COMMUNITY BIRD GUIDES

A TRAINING MANUAL

Empowering community bird guides as custodians for birds, conservation and community development
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This manual is derived from extensive NatureUganda experience in training community guides through the site support groups and other conservation associations at community level. The manual has also drawn lessons from other experiences in the BirdLife International Partnership and contributions from wide consultations in the birding and tourism community in Uganda. The manual provides a guide to trainers, and trainers of trainers on the various topics that can be included in skills development of a community bird guide. Trainers are advised to tailor the training programme based on the capacity of the community members they are planning to train, the equipment available and subsequent support teams.

A variety of topics is provided including the background information on various topics and suggestions for the different methods and activities to deliver the respective training of the community teams. The manual provides the building blocks to the training and trainers are encouraged to customise the different methods or materials based on local conditions, personal experiences of the trainers using the available examples and possible realities within the community or landscape.

Although the manual provides a wealth of information, it is not exhaustive. The trainers are encouraged complement the material and/or modify the training experience to best suit the needs of the community using the available local examples in the landscape. It is expected that with increasing use of these methods and experiences from the practitioners, the content of this manual will be improved to deliver the most needed skills and capacity to provide memorable experiences to visitors. Although the manual is tailored to community bird guides, the information provided is useful to other guides at regional or national levels.
The Importance of Birds
Birds perform many ecological services that we often undervalue or even fail to recognize. The benefits birds bring us aren’t just cultural. Birds play an essential role in the functioning of the world’s ecosystems, in a way that directly impacts human health, economy and food production - as well as millions of other species.

Birds control pests.
A recent study has shown that birds eat 400-500 million tons of insects a year and one study estimated that birds provide biological control worth $1,820 per square kilometre. Without birds, such insects would present an immense cost and food security challenges.

Birds pollinate plants.
Around 5% of the plants humans use for food or medicine are pollinated by birds. And when birds such as sunbirds disappear would result drastic consequences with potential extinction of some species of plants.

Birds are nature’s clean-up crew.
Over its lifetime, a single vulture provides waste disposal services worth around US$11,600, making vultures efficient scavengers that control deadly diseases such as rabies and tuberculosis. Following the collapse of Asia’s vultures, India’s feral dog population surged by 5.5 million, spreading rabies and leading to an estimated 47,300 human deaths.

Birds spread and disperse seeds.
Birds disperse seeds through their dropping maintaining the rejuvenation of ecosystems. Often birds bring plants back to ecosystems that have been destroyed, and even carry plants across the landscapes to new land masses. Birds have helped to shape the plant life we see around us – and around the world. In fact, through such activities, birds strongly influence the biological composition of the ecosystems upon which we all depend.

Birds transform entire landscapes.
Birds maintain the delicate balance between plant and herbivore, predator and prey and sustain habitats like forests, marshes and grasslands through nutrient recycling that affect people across the whole planet, even those living hundreds of miles away.
**Birds inspire science.**
From the technology of flight, to the invention of zippers modelled on the barbules of feathers, humans have drawn inspiration from birds for centuries. Birds are the messengers that tell us about the health of the planet. Birds are widespread and respond quickly to changes in the environment. Because of this, they are our early-warning system for pressing concerns such as climate change and serve as indicators for environmental health.

**Birds provide pleasure to many people around the world.**
Birds are a reflection of beauty of our planet. This beauty has raised interest in millions of people who travel around the world to appreciate and experience the diversity of over 10,000 species of birds on earth. This has developed into huge movement of people we refer to as tourists or more specifically birders. Birds have therefore become a source of income and livelihoods to many communities around the world.

**Birds as a source of raw materials including food.**
Whereas birds as a source of food is delivered domesticated relatives but some communities still hunt wild birds for food. Birds also contribute to human economies, not just as pollinators and agricultural pest-control agents, but as direct suppliers of food, clothing and bedding products.

**Birds are an inspiration to our cultures.**
Birds enhance our personal, social and cultural wellbeing. They provide tranquilizing songs and recreational opportunities to observe, paint and photograph them. Many cultures use birds as their symbols or identity such as totems and many countries have used birds are their emblematic identification. In Uganda, the Grey Crowned Crane is the national symbol and is carried on all the countries official flags and or seals.
The Interest in Birds by Eco-tourists

Bird watching is, in itself, a fast-growing recreational pursuit worldwide. Part of the activity's appeal is no doubt its accessibility to the average person, who can find and observe birds almost anywhere on the planet.

On the other hand, the sheer variety of species found in some locations (e.g., about 1060 species in Uganda’s 241550 sq km of land) and the elusive nature of certain rare birds give the serious birder an opportunity for infinite challenge – and a high level of success. Serious birders from around the world are willing to pay for the opportunity to pursue their passion. This, in turn, gives us an opportunity to profit economically from those tourists who are eager to share in our rich avian heritage.

The Participants’ Knowledge of Birds

Birds are everywhere in our lives, we see and hear them every day. In most Ugandan villages, birds provide biological clocks because some birds sing or move at a particular time. They figure in our culture and heritage as symbols or as the subjects of stories and legends. All participants will have some avian knowledge and experience to share, whether based on fact, observation or myth. And they will all value birds in some way (whether they have thought about it or not).

The training workshops are a great opportunity to rescue oral stories, common names in indigenous languages, and traditional knowledge on behaviour, habitat use, distribution, and ecology of birds. This will encourage participants to share such knowledge among themselves and with the visitors they will guide. A great way to keep diversity in a globalized world.
White-crested Helmeted Shrike
Bird identification is one of the biggest challenges and participants will need to learn, at the earliest, the basic techniques to recognise different types of birds. This topic will expose participants to recognise the different body parts of birds and how these parts are used to differentiate in various species. The participants will be exposed to keen observations to shapes, colours of parts and flight.

At the earliest, the participants will be introduced to usage of field equipment and guidebooks as aids to observation and identification. Topics to be covered include;

- Bird Watching
- Bird identification
- Use of field equipment (Binoculars & Field guide books)
- Field Exercise- on how to identify birds, and how to use binoculars and field guide books

**Bird watching (birding)**

(i) **Bird watching tips**

Bird watching usually calls for individual patience, being alert and using your senses. It is important to learn various characteristics of a bird that guide identifying the birds in the field. One should always carry a notebook in order to note down some important characteristics, especially if the bird is being observed for the first time.

