

**INTERNSHIP REPORT CARRIED OUT AT KATWE ECO-TOURISM
INFORMATION CENTER IN WESTERN UGANDA**

BY

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**FIELD ATTACHMENT REPORT SUBMITTED TO THE FACULTY OF
MANAGEMENT SCIENCES IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF BACHELORS DEGREE OF TOURISM
AND TRAVEL MANAGEMENT OF BUSITEMA UNIVERSITY**

AUGUST,2023

DECLARATION

DECLARATION
I **TURINAWE GERALD**, declare that this report is my own original work and has not been submitted by any student or university for any award.

SIGNATURE.....*Turinawe Gerald*

DATE.....*31st August 2023*

APPROVAL

APPROVAL

This is to satisfy that this report has been prepared and submitted by **TURINAWE GERALD** upon completion of his field attachment period at Katwe Eco-tourism Information Center, It meets the academic partial requirements for the undergraduate Bachelor's degree in Tourism and Travel Management at Busitema University as approved by

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Signature..... *[Handwritten Signature]*
Date..... *25/07/2023*



2. ACADEMIC SUPERVISOR

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Signature..... *[Handwritten Signature]*

Date..... *29/August/23*

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I am extremely grateful to my family for their love, prayers, caring and sacrifices for educating and preparing for my future.

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DEDICATION

Every challenging work needs self efforts as well as guidance of elders especially those who were very close to our heart.

My humble effort I dedicate to my sweet and loving mother **KASANDE FEDERESI**

Whose affection, love, encouragement and prays of day and night make me able to get such success and honor.

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LIST OF ACRONYMS

IT	Industrial Training
KETIC	Katwe Ecotourism Information Centre
KKTC	Katwe Kabatoro Town Council
NRM	National Resource Management
STAR	Sustainable Tourism in the Albertine Rift valley
UCOTA	Uganda Community Tourism Association
USAID	United States of America for International Development
UNDP	Uganda National Development Programme
QENP	Queen Elizabeth National Park

ABSTRACT

The industrial training was carried at Katwe Ecotourism Information Centre in Katwe Kabatoro Town Council. It was a field based practical training experience. The main objective of this field attachment was “to enrich the student with knowledge and skills in the field of research and monitoring, Tour guiding, Environmental conservation and National Resource Management.

The main activity carried during field attachment was cleaning the compound at first with the focus ensuring we don't litter when in the natural settings, then I proceeded to conducting field tours. In addition as tour guide I was to focus my guiding activities around Lake Munyanyange, Lake Edward shores, and Lake Katwe. The key major roles expected were that of being a nature interpreter, information source and identifying animal species. The most common fish species I was able to identify were Mud fish, Tilapia, hence I also had to explain behaviour aquatic mammals such as the Hippopotamus and reptiles ie crocodiles. The most common equipment that aided my learning was the use of binoculars, and the telescope. The telescope being new to me the first time came with challenges.

In addition I also learnt to identify different medicinal plants such *Occimum gratissimum* which cures stomach ache in both animals and humans. Another key area I was able to improve my skills was in regards to birding, Lake Munyanyange has pink Flamingos, Pelicans and other migratory birds that spend time on the water. This greatly enabled me to identify the different features of the birds and also the behavioural patterns regarding breeding when they displayed.

A key skill acquired was on how to effectively conduct tour guiding in the field. A key component that I improved on was confidence and public speaking, whereby I had to be informed and display the ability to manage many members in a group.

The key challenge that was most evident was that of the climate which was humid, dry and hot. This was coupled with long work days, key lesson gained was on how to be patient yet persistent in the way I do the work. I recommend that for future students who undertake internship in nature tour guiding parks is that they must get familiar with the environment climate but also be ready to work with people from different backgrounds. In conclusion this internship was excellent and I recommend students in future to undertake this activity.

CHAPTER ONE

BACKGROUND

1.0 Introduction

This chapter comprises of the background of industrial training program, objectives of the industrial training, background of the organization where the training was done, the main objectives of the organisation, vision, mission, and location of KETIC

1.1 Background Of The Industrial Program

Since the 1970s universities, in development countries started introducing academic departments to promote and enhance the teaching tourism at university level. This arose from a recognition that tourism was significantly taking up a position as the world's single largest industry. This scenario has not changed in any way: and instead the 21st century forecasts indicate that there is great potential for continued growth in the tourism sector than most other sectors. This is true even in the east African region where Uganda lies. Tourism as a professional academic discipline is not well established in most universities and institutes in developing countries. The situation is worsened by the few fully established tourism programs in African universities. The department of geography, Makerere University this need and started a bachelor of tourism program in 1997 as a stepping stone for the establishment of the department of tourism and hospitality management in future.

Tourism has a well defined academic community and borrows some concepts and theories from other disciplines to help investigate and explain particular phenomenon and practices of tourism. In the revised tourism programme, we consider a substantial contribution from three disciplinary perspectives necessary for a bachelor of tourism that operates on the knowledge based plat form as indicated below:

Environmental and geographical sciences

Economic sciences (marketing is the core discipline, but economics and management sciences are relevant)

Social sciences (sociology is the core discipline, but contributions from psychology, anthropology, history, law and political science are regarded relevant)

The main purpose of this attachment is to give students a chance to relate to what they learn in class to real field conditions. This is meant to develop their ingenuity and skills to become well trained and groomed professionals as required by the industry. Therefore students are