

## GUIDELINES FOR THE POSTER SESSION

### Planning

1. Each poster board measures 1 meter (height) by 2 meters (length) and **your poster should measure 90 centimeters (height) by 80 centimeters (length)**.
2. Posters should be easily readable from a distance of 1.8 m (6 feet) and should be visually attractive and professional in appearance.

### Organization

The text of the poster should start in the upper left hand corner. From here, the poster should flow from left to right and top to bottom. The title-author(s)-sponsoring institution heading for the poster must be at the top of the board. You may wish to use letters, numbers, or arrows as needed to indicate the proper flow to the audience.

#### *Tip 1: Simplicity*

Concentrate on two or three main points. Highlight trends and comparisons with simplified charts, graphs, and diagrams. Make key points in the legend of the figure or table. Use text cautiously and make sure it is easily understood by the audience. Avoid overwhelming the audience with too many numbers, words, and/or complicated graphs. Remember, a lot of people will read or study your poster while you are away; make certain the message is clear and simple. Choose one background color for your poster board. Use contrasting colors where appropriate in charts, graphs, and diagrams.

#### *Tip 2: Headings*

It is best to highlight your title, heads, and subheads with colors or colored lines. It is also a good idea to have heads and subheads at least 25% larger than the text copy. All type must be easily read from a distance of 1.8 m (6 feet). Use a bold or semi-bold typeface for headings and labels. For the title, plan on using finished type that is at least 2.5 cm high (1 inch). The lettering for authors' names, sponsoring institution, and address should be at least 1.9 cm high ( $\frac{3}{4}$  inch).

#### *Tip 3: Text Type*

Keep your text in short, concise, legible statements; minimize complete sentences and paragraphs. In fact, outlines of important points often work better than text. Use abbreviations and acronyms sparingly. Use a word processor to prepare your text copy. Set your word processor for 1  $\frac{1}{2}$  lines of space between each line of type. Text in upper and lower case letters is more readable than all capitals. Lettering for subheads and figure captions should be larger than text type, but smaller than type used for the main heading. This type should also be bold or semibold in weight. It is recommended that you use 24 to 30 point font size for the title, 20 point font size for author's name and affiliation, and subheads, and 16 to 18 point font size for text material.

### Mounting

Some of the best paper to use for mounting is 165 g m<sup>-2</sup> (110 pound) index stock, which is available in a variety of colors. Foam core is another excellent mounting material. Plan on leaving 0.64 to 2.5 cm (1/4 to 1 inch) of mounting stock around your artwork. Pictures must be mounted to avoid curling.

## **Miscellaneous**

Bring along necessary tools to set up your poster.

Bring a supply of business cards or other form of identification to hand out at your poster session. This is a quick way of distributing your name and address to interested attendees. Have a sign-up pad available to record the names and addresses of individuals wanting more information. You can also use the pad to write down interesting comments from attendees. You may also want to have a supply of handouts available for interested members and guests.

## **Additional guidance**

The following publications provide additional ideas on how to present a poster:  
Rupnow, J., and J.W. King. 1995. A primer on preparing posters for technical presentations. *Food Technol.* 49(11):93-102.  
Davis, M., K.J. Davis, and D.C. Wolf. 1992. Effective communication with poster displays. *J. Nat. Resour. Life Sci. Educ.* 21:156-160.  
O'Connor, M. 1991. *Writing successfully in science.* HarperCollins Academic, London.  
Sexton, D.L. 1984. Presentations of research findings: The poster session. *Nursing Res.* 33:374-375.  
Bushy, A. 1991. A rating scale to evaluate research posters. *Nurse Educ.* 16(1):11-15

## **Presentation**

Authors are responsible for the setting up and the removal of their posters according to the following schedule:

Mounting time: Thursday morning, 8 November 2001

Removal time: Saturday, 10 November 2001

Authors or their representatives should be present at their board lunch breaks (as often as they can).

We invite you to use the outline for case studies (see UNEP/CBD/COP/5/3) as the structure, where appropriate.

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# **INDICATIVE OUTLINE FOR CASE STUDIES ON AGRICULTURAL BIOLOGICAL DIVERSITY**

## **Background**

The programme of work on agricultural biodiversity, adopted by the Conference of Parties in decision V/5, makes provision for case studies on various topics to identify management practices, technologies and policies that promote the positive and mitigate the negative impacts of agriculture on biodiversity, and enhance productivity and the capacity to sustain livelihoods.

More specifically, activity 2.1 of the Programme of Work calls for a series of case studies, in a range of environments and production systems, and in each region:

(a) To identify key goods and services provided by agricultural biodiversity, needs for the

conservation and sustainable use of components of this biological diversity in agricultural ecosystems, and threats to such diversity;

(b) To identify best management practices; and

(c) To monitor and assess the actual and potential impacts of existing and new agricultural technologies.

This activity would address the multiple goods and services provided by the different levels and functions of agricultural biodiversity and the interaction between its various components with a focus on certain specific and cross-cutting issues, such as:

- i.) The role and potential of wild, under-utilized and neglected species, varieties and breeds, and products;
- ii.) The role of genetic diversity in providing resilience, reducing vulnerability, and enhancing adaptability of production systems to changing environments and needs;
- iii.) The synergies and interactions between different components of agricultural biodiversity;
- iv.) The role of pollinators, with particular reference to their economic benefits, and the effects of introduced species on indigenous pollinators and other aspects of biological diversity;
- v.) The role of soil and other below-ground biodiversity in supporting agricultural production systems, especially in nutrient cycling;
- vi.) Pest and disease control mechanisms, including the role of natural enemies and other organisms at field and landscape levels, host plant resistance, and implications for agro-ecosystem management;
- vii.) The wider ecosystem services provided by agricultural biodiversity;
- viii.) The role of different temporal and spatial patterns in mosaics of land use, including complexes of different habitats;
- ix.) Possibilities of integrated landscape management as a means for the conservation and sustainable use of biodiversity.

