



Report on the Training course “Tropical Plant Family Identification” financed par Darwin Initiative.

ABSTRACT

Two Tropical Plant Family Identification courses were run in Guinea in 2025, one in Conakry and one in Sérédou. 190 candidates applied for 40 places. Participants were from different backgrounds, some from partner institutions, NGOs, government agencies or private sector.

Charlotte Couch & Simon Verlynde

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Introduction

Output 1 of the DARCC044 project “Improving capacity for plant biodiversity planning in Guinea” is to increase national capacity of researchers and local authorities in plant identification, surveying, red listing and enhance the data available for future national red listing. Under this output and output 3 we committed to developing a French language course and deliver training in plant identification skills by March 2026. This report details the delivery of the 2025 Tropical Plant Family Identification course in Guinea under this project.

Following feedback from last year’s course we updated the course manual and slides in some of the families which caused confusion. We also standardised the slides for easier understanding, translating or changing some of the original diagrams into French where possible.

Course locations and selection of candidates

The course advert was launched on 11th August on the Herbar National de Guinee (HNG) website (www.herbianguinee.org) and LinkedIn. Candidates had one month to apply via an online Google form. In total 190 candidates applied for the 40 places available on the course. This year we had applications from outside of Guinea as well, from Cameroon, Senegal, Benin and Ghana. Though not eligible for this training course, it demonstrates the interest across the region. The Google form specifically asked questions about their motivation and how they intended to use the skills obtained from the course. We used these two questions to triage the candidates to arrive at a short list for each course.

Participants had the choice to apply for the course in either Conakry (Guinée Maritime) or Sérédou (Guinée Forestière), giving people the opportunity to travel to their nearest location. The split for the locations was not as even this year 122:68 Conakry to Sérédou, over half of the candidates choosing Conakry. The first course was scheduled for 6-11 October 2025 in Conakry at University Gamal Abdel Nasser (UGAN), and the second for 16-21 October 2024 at Centre de Recherche Regional Agricole de Sérédou (CRRAS). As previously mentioned in last year’s report, these sites were chosen for their access to herbarium specimens, which are essential for teaching this course. Relying solely on fresh material would mean that it would not be possible to have all families represented due to the difference in climate and vegetation types in the course locations. Therefore, partnership with the different herbaria for the delivery of the course is essential.

We wanted to ensure that there was reasonable gender balance between the members of the course. Last year could not achieve this at Sérédou, this we had a achieved this at both sites despite the total number of female candidates being only 15% (graph 1). This year’s cohort included more people from outside the partnership, including NGOs, private sector and individuals. We also had several teachers apply from universities, particularly for the Sérédou course. We were keen to have teachers on the course so that we they can also pass this training onto their students.

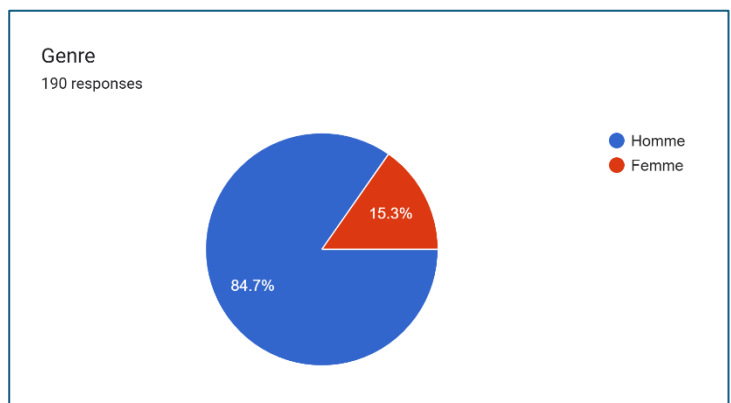


FIGURE 1: PROPORTION OF MALE TO FEMALE APPLICANTS

Since we had many applicants, we were strict that participants must be able to be present for the entire course (6 days). If they could not be, they would have to relinquish their place. We ended up with 21 participants in Sérédou, one extra female participant joined the course.

The level of experience in botany was interesting this year with nearly a quarter having MSc level, over half with undergraduate knowledge and just under half also having field experience (see graph 2).

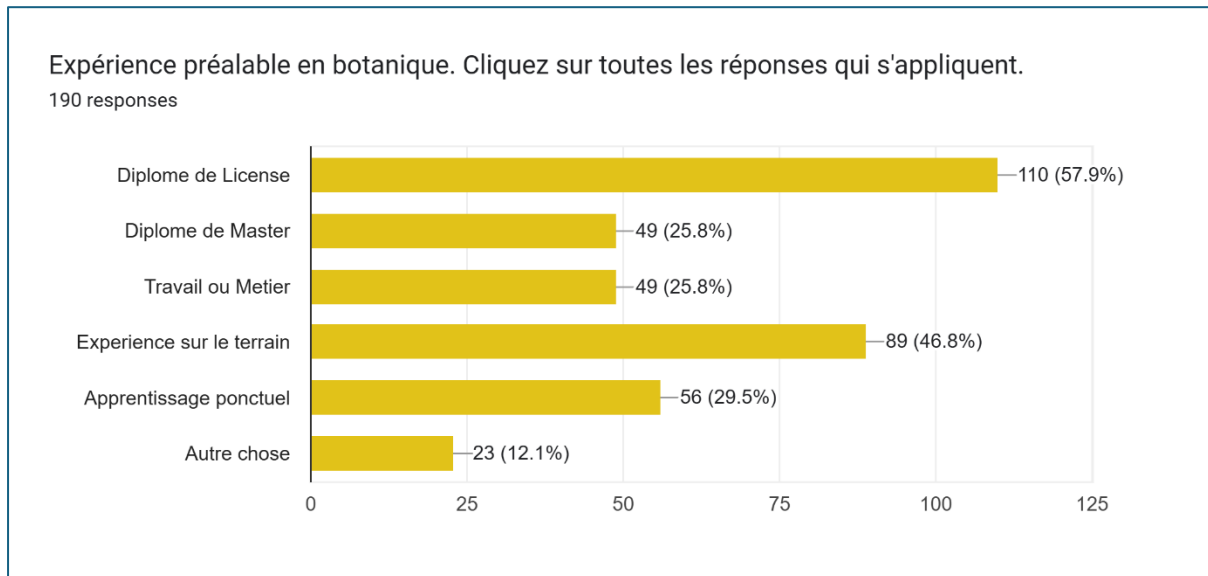


FIGURE 2: EXPERIENCE OF CANDIDATES

The course content

The course consists of introductory lectures on herbaria and their importance, plant classification and plant morphology. This part is to ensure that all the participants are starting from the same level. Then there are short lectures and practical sessions for each of the families studied during the week. A total of 33 families were taught over 5 days, the 6th day being a time to study, have further family sorts and check details with the teachers before the individual open book exam (see timetable in annex).

Participants worked in groups to check and identify the characters with known herbarium specimens from each family after each lecture. In addition, three general sorting sessions in which specimens with labels obscured were used to test their ability to identify the plants to family level.

Accompanying the course is a 48-page course manual which has some basics of plant morphology and details the important characters for each family in the course. The manual was updated this year following feedback from last year's course. The manual is not supposed to be a textbook with everything included as we want to encourage them to make notes relevant to how they learn best. They also do not have access to the slides after the end of the course due to permissions required from the various people who have put these talks together.

The teachers

In Conakry the course was taught principally by Charlotte Couch (RBG Kew) and Simon Verlynde (MBG) who did the majority of the preparation of the course. This year we had 2 participants per cohort assisting with the teaching. In Conakry, this was Tokpa Seny Dore and Aminata Thiam from the National Herbarium (HNG). In Sérédou, we had Faya Julien Simbiano (HNG) and Kolou Koivogui of Sérédou herbarium. This was a better ratio for teaching as it enabled more direct

teaching contact with the participants. It was also good for the participants to be taught by a local botanist who bring their own experiences to the course and inspire the next generation.

Exam and marking

Following the feedback from last year's courses, we added extra time to the exam this year. The exam consisted of 15 herbarium specimens (labels obscured) which they had to identify to family in 120 minutes. For the exam sheet, they had to identify the family and write three observed characters which enabled them to arrive at their decision, so that they could be awarded points if they got the characters correct, but the family name wrong. When choosing which families to have in the test, the trainers made choices across a scale of the difficulty, i.e. 5 easy specimens, 5 medium specimens and 5 difficult or at least the trainers' perception of this.

Marks were awarded for the correct family (1) and the characters observed (1), giving a total of 30 points. Participants could still be awarded 1 mark if the family was wrong, but three characters observed were correct, though $\frac{1}{2}$ was awarded if at least 2 characters were correct. The pass mark was reduced this year from 70% to 50% as it was seen last year that this is hard to attain if you are inexperienced. In Conakry, scores ranged from 7.5/30 to 21.5/30, with 9 out of 20 attaining the pass mark. In Sérédou, scores ranged from 6.5/30 to 26/30 with 10 people attaining the pass mark and 3 just under at 14.5/30 (see Fig. 4). The average score for Conakry was 14.84 compared to Sérédou which was 15.24.



FIGURE 3 PRESENTATION OF CERTIFICATE BY DR MARTIN CHEEK

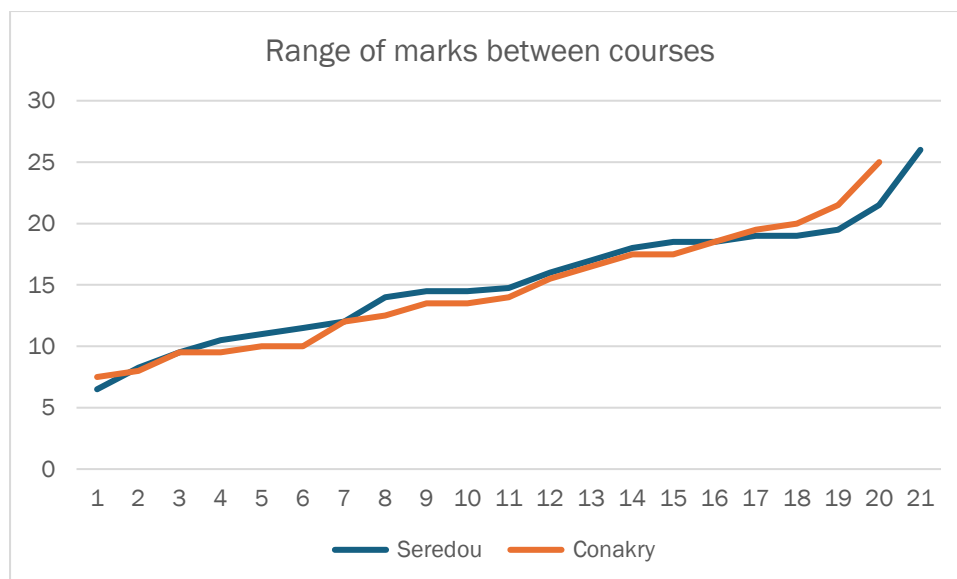


FIGURE 4: GRAPH SHOWING RANGE OF MARKS AT BOTH COURSES

When marking, we also noted which specimens caused the most confusion or which families most people got correct. We also went through the answers with all the participants so that they could understand where they went wrong. This will help us to see what areas need improving for the next course. As motivation, the top 3 highest scorers were awarded a prize

- 1st: A hand lens and the Kew Tropical Plant ID book, Kew Plant Glossary
- 2nd: A hand lens and the Kew Tropical Plant ID book
- 3rd: A hand lens.

