FUTURE CONSERVATIONIST AWARD

STEP-BY-STEP GUIDE ON HOW TO COMPLETE YOUR ONLINE APPLICATION

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INTRODUCTION

All project teams are required to submit a completed application using the online application portal by the deadline **Friday, 9th January 2026. No late applications will be accepted, and applications must be completed in English**. The following guidelines will assist you in completing your **online application**.

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 'Supported Projects' section of the CLP website. The CLP team and Alumni Reviewers 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.

To increase the chances of proposal success, focus 70% of your effort on the sections marked as "Important for Proposal" and only 30% on those marked "Background Information". This reflects the relative importance of these sections to the reviewer and should enable you to focus on the more important parts of the application form.

1. General Information – BACKGROUND INFORMATION

Project Start and End Date: Where possible, plan for a project start date in October 2026, after the Conservation Management and Leadership training that CLP plans to offer in September. Most project teams refine their project plan after the CLP training to improve project delivery. Also, note CLP cannot send funds to successful projects until October 2026 as certain documents are required from the project teams in June 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.

Conservation Priority – Important for proposal:

Species: The project must focus on globally important species 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 or DD) by the global IUCN Red List OR if there is information suggesting that urgent conservation action is needed. If this is the case, provide justification with citation to justify why 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: Where is your site? How large is it in km^2? What type of habitat is it for your target species? Why is it important, e.g. does it have international recognition and or is it a protected area or being considered for protection? 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 and Biodiversity Areas, Important Plant Areas, Key Biodiversity Areas, Ramsar sites, UNESCO World Heritage Sites, Marine Protected Areas and potential Marine Protected Areas. Projects that **work at 'priority sites' should be linked to the target species at risk i.e. CR, EN, VU or DD**. Provide a hyperlink to published factsheets for the sites proposed if available.

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.

2. Project Details – IMPORTANT FOR PROPOSAL

Conservation challenge to be addressed by the project: What is the conservation challenge your CLP project seeks to resolve? In other words, what are the threats to your target species and how would you address them? Give a summary of previous research and known information on the species and/or habitat, as well as a 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. Summarise previous work and information. Projects should explain how the outcomes and impacts will benefit the broader ecosystem.

Overall Goal (i.e. long-term objective): Describe briefly how your project will influence conservation in the long term if successful in achieving all your results. The overall goal will not be entirely achieved by this project. However, the project will contribute towards the achievement of this long-term goal. It is an identification of the wider impact the project will have.

Project Purpose: Describe the desired conservation situation and immediate outcomes or change that will occur if all the project results 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 Results: List three to four results you will aim to fulfil in order 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 results. Wherever possible objectives should be SMART – Specific, Measurable, Achievable, Relevant and Time-bound. Please refer to page 27 of the Institutional Fundraising for Conservation Projects on the CLP website for more information on designing results.

SMART criteria

- SPECIFIC - Results should clearly state what you are expected to achieve, using action verbs to describe what has to be done.
- MEASURABLE - Results should include a quality and/or quantity reference so that you can measure whether or not you have achieved them.
- ACHIEVABLE – Results should be realistic. For example, it might be an achievable results to restore five hectares of habitat but it would be unrealistic to plan to restore five hectares in one week. Results 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 result.
- RELEVANT - Each result should be relevant to addressing the conservation problem and should represent a necessary step to achieving the project's conservation goal
- TIMEBOUND - Results should include a time reference, such as a specific deadline.

Example of a SMART result – "At least 75% of local community members are aware of the threats facing whale sharks within six months of the start of the project."

Results typically fall into six major classes:

1) Improving the status of your target species
2) Creating new knowledge
3) Changing awareness and attitudes
4) Changing resource use practices of local people
5) Changing land and resource use policies
6) Reducing threat

Project Indicators: How will you measure the success of each result? An indicator is a measure whereby you collect information to assess progress towards achieving an explicitly stated desired conservation result. Continuation Award projects are designed to build on the success of the Future Conservationist or Follow-up awards that addressed priority biodiversity conservation problems. These projects are also expected to 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 results. As with your results, indicators should be SMART with each including a reference relating to quantity, quality and time. For more information on indicators please refer to page 30 of the CLP institutional fundraising manual.

Example indicator – "Questionnaire surveys confirm that after six months of the project at least 7 out of 10 of local community members are able to identify four of the five main threats facing whale sharks in the project area."

Project Activities: For each result list the two to four (as appropriate) priority activities you will need to undertake to achieve your result. Each activity should not be longer than 15 words. Include the month in which each activity will take place and the duration. 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. (add extra rows where necessary).

Activities should be short, simple phrases like:

- conduct a survey of Nassau grouper
- complete analysis of the predicted economic returns to establish a community-based ecotourism enterprise
- develop co-management agreements between communities and the national resource management agency
- count number of pairs of birds nesting at the site
- conduct a targeted social marketing campaign within the community to reduce hunting of endangered seals.