Additionally, COP decisions V/6 and V/24 call for case studies on the application of the ecosystem approach and on best practices for the sustainable use of biological diversity, including studies within the context of the thematic areas of the Convention.

The use of a common framework can facilitate synthesis of lessons learnt from the case studies and integration of the ecosystem approach and considerations of sustainable use. The following indicative was originally made available to the Conference of the Parties in document UNEP/CBD/COP/5/INF/10. It has been revised in the light of COP decisions.

### **Indicative Outline**

Overview: In one page, please provide a summary of the case study using bullet points to highlight: the context/problem to be solved; the objectives; the approach; application of the ecosystem approach; and lessons learnt.

I. Background/Problem statement: Please describe the context or situation of the case study, and identify problem that is addressed by the activities of the case. Consideration of threats to biological diversity, the goods and services derived from it, and the distribution of benefits among stakeholders may be included, and, if known, the underlying causes of such threats may be described.

II. Objectives/Purpose of the Activities: Please provide, in one or few sentences the main objective(s) of the activities proposed and/or carried out.

III. Details of the case study and the approach taken: Please describe the activities, the approach taken, and the main actors involved.

IV. Analysis: Please analyse the case study in the framework of the various programmes of the Convention, using, as appropriate the checklist in Appendix 1. (Note, this should be used as an *aide memoir*, i.e. it is not necessarily appropriate to address each and every part in the appendix). This section might be presented in tabular form, and should complement section III.

V. Conclusions.

A. Outcome of the activities. Please provide a brief note of the results, or expected results, of the case study, and the extent to which the objectives were met.

B. Lessons Learnt. Please highlight any critical factors that led to the success or failure of any of the activities carried out. It would be useful to note any practical conclusions that would assist others in carrying out similar activities, as well any policy-relevant lessons.

### **Appendix: Checklist for the analysis of the case study (section IV)**

#### A. Application of the Ecosystem Approach.

1. Describe how the case study illustrates any of the 12 principles of the ecosystem approach under the Convention (see COP decision V/6), and identify any constraints in applying these principles.

2. For the case study:

(a) Identify goods and services provided by biodiversity in the area of case study (and additional ones that could be provided with improved management), and identify the components of biodiversity and the functional relationships between these components which give rise to such goods and services;

(b) Identify the beneficiaries of these goods and services as well as additional groups who could become beneficiaries, and identify any barriers to their access to the benefits;

(c) Describe approaches to adaptive management noting, what is most effective and what is least effective;

(d) Describe the scale(s) of management used, additional scale(s) of management that may be needed to address the problem, and any barriers to exercising management at the appropriate scales.

(e) Identify sectors involved, those that should be involved, and identify changes required to provide an enabling policy environment.

B. Relevance to the operational objectives of the Programme of Work on Agricultural Biological Diversity

3. Indicate whether and how the case study contributes to:

- (a) An assessment of status and trends of the world's agricultural biodiversity and of their underlying causes;
- (b) The identification of management practices, technologies and policies that promote the positive and mitigate the negative impacts of agriculture on biodiversity, and enhance productivity and the capacity to sustain livelihoods;
- (c) Strengthening of the capacities of farmers, their communities, and organizations and other stakeholders, including agro-enterprises, to manage agricultural biodiversity, and the promotion of increased awareness and responsible action;
- (d) The development of national plans or strategies for the conservation and sustainable use of agricultural biodiversity and their mainstreaming and integration in sectoral and cross-sectoral plans and programmes.

C. Relevance to the thematic work programmes of the Convention

4. Indicate whether or not the case study is relevant to the following thematic areas, and describe how they are relevant:

- (a) Forest biological diversity
- (b) Marine and Coastal biological diversity
- (c) Biological diversity of inland waters
- (d) Biological diversity of dry and sub-humid lands (including Mediterranean, Savannah and Grasslands)
- (e) Biological diversity of mountain areas

D. Relevance to the cross-cutting workprogrammes of the Convention

- 5. Indicate whether or not the case study is relevant to the identification, control or mitigation of the effects of invasive alien species.
- 6. Indicate whether or not the case study employs indicators of biological diversity, or of impacts on biological diversity.
- 7. Indicate whether the case study employs the use of incentive measures for the conservation and sustainable use of agricultural biodiversity, or identifies perverse incentives.
- 8. Indicate whether the case study employs impact assessments (environmental, socio economic) or indicates the need for impact assessments.
- 9. Indicate whether or not the case study furthers the taxonomic understanding of the organisms concerned, or elucidates the need for further taxonomic work.
- 10. Indicate whether the case study employs the use of benefit-sharing measures.
- 11. Indicate whether the case study draws upon the knowledge, innovations and practices of indigenous and local communities and whether it contributes to the protection and

wider application of such knowledge, innovations and practices.

12. Indicate any other measures taken to promote the sustainable use of biological diversity.

13. Indicate if the case study is part of, or contributes to, a National Biodiversity Strategy and Action Plan.