In Conakry, the prizes were given by the UK Ambassador in Guinea, Daniel Shepherd and in Sérédou, they were given by Simon Verlynde as the Director of IRAG was unfortunately absent.

In addition to the exam, we asked them to do a self-assessment at the start of the course and at the end of the course (see annex 2). This year we attempted to do this via a QR code to a Google Form. This worked in Conakry, but not so well in Sérédou due to poor connection. They were asked to score their current knowledge of plant identification on a scale of 1 to 10. Most people were quite modest with their answers, but we noticed throughout the week that everyone was improving. On average there was a perceived improvement of 40% in Conakry and 26.5% in



FIGURE 5 FAMILY SORT IN SÉRÉDOU OCT 2025

Sérédou. The highest and lowest percentage perceived improvement was 70% and 10% in Conakry and 60% and 10% in Sérédou. Consistently, perceived improvement has been more modest in the Sérédou course, despite the scores of the test being above those of Conakry this year. We asked the question in the feedback form “on a scale of 1 to 10, what is your level of knowledge on identification of tropical plant families, at the end of the course?.” For the most part, participants perceived level is above 5 which is good.

Sur une échelle de 1 à 10, quel est votre niveau de connaissances sur l'identification des familles de plantes tropicales, une fois le cours terminé ?

39 responses

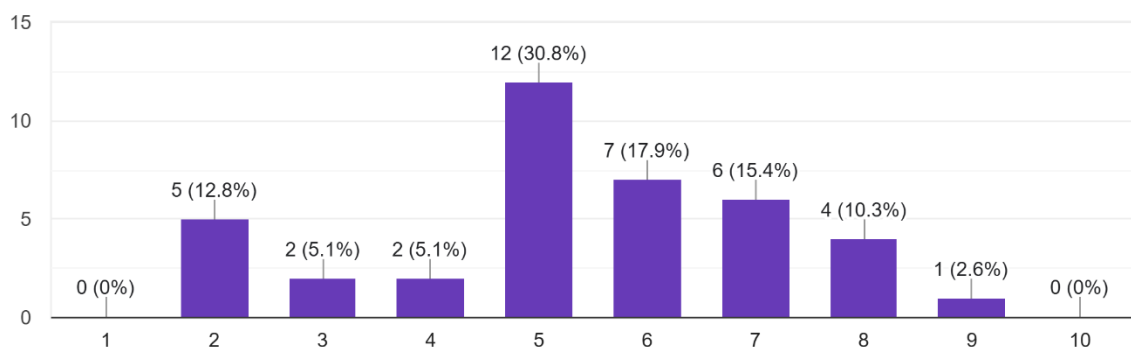


FIGURE 6 PERCEPTION OF LEVEL OF KNOWLEDGE AT THE END OF THE COURSE

Feedback

Following the exam, the participants were given a feedback form so that we can see where we need to improve the course for next year. The form was generated using Google Forms but printed for the participants to fill in since internet connection is not reliable and we wanted everyone to be able to give their opinion. We transcribed the responses into the application after the end of the course.

The questions asked:

On a scale of 1 to 5 (1 being not interesting and 5 being very interesting):

1. How well did the course meet your needs?
2. How interesting was this course for you?

On a scale of 1 to 5 (1 being easy and 5 being very difficult):

3. How did you find the level of the course?

On a scale of 1 to 5 (1 being not good and 5 being excellent):

4. Was the amount of content covered in the course appropriate?

These provided us with an idea about whether the course was hitting the right mark in terms of content and level.

The results for question 1: How well did the course meet your needs? Had a mixed result this year, though 67.5-90% of participants felt it met their needs (score of 3-5) (fig 1).

Dans quelle mesure le cours a-t-il répondu à vos besoins ?