More tips include:

- One needs to be very attentive
- The noise levels should be kept to the minimum
- Take a slow pace to give time to interact with birds
- Scan through even the most difficult habitats
- It is necessary to look all directions so as not to miss any chances to see a bird
- Be watchful of both flying and perching birds
- Be quick to note as many features on a bird as possible
- Where birds are singing or calling, take time to carefully listen to the voice calls of singing birds because most birds will have characteristic songs

(ii) **Bird watching code of conduct**

- In bird watching, the welfare of the bird must come first
- Habitat must be protected
- Keep distance to birds in their habitat at maximum to minimise disturbance
- For a rare bird, take notes and a picture if possible, and think quickly and carefully about whom you should share the information to confirm the identification and minimise dangers to the species.
Do not harass any birds
- Respect rights of land owners
- Respect rights of other people in the community
- Make your records available to the local or national database
- Be aware of clothing when out for birding and avoid colours that may frighten birds

(iii) Safety
All guides should receive, at minimum, basic training in accident prevention and first aid so that they are prepared to:
- Assess and reduce risks of environment-related injuries such as insect sting, snake bite, etc.
- Provide first aid for injury, sudden illness or existing medical conditions that manifest themselves.
- Always from visitors if there are any special requirements or needs to be ready with any eventuality eg asthmatic people
- Design or follow safe interpretive trails and field experiences
- Ensure you will have access to or secure emergency communications in remote areas
- Provide water safety guidelines if using boats
- Provide a brief of the foods, water for drinking so that visitors are prepared for long treks

INSTRUCTIONAL APPROACH
As a minimum, encourage guides to brainstorm possible safety issues that they might face on a bird walk with clients. This is a good opportunity for instructors, guides and participants to share their field experiences openly and frankly. In a particular, those participants who have some knowledge, might share experiences of what they learned through dealing with past exercise or trips, emergencies encountered. It is wise to come to the workshop with a list of courses and contacts pertaining to first aid training and safety. Strongly encourage participants to seek the proper first aid training and certification where possible.

Basic Identification Criteria
There is no one simple way to identify birds in the field. Good bird watchers (and guides) are able to decipher a variety of visual and auditory clues that they derive form the birds themselves, and from the surroundings. Identification of birds will be learnt in the field not in a training room, and the experience or skill will improve in every field trip taken irrespective how experienced one has become.

These clues include:
- Relative size
- Shape or silhouette
- Colour and colour patterns
- Bill shape
- Special behaviours, including flight patterns, feeding habits, tail wagging etc.
- Location; the range and habitat they occupy or frequent
- Song, call or other auditory clues (such as wing-beating)
Visual clues, such as silhouette and bill shape, can help the birder place a bird into a grouping or family and narrow the search for its identity. Field guides usually organize their information along taxonomic lines.

**Identification by sight** - you need to note the main features of its appearance and behaviour. Anything that appears particularly conspicuous or unusual may be especially helpful in identification. Features to note include bird’s size, shape, and colour (including colour of soft part – eye, feet and bill), how it is behaving and the type of habitat in which the bird has been seen. As you write these features of a bird you cannot identify, a labelled sketch to illustrate what you describe may be useful. Do this at the time of sighting, and NOT later. Description of birds in terms of colour has always been difficult if not confusing. Birds come in all sorts of colours of which some may not be as common. The background of the birds’ position in relation to the observer is another thing to consider as this will interfere with the plumage. For example sunbirds may give a different impression of the plumage depending on the habitat, direction of the sun rays, weather conditions, etc.

Juveniles may at times appear different from the adult and in most cases mistaken for other species e.g. chats, thrushes, shrikes, the common fiscal. During breeding certain birds wear their breeding plumages e.g. widow birds, paradise flycatchers and they become brightly coloured and patterned. In most circumstances this acts to attract partners. In the non-breeding season this plumage is lost and they become wear the non-breeding plumage, often duller.

**How big is the bird?**
It is often difficult to judge size exactly, especially at a distance. It is usually better to compare the bird with common ones that are well known to you e.g. is it larger or smaller than a Grey-headed Sparrow, African Thrush, etc.

**What is the bill’s shape, size and colour?**
The bill’s shape is a guide to what the bird eats, and therefore to what family it belongs to. Is the bill long, thin and curved like that of a Sunbird? Is it powerful and hooked like a bird of prey, or weak, short and flattened like a flycatcher? What is its colour? Many birds have blackish bills but some beaks are highly coloured. You may even find that the bill has different colours like a Woodland Kingfisher.

**What is the bird’s stance and posture?**
This can be very revealing as it is often peculiar to members of the same family. E.g. Plovers stand with head held high while mousebirds often hang upside down from a branch or telephone wire and many birds of prey stand almost upright.

**What is the bird’s shape?**
The overall shape can be very important in placing the bird in a particular family. Is it slender, with a long tail, like a Wagtail? Is it chubby and stout, like a Crombec? Is its tail forked like a common Drongo? Are the central tail feathers elongated, such as in Bronze Sunbird? Does the bid seem to have especially long legs, like a Black-winged Stilt? Birds express themselves in different sizes and shapes depending on the species. Different parts of the body will also come in various shapes in terms length, and breath. When
describing the size of the bird that is seen for the first time one can relate it to the size of other birds or object e.g. the size of an olive thrush. Ensure that description of shape is made for all body parts. Some patterns are only visible when the bird is in flight. E.g. wheatear and honey guides

**What plumage colours or markings strike you?**
Knowing the various parts of a bird’s topography is often very important. Feather pattern differ for various birds i.e. the primaries and secondaries and tertiaries and the coverts. The tail also will differ in terms of colour pattern when closed or open e.g. the edge will show different colour to the centre of the tail. Some patterns e.g. of the tail also takes different shape when closed or when exposed e.g. swallows when in flight or some flycatcher such as the Blue Flycatcher. The wing structure and pattern also aid in identification including the bird posture especially as seen with the raptors. The bill length, shape and plumage are other important characteristics to look at while in the field as they differ for various bird species. Also carefully observe the neck and head share and colour.

**What is the bird doing?**
Is it walking or hoping? Does it peck a tree like a Woodpecker? Hover in the air like Black-shouldered Kite? Try to detail behaviour as carefully as possible. Birds are always mobile and sometimes may not give one an opportunity to observe it in details. It is important to note the appearance of the bird when in flight, on ground or perched on branch and when hunting and feeding. This will help have a quick placement (guess) of the bird in the group and an ultimate identification of the bird.

**What habitat is the bird in – and where is it within that habitat?**
Within a habitat, birds still do have finer preferences. In a papyrus wetland for instance, some birds will prefer the edges, others the interior, and some the disturbed or intact parts, or one with mixed stands of vegetation.

After observing the bird in the field and noting all possible descriptions and you are not sure of the bird at that time, the final but very important thing to consider is consulting the guidebook to check on its habitat and the range of occurrence. It could be a new record for an atlas or confusion may have been made for another species before making a conclusion of the birds’ identity. Some species are restricted to certain habitats and hence you may not find them in other habitats.

