th February 2015.**
9. If you would like feedback from a CLP alumnus in your region, consider contacting an Alumni Ambassador for feedback before **9th February 2015**). . Information is available on the CLP website.

Eligibility Criteria

To be eligible for a CLP Future Conservationist Award, the team and project must meet the following eligibility criteria. **Please read the complete Guidelines for Applicants for more details on eligibility and judging criteria**.

Team:

- ✓ CLP Awards are for team-based conservation projects – each team must have at least three people.
- ✓ 50% or more of the team members must be from the eligible country where the project is taking place. Nationals of a country subject to sanctions or trade restrictions imposed by the USA, UK or EU are NOT eligible to participate on a project team, including Cuba, Iran, North Korea, Somalia, Sudan, and Syria.
- ✓ All team members must be early-career conservationists with no more than 5 years of paid work experience in the conservation sector. 'Paid work experience' does not include research for a university degree. Individuals who have more than 5 years of paid work experience in the conservation sector are not eligible for CLP support and should not apply.
- ✓ No team member can be a part- or full-time paid employee or contractor with a CLP partner organization, including BirdLife International, Fauna & Flora International and the Wildlife Conservation Society, at the time of project development through implementation.
- ✓ Any team member volunteering at a CLP partner organization at the time of application and/or project implementation MUST be declared in the application. They also need to explain how the CLP proposal differs from the partner organization's work.
- ✓ The team leader must be a national of the country where the project is taking place. Co-leadership with a non-national will be considered with clear justification.
- ✓ Applicants can participate in only one CLP project at a time and in no more than three Future Conservationist Award projects in total, serving as team leader for no more than one Future Conservationist project.

Project:

- ✓ The project must take place in one of the 22 eligible countries listed above.
- ✓ The project must be no less than three months and no more than **one year** in length.
- ✓ The total funding request from the CLP must not exceed **$12,500** and CLP funding must cover **at least 50%** of the total project budget.
- ✓ The project must focus on **globally important species or sites** for biodiversity conservation that are under threat.
- ✓ Target **species must be at risk or Data Deficient**. We consider a species to be 'at risk' if it is designated as globally threatened (CR, EN, VU) by the IUCN Red List OR if there is information suggesting that urgent conservation action is needed for species not yet assessed on the IUCN global RedList.
- ✓ For those projects focusing on **multiple species** and/or taxonomic groups, at least one species in each taxonomic group being studied must be at risk.
- ✓ Those projects proposed in **priority sites** for conservation will be looked on favourably. We consider 'priority sites' to be for example Alliance for Zero Extinction sites, Important Bird Areas, Key Biodiversity Areas, Ramsar sites, UNESCO World Heritage Sites. Projects working at **'priority sites' must be linked to the target species at risk i.e. CR, EN, VU or DD**. Applicants must provide a hyperlink to published factsheets for the sites proposed.
- ✓ The project must be for **new work** rather than the continuation of an on-going, established project.
- ✓ Applicants must demonstrate that the proposed project goes **beyond academic research** being carried out for any team member's degree.
- ✓ Projects that involve laboratory analyses must justify why this work is **critical and urgent** for conservation.
- ✓ The proposal must be **written by the applicants** themselves.

Considerations for Successful Proposals:

- Applicants must be able to clearly communicate their ideas in English on the application form. We encourage teams to seek out a native English speaker to review the proposal prior to submission.
- The proposal must make clear how each team member will develop their capacity. For example, team members' knowledge, skills and experience as conservation practitioners will improve by implementing the project.
- The project must have realistic objectives with appropriate methods, activities and budget to achieve the stated objectives.
- Project should have a good balance of conservation research and action e.g. engage local stakeholders and project outcomes will contribute to local, regional and/or national conservation priorities.
- Applicants should demonstrate how the project results will be applied to conservation after the project ends.
- Payment for services of rangers/guides or training costs for project team must be justified.
- Contingency budget lines must not exceed 5% of the overall budget and must be justified.
- If a CLP partner organization or direct affiliate has an office in the applicant's home country, we strongly encourage the applicant to make contact for advice and support.

CLP Does NOT Support:

- Gene storage or captive breeding.
- Conference attendance, tuition fees for academic programs or scholarships.
- Salaries or stipends to team members and consultancies.
- Projects initiated by a CLP partnering organization.

Judging Criteria:
Your project will be evaluated in three areas: 1.) Team capacity development; 2.) Contribution to Conservation; and 3.) Project Feasibility.

Team Capacity Development:

- The application clearly demonstrates how the project will build the knowledge, skills and experience of each team member.
- The team members show a commitment to conservation and potential for leadership as good ambassadors for the work they are doing.
- The team has the support of experienced advisors.

Contribution to Conservation:

- The project relates to established conservation priorities and plans (e.g., National Biodiversity Action Plans).
- The project demonstrates long-term benefits with outcomes that contribute to on-going local conservation priorities.
- The project offers measurable benefits to local stakeholders.
- The project will positively influence stakeholders' environmental knowledge, attitudes and behaviour.