40 responses

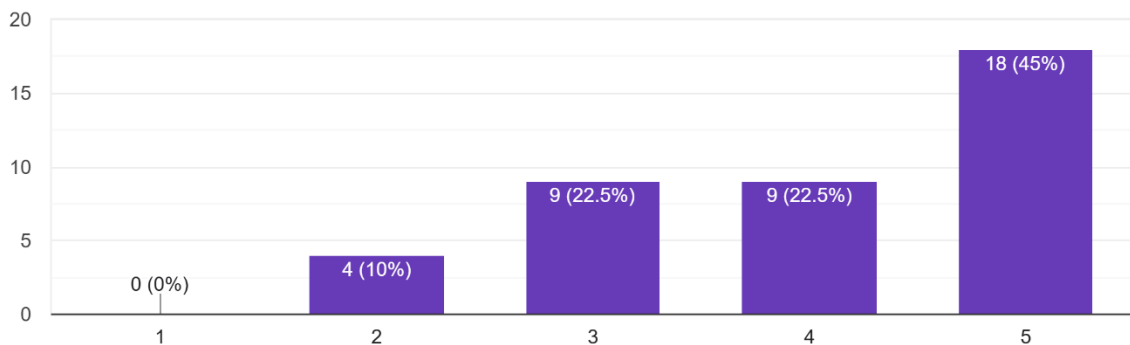


FIGURE 7: RESPONSES TO QUESTION 1

The majority of participants found the course very interesting (95% scoring 4 or 5/5). For question 3, it seems broader in responses this year, though many still find the course difficult, this is to be expected since this course is different to any plant course run in Guinea to our knowledge. Our way of teaching is perhaps different to what people are used to.

Comment avez-vous trouvé le niveau des cours ?

40 responses

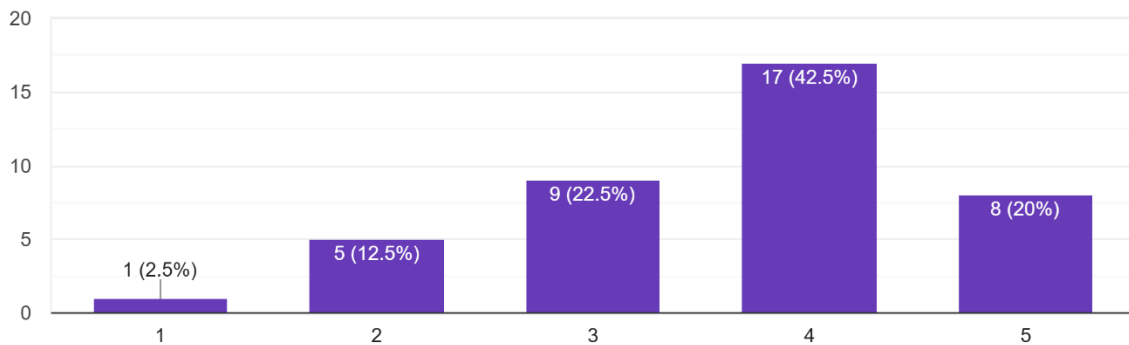


FIGURE 8: RESPONSES TO QUESTION 3.

The responses to question 4 was different to last year with 77.5% of people saying that the amount of content covered was appropriate. It is possible that we need to manage people's expectations better, many people again suggested to have field days when asked about improvements to the course. This was made clear at the start of the course that we will use fresh material as well as herbarium material for the course. However, it is not practical especially for the course in Conakry, as there are no areas close to the site which could be used.

There were five questions around the quality of the content (most interesting/ least useful), quality of the materials provided, comments for the trainers and what could be improved for the next time.

Mostly the feedback was positive around the trainers, though there were some comments on improving presentation skills for the new presenters of the course. A little unfair as this is the first time they have taught on this course and are likely to be nervous. Generally, they felt that the trainers were motivated and enthusiastic which helped them in turn be motivated. There was also a suggestion that having more specialist trainers would be good. We had reduced numbers this year due to external (Kew/MBG) staff availability.

Following feedback from last year, we encouraged the participants to make and use keys to help them with identification of different groups. Some embraced this, others less so, but it got some positive feedback as a helpful tool. There was also a general complaint that the slides of the course are not available at the end. This is always made clear at the start of the course. We try to encourage them to make notes and drawings as this is much better for learning. We also don't have the rights to share the lectures. However, we will explore if this could be possible in the future or alternatively, look into funding the translation of the tropical plant identification handbook.

Conclusion

Taking on feedback from last year's course made the course better, but it isn't perfect. This is to be expected since it is only the second year. This year's course manual was updated, but due to the slides not being available, there was a lot of time wasted waiting for people taking photographs, particularly in Conakry which slowed the course pace considerably. We will look into getting approval for giving slides at the end of the course.

The two courses are quite different and in some ways the course in Sérédou is better as everyone is staying close to the training centre and therefore there is no time pressure. In Conakry, many people are lodging far out in the suburbs and unfortunately, during the week of the course there was a petrol crisis, causing transport to be disrupted. This required us to finish earlier than planned on a couple of days to enable people to get home. This meant that we didn't include one family (Passifloraceae) in Conakry and the course felt more rushed than last year. It would be good to have people staying close together in Conakry, but that is not feasible when many people are based in Conakry.

Including the former students as trainers this year worked well. Tokpa Seny Dore and Aminata Thiam did a good job delivering their family lectures, though it would have been nice to have time to practise with them beforehand. They have both gained in confidence over the year and have also given training on vegetation survey techniques. They both have good field experience and were therefore able to share their tips and tricks on identification with the new cohort.



FIGURE 9: CHARLOTTE COUCH EXPLAINING CHARACTERS TO A GROUP IN CONAKRY

Similarly, Faya Julien Simbiano and Kolou Koivogui on the Sérédou course have a lot of field experience. Julien has given training on vegetation survey techniques and is a confident presenter. Kolou has much less experience and we were able to practise with her before the course enabling her to be more confident in her delivery. She is keen to take on more lectures next time.

Having four people delivering the course was ideal, with each person being able to help a different group when doing family sorts, answering questions and pre-course organisation.

In Sérédou, two people missed the very beginning of the course due to unforeseen circumstances, but their peers quickly brought them up to speed. It was very nice to see this sense of community between participants.

The course next year is currently unfunded, so we might look at a paid participation course or look for funding that would broaden participation to other regional countries. The course has shown that this teaching is needed and in demand, so we will endeavour to keep it running.

Annex 1. Photos from the course



FIGURE 11 AMINATA THIAM DELIVERING A LECTURE ON RUBIACEAE



FIGURE 10 TOKPA SENY DORE AND SIMON VERLYNDE DISCUSSING CHARACTERS WITH A GROUP IN CONAKRY



FIGURE 12 COURSE PARTICIPANTS AT SÉRÉDOU OCT 2025



FIGURE 13 KOLOU KOIVOGUI TESTING A PARTICIPANT ON GENTIANALES



FIGURE 14 JULIEN SIMBIANO TEACHING EBENACEAE

Annex 2: Course programme

Identification des Familles de Plantes Tropicales 2024						
	Lundi	Mardi	Mercredi	Jeudi	Vendredi	Samedi
9:00 – 09:45	INTRODUCTION AU COURS QU'EST-CE QU'UN HERBIER ?	SAPINDALES 1 ANACARDIACEAE RUTACEAE MELIACEAE	INTRODUCTION AUX MONOCOTS ASPARGACEAE IRIDACEAE AMARYLLIDACEAE	LEGUMINOSAE 1	MYRTALES: MELASTOMATACEAE MYRTACEAE COMBRETACEAE	TEMPS D'ÉTUDE À L'HERBIER
09:45 – 11:00	MORPHOLOGIE VÉGÉTALE					
Pause cafe						
11:30 – 13:00	MORPHOLOGIE VÉGÉTALE	SAPINDALES 2 BURSERACEAE SAPINDACEAE	POACEAE/ CYPERACEAE	LEGUMINOSAE 2	COMPOSITAE	TEMPS D'ÉTUDE À L'HERBIER
			ORCHIDACEAE			
Pause Dejeuner						
14:00 – 15:30	MAGNOLIIDS: ANNONACEAE	MALVACEAE S.L	CLIMBERS 1: DIOSCOREACEAE SMILACACEAE	TRI GÉNÉRAL	LAMIALES 1: ACANTHACEAE LAMIACEAE VERBENACEAE	EXAMEN ET ÉVALUATION
	ERICALES EBENACEAE SAPOTACEAE		TRI DES MONOCOTS			
Pause après-midi						
16:00 – 17:30	MALPIGHIALES: CLUSIACEAE EUPHORBIACEAE PHYLLANTHACEAE	TRI GÉNÉRAL	CLIMBERS 2: CUCURBITACEAE CONVOLVULACEAE MENISPERMACEAE VITACEAE PASSIFLORACEAE	GENTIANALES: RUBIACEAE APOCYNACEAE	TRI GÉNÉRAL	RÉSUMÉ ET CLÔTURE DE L'ATELIER

Annex 3 : Self-assessment

Conakry

Name	Pre Course	Post Course	% increase
ABDOUL BALDE	3	9	60
BAH Abdoulaye Djibril Ousmane	2	7	50
BAH Oumar	3	5	20
Barry Kadiatou	1	5	40
Barry Mamadou Aliou	5	6	10
CAMARA Abou	4	8	40
Camara Fatoumata boly	2	7	50
DIALLO Aïssatou Sira	1	2	10
DIALLO Fatoumata Binta Abdoulaye	1	6	50
Diallo Madina	1	8	70
Diallo Nènè Issa	2	3	10
Diallo Ousmane	6	8	20
Guilavogui Fanta Hélène	1	7	60
Kolié Sény Irène	1	7	60
Kourouma Layba	1	3	20
Kourouma Nèma Pierre	4	8	40
Molmou Zaoro	4	9	50
SYLLA Aboubacar Aïssatou	4	8	40
ABDOUL BALDE	3	9	60
BAH Abdoulaye Djibril Ousmane	2	7	50

Sérédou

Name	Pre Course	Post Course	% increase
BADA AMOUZOUN Akhénaton Adonã Mahouklo	6	8	20
BALDE Alpha Mamoudou	3	4	10
BEAVOGUI Angeline Guelaba	1	2	10
BILIVOGUI Kpany	1	5	40
CHERIF Kalil	1	2	10
DORE Djaka	1	7	60
DORE Fatima seny	3	5	20
GUILAVOGUI Pépé	3	7	40
HABA Rosalie	2	5	30
KALIVOGUI SIBA	2	5	30
KEITA Madou	5	6	10
KOLIÃ%o Raphaël	3	6	30
KOUNDOUNO Josephine	5	6	10
LOUA Augustin	1	8	70
LOUA Seny	1	5	40
MANOH Tamba	3	6	30
MONEMOU Pépé	1	3	20
MONEMOU Seny	1	2	10
SAKOUVOGUI Siba 2	1	2	10
TOUPOU Mama Lopou	2	5	30

