



**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 4<sup>TH</sup> JUNE TO 29<sup>TH</sup> AUGUST**

**BY**

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**BU/UP/2023/3750**




**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.**

**AUGUST,2025**

**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: 25<sup>th</sup> / 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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## **LIST OF ACRONYMS**

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

students are advised to give training their due attention so to acquire knowledge and skills from tourism and hospitality establishments where they are attached to. In addition to the services offered to the industry, the activities under taken during the field attachment should also aim at supporting students learning. The attachment takes 10 weeks, and during the period the student is supervised by the academic and field supervisor.

Internship is a field based practical training experience that prepares internees for the tasks they are expected to perform on completion of their training.

It is always a placement offered by potential employers to potential employees called “Internees” to work at a firm for the fixed period of time in order to gain experience in the industry relating to their areas of study. The kind of internship I was assigned to at Uganda Wildlife Conservation Education Center-Conservation Area (UWEC-CA) was called work internship.

Work internship: this is the type of internship undertaken by students and are expected to have practical hands on in addition to the theoretical knowledge obtained in class, Busitema University (BU) has made internship a mandatory requirement for the offer or award of a Bachelors in any Program offered by a student.

### **1.3 OBJECTIVES OF INTERNSHIP**

The goals for carrying out the internship are;

- To get acquainted with tourism and hospitality enterprises and organization
- To understand peculiarities of their operations and the role of team and carrying out their activities.
- To develop ability to blend into a team, understand structure and operations of the enterprise.
- To develop the capacity of analyzing, assessing and developing suggestions for business improvement.

## **1.4 BACKGROUND OF UGANDA WILDLIFE CONSERVATION EDUCATION CENTER CONSERVATION AREA (UWEC CA)**

Uganda Wildlife Conservation Education Center is popularly known as Entebbe Zoo. UWEC was established in 1952, as a reception center by the colonial government for wild animals that were found as casualties (sick, injured, orphaned, and confiscated from illegal trade). In the early 1960s, it changed its role to a zoo where a number of non-indigenous species, including bears and tigers, were kept as an attraction. In 1994, the UWEC Trust was founded to take over the zoo primarily for conservation Education purposes. The Center is strategically located along the shores of Lake Victoria in Entebbe Municipality, Wakiso district just a few kilometers from the Entebbe International Airport that gives tourists a golden opportunity to visit the center. The center's location on the edge of Lake Victoria, its rich vegetation and surprisingly wide range of birds, butterflies and other indigenous animals make it an attractive venue for education as well as pleasing one for those who visit, whether Ugandans or foreigners.

In 2015, Uganda Wildlife Conservation Education Centre (UWEC) was established as a statutory body to take the lead in conservation education in Uganda under the UWEC Act 2015 and its mandates were broadened.

In September 2024 following a government decision to rationalize some government agencies that do similar roles, Uganda Wildlife Conservation Education Center was merged with Uganda Wildlife Authority and the UWEC act was repealed leaving both these agencies as a single parasternal under the ministry of tourism Wildlife and Antiquities.

UWEC Conservation Area (CA) encompasses the famous Uganda Wildlife Conservation Education Centre in Entebbe, Entebbe Botanical Gardens and the four satellite centers yet to be operational all headed by a Chief Warden.

## **1.5 BACK GROUND DESCRIPTION OF UWA.**

Uganda Wildlife Authority (UWA) is a semi-government agency that conserves and manages Uganda's wildlife for the people of Uganda and the whole world. This agency was established in 1996 after the merger of the Uganda National Parks and game department of the Uganda wildlife Statute. UWA was mandated in 2000 to ensure sustainable management of wildlife resources and supervise wildlife activities in Uganda both within and outside the protected area.

UWA manages 10 National parks, 12 Wildlife Reserves, 5 community Wildlife Management Areas and 13 Wildlife Sanctuaries. The 10 national parks include Queen Elizabeth, Lake Mburo, Murchison falls, Mt.Elgon, Semuliki, Kidepo Valley, Kibale, Rwenzori Mountains, Mgahinga, and Bwindi Impenetrable.

### **1.5.0 COREVALUES OF UWA**

**Commitment to conservation;** Responsible staff upholding conservation ethics and values in the sense of love for nature

**Teamwork;** An organization whose staff take collective responsibility and own decisions taken in the best interest of the organization to achieve a common goal.