Methods: For each activity, detail the methods you will use. For example, if the activity is to conduct a survey of fish and coral communities, describe the survey methods you will use and provide appropriate citations that show that this method is a best practice in conservation. An example statement is ' A total of four localities will be surveyed. In each locality, we will conduct monthly non-destructive underwater visual censuses (UVC) for reef fishes and coral using 20x2m transects (Kulbicki et al., 2007).'

If the activity is about engaging local communities in conserving your target species or changing their behaviour, please provide details of how you will do this and provide a citation to show that others have used similar methods successfully.

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 licences 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 list of good practice references on Appendix 1. 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.

If an activity includes training **for** the team and this training is required to implement the project, provide information on the purpose of the training, who the trainers will be and where the training will take place.

Conservation evidence: Why do you think that your methods will deliver the conservation result(s) that you are expecting?

This refers to methods of species or site conservation; habitat or species management; invasive species control, influencing decision-makers, and education/outreach/communications activities. Please provide evidence from personal communications, anecdotal evidence,

published or unpublished papers, reports from similar projects, or projects cited on Conservation Evidence. Conservation Evidence is a free resource where you can search for your species, habitat or issue of interest and check how successful a method for conservation action has been in a specific location.

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 below.

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. 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.

3. Budget – IMPORTANT FOR PROPOSAL

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 whether the funds are pending or have been granted. If pending, provided the date when you expect to hear whether your pending application is successful or not. 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.

Itemised 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. CLP will not accept proposals **if the budget is not detailed**. Contingency budget lines to cover unexpected but necessary project cost must not exceed 5% of the overall budget and must be justified. NO Overhead allocation is allowed for Future Conservation Awards.

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.

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 viewed more favourably than those that make rough estimates in order to coincide with the upper limits of CLP awards. Fill the "Other Donors USD" column only if the amount has been granted.

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

Vehicle hire and fuel cost: When planning our field trip, and fuel consumption, please keep in mind a way for carbon saving and/or green transportation.

Outreach Materials: The use of outreach materials for stakeholders, such as t-shirts, posters or brochures, needs 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.

Item costs over US$1,000: Provide justification for any single item that costs US$1,000 and over under 'Budget Justification section'.

'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.

Per Diem: CLP allows a contribution to the team's time within the budget. This is considered a per diem NOT a salary. A per diem includes a daily rate paid as a flat fee for work or services during the project. You can include up to 2,500 USD in the budget. This could be for a team member(s) or essential project support including rangers/local guides/fisher's or farmer's time for project support. It cannot be used for consultants.

Consultancies: CLP awards do not cover costs toward consultancies.

Training: 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 - IMPORTANT FOR PROPOSAL

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 five 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 leader or 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*. Formal (if any), non-formal and informal education should be provided here.

All work experience starting with current job/occupation title, employer and number of years worked: List clearly all positions of professional employment held, employers, number of years and/or months worked for each employer, if the position was paid or unpaid, and a short description (optional), starting with your most recent. *For example: Research assistant in conservation – Wildlife Organisation– 2018/4 months – paid*

How do you qualify as "early-career"? (with less than 5 years' experience): Each team member should explain in their own words what makes them "early-career" conservationists. *For example: "I qualify as early-career because I have been paid for less than 5 years conducting ecological surveying work (part-time), whilst I have not been paid to do part-time community conservation work..."*

If there is any uncertainty about a team member qualifying as "early-career", CLP will use this question to decide whether the members are eligible.

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 and how the project will build your capacity 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 advisers 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 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 – BACKGROUND INFORMATION

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 1.3 of the Institutional Fundraising for Conservation Manual. **You must complete five answers** for each section and address each of the strengths, weaknesses, opportunities and threats identified.

6. References – BACKGROUND INFORMATION

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 (April-May 2026). 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 jeopardise 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 – BACKGROUND INFORMATION

We are planning to invite a representative from each award-winning team to attend an international training course, which will be held for two weeks in autumn 2026. If it is not possible to deliver the training in-person, we plan to offer it online. Note that this training course will be offered at no cost to the training participant. 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. Interpretation support **may** be an option depending on need and resources available. The topics that will likely be covered in this course will be: leadership development, project planning, behaviour change through education and outreach, fundraising, gender and conservation, and best practices of training. **Be sure that the chosen representative will benefit from these topics – someone who has already attended the training is NOT eligible to be a participant.** 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 March 2027. 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. We strongly encourage and seek participants from all backgrounds and identities, including but not limited to women and gender nonconforming individuals, people of colour, bilingual and multicultural individuals, people with working class backgrounds, people with disabilities, as well as members of the LGBTQ community. If there is a change in the participant after you submit your application, please notify CLP at clp@birdlife.org with all of the information 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?"

Appendix 1. Reference/Good Practice 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 practices 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 or 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 Arabic, English, Spanish, Portuguese and French.
- 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
- Writing Good Questions, Hypotheses and Methods for Conservation Projects: A Quick Reference Guide - Basic tips for students and researchers to propose and plan a conservation initiative that is clear and concise.
- Open Standards for Conservation – Frameworks and free software for project design, planning, management and evaluation
- Better Evaluation - Monitoring and Evaluation toolkit
- Designing a good Theory of Change – Check our CLP Website Project Manuals for full guidelines on how to develop a Theory of Change as part of your project

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.

- 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
- Know How Non-Profit - Developing a communications strategy – Highly rated set of guidelines for developing an effective communications strategy
- Filmmaking by Anirban Dutta Gupta (CLP alumnus)

Policy & Advocacy

- CARE Advocacy Tools and Guidelines - More useful information on developing and implementing advocacy strategies for policy change
- VSO Participatory Advocacy Toolkit - Good resource for designing and implementing an advocacy strategy

Livelihoods

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

Capacity Building – Individuals and Organizations

- 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.

Conservation research (by taxa) Fish + Marine

- Marine Mammal Survey and Assessment Methods
- IUCN marine publications – Extensive database of case studies, toolkits and manuals relating to coral reef and marine habitat conservation

Tree surveys

- Range of materials compiled by the Global Trees Campaign e.g. practical guides for non-specialists, scientific papers and information on the conservation status of hundreds of the world's threatened tree species.

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

Appendix 2. Common Proposal Writing Mistakes

Mistake	Notes
Target species/site/team do not meet CLP criteria	The proposal fails to meet one or more of the CLP criteria on eligibility. Examples include: One or more project team members have >5 years of paid conservation experience The target species is not listed as CR, EN, VU or DD on the IUCN red list and insufficient evidence given for conservation action The project is too similar to one of the team member's PhD/Master's thesis Make sure that you carefully study the CLP eligibility criteria and guidelines to ensure that your project is eligible. Please contact the CLP team (clp@birdlife.org) if unsure
Project outreach activities is missing key stakeholder groups	The project's outreach activities do not target key stakeholders that are the primary drivers of the project's conservation problem. For example: a project trying to address environmental degradation by a mining company by only targeting local school children may do little to impact the project's main conservation goal. Carry out a stakeholder analysis before writing the proposal to ensure that the project's outreach activities will have the maximum impact. Read CLPs fundraising manual for details on how to conduct one if you're unsure.
Not enough detail given in the budget section	Each budget line **must** show an itemised **breakdown of costs** e.g. number of days or items/ cost per item etc. For example: Rather than 'Publications: $150', show how this is broken down e.g. Field guide booklets (100 pieces x $ 1), maps (50 pieces x $1) The team must provide **justification** for all budget requests >$1,000

Not enough project days are devoted to fieldwork	The number of days dedicated for fieldwork is insufficient to achieve the project's expected results. Be realistic about how much time and effort is required for each project activity in order to achieve the project's results. Please remember to apply this to any social science/outreach activities as well as traditional scientific fieldwork.
Project study methods are not appropriate to the conservation target	Before writing your proposal take some time to research the most appropriate methodology for addressing your project's conservation challenge. The team is especially recommended to make contact with experienced advisors who will be able to provide advice and support during project development and implementation. For reference the CLP application guidelines include a list of useful good-practice guides and fact sheets designed to help teams identify the most appropriate methodology for their project.
The proposed project activities are too ambitious	The proposal addresses an important conservation need but is promising results/outcomes that are not feasible within the time/resources available. Think carefully about what the team will achieve given the project's timeline and the resources that will be available to you. If an activity is particularly ambitious in scope it may need to be scaled back, revised or have more time dedicated to it.
SWOT analysis incomplete/poorly completed	The SWOT analysis must be completed in full with five answers for each section and with each one addressed in the subsequent sections. Please refer to the CLP application guidelines and Project training manual for full instructions on how to complete this section.
Applicants do not seem to have experience with the target species/site/methods	Please think carefully whether the team has the necessary skill base needed to carry out each of the project's activities. If there are any areas that are lacking it is essential that the team demonstrate that they will have support from an experienced advisor and/or will seek out relevant training. This should also be addressed in the SWOT analysis.
Project is trying to bring about behaviour change with insufficient knowledge of local issues/perceptions	For Future Conservationist Award projects in particular, if there is very little prior information on the conservation issue then the team might be overly ambitious in attempting to change stakeholder behaviour. In these cases, the team may gain more effective results by spending more time assessing the situation on the ground (i.e. what is currently driving people to behave in a certain way) to make sure any

	subsequent behaviour change activities are based on known science and are realistic.
The project does not demonstrate an effective contribution to conservation.	All CLP projects must demonstrate how the team's results and outcomes will contribute to conservation. Projects with a significant research component must show how research results will be applied in relation to the project's conservation goal. For example, developing/updating management plans, contributing to IUCN assessments etc.

More information about the Future Conservationist Award can be found on the CLP Website

GOOD LUCK WITH YOUR APPLICATION!