Project Feasibility:

- The project is realistic in its aims, with the ability and experience of participants suited to the methods, objectives, budget and time frame.
- The project is cost-effective and shows good value for the money.
- The project will clearly deliver appropriate outputs – a research report, journal articles, education materials, contribution to a critical conservation need, etc.
- The project demonstrates wide collaborative support from local communities, local or national institutions, such as NGOs or academic institutions, and relevant governmental organizations.

HOW TO APPLY

All project teams are required to submit a completed application by 00.00 GMT on Monday **23rd February 2015**. No late applications will be accepted and applications must be completed in **English**. The following guidelines will assist you in writing your application. The application MUST be filled out and submitted online. We suggest that you download the application form from the CLP website and complete the Word document offline. After completing the Word document, copy and paste the content into the online application form: http://awards.conservationleadershipprogramme.org/. **Applications emailed to CLP will not be accepted**. Awards will be announced in April 2015.

To gain insight into the kinds of projects we support, it may be helpful to view the summaries of past winning projects, which are available in the 'Project' section of the CLP website. The CLP team and Alumni Ambassadors are also available to provide advice up to two weeks prior to the deadline. See more information on the CLP website or email a request to clp@birdlife.org.

1. General Information

Project Start and End Date: Where possible, plan for a project start date in July 2015, after the Conservation Management and Leadership training offered by the CLP in mid-June to early-July. Most project teams refine their project plan after the CLP training to improve project delivery. An earlier start

date is acceptable when other circumstances, such as seasonal sampling period, require this. Also note CLP cannot send funds to successful projects until May 2015 as certain documents are required from the project teams between April and May once the award is confirmed.

Abstract: The abstract is one of the most important parts of your application. While this is at the beginning of the application form, we suggest you write your abstract last. The abstract should be a condensed version of your proposal (no more than 200 words) highlighting the major points in a concise way to give the reader a short summary of your project. This should include a sentence on each of the following key areas: background, project purpose, main methods, expected outputs/outcomes/products and how they will be applied to counter the conservation problem. To write it, we suggest you reread your proposal, and then draft the abstract without looking back at the document.

Describe your project site (geographic location and habitat): Give a description of the site or sites where the project work will take place relative to the location in the country. Also explain the kind of habitat(s) at the site for the target species.

Conservation Priority:
Species: The project must focus on globally important species or sites for biodiversity conservation that are under threat. Target species must be at risk or Data Deficient. We consider a species to be 'at risk' if it is designated as globally threatened (CR, EN, VU) by the IUCN Red List OR if there is information suggesting that urgent conservation action is needed. For those projects focusing on **multiple species** and/or taxonomic groups, at least one species in each taxonomic group being studied must be at risk.

Site: Projects that are being implemented at **priority sites** for conservation will be looked on favourably. We consider 'priority sites' to be for example Alliance for Zero Extinction sites, Important Bird Areas, Important Plant Areas, Key Biodiversity Areas, Ramsar sites, UNESCO World Heritage Sites. Projects **work at 'priority sites' should be linked to the target species at risk i.e. CR, EN, VU or DD**. You MUST provide a hyperlink to published factsheets for the sites proposed.

Links to other conservation projects/initiatives in the area: Give a brief summary of other conservation projects/initiatives working on similar issues to your proposed work. Explain how your work will build on what has been done in the past or what is currently being done.

Climate Change: The CLP encourages teams applying for grants to think about the potential impacts of global climate change to biodiversity at the site level where you are working. It is necessary that you demonstrate you have put thought into these questions and if necessary, contact the CLP team for further clarifications. Your responses to this question will not impact your eligibility.

2. Project Details

Background & Justification: This section should give a summary of previous research and known information on the species and or habitat, as well as summary of the threats, the need for the project, and the conservation issues that will be addressed by the project. Provide clear justification of the need for this project by referencing relevant priority-setting publications. Ideally describe the problems to be addressed and the factors contributing to these problems. Summarize previous work and information. Projects should explain how the outcomes and impacts will benefits the broader ecosystem.

Overall Goal: Describe the higher-level objective to which the project will contribute. The overall goal will not be entirely achieved by this project. However, the project will contribute towards the achievement of this wider objective. It is an identification of the wider impact the project will have.

For help developing a good research question and turning it into a project purpose, objectives and methods, read the **Quick Reference Guide** at the end of this document (Appendix 1).

Project Purpose: Describe the desired conservation situation and immediate outcomes or change that will result if all the project objectives are achieved. There should only be one project purpose which contributes to the overall goal. It is the impact you expect the project to have and its contribution towards the achievement of the overall goal.

Project Objectives: List the objectives you will undertake to achieve the project purpose. These are the direct changes that you expect to see at the end of the project, which will contribute to achieving the project purpose. Projects should focus on no more than four objectives. Wherever possible objectives should be SMART – Specific, Measurable, Achievable, Relevant and Time-bound. Please refer to page 50 of the conservation project manual for more information on designing an objective.

SMART criteria

- SPECIFIC - *Objectives should clearly state what you are expected to achieve, using action verbs to describe what has to be done.*
- MEASURABLE - *Objectives should include a quality and/or quantity reference so that you can measure whether or not you have achieved them.*
- ACHIEVABLE – *Objectives should be realistic. For example, it might be an achievable objective to restore 5 hectares of habitat but it would be unrealistic to plan to restore 5 hectares in one week. Objectives should also take account of the skills, knowledge and resources needed to achieve them. You may need to consider whether the team need any training or development in order to achieve each objective.*
- RELEVANT - *Each objective should be relevant to addressing the conservation problem and should represent a necessary step to achieving the project's conservation goal.*
- TIMEBOUND - *Objectives should include a time reference, such as a specific deadline.*

Example of a SMART objective – *"Ensure that at least 75% of local community members are aware of the threats facing Giant Anteater within six months of the start of the project."*

Project Indicators: Describe your indicators of success for each objective. Future conservationist projects are expected to address priority biodiversity conservation problems and develop knowledge and leadership capacity of team members. Your indicators are the quantitative and qualitative measures you will use to assess whether or not you are meeting each of the stated objectives.. As with your objectives, indicators should be SMART with each including a reference relating to quantity, quality and time. For more information on indicators please refer to page 76 of the CLP conservation project manual.

Example indicator – *"Questionnaire surveys confirm that after 6 months of the project at least 75% of local community members are able to identify four of the five main threats facing Giant Anteater in the project area."*

Project Activities: For each objective, detail the most important activities that will be carried out (4 to 8 activities per objective, as appropriate). Be sure to include specific fieldwork, education, awareness-raising activities and any community involvement, as well as post-fieldwork activities such as report write-up and dissemination, presentations to stakeholders, etc. Include the month in which each activity will take place and the duration (add extra rows where necessary).

Methods: Research methods and data that will be collected should be fully described FOR EACH OBJECTIVE. This applies not only to the assessment of populations and distribution of species and habitats, but also to local community, education and social/economic work. You should include the data analysis techniques to be used. Make clear the sampling effort (e.g. number of days, size of area and number of times surveys will be conducted). If you plan to collect specimens, you must clearly state the reason for collecting and provide the name of the institution where the specimens will be stored. All necessary research permits and licenses must be obtained in advance of any fieldwork. Projects must have a significant field component relative to

the specific taxonomic group being studied.

When developing project methods, applicants are strongly advised to refer to CLP's database of good practise references on Appendix 2 or CLP website. This contains hyperlinks to a range of resources relating to: Proposal writing, Education & Outreach, Policy & Advocacy, Gender in Conservation, Alternative Livelihoods, Species/Site Management protocols, Field Research methods and Data analysis.

Project Stakeholders: Describe the work with local stakeholders in this section. Stakeholders are people or groups that are important to a project because they are influenced by or have overlapping interests with the issues involved. They are often important to the success of long-term conservation initiatives. Local stakeholder groups may include local government, schools, local villagers, hunters, fishermen, etc. You must decide how to define your stakeholder groups and then how you will interact with them. Also explain the main benefits they may expect from successfully implementing the project. To help you consider how to address gender dynamics of various stakeholder groups, see "Tips for Integrating Gender"— one of the good practice documents mentioned above and on the CLP website [Hyperlink].

Outputs: What will be the material outputs (e.g. research report, journal articles, education materials, etc.)? Consider how the team's efforts will contribute to long-term conservation action after the project has ended. Explain if and how project data and recommendations will be linked into national priorities, reporting systems, management and specific action plans. Whilst the CLP encourages applicants to think about publishing their data in peer-reviewed journals, this is not a requirement for eligibility. It is encouraged to think of the most immediate and effective way these data can be used to positively support species/site conservation. See guidance on how to do this on the good practice document.

Additional Information: Is there additional information that can strengthen the proposal? If activities will continue beyond the CLP project timeframe provide details here. Please be precise. References should be provided to substantiate claims.

3. Budget

From where else are you seeking funding? Clearly explain if the proposed project has secured funding from other donors. Include the source/donor, the amount requested, and if the funds are pending or have been granted. Also include in-kind contributions e.g. office space, vehicles. If the CLP award will not cover 100% of the total budget, explain how the project will be implemented if other funding sources do not come through.

Itemized Expenses & Budget Justification: Fill in the form, ensuring you keep in mind that the judges will look for cost-effectiveness for each budget item and for a significant percentage of the budget to be spent directly on conservation activities. For each expense, **you MUST detail the unit cost and number of units/days/people**. Contingency budget lines to cover unexpected but necessary project cost must not exceed 5% of the overall budget and must be justified. If judges deem your budget estimates to be too high for certain areas, we may reduce the amount of your award based on their recommendations. Please be realistic and detailed. For reference on how to provide detailed budget breakdown, see a sample application provided on the CLP website. First calculate the costs in local currency when developing the budget before converting to US dollars. Budgets that demonstrate clear logical calculation and reasonable costs linked to the project activities will be looked on favourably as opposed to those that make rough estimates for the sake maximising the limits of CLP awards.

Equipment: With the exception of camera traps, photographic equipment (cameras and lenses) MUST not be over US $500. Provide explanation on how purchased equipment will be used after the project

concludes.

Outreach Materials: Outreach materials for stakeholders, such as t-shirts, posters or brochures, need to be explained in the project methods – outline how these materials will help you meet your project objectives. Projects that request these items without clear demonstration of their use and impact will not be looked at favourably by the selection judges.

Unit costs over $1,000: Provide justification for any single item that costs US $1,000 and over under the 'Budget Justification section'. Explain why the item is necessary and how it will be used. This section can also be used to clarify any of the other costs in greater detail. Highly priced items are questioned by the judges and therefore equipment should be reasonably priced.

Salaries and consultancies: CLP awards do not cover salaries for team members or consultancies. Reasonable costs for rangers and local guides working with the team at site are accepted. Funds from the project budget may be used to cover training for the team if this is required to implement the project. Where this is the case, you must provide information on the purpose of the training, who the trainers will be and where the training will take place.

4. Project Team

You must fill out this section for each member of the team. Team members should be at an early stage in a conservation career with **no more than 5 years of paid work experience in the conservation sector**. Judges will use the information provided to assess how significantly projects will contribute to 'Team Capacity Development' – i.e. the skills, knowledge and experience of team members for a prospective career in the conservation sector. Interdisciplinary teams displaying a variety of skills and experience will be looked upon favourably. Please provide the **full legal name** for each team member and the email address most commonly used. If short-listed for a CLP award, your entire team will be screened as part of a routine process. Should the name of one of your team members raise concern during the screening, CLP will follow up with that team member to request additional personal information.

Participation in previous CLP project(s): If any team member has participated in a CLP funded project previously, indicate which award year and the project title of the most recent project. Please note that applicants may participate in only **one** CLP project at a time and in no more than three Future Conservationist Award projects in total, serving as team leader for no more than one project.

Highest level of education: Select from the drop down list the highest level of education achieved. There is no minimum education required to participate as a team member.

Starting with most recent education level completed, provide a full background: Starting with the highest level of education attained, show the progression of your education through to secondary school. For example: 2008: Bachelor in Ecology and conservation 2006: Associates in Natural Resources Management 2004: Diploma in Conservation 2000: School certificate

All work experience starting with current job/occupation title, employer and number of years worked: List clearly all positions of professional employment held, employers and number of years worked for each employer, starting with your most recent. For example: Fresh Water/Terrestrial Biologist, Institute for Development and Environment (2013 to 2011), Reseaerch Assistant, National Museums (2011-2008) .

Team Role: Explain each team member's responsibility within the context of the overall project. For example, team responsibilities could include: project leader, conservation education expert, first aid officer, species surveyor, etc. It should be clear that each team member has the ability and experience to accomplish the tasks for which they are responsible and contribute to the overall success of the project.

Relevant skills and experience you bring to the project: List the unique skill sets you have that will be beneficial to implementation of the project.

Describe the skills and knowledge you will gain through this project: List the key conservation skills that will be gained through the experience of implementing the project.

If a team member is a student, state the degree, thesis/dissertation title and how this differs from the proposed CLP project. Does this project go beyond your studies? If yes, how?: CLP projects cannot be identical to a university thesis. If anyone on the project team is a student and data collected from this CLP project will be used in their university thesis or dissertation, you MUST clarify the difference between the CLP funded project and the thesis. While data collected on a CLP project may be incorporated into a university thesis, the team must demonstrate how the CLP project is different and how it will go beyond the work of any academic studies benefiting from the data collected during the implementation of the project. While the projects may be complementary, failure to clearly distinguish between the focus of a student thesis and CLP project will result in disqualification of the proposal.

External Advisors and Collaborators: Teams should seek to develop collaborative links with local and international institutions, such as local or national NGOs, universities and/or relevant governmental organisations that can provide further expertise. If you would like advice about linking up with relevant organisations and individuals to build a more international and widely experienced team, please contact CLP. Note: **Project advisors should not also serve as referees to the project**.

Partner Links: Collaboration with one of the CLP partners is strongly encouraged. If there is a CLP partner office (BirdLife International, Fauna & Flora International and Wildlife Conservation Society) or one of their local partners in the country where the project will take place, we suggest you make contact and seek assistance in developing the proposal. If you have questions or have difficulty in making contact, contact the CLP team and we can help. Explain the level of support you have received from any of the partners in your application. If you have not made contact or there is not a CLP partner working in your country, this will not be detrimental to your application. Explain clearly and honestly whether or not the team has been in contact with a local CLP partner office in the project country and if any assistance has been offered in developing the project or if they will be contacted at a later date to advise or collaborate with the team.

5. Team SWOT Analysis

The SWOT Analysis is a tool by which the team can self-assess their Strengths and Weaknesses as they relate to the project, as well as the Opportunities and Threats that the team may face. This is a brainstorming activity that should be carried out with the entire team. An explanation of this process can be found in Section 2 of the *Conservation Project Manual*. Please ensure that you complete five answers for each section and address each of the strengths, weaknesses, opportunities and challenges identified.

6. References

Please provide contact details for two people who know the team and would be willing to provide a professional reference for your project. These individuals should be from a national university, a local or international NGO or local government. Declare the applicant's relationship with the referee. Referees should not be relatives to any of the project team and should be different to people listed as External Advisors and Collaborators. Referees will only be contacted if your project is shortlisted (February 2015). Project leaders must notify their referees upon notification of being shortlisted for final selection, as they will have a short time in which to respond. If referees are not available within this window, teams must

provide an alternate reference. References not received in the time provided may jeopardize the chances of a team receiving an award.

Bibliography: Please clearly cite ALL scientific references in the following order: Author(s), (Year) Title. Journal. Volume: Issue, Pages. DO NOT include any references not cited in the proposal.

7. International Training Course

A representative from each award winning team will be invited to attend an international training course, which will be held for two weeks in June and July 2015. Please identify one individual who can represent the team at this training course and provide his/her contact details below. The training will be conducted in **English**. It is **strongly** recommended that you choose someone who has a high level of English, though an interpreter can be provided if necessary. The topics that will likely be covered in this course will be; leadership development, project planning, media, behaviour change through education and outreach, fundraising, climate change and ecosystem services and best practices of training. **Be sure that the chosen representative will benefit from these topics.** The person selected to come to the training will be representing your entire team. As a condition of attending the training, the participant is expected to return to their team and hold a training of their own for the entire team and to complete several post-course homework assignments together. The selected participant must be from a CLP eligible country and must have a passport that is valid beyond February 2016. If he/she does not yet have a passport, then he/she must apply for one **immediately** after notification of being awarded. Please be sure all information below is 100% correct. It will be used to prepare letters of invitation that can be used for visa applications. **Incorrect information will lead to delays and possibly failure of participant to attend the training**. We will send the invitation letters to the name and address listed below. If there is a change in the participant after you submit your application, please notify the CLP immediately at clp@birdlife.org with all of the information below for the new participant. For more information about the training see the Frequently Asked Questions section on "What is the CLP International Training course like?"

Appendix1: Writing Good Questions, Hypotheses and Methods for Conservation Projects: A Quick Reference Guide

This guide provides a set of basic tips for students and researchers to propose and plan a conservation initiative that is clear and concise. We hope that these suggestions will help applicants to effectively formulate good conservation questions, as well as clear hypotheses and predictions. The document also describes the information that must be included in the methods section of a conservation project. These recommendations will increase the probability of a project being evaluated positively by the reviewers, which ultimately will increase the likelihood of the project being funded.

Correctly Identify the Problem and Research Question

Every project starts with an observed problem(s), which guides the formulation of a question(s) to be answered. Typically, a question must start with **How, What, When, Who, Which, Why or Where**. Identifying the problem and the question to be addressed correctly is key to the success of a project. This ensures that reviewers will know the applicant's thinking process. The more specific the question, the easier it will be to determine the objectives, hypotheses and predictions of the project[1].

*Tip: Ask yourself "What is my Question?" If you start answering this by saying "I want to know **if**…." , this will tell you that you have not identified your question correctly.*

Examples of well-framed questions:

- "**How** do ecological corridors affect the population size of species X living in fragmented habitat Y?"
- "**How** does environmental education influence the behaviour of local community Z toward species X?"
- "**What** benefits can an ecotourism program bring to local community Z?"
- "**How** are ecotourism visitors in area Y affecting the population density of species X?"

Examples of questions that are not correctly framed:

- "We want to know if population size of species X increases with the number of corridors between fragments". This is a prediction, not a question.
- "We want to know if species X is present in area Z". Lack of information is not itself a conservation question.

The question must address something that can ultimately be measured. This means that the question HAS to be solvable (answerable), and one that can be used to propose a set of hypotheses that can be tested and a set of predictions against which one can compare the results from the study[2].

Tip: The questions that you propose to address in your project will be clear if they are framed in terms of specific hypotheses and predictions. We will discuss later in the document how to write good hypotheses and predictions.

Turning the Question(s) into an Overall Goal and Project Purpose

Once the question is clearly written, the overall goal and the main purpose of the study can be proposed. The overall goal refers to the reasonable and expected contribution of the study to broad conservation or social concerns. It represents the vision of the proposal and shows that the applicant thinks about the issues on a global and general way. The overall goal is based on formal scientific or conservation context

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[1] Hailman and Strier. 2006. Panning, Proposing, and Presenting Science Effectively.

[2] For more information, refer to section 3.3, problem analysis, in the CLP project Manual. http://www.conservationleadershipprogramme.org/UserDataWEB/ProjectManuals/ConservationProjectManual.pdf

from which the study is derived and to which will ultimately contribute[3].

The project purpose refers to the specific contribution that the project is hoping to provide. How the applicant envisions things will be "different" once the project is done. Contrary to the overall goal, the main purpose is specific to the species, habitat, and/or conservation issue the project will address (Refer to Appendix 1, Case Study, for specific examples).

Defining Project Objectives

The project objectives are the main results of the study; a set of concise statements that provide enough detail to communicate the focus of the conservation initiative or question.

*Tip: Objectives usually start with verbs like **determine**, **examine**, **investigate**, **explore**, **improve**, **develop**, or **evaluate**.*

Examples of Objectives:

- **Investigate** the effect of ecological corridors in the population size of species X
- **Develop** an environmental education program to implement with the human community in the area where species X survives
- **Improve** the livelihood of the community in area Y through the creation of an ecotourism program

REMEMBER: Objectives MUST be SMART: Specific, Measurable, Achievable, Realistic and Time bound[4]

Writing a Clear Hypothesis and Predictions

Carefully conceived hypotheses demonstrate that the applicant is aware of how the project fits into prior conservation initiatives and research. It also shows to the reviewer that the applicant knows what needs to be tested. A hypothesis is a tentative statement that proposes a possible explanation to the question. Thus, a useful hypothesis must be a **testable statement**[5].

Each of the objectives must have one or a set of hypotheses to test, and each hypothesis should have a prediction, typically derived from existing knowledge reviewed in the background section. A prediction is the way the hypothesis will be accepted or rejected when compared with the collected data.

Tip: Predictions should tell you the variables that you are going to measure. Think about them in terms of the ultimate graph or the relationship that you hope to observe. If you write your predictions but you do not know what data you need to collect when you get to your methods section, it means that your predictions are not well proposed.

Examples of hypotheses and predictions:
H1: Connectivity between fragments increases the population size of species A.
Prediction: If connectivity affects the population size of species A, then the number of individuals in an area will be smaller in fragments where no corridors are developed than in fragments connected through ecological corridors.

H2: Environmental education will positively influence the behaviour of local communities toward habitat destruction.

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[3] Friedland and Folt. 2009. Writing Successful Science Proposals.
[4] For more details about how to create objective trees, refer to the Conservation Leadership Programme Project Manual, Section 3.4, http://www.conservationleadershipprogramme.org/ProjectManuals.asp
[5] Hailman and Strier. 2006. Planning, Proposing, and Presenting Science Effectively.

Prediction: If education influences the behaviour of the human community then areas in which education is implemented will have lower rates of deforestation in the near future than areas where communities do not received education.

Examples of incorrect hypotheses:

- "H1. Species A is found in habitat X".

Although presence/absence data can be used, to find a species in certain area is not itself testable, and will not provide a solution to the main conservation problem.

- "H2. Surveys about the use that people gives to species A will be answered by the local community".

This is too general to be a hypothesis and it is also not testable. Specificity is important when writing a hypothesis. In this case, a prediction cannot be proposed because the hypothesis does not state clearly the potential variables to measure.

Tip: A prediction is what is expected if the hypothesis is true. It is useful to state the predictions using ***if*****…..*****then*****…..***statements. If the hypothesis is true, then the data will show certain relationship.*

Explain the Methods That Will be Used to Test the Hypothesis

How one plans to obtain the necessary data to test the hypothesis is just as important for a reviewer as the clarity of the questions. Sound methods will strengthen the case for a successful project. The methods section should include information about the study site, the duration of the study, the unit of sampling (e.g. plot, transect, region, point count), and the number of study subjects and sampling units. It is important to be as detailed as possible about the data collection methods; it should include the number of sites, groups, and communities with which the applicant is planning to work. How differences will be identified between subjects or areas where the data will be collected must also be included in the methods.[6]

The predictions must be used to determine which data are absolutely necessary to collect in order to test the hypothesis. Established methods and protocols should also be used wherever possible. This will improve the likelihood of collecting good data sets and will facilitate the comparison between the project and other related conservation initiatives, while avoiding the necessity of detailed explanations.

Depending on the data that will be collected, a description of the type of statistical analyses that will be used to test the hypothesis in the methods section should be included. These do not need to be completely specified, but it is not sufficient to say that standardized statistical methods will be used. Find out how other studies have analyzed the type of data that will be collected and which statistical test(s) were used and reference them in the methods. This will demonstrate to the reviewers the applicant understands the topic, has thoughtfully planned it, and also is aware of the type of data that needs to be obtained to ensure solid results, conclusions and recommendations.

We hope applicants find these tips and recommendations useful and that following them will help to write successful conservation or research projects. The literature below offers more detailed explanations about project writing. Please read the **case study** below (Appendix 1) for a specific example of a conservation project.

[6] Creswell. 2009. Research design: qualitative, quantitative, and mixed methods approach

References

- Creswell JW. 2009. Research design: qualitative, quantitative, and mixed methods approach. Third edition. Sage Publications. London
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Further Reading

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Case Study

Background information

Habitat fragmentation poses a severe threat to primate populations around the world, with some of the most unusual primate communities now surviving in highly fragmented habitats. The Atlantic Forest of Brazil has suffered greatly from the combined effects of agriculture, forestry and urbanization, now exists only as a complex of remnant fragments constituting a mere 12% of the original 1 million hectares of forest. The Atlantic forest is the home of the critically endangered Northern Muriqui (*Brachyteles hypoxanthus*). Once vast populations of *B. hypoxanthus* existed in the Atlantic Forest but today only about a thousand individuals survive in small populations in isolated remaining fragments.

Competition and relative scarcity of resources in the fragments led to a rapid decline of *B. hypoxanthus*, even in relatively larger fragments, due to direct mortality. Although the pattern is not typical in other fragmented ecosystems, studies have suggested that fragments in the Atlantic Forest tend to be close to one another, with about 98% of the fragmented forest area within 350 m of another fragment. This provides a unique opportunity to interconnect isolated populations of *B. hypoxanthus*, facilitate female migration to increase gene diversity, and increase the survival probability of these populations.

Overall Goal

Create an interconnected matrix of remaining fragments of Atlantic forest with the collaboration of landowners and local communities to facilitate the migration of young females of *B. hypoxanthus*, increase genetic variability, and allow small populations with few individuals to emigrate to areas with more resources.

Question

How do ecological corridors affect the population size of *B. hypoxanthus* living in fragmented Atlantic Forest in the area of Governador Valadares, Minas Gerais-Brazil?"

Project Purpose
Evaluate the likelihood and effects of interconnecting four populations of *B. hypoxanthus* isolated in fragments of forests through ecological corridors, in the area of Governador Valadares, Minas Gerais-Brazil.

Project Objectives
O1. Evaluate the likelihood and efficiency of using native seedlings to build ecological corridors in the Atlantic Forest vs foreign/commercial species of seedlings.

O2. Determine the effect of interconnectivity on the populations of *B. hypoxanthus* surviving in the fragments.

O3. Develop an education program with local communities about the importance of connectivity between forest fragments through ecological corridors on the survival of the *B. hypoxanthus*.

Hypotheses
H1. Native species are more efficient to build ecological corridors in the Atlantic forest than foreign/commercial species.
Prediction 1. If Native species are more efficient to build ecological corridors than foreign species, then corridors build with native species will show lower rates of mortality of the seedlings than corridors build using foreign/commercial seedlings.

H2.1: Connectivity between fragments increases the population size of *B. hypoxanthus*.
Prediction2.1: If connectivity affects the population size of *B. hypoxanthus*, then the number of individuals per area will be smaller in fragments where no corridors are developed than in fragments connected through ecological corridors.

H2.2. Connectivity between fragments increases the migration opportunities for females of *B. hypoxanthus*.
Prediction 2.2: If connectivity affects the migration opportunities for *B. hypoxanthus*, then the number of young females remaining in their natal groups will be higher in fragments were no corridors are developed than in fragments connected through ecological corridors.

H3.1. Environmental education will positively influence the behaviour of local communities toward habitat destruction and fragmentation.
Prediction 3.1. If education influences the behaviour of the human community in the fragmented Atlantic Forest, then areas where education is implemented will have lower rates of deforestation in the near future than areas where communities do not received education.

H3.2. Environmental education will provide an incentive to local communities to protect the ecological corridors.
Prediction 3.2. If environmental education provides an incentive to local communities to protect the ecological corridors, the number of seedlings damaged by human activity and the rates of clearing of ecological corridors will be lower in areas in which education is implemented than in communities where environmental education is not provided.

Appendix 2: Reference/Good Practise Materials for CLP applicants

This resource has been put together in order to assist applicants to the CLP conservation team awards in selecting the most appropriate project development, implementation and evaluation techniques for their project. Due to the competitive nature of the CLP application process applications that can demonstrate use of good practises that have been successfully applied elsewhere in conservation will be looked on favourably by the CLP judges.

It should be noted that some of these resources are specific to certain locations/situations and may need to be adapted for use in a given project. Applicants can contact the CLP team at clp@birdlife.org for further advice and support during the application process.

Proposal Writing/Project design

CLP Application Guidelines – Essential reading for all applicants, includes CLP eligibility criteria and information of how to write an effective CLP proposal.

The Conservation Project Manual - Wealth of Information on project design, implementation and evaluation – Available in English, Spanish, Russian, Chinese and Tibetan

Institutional Fundraising for Conservation Projects – Excellent resource with a large section on project design and development. Available in English, Spanish and French.

Writing Good Questions, Hypotheses and Methods for Conservation Projects: A Quick Reference Guide

Tips for integrating gender into CLP Award Proposals – Recommendations on how to maximise the impact of your project by incorporating gender into your project

Writing an Abstract – Tips on how to develop and write an effective abstract

Open Standards for Conservation – Frameworks and free software for project design, planning, management and evaluation

Better Evaluation - Monitoring and Evaluation toolkit

Species/Site management

IUCN RedList – Essential reference point for all species based projects, contains information on current status, previous work, spatial data and recommended conservation actions for all the world's threatened species.

Linking Biodiversity Conservation, Ecosystem Services and Climate Change: Teaching materials and building capacity - Free lessons!

IUCN Species action plans – Published actions plans from IUCN specialist groups for various species and taxonomic groups. Check to see if your project target is included.

IUCN Conservation Management tools – Large database of guides, case studies and toolkits for various conservation management strategies, check for those that apply to apply to your project target

Tropical Native Species Reforestation Information Clearinghouse - Resource to support capacity-building in relation to tropical forest restoration and reforestation

Ecosystem-based Adaptation in marine, terrestrial and coastal regions as a means of improving livelihoods and conserving biodiversity in the face of climate change – Resource compiled by conservation international in relation to ecosystem based adaptation in the tropics.