Bird identification can be a very frustrating and difficult exercise especially for beginner but there’s always a joy once a discovery is made. Bird watching should always start at home. Know the birds in your surroundings, at home, at work, near gardens instead of rushing to the parks and reserves. This will only cause more frustrations and disappointments of you have not mastered the basic identification techniques. No bird survey can be undertaken without special skills and kits. Birding requires specialised equipment and books. A birder is required to be equipped with necessary instruments that will help him/her accomplish the birding mission.
Age of birds:
A juvenile may have characteristics of other species. Studies of moulting are important to understand age of birds. This usually occurs as the bird grows and sheds some feathers. Whereas a community bird guide may not attempt some sophisticated studies but with experience and observation, the keen bird will start to identify those specific characteristics.

Calls and song:
Calls are very useful in identification of birds especially when a bird is out of vicinity i.e. in the dark, in the forest or in the swamp. Confusion of calls is a very common thing thus one should be very keen when it comes to identification of birds by calls. Some birds such as Cisticolas may be more easily identified with songs/calls. It is worth noting that birds may have more than one type of call e.g. the Robin Chats. Different calls serve different purposes e.g. courtship, flight, alarm or contact calls.

Recording and keeping records
- Always have a separate notebook for keeping records on birds
- A pencil is preferred for recording as it is less likely to be washed by water
- Always carry binoculars to help in precision in identifying and confirming records
- Use Identification Guide Books to aid the process of getting quality records
- The use of Playbacks may help in confirming records if available but must be minimally used to avoid disturbance
- Learn other skills of attracting the attention of birds before confirming as a record
- It is good to keep record of all birds identified by sight or sound
- If it is a seemingly new record for the country, contact relevant institutions for guidance and for confirmation, take a good quality photo of the species with clear colour patterns where possible. Keep a record of all birds seen or heard not new one only

Here are some values of birds (engage participants to identify some more values of birds especially in local context in order to bring home the value of birds, bird watching and bird conservation):
- Seed dispersers
- Flower pollinators
- Agricultural plague controllers
- Environmental indicators
- Provide feathers used for insulation in clothing, bedcovers and pillows, in addition to use in ceremonies and as material for handcrafts
- Producers of guano (the basic ingredient of fertilizers)
- Producers of high protein meat and eggs for food
- Study of aerodynamics that inspired airplanes
- Studies of human psychology
- Tranquilizing effect of birds and bird songs on people and the human spirit
- Recreational activities such as bird observation, photography and painting
Basic identification criteria

Bird identification has never been simple because of the large diversity of species, highly active group of animals, differences in shapes and sizes, variations in colour of different ages or sexes, hidden identification characteristics such as colour feathers, skulking species that never easily show up, high flying species or migrant species that show up at different times of the year. Nonetheless, one can start learning identification starting with basic identification characteristics. Bird watchers (and guides) will start recognising a number of visual and auditory clues that are observed or heard from birds from the surroundings. It is important that participants are exposed to field exercises to practice different identification techniques.

- Bird groupings (water birds, marine birds, marsh birds, shore birds, song birds, land birds, birds of prey)
- Bird families: silhouettes, classification and characteristics of specific families
- Bill shape — and relationship to food
- Different colour patterns – colour or colours of different parts of the body parts
- Birds in their habitats and niches
- Bird behaviour
- Identification by song or call or wing or wing-beatings
- Distinguishing similar species
Below is a simplified illustration of a bird showing basic identification characteristics.
Birds in the local area
Uganda has over several bio-geographical zones (biomes) and the diversity of the vegetation types has resulted in a high diversity of species. Uganda has over 1,060 species of birds in 82 families. Today certain geographic areas have become known among birders and ornithologists for the birds that are special to the region. The Important Bird Areas criteria (IBA) is based on these regions with restricted bird species or with unusually large numbers (congregations). For example the Albertine Rift in western Uganda has over 25 species restricted to the area and the Karamoja region has over 34 species restricted to the area. Lake Victoria marshes are known for large congregation of migratory birds such as Lutembe or Musambwa Islands. In Kampala city, we have a growing population of scavengers that may be uncommon in similar numbers in other areas such as Marabou storks, Hooded Vultures or Pied crows. Some regions or sites may support globally rare, threatened or endangered species. For example Mabamba Wetlands is known for the presence of Shoebills and Kaku wetland is known for large flocks of Grey-crowned Cranes.

In some cases, an area may support the only wild population of a bird species (an endemic species) which makes it the only place a birder can observe it in the wild. For example Teso region is known to host the only endemic bird for Uganda, the Fox’s Weaver. You will find some sites with diverse of habitats which increases the rate of species recovery such as Lake Mburo National Park which has wetlands, open water, woodland, grassland and some forests. Sometimes the attraction may be a rare phenomenon, such as a nesting colony or huge gathering of a particular species. Even birds with rich cultural significance may attract interest. The participants must endeavour to know their area and special attractions available in their sites or region.

The knowledge of such information provides more opportunity to participants to understand their sites better and such information becomes useful when they eventually meet clients. There is a tendency of assuming that one knows birds in their area or site and therefore need to travel elsewhere to learn more. Travel to national parks or some forest reserves may be appealing due to the prospects of recording new things but knowing your area more and better makes you an authority in your area

Migratory birds in Uganda
The presence of migratory birds gives the birder an opportunity to observe large numbers of some bird species at predictable times and locations. Uganda has over 230 migrant species including Palearctic migrants ie species that migrate from the southern tropical non-breeding areas to the Eurasia breeding areas. Other species migrate within Africa (intra-Africa migrants) following wet and dry weather conditions. The exact species that migrate to different areas may vary from region to region and may vary at site level. For example
lesser flamingo may only be found on saline crater lakes or the Osprey may be found on specific large water bodies.

Therefore so you should be observant on the birds and migrants that visit your area or site:
- What birds migrate into the region?
- When do they migrate from and where do they end before returning?
- Where can they be sighted in the area?
- What threats to the site and conservation needs?

**Bird Status and Relative Abundance**

The status of a bird refers to its likely presence in an area at a given time of the year. This can be extremely helpful in narrowing down the identity of an unknown bird. It can also add to the information available for the tourist and improve their tourism experience. Relative abundance is a measure of the likelihood that you will encounter the bird if you visit the right habitat at the right time.

For example, the likelihood that you will find migrant species in the non-migratory period is less than in the migration period.
- An abundant bird is one that you will very likely encounter in large numbers every time you visit its habitat during the right season.
- A common bird is one that you will see most of the time and/or in smaller numbers when you visit its habitat during the right season.
- A fairly common bird is one that you can find with some searching when you visit its habitat during the right season.
- A rare bird (sometimes referred to as uncommon) is one that you have only a small chance of seeing, and then only in small numbers, even if you visit its habitat during the right season.

**INSTRUCTIONAL APPROACH**

While this is an important topic, it can wait until participants have acquired basic knowledge and skill in identifying birds. Emphasize that the information included with this topic is important to the guide for locating and identifying bird species, but equally important for adding value to the clients’ experience.