**Customer care and quality service;** an organization with hospitable staff offering a range of services in line with best practice to the satisfaction of customers

**Professionalism;** An organization with competent staff, striving for excellence with selflessness, compassion and empathy accepting a commitment to serve with dedication and self-improvement within the profession

**Integrity;** An organization with staff that is accountable, honest, trustful and morally upright of one's action and adherence to moral and ethical principle

Prevised wildlife activities in Uganda both within and outside the protected area.

### **1.5.1 VISION**

To be a global leader in wildlife conservation.

### **1.5.2 MISSION**

The mission of the Uganda Wildlife Authority is to conserve, protect, and manage Uganda's wildlife and protected areas, while promoting sustainable tourism and enhancing community livelihoods.

### 1.5.3 FUNCTIONS OF UWA.

- **Conserving wildlife:** UWA works to protect endangered, endemic and rare wildlife species in Uganda
- **Managing protected areas:** UWA manages national parks, wildlife reserves and sanctuaries, ensuring their ecological integrity and biodiversity.
- **Enforcing wildlife laws:** UWA combats illegal activities like poaching, wildlife trafficking and habitat destruction through law enforcement efforts
- **Promoting community engagement:** UWA collaborates with local communities to foster a sense of ownership and participation in conservation efforts
- **Educating the public:** UWA raises awareness about the importance of wildlife conservation and the value of biodiversity through educational programs and outreach initiatives
- **Marketing Uganda's wildlife destinations:** UWA promotes Uganda's national parks and other protected areas to attract tourists and generate revenue for conservation
- **Managing human-wildlife conflicts:** UWA works to mitigate conflicts between wildlife and local communities by implementing strategies like providing alternative livelihoods and compensation for damages
- **Supporting research:** UWA encourages and supports research on wildlife and conservation management practices.
- **Mobilizing resources:** UWA works to secure funding and resources for conservation initiatives through various channels
- **Developing human resources:** UWA invests in training and capacity building for its staff and other stake holders in the wildlife sector
- **Coordinating regional and international collaboration:** UWA collaborates with other countries and organizations on trans-boundary wildlife management and conservation efforts.



## **1.7 DEPARTMENTS AT UGANDA WILDLIFE AUTHORITY**

The Uganda Wildlife Authority (UWA) has several key departments and roles that work together to conserve and manage Uganda's wildlife resource

### **Conservation Education and Awareness Department.**

This department works to involve local communities in conservation initiatives, promoting sustainable resource use and ensuring that communities benefit from wildlife and tourism. They implement strategies for community participation, revenue sharing, collaborative management, problem animal management, and wildlife use rights

### **Tourism and Business Development.**

This department is responsible for promoting Uganda's wildlife destinations and developing tourism products and services to generate revenue for conservation efforts. They monitor and supervise park activities, recruit and train staff, and promote public participation in conservation. They also set prices for park activities to support the conservation areas and tourism

### **Biodiversity Management Development.**

This department focuses on the conservation and sustainable use of Uganda's diverse wildlife and their habitats. This includes monitoring wildlife populations, managing protected areas, and implementing measures to protect endangered species

### **Field Operations Development.**

This department is responsible for law enforcement and anti-poaching activities within protected areas. They conduct patrols, monitor wildlife, combat poaching, manage fires, and assist with tourism development

### **Ex-suit wildlife and veterinary services Development.**

This department is responsible for protecting wildlife outside their natural habitats and veterinary services provision to all wildlife

**Legal and Corporate Affairs Development.**

This department handles all legal matters for the UWA, including drafting and reviewing contracts, ensuring compliance with regulations, and representing the UWA in legal proceedings

**Finance and Administration Development.**

This department manages the financial resources of the UWA and ensures the smooth operation of the organization

**Human Resources Development.**

This department is responsible for recruitment, training, and management of UWA staff.



## **1.9 POPULATION OF THE UWEC CA**

The study involved the entire aspects of the different natural beauty, flora and fauna in UWEC CA

Uganda Wildlife Education Center Conservation Area (UWEC-CA) is new Conservation Area and most bio covering the famous Uganda Wildