



FACULTY OF MANAGEMENT SCIENCES

DEPARTMENT OF TOURISM AND HOSPITALITY MANAGEMENT

**INTERNSHIP REPORT CARRIED OUT AT UGANDA WILDLIFE CONSERVATION
EDUCATION CENTER CONSERVATION AREA (UWEC-CA)- ENTEBBE ZOO
FROM 4TH JUNE TO 29TH AUGUST**

BY

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**A REPORT SUBMITTED TO FACULTY OF MANAGEMENT SCIENCES AS A
PARTIAL FULFILMENT FOR THE AWARD OF BACHELORS DEGREE IN
TOURISM AND TRAVEL MANAGEMENT OF BUSITEMA UNIVERSITY.**

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DECLARATION

I **MABALA RICHARD**, declare that the contents of this field attachment report are my original work of creation and has never been written, compiled and submitted by any scholar/student anywhere in any other university or higher institution of learning for any degree or related qualification.

Signature...  Date: 25th/02/25

APPROVAL

I hereby certify that this work has been done and produced by the student under my close supervision. I have therefore approved it to be submitted for the partial fulfillment of the requirement for the award of Bachelor's in Tourism and Travel Management of Busitema University.

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First and foremost, praises and thanks to the Almighty God for His love and mercy, that He enabled me to complete this report successfully

I appreciate my beloved parents who brought me on earth, my big sister Tinah Kato, my Sponsors Martin and Beth from United Kingdom, my brother Eng. Brain Kato my uncles Namati Simon and my grandmother Muyama Edisa, Bishop Sam, Jacob Wananda for their endless efforts towards supporting me morally, financially, intellectually and spiritually in my studies, may the Almighty God continue blessing them in whatever they do.

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LIST OF ACRONYMS

CA	CONSERVATION AREA
CE	CONSERVATION EDUCATION
ED	EXECUTIVE DIRECTOR
CEAD	CONSERVATION EDUCATION AND AWARENESS DEPARTMENT
IUCN	INTERNATIONAL UNION FOR CONSERVATION OF NATURE
MTWA	MINISTRY OF TOURISM WILDLIFE AND ANTIQUITIES
PR	PEER GUIDING
SOPs	STANDARD OPERATING PROCEDURES
UWA	UGANDA WILDLIFE AUTHORITY
UWEC	UGANDA WILDLIFE CONSERVATION EDUCATION CENTER
WM	WILDLIFE MANAGEMENT

ABSTRACT

This internship term report covers details and activities carried out at Uganda Wildlife Conservation Education Center Conservation Area (UWEC-CA) for a period of ten (10) weeks as explained below.

Chapter one, highlights information concerning introduction of internship, objectives of internship, historical background of Uganda Wildlife Education Center Conservation Area (UWEC-CA), organizational structure, departments of Uganda wildlife Authority and also history, mission, and vision of UWA

Chapter two, this chapter covers the duties and responsibilities, activities performed, materials and methods used in the field to attain internship objectives.

Chapter three presents, a discussion on the results attained from my internship/field attachment project, basing on the activities carried out during the internship

Chapter four presents, the skills learnt during the field attachment, how relevant to my professional and career growth. This chapter also continues to evaluate the strength and weakness of UWEC CA. It also highlights other activities assigned by the field supervisor, level of accomplishment and how relevant the activities were to my professional growth.

Chapter five, covers the general conclusions and recommendations covering chapter two, three, and four.

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CHAPTER ONE

INTRODUCTION AND BACKGROUND TO INTERNSHIP

1.0 INTRODUCTION

Chapter one, highlights information concerning introduction of internship, objectives of internship, historical background of Uganda Wildlife Conservation Education Center Conservation Area (UWEC CA), organizational structure of UWA, departments, it's history, mission, and vision of UWA

1.2 BACK GROUND OF INTERNSHIP

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

Tourism has 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 program, we consider a substantial contribution from three disciplinary perspectives necessary for a bachelor of tourism that operates on the knowledge-based platform 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 provide 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,

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