Most bird watchers want to know what is special about the birds they see, from a local, national, and global perspective. This is what will draw tourists back to visit again and again. You may deliver most of this information in one or a series of short classroom sessions but draw on the information while you are in the field. You may not cover it all in one workshop. It is a good opportunity to work with a map that shows trail network if available or village paths. Please note where birds are recorded such as flowering trees for sunbirds, fruiting trees for fruit eaters such as barbets, starlings, dry tree stands for woodpeckers or hornbills, secluded pools for water rails, rubbish tips in urban environments, etc. Make note of such habitats because some birds can be highly localised.

Use the information above in a learning environment/classroom and or in the field. Compare records from different areas, identify different categories of species such as migrants,
residents, habitat restricted and threatened or rare birds that the participants have identified. It may be important to generate a list of birds for the area where learning is taking place before so that participants are provided with the scope of diversity of species. The field exercises will provide participants with the impression of how some birds may be difficult or easy to see and that a checklist will be compiled following repeated field visits.

Consider providing handouts of important information such as lists of species of the area showing various categories; wetlands, forests, threatened, endemic, migrants, etc.
This session is particularly important as many participants may have never held some of the equipment that are used in birding such as binoculars, cameras and telescopes or books. Improper use of equipment will not only risk your credibility by poor identifications or observations but will cost you large amounts of money since this equipment is very expensive. A good guide of course must have proper equipment. It was clear that some participants will struggle to get this equipment which remains a hindrance to skills improvements and even knowledge. Some participants could not read and those will find it difficult to catch up with information and understanding the equipment or books.

i) **Binoculars and telescopes**

These come in all shapes and sizes. For birding, the best binoculars have a magnification of x7, x8 or x10 and an objective lens diameter of 30-50mm. They are normally labelled as ‘7x30’ or 8x40’etc. The first figure being the magnification and the second the diameter of the objective lens measured in millimetres.

The larger the second figure is, the greater the light gathering ability of the lens. If the second figure is exactly 4 times the first figure, the brightness is approximately the same as the light of the day without the binoculars. If it is 5 times bigger then the image will be brighter than the normal light. So, generally speaking, the smaller the first figure and the larger the second figure, the brighter the image will be. This means that in dull conditions such as in a dense forest or at dusk, your subject will appear brighter and will be more easily seen using a pair of 7x40 binoculars (nearly six times bigger) than with a pair of 10x50 (five times bigger).

The same is true for telescopes but of course the magnification will be a lot greater than binoculars. A telescope needs to be used with a good tripod or solid rest as with the high magnification it also magnifies any hand movement or mild shake. One just cannot hand hold a telescope still enough and it will shake in even a slight wind making it very hard to watch anything though it. Therefore it is advisable to always find a stand (tripod or monopod) to have a most stable and firm grip for a stable observation.

**Adjusting your binoculars**

Most binoculars have two focus adjustments, the main one that focuses both eye-pieces together in the middle of the binoculars and one on (normally) the right eye-piece that focuses only that part. Most people differ in strength between the left and right eye so this focus adjustment allows one to calibrate the binoculars for one’s own eyes.
To set your binocular correctly for your eyes, follow this procedure:

1. Choose middle to distant object in a narrow field of view that you can focus easily on, close your right eye (where the eye-piece is adjustable) and focus on that object using the main focus adjustment.

2. Then, without further adjusting the main focus, close your left eye (where the eye-piece is fixed) and focus on the same object using only the eye-piece adjustment.

3. Note the reading on the eye-piece scale for future quick adjustment if it is changed by another user or changes by transporting the binoculars.

4. Then, finally after obtaining balance of both eyes, use the middle adjustment to view the object clearly.
**Binocular care**
Since your binoculars are your ‘eye’ for your birding, they obviously need to be cared for as well as possible.

Things to be particularly aware of are:

**DON’Ts**
- Allow your binocular to drop on or bang against a hard surface. The prisms will be knocked out of alignment and you will find yourself seeing double images. But more importantly, such equipment can strain your eyes quite seriously and probably damage them.
- Touch the lens with anything but a special clean, a very soft cloth or tissues designed for cleaning them. If the tissue ever drop, don’t pick and use again immediately because the dust or sand will scratch your lenses.
- Clean the lenses without blowing the dust off first, otherwise you will scratch them if you rub the particles into the lenses.
- Allow them to get wet (though these days there are water-proof bins available if one can afford them).
- Allow them to get too smothered in dust; if it gets inside, it will be very hard to get out.
- Allow them to dangle on your chest as this may dislocate prisms or could knock an object and get damaged.

**DOs**
- Clean them regularly.
- Lay them flat rather than stand them up, because of the likelihood they can be knocked over.
- Keep them around your neck and hold them firmly (especially when climbing a steep and rough slope or jumping ditches and streams etc.).

**How to locate an object with binoculars**
Importantly, you must remember that binoculars are the main piece of equipment for birders and it takes practice to use them. Learn to find the object with your eyes and still looking at it, bring the binoculars up to the eyes. Point to the direction of the object and your object should be easy to locate in the binoculars. Master this first and then start looking at moving objects. Again use your eyes to keep the object in sight and bring the binoculars up to them while still looking at it.
ii) **Guidebooks**
The best guidebook currently used in Uganda is the Field Guide to the Birds of East Africa by Terry Stevenson and John Fanshawe.
POINTS TO NOTE
- Species are arranged in Family order
- The shape of the bird can guide you to the family in which the bird belongs
- Before you confirm the identification, check that the following are right
  - Coverage of the species on the map
  - Habitat of the species
  - Timing especially for migrants
- Always keep notes for new or unfamiliar species so that you can consult books or other birders to get the correct identification

Care of books
Like binoculars, books are precious for birders and cost a lot of money. Scientific books are current and usable for a long time with care and the better you care for them the longer they will serve you. Books make good companions so treat them like friends. Remember that they are made of paper which doesn’t like being wet and rips when put under strain. Whereas it is possible to have online versions for guides or other apps for bird identification, it is more reliable to use books and the internet networks may not be available in all birding places.