Annex 4 : Course participants

Participant register Conakry

Enregistrement des participants

Nom du participant	Adresse mail	Numéro de téléphone	Lundi	Mardi	Mercredi	Jeudi	Vendredi	Samedi
ABDOUL BALDE			<i>AB</i>	<i>AB</i>	<i>AB</i>	<i>AB</i>	<i>AB</i>	<i>AB</i>
BAH Abdoulaye Djibril Ousmane			<i>BAH</i>	<i>BAH</i>	<i>BAH</i>	<i>BAH</i>	<i>BAH</i>	<i>BAH</i>
BAH Oumar			<i>BAH</i>	<i>BAH</i>	<i>BAH</i>	<i>BAH</i>	<i>BAH</i>	<i>BAH</i>
Barry Kadiatou			<i>Barry</i>	<i>Barry</i>	<i>Barry</i>	<i>Barry</i>	<i>Barry</i>	<i>Barry</i>
Barry Mamadou Aliou			<i>Barry</i>	<i>Barry</i>	<i>Barry</i>	<i>Barry</i>	<i>Barry</i>	<i>Barry</i>
CAMARA Abou			<i>CA</i>	<i>CA</i>	<i>CA</i>	<i>CA</i>	<i>CA</i>	<i>CA</i>
Camara Fatoumata boly			<i>CA</i>	<i>CA</i>	<i>CA</i>	<i>CA</i>	<i>CA</i>	<i>CA</i>
DIALLO Aïssatou Sira			<i>DA</i>	<i>DA</i>	<i>DA</i>	<i>DA</i>	<i>DA</i>	<i>DA</i>
DIALLO Fatoumata Binta Abdoulaye			<i>DA</i>	<i>DA</i>	<i>DA</i>	<i>DA</i>	<i>DA</i>	<i>DA</i>
Diallo Madina			<i>DM</i>	<i>DM</i>	<i>DM</i>	<i>DM</i>	<i>DM</i>	<i>DM</i>
Diallo Mohamed lamine			<i>DL</i>	<i>DL</i>	<i>DL</i>	<i>DL</i>	<i>DL</i>	<i>DL</i>
Diallo Nènè Issa			<i>DI</i>	<i>DI</i>	<i>DI</i>	<i>DI</i>	<i>DI</i>	<i>DI</i>
Diallo Ousmane			<i>DO</i>	<i>DO</i>	<i>DO</i>	<i>DO</i>	<i>DO</i>	<i>DO</i>
Gandeka Abdourahmane			<i>GA</i>	<i>GA</i>	<i>GA</i>	<i>GA</i>	<i>GA</i>	<i>GA</i>
Guilavogui Fanta Hélène			<i>GU</i>	<i>GU</i>	<i>GU</i>	<i>GU</i>	<i>GU</i>	<i>GU</i>
Kolié Sény Irène			<i>KS</i>	<i>KS</i>	<i>KS</i>	<i>KS</i>	<i>KS</i>	<i>KS</i>
Kourouma Layba			<i>KL</i>	<i>KL</i>	<i>KL</i>	<i>KL</i>	<i>KL</i>	<i>KL</i>
Kourouma Nèma Pierre			<i>KN</i>	<i>KN</i>	<i>KN</i>	<i>KN</i>	<i>KN</i>	<i>KN</i>
Molmou Zaoro			<i>MZ</i>	<i>MZ</i>	<i>MZ</i>	<i>MZ</i>	<i>MZ</i>	<i>MZ</i>
SYLLA Aboubacar Aïssatou			<i>SA</i>	<i>SA</i>	<i>SA</i>	<i>SA</i>	<i>SA</i>	<i>SA</i>



Participant register Sérédou

Enregistrement des participants

Nom du participant	Adresse mail	Numero de telephone	Lundi	Mardi	Mercredi	Jeudi	Vendredi	Samegi
BADAAMOUZOUN Akhenaton Adona'i Mahouklo			<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
BALDt Alpha Mamoudou			<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
BEAVOGUI Angeline Guelaba			<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
BILIVOGUI Kpany			<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
CHERIF Kalil			<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
DORE Diaka			<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
DORE Fatima seny			<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
GUILAVOGUI Pepe			<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
HABA Rosalie			<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
KALIVOGUI SIBA			<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
KEITAMadou			<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
1KOLIt Raphael			<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
KOUNDOUNO Joséphine			<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
LOUA Auqustin			<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
LOUASeny			<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
MANOH Tamba			<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
MONEMOU Pepe			<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
MONEMOU Seny			<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>
SAKOUVOGUI Siba 2	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>		
TOUPOU Mama Lopou	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>	<i>[Signature]</i>		

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