Civil Society Guide to Healthy Rivers and Climate Resilience – Useful resource for projects conducting work on riverine ecosystems

IUCN Wetlands assessment toolkit - Toolkit of methodologies to assess biodiversity and the value of wetlands, with a particular focus on livelihoods.

Pacific Invasives Initiative: Resource Kit for Rodent and Cat Eradication
IUCN Invasive species eradication manual - Comprehensive manuals for the removal of invasive species from Islands

Education & Outreach

Behaviour change in the Maya Golden Landscape – Compilation of tools for assessing and targeting attitudes and behaviours (co-written by a CLP alumnus)

IUCN Communication, Education and Public Awareness – CEPA - Toolkit developed by IUCN for National Focal Points and National Biodiversity Strategies and Action Plan coordinators

Targeting Behaviour - Working with People to Design Conservation Communications Strategies – Guide by Conservation International for developing effective communications strategies focused on behaviour change

Know How Non Profit - Developing a communications strategy – Highly rated set of guidelines for developing an effective communications strategy

Handbook on Best Practices for the Design and Operation of Wetland Education Centres

Notes on Filmmaking by Anirban Dutta Gupta (CLP alumnus)

Policy & Advocacy

Water Aid Advocacy Sourcebook - Comprehensive guide to advocacy in development, see section 3 onwards for how to design and implement an advocacy plan

CARE Advocacy Tools and Guidelines - More useful information on developing and implementing advocacy strategies for policy change

VSO Participatory Advocacy Toolkit - Another good resource for designing and implementing an advocacy strategy

Science to Action – How to use the results of scientific research to influence decision making

Livelihoods

IUCN Sustainable Livelihoods Enhancement and Diversification (SLED) - Manual and guidelines for alternative livelihood practitioners

Capacity Building – Individuals and Organizations

The Partnering Toolbook - Information on developing cross-sector collaborations and partnerships (registration required) free download available in English, Arabic, Chinese, Farsi (Persian), French, German, Hindi, Portuguese, Serbian, Spanish, Swahili, Russian and Vietnamese.

Capacity for Conservation - Excellent resource for NGOs and other conservation organisations comprising various evaluation and self-assessment tools, guidelines and links to other useful resources.

A toolkit to support conservation by indigenous peoples and local communities - Building capacity and sharing knowledge for Indigenous Peoples' and Community Conserved Territories and Areas (ICCAs)

Funds for NGOs - Useful information for community organizations. In addition to announcing funding opportunities, they produce helpful manuals and guides to improve the administrative and fundraising capacities of NGOs

Conservation research (by taxa)

Birds

Bird census and Survey Techniques – Includes large section on how to select the most appropriate methodology for a particular research focus

Expedition Field Techniques - Bird Surveys

Mammals

Expedition Field Techniques - Bat Surveys

Expedition Field Techniques - Primates

Expedition Field Techniques – Small Mammals

TEAM Terrestrial Vertebrate (Camera Trapping) Monitoring Protocols **–** Tropical Forest Ecology and Monitoring network protocol for camera trap surveys (protocols relate specifically to TEAM monitoring sites but can be adapted to suit work at other locations)

Marine Mammal Survey and Assessment Methods

Fish + Marine

Expedition Field Techniques – Fish

IUCN marine publications – Extensive database of case studies, toolkits and manuals relating to coral reef and marine habitat conservation

Invertebrates

Expedition Field Techniques - Insects

Reptiles & Amphibians

Expedition Field Techniques – Reptiles & Amphibians

- All projects carrying out work with amphibians should refer to the following resource:Minimising exposure of amphibians to pathogens during field studies

All projects carrying out fieldwork dealing with Chytrid fungus should refer to the following two resources:

- Save the Frogs – Information on Chytrid
- Survey protocol for detecting chytridiomycosis in all Australian frog populations

Plant/Habitat surveys

TEAM Vegetation Monitoring Protocols **-** Protocols for assessing tree/liana biodiversity and forest carbon (protocols relate specifically to TEAM monitoring sites but can be adapted to suit work at other locations)

TEAM Land-Use Change Protocols - Protocols for assessing climate variables (protocols relate specifically to TEAM monitoring sites but can be adapted to suit work at other locations)

TEAM Climate Monitoring Protocols **-** Protocols for assessing climate variables (protocols relate specifically to TEAM monitoring sites but can be adapted to suit work at other locations)

Data analysis

R Project **-** Free open source statistical software which offers an enormous range of functionality, including a number of packages suitable for analysing conservation fieldwork data

QGIS Project - Free open-source GIS software

ESRI ArcGIS Online – Free account allows you to create and manage maps, apps and data. Also allows users to share and access data posted by other users online

DISTANCE - Free software and survey protocols for distance sampling

PRESENCE - Free software for occupancy modelling

Estimate S - Free software programme for generating various biodiversity metrics and indicators

Use of Results

IUCN Red list assessments – Guidelines and tools for carrying out and updating species red list assessments

Where to Publish? A Handbook of Journal Outlets for Contributors to Conservation Science

Best practice guide for compiling, maintaining and disseminating national species checklists (GBIF)