Remember the following about books.
1. When you go into the field, make sure that you have a bag or large pocket to protect them if it starts to rain—your binocular bag makes a good bush bag.
2. When opening a book, don’t bend the spine too far back. The pages are glued along the back and if you do bend back you will split the glue backing. This means that the book effectively is in two pieces and that it is possible some of the pages at the split will come out or be loose.
3. Writing in books is not a good idea, it spoils it for anyone else who reads it. Nonetheless if the book is your own, it is possible you write extra notes so that you can remind yourself that one bird looks like another etc. write neatly.
4. Don’t use books with dirty hands, while eating or where something is going to drip on them—like the syrup from the sandwich or a fruit that you are eating. This will ruin the book quickly and pages stick together and it will have to be replaced sooner.
5. Place books on surfaces, don’t throw or drop them. Again you will ruin the binding.
6. Don’t leave them lying about when not in use. Put them away so that no damage can come to them, please note that young children love to rip up and chew books, so do pets.
7. If you want to protect a book, consider putting a plastic cover on it.
Lesser Flamingo and Grey-Headed Seagulls
Habitat Needs and the Concept of Niches

All animals, including humans, require habitat to survive. A bird’s habitat is the place it lives — its home. Habitat must provide four general things to the bird:

- Its preferred food
- Water
- Shelter (from predators and the elements)
- Space (a territory that provides breeding, feeding, roosting, flying and nesting sites)

Each species has very specific preferences for each of the main habitat elements and for the arrangement of these elements. For example, a Grey Heron prefers a wetland habitat that provides fish and frogs for food, water for drinking and nearby trees for roosting, nesting and avoiding predators. A Great Blue Turaco prefers a forest with large fruit trees but it can also be found in remnant forests, or other environments as long as the basic requirements are present; fruit trees for food, large trees to provide for nesting, roosting and flying.

Habitats may provide home to different animals. For example the same wetland might be home to many other birds. Generally speaking, two organisms do not normally compete directly in all aspects of habitat such as food, nesting sites or other preferences may differ. The habitat concept explains why you can find certain birds in predictable places; the places that best meet their needs.

Habitat knowledge greatly helps you to plan bird walks and identify birds. Niche is the organism’s total way of life including everything it needs to survive – where it lives; what it eats; when it feeds; what it provides food for; when it is active (day, night or in between); how it reproduces; how it attracts a mate; how and where it nests; how it interacts with other living things; special adaptations, etc.

<table>
<thead>
<tr>
<th>Good information to know as a bird guide in Uganda</th>
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<tbody>
<tr>
<td>National parks</td>
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<tr>
<td>10</td>
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</tbody>
</table>
Habitat Concerns
An animal cannot survive without the right habitat. Despite our acknowledgement that birds are important to us, our human activities often threaten or destroy critical habitat. We sometimes convert natural lands into agricultural or urban areas, interrupt or re-route water flow and degrade water quality with human, agricultural or chemical wastes. Here are some human threats to habitat.

You may engage participants to identify human threats to birds:
- Garbage
- Contamination and pollution including noise pollution
- Habitat loss due to deforestation, landfill, agricultural projects, cattle raising, etc.
- Disruption of water flow
- Disturbance by humans
- Forest fires
- Noise from vehicles, planes and radios
- Hunting
- Commercial bird trade
- Urbanization
- Replacement of native vegetation with exotics

Visitation to water birds or their colonies
Visitors often pressure local guides and boatmen to approach the birds too closely. When the guides comply, the visit usually causes stress on the birds by interrupting their feeding and resting periods. Permanent damage to a colony can be caused when boatmen unload passengers directly onto an island where birds are in the process of pairing, building nests, incubating eggs or caring for young. The bird population will inevitably and dramatically decline. In Uganda such incidents have been observed with shoebills, White-backed Night Herons or roosting congregations in terns or gulls.

Many reserves have regulations prohibiting visitors from approaching animals such as Mt Gorillas but such regulations have not been described for birds. As a general rule however, visitors may not approach such birds or congregations within 100 to 150 meters of the nesting islands and feeding grounds of colonial water birds. Similarly feeding birds such as Shoebills should be allowed atleast 50 metres. As a bird guide, you should be sensitive to the disturbance of the birds.

Well-informed local guides have an opportunity to educate visitors and their peers to ensure that these vulnerable bird populations are protected as well as enjoyed.

Impact of Bird Watching
As Uganda continues to grow as a birding destination, we have started experiencing birding groups. High numbers of birdwatchers passing along the same trail day after day (no matter how discreet they are) cause birds living near the trails to retreat from view. Good design of trails and viewing infrastructure can encourage birds to remain close-by while still offering visitors good viewing opportunities.
Rules of conduct for guides and visitors are equally important. Guides can help develop a local code of conduct and ensure that visitors observe it. A local code of conduct might include common sense actions, such as:

- Speaking in soft tones while watching birds or on bird trail
- While watching birds or on birding trail, not making abrupt motions which disturbs the birds and cause to fly away
- Not “calling up” birds or ‘pishing’ constantly and never during the nesting season. If birds are forced to constantly protect their territory they will not be able to dedicate as much time to their young or even their own needs of feeding and preening. Soon birds will discover that the imitated call and they will stop to respond or move away
- Keeping to marked trails to avoid habitat disturbance. In areas where there no marked trails, the local bird guide must not blindly push visitors into dangerous zone, particularly when in protected areas or places that have dangerous wild animals

Solving Local Garbage and Pollution Problems
One of the biggest “turn-offs” for bird-watchers is a constant view of garbage along with the birds. Often these eyesores are also human health hazards, particularly in wetland communities or along riverbeds. Bird guide training, particularly in reserve communities, motivates people to resolve local garbage problems. Bird-watching clients impress upon the guides how disagreeable it is to visit a site with garbage strewn about. At first, guides will participate directly in clean-ups organized by a local conservation organization or the reserve management. But this, they will soon recognize, is only a temporary solution. With support from the reserve management and a local conservation organization, the guides can serve as leaders, getting the community to adopt a plan to manage the garbage. Afterwards, they become the “watchdogs” that make it happen.

Identifying and Solving Educational Needs for Residents
Some threats to birds and their habitats (and, hence, the local eco-tourism potential) can only be overcome through broad education efforts that target the community. Two notable threats are:

- Needless killing of birds by children. The guide will endeavor to educate the community on the importance of birds. It is very important that the entire community is supportive of an eco-tourism effort.
- The capture of wild birds for commercial reasons (whether legal or not).

Guides can play a lead role in creating or supporting environmental educational programs for the community. The guide training workshops are a good place to initiate a relationship between the guides and community. Where possible the involve of a nearby school may quickly provide buy-in by the community.

Instructional Approach
This topic is best addressed through a combination of teaching exercises and field experiences. Cover the concepts of habitat and niche early on in a teaching session. Help them to understand the concepts by relating to their own habitat needs for food, water, shelter and living space. Reinforce these concepts as you visit different habitats for bird walks. Relate the habitats to the needs of the birds you find there and note the particular niches that bird species occupy.
After highlighting the importance of habitat, use the participants’ experience and observation skills to identify threats to habitat. You might have participants brainstorm threats that they have already seen in the community, site or you can take them on a “scavenger hunt” to find threats (as well as birds). Consider tying this in as a secondary theme to one or more of your regular bird walks, ie participants look for birds and threats.

The participants may identify their own bird watching activities, and those of tourists, as a threat to birds. Brainstorm with them the ways that they can reduce their impact, including:

- Avoiding active nest sites
- Keeping their distance from water bird colonies
- Using ecologically-friendly motors that cut noise and pollution
- Denouncing acts of cruelty to birds like throwing stones or other objectives to flash the birds
- Not calling up birds constantly and never when you find nesting birds
- Not making abrupt body-arm motions to scare birds away
- Speaking in low tones
- Wearing dull-coloured clothing
- Keeping group numbers at or below 8 people
- Varying birding trails used
- Solving garbage problems
Research and Monitoring

Our collective understanding of bird biology, behaviour and ecology is a “work in progress”. Scientists use a wide variety of research and monitoring techniques to try to add to this understanding, including “point counts”, mist netting programs and direct observation in the field.

Bird monitoring programs, because of their repetitive and ongoing nature, help the scientific community to discern and understand trends and changes in bird populations. This, in turn, can be related to more general trends in local and global environments, such as climate change and habitat degradation. The data obtained can advance our collective understanding of bird life histories and even lead to important conservation interventions.

Recording and Reporting Field Observations

There is educational and scientific value in keeping basic field notes, and there are methods for capturing information in a way that can be used easily by others.

When a birder or researcher makes a significant observation, he or she should record the following information:
- Date
- Start and finish time
- Weather conditions; wind direction
- Site (GPS location if possible e.g. from smart phone location)
- Habitat type
- Number of individuals
- Sex (if determinable)
- Behaviour

It is common for guides to observe species and not share the records with other guides or the responsible authority for keeping those records. Records or observation that are not reported, may not be recognised on the official or national list.

It is therefore important that bird guides report and or submit unfamiliar observation or records of rare species. In Uganda records can be submitted to;
- NatureUganda
- National Biodiversity Databank
Participation in Monitoring and Scientific Studies
Guides who participate in research and monitoring programs are exposed to excellent opportunities to extend their own knowledge. Those with good abilities in identifying bird songs can participate in organised counts and further improve their abilities. The best of the local guides may be candidates for helping with scientific field studies during which they will learn to use nets, take measurements, band/ring birds, etc. In addition, guides are often honoured to volunteer for regular monitoring programmes such as African Waterbird census, Bird population monitoring, local-based monitoring or specific species monitoring such as the Fox’s Weaver surveys, Grey-crowned Cranes counts, Blue Swallow counts etc. Monitoring of birds in Uganda is led by NatureUganda.

INSTRUCTIONAL APPROACH
The trainer must cover a session on note-taking techniques and requirements briefly in the first workshop and follow up in future workshops. Use the basic note-taking points as a guide when you question participants on the sightings they have made on a recent bird walk. As reminder a bird guide must, at the minimum, carry the following;
- A binocular
- A guidebook
- A note book
- A pencil (pen)
- A bag to safely carry and protect equipment
- A hat or cap protect self on long sunny days
- Good field or hiking shoes
Do’s and Don’ts
There are a number of principles and practices that guides can apply to ensure that the best service is provided to the customer/client. These principles are the foundation of any activity that involves dealing with the public. Applying them consistently creates customer satisfaction and, therefore, return business. Guides must also be conscious of the effects of their activities on the resource “health”. Activities that provide short-term customer satisfaction should not compromise the long-term viability of the wildlife and the ecosystem.

The trainer may engage the participants to identify good characteristic or good conduct of a bird guide. Here are some characteristics of a good nature/bird guide.

Here are some characteristics of a good nature/bird guide.

- Honest and trustworthy; must never be involved in fraud or extortion or theft
- Doesn’t invent information; some visitors or clients may be more knowledgeable
- Clarifies cost of tour, length of time, clothing and equipment needed.
- Punctual
- Well-mannered
- Communicates with clients and not just responds to their questions
- Respectful
- Friendly
- Neat appearance; dresses appropriately (no colourful clothing for bird walks)
- Patient
- Guiding for birds, keeps voice down, walks slowly, keeps groups small, identifies one bird at a time, providing the exact location of bird.
- Pre-selects different habitats to take people bird watching
- Selects garbage-free trails or guides visitors to manage waste
- Keeps the group together at all times
- Tours people at the appropriate hour of day for what they want to see and do
- Never shows disdain for a bird, no matter how common
- Equipment (binoculars, boat, vehicle, etc.) are clean and well-maintained and booked or prepared in time
- Provides client with concise instructions on security and behaviour expected
- Has a good sense of humour (don’t force yourself)
- Speaks clearly; remember not all visitors or clients will be familiar with English
- Does not drink alcoholic beverages while working or overdrinks at any time during the field itinerary
- Knows the area well and can speak about its history, natural resources, productive activities, vegetation, cultural events, etc.
- Always read to learn, and never assume to know all
- Listen to the concerns of clients or questions and provide appropriate responses
- At the end of each day’s work or trip, runs through your days notes and prepares for the next day

**Educating the Visitor**

The guide will always aim at client’s satisfaction. Sometimes visitors may request the guide’s help to get “even closer” for a unique photo opportunity or a good look at a nesting bird. One of the greatest challenges for a newly-trained guide is prohibiting a client from doing such things that threaten a bird’s wellbeing. Guides are understandably reluctant to risk their tip or a return visit, which depends on their ability to satisfy the client. Most clients will, however, respect the guide’s honest efforts to protect birds from needless harm, especially if the guide is equipped with good knowledge of the bird’s life history and sensitivities. It is worth noting that, in many cases, guides can gain more respect or even bigger tips by NOT heeding the request of one particular client when that request is clearly inappropriate.

Guides arrange their itinerary in such a way that the guide will provide a briefing highlighting issues, sensitivities and expectations for the day. This will help the visitors to prepare for the day and manage expectations. Where possible guides can take some of the pressure off themselves by creating tactful signs and printed guidelines that provide clear instructions on “do’s and don’ts” for visitors. They can hand out the guidelines and post the signs before going a-field.

**INSTRUCTIONAL APPROACH**

This topic, while critical for guides, can be covered after the basic skills in bird identification are well on their way. It is helpful if the participants have experienced a bird walk led by a “model” guide.

The topic lends well to a discreet teaching session in which the participants can contribute their ideas fully. We recommend a group brainstorming session on “the qualities of a good guide” with a full discussion and evaluation of each of the points brought forward by the group. There is no blue-print code but the participants will understand the basics. Consider creating a good copy of your list on chart paper and posting it in a visible location. Go back to your list frequently to add any valuable new ideas that arise during your workshop(s).
Practice, evaluation and feedback are critical aspects of this skill-oriented session. Plan to give the participants opportunities to lead part of a bird walk with their colleagues. Use your “list of qualities” as an evaluation checklist and (discreetly) evaluate their performance. Share the feedback tactfully and confidentially. Begin a feedback session by asking the person how they feel it went. Often they will have a good sense as to what went well or not. As a rule, begin your feedback by describing what you observed as the person’s strengths and successes, and then describe two or three important things that they can improve.

Always give specific, concrete suggestions. For example, if a guide was dressed inappropriately, don’t just say, “You were dressed inappropriately.” Say, “You could improve your professional appearance by wearing a clean shirt and pants.”
Birding is a big business around the world. Therefore a bird guide need to understand that they are in business of tourism. A good bird guide must have good business skills or knowledge. Whereas this manual will not prove a module in business development or management, we shall highlight basic requirements of a bird guide.

A skilled bird guide can add to his or her financial success by mastering basic business skills. These will be guided by understanding specific information on registration, permits and other official requirements that pertain to the country or area of operation. Also he/she must seek general information on:

- Basics in governing groups
- Customer care
- Managing Projects /Businesses
- Fundraising and or Resource Mobilization
- Writing a business plan?
- How to promote and advertise tourism services
- How to create customer satisfaction?
- How to improve your business through self-evaluation and customer surveys?
- How to create a collaborative business environment locally?
- How to develop an satisfactory itinerary with respect to cost, satisfaction and safety of clients

INSTRUCTIONAL APPROACH
Include this topic in a later workshop, after the participants have mastered basic birding and guiding skills. Although business knowledge is not a core learning area for every guide, it is definitely a worthwhile topic for advanced participants who show a desire to run their own eco-tourism business. You might aim to simply inspire and encourage participants to pursue further training that is offered through existing business related or eco-tourism courses and workshops.

One approach to this topic is to recruit guest speakers to cover different aspects of starting, maintaining and growing an eco-tourism business. You might ask a successful eco-tourism entrepreneur (a local individual, if possible) to outline the steps that he or she went through to establish their business.

Administrators from local or regional government agencies may be able to provide insight or instruction on how to get started in business, secure business loans or grants, hire and manage staff, market the services, etc. Be prepared to provide a few good contacts for related programs and resources that the participants might access locally or nationally.
Pelican
Trail designs are highly dependent on a site as well as the purpose and nature of the trail. Careful planning should be done prior to the design so as to minimise the maintenance costs for the trail. Safety of self and clients must be seriously considered.

**Planning and Management**
- Determine if this will be a self-guided trail, a guided trail or it will incorporate both approaches during operation.
- Determine the goals and objectives of the trail; Is the trail meant to just provide birding opportunities or should it have a comprehensive interpretive approach that reflects the greater ecosystem? Can non-birding visitors enjoy the trail as well?
- Consider carefully what services you will charge for. We recommend that visitors be required pay guide service only and not charge visitors for the use of the trail itself.
- Place a sign at the start of the trail system indicating the different trails and the distance of each. Place interpretive media along the trail and at trail junctures to facilitate route finding and to educate the visitor about the ecosystems, bird species, cultural importance, etc.
- Consider a feedback mechanism for visitors; Did they enjoy the experience? What did they learn and what could be improved upon?

**Site Selection**
Choose a site that will enable you to bring the visitor into safe viewing proximity with the things he or she would most like to see e.g. the local birds of greatest interest. In your selection, also consider:

**Accessibility from the nearest highway.**
Make sure that the trail is well indicated along all approach routes.

**Accessibility for the disabled.**
Consider slope and ruggedness of terrain. Obviously, this isn’t possible everywhere, especially in backcountry areas. However, it can help set a precedent for future trails.

**The availability of a safe and shady parking area;**
(If the trail gains popularity, consider an alternative transport too by adding, for example, a bus stop facility.)
The terrain;
You should select a site that allows you to construct a level trail (along the contour lines) that is without loose stones and is easy to walk.

Orientation;
Select a north-south orientation if the trail is in the tropics and in an open area. The presence of any “at risk” bird populations that might be disturbed by visitors. Avoid putting trails through areas where the high numbers of visitors might place undue stress on rare or sensitive species.

Construction materials;
Use materials from sustainable sources where possible; line trails with local materials such as wood stumps, rocks, etc. This helps to cut costs and it is less visually conspicuous.

Consider a variety of habitats for the trail;
Bird species tend to be more concentrated at the edges of two ecosystems. In wetland systems you may consider boat rides, clear channels and specialised boats.

Trail Layout
The trail should be wide enough to permit three people to walk side by side (5 ft is typical). Its length can vary but it should form a circuit so that people do not have to backtrack along the same stretch. This ensures the maximum viewing opportunities for birders and is conducive to trail use for bird monitoring programs.

Consider developing a system of trails with optional loops that extend from a short main loop. The main circuit should be about 1-2 km while the extended circuit could be one km in total length.

Develop trails that cover a maximum variety of habitats in a short distance. A trail that includes forest, open grasslands and a wetland is ideal. Birders do not necessarily wish to walk long distances but rather to visit a maximum number of different habitats and observe the highest number of species.

Locate benches in front of water holes. Add structures (bird blinds) that permit observers to approach or view the birds without being seen. Where possible you may consider observatory towers but this must not create a permanent obstruction or disturbance for birds.

Avoid making straight trails. They should wind through the terrain in order to create more viewing opportunities and to increase privacy with larger groups. Allow tree branches to close over the trail in a wooded area and avoid cutting down large trees to make way for the trail.
Trail Construction

- Carry on all construction activities when they interfere least with the birds’ activities.
- Do not undertake construction of trails and other viewing infrastructures during pair bonding or at the height of the nesting season.
- Consider erosion control measures during the construction process to avoid water contamination.
- Minimize soil disturbance during construction. Minimize cut and fill activities and use the ‘lay of the land’ to help dictate on-site construction decisions.
- Install specially-treated boardwalks in low-lying, muddy areas. Use support material supports that won’t rust or disintegrate quickly.

Maintenance

Good trails provide people with ready access to a variety of bird habitats without the need to wade through the vegetation and with minimum exposure to undesirable fauna, poisonous insects, poisonous plants or other dangerous animals. In forested areas, you can reduce the rate at which plants re-colonize the trail by maintaining a closed canopy over the trail (i.e., leave the tree tops touching). In some areas you will need to regularly cut the undergrowth, although regular trail use will minimize this.

Keep the trail well maintained, garbage free and well-marked to increase the satisfaction of visitors. However be aware that in areas with large animals, the trails may be used for resting, feeding and walking. In this case approach must be made with care or consider a ranger specialised in managing such scenarios.

In most sites or villages, footpaths are used or similar tracks. Always make sure that the community are well educated about visitors and sensitivities in the community. Often community members mistake binoculars for cameras. Also in some areas certain installation such as dams, military zones, etc, photography may not be allowed. A good guide will have knowledge of these do and don’ts in the area and will have been covered during the briefings.

INSTRUCTIONAL APPROACH

We recommend that you introduce this topic in a third or subsequent workshop in the series, after the participants have experienced several good birding trails. Lead a discussion of the features of a good birding trail and share information on trail design that you have acquired through other means. Create a list of features that you all agree upon and use it as a checklist to evaluate existing trails while you are in the field. Post the list in the teaching room and update it as ideas are refined and new ideas emerge.

Consider inviting a guest speaker who has expertise in trail design and construction.
When the local guides start going out on their own between workshops for the sole purpose of observing birds, you know you have a dedicated group that will progress rapidly. Often an advanced guide will take along relatives, friends or colleagues from his or her own community. However, it is helpful to establish a more open, organized and accessible local Bird Club or association if you wish to extend these enrichment opportunities to the community at large.

What is a Bird Club?
Bird Clubs might be as simple as a group of people who decide to get together informally to practice their birding skills. Usually the club will have a name. Clubs might also be more formal and have any of the following:

- Regular meeting times and places
- Elected officers, such as a secretary, a treasurer and a president/Chairman
- A constitution or set of guidelines for operating
- A formal membership
- Funds and assets belonging to the club
- Means of raising funds from members, the community or grant-giving agencies
- Special events and guest speakers
- A newsletter or Web page
- etc

Why Start a Bird Club?
Bird Clubs can stimulate further learning in professional guides. The adage “the more one knows, the more one wants to know” is true of beginner birders who seek to practice their new skills. Without practice between workshops, participants make little progress. The group may acquire a pair of binoculars or a guidebook. Often the trainer or supporter of a group of participants may provide support if they demonstrate enthusiasm after the workshop. This gives them the means to start practicing their skills, and it represents the most informal beginnings of a Bird Club or association.

Bird Clubs stimulate local interest and promote conservation. The appearance of a group of guides going birding early in the morning sparks interest in the rest of the community. This eventually translates into more requests for training and represents a very visible reminder about the value of birds to the community.

Bird Clubs provide opportunities to visit new locations. Clubs can help guides to pool their resources or otherwise acquire the means to travel from one community to another for birding and guiding purposes. This helps them to expand their birding knowledge,
particularly if they can organize exchanges between, for instance, forested, grassland or wetland communities.

With the increased experience that such travel allows, local guides can find themselves being hired to travel out of their community larger tour companies. Bird Clubs enable special presentations by invited experts to improve their knowledge and exposure.

INSTRUCTIONAL APPROACH
We recommend that you lay some subtle groundwork for this topic at the end of the first workshop by simply helping the participants agree upon a few times, dates and places that they will meet to practice their skills before the second workshop comes around. For example, if there is a four-week interval between the first and second workshops, help the group to decide upon a weekly time and place to meet for a morning or evening bird walk. Be sure to leave binoculars and field guides for their use if they do not have their own. You can improve the chances of success by assigning specific tasks and responsibilities to different individuals each week. Spread the responsibility around. Each week, for instance, one person can bring the equipment and guidebooks, another can lead the walk, another can record observations and another can bring a snack for the group.

At the end of subsequent workshops, encourage the group to take initiative to organize outings on their own and formalize regular meeting times. Brainstorm the benefits that a local Bird Club can bring to each of them and help them to decide on a structure for the club. Explore ways that they might raise funds for the club and how that money might be used to benefit the club members and the birds themselves.

Help them to make contacts with established clubs nationally or in other communities and organize exchanges with these communities.
### ANNEX 1: EXAMPLE OF A TRAINING PROGRAMME

#### Day 1

<table>
<thead>
<tr>
<th>TIME</th>
<th>ACTIVITY AREAS</th>
<th>FACILITATOR</th>
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<tbody>
<tr>
<td>Welcome</td>
<td>Registration</td>
<td>Host Community NatureUganda</td>
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<tr>
<td></td>
<td>Welcome remarks Introductions</td>
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<td>Programme</td>
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<td></td>
<td>Group work</td>
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<td>Bird Walk</td>
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<td>Participatory activities</td>
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<tr>
<td>1100hr – 1130hr</td>
<td>Break Tea</td>
<td>Hotel</td>
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<tr>
<td>1130hr – 1330hr</td>
<td>Birds &amp; Birding</td>
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<tr>
<td></td>
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<td>1330hr – 1430hr</td>
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<td>Closing Remarks</td>
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<tr>
<td>1630 – 1700hr</td>
<td>Evening Tea &amp; Departure</td>
<td>Admin</td>
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ANNEX 2: EXAMPLE OF A TRAINING CERTIFICATE

This is to certify that [Name] has participated in the BIRD GUIDE TRAINING WORKSHOP held in Soroti - 9th - 13th August 2020. Organized by NatureUganda and Partners.

Executive Director - NatureUganda

Training Instructor
Black-headed weaver
NatureUganda, the East Africa Natural History Society (EANHS) in Uganda, is a membership, research and conservation organization established to undertake conservation actions using scientifically proven methods for the benefit of the people and nature. It is the oldest membership organisation in Uganda, having been founded (as EANHS) in 1909 as a scientific organization with the primary aim of documenting the diversity of wildlife in East Africa.

By the mid-1990s, EANHS-Uganda had attracted many members and broadened the scope of activities in scientific research, conservation action, public awareness raising and advocacy. At this point it was realized that a formal registration within Uganda would be necessary as a response to the increasing activities. The Society was therefore registered as a non-profit, independent national organization in 1995 with the operational name of NatureUganda – The East Africa Natural History Society. Her sister in Kenya is NatureKenya – The East Africa Natural History Society.

NatureUganda has been the national Partner of BirdLife International since 1995, and the society’s programmes are based on the four well-established pillars of BirdLife global strategy, namely Species, Sites, Habitats and People.

NatureUganda’s mission is promoting the understanding, appreciation and conservation of nature. In pursuing its mission NatureUganda strives to:

- Create a nature-friendly public
- Enhance knowledge of Uganda’s natural history
- Advocate for policies favorable to the environment
- Take action to conserve priority species, sites and habitats.

NatureUganda has its secretariat in Kampala-Naguru, and services its 2,000 members and supporters though branches in Gulu, Mbale, Busitema and Mbarara.

Inspired by the original purpose of the East African Natural History Society to document natural history of East Africa, NatureUganda’s work is hinged on scientific information generated through well laid down research and monitoring programmes. Considering that 90% of Uganda’s GDP is derived from Natural Resources (tourism, forestry, fisheries), biodiversity conservation is a priority for the country. NatureUganda supports biodiversity protection and economic development through its research, monitoring and conservation programme, which provides quality scientific information mainly using birds as indicators to support local and national governments to make informed decisions. The support is provided through established partnerships with government agencies including; Ministry of Tourism, Wildlife and Antiquities (MTWA), Uganda Wildlife Authority (UWA), National Forestry Authority (NFA), National Environment Management Authority (NEMA), Wetlands Management Department (WMD). This first edition of “The State of Uganda’s Birds” is a culmination of this collaborative effort to document the state of biodiversity in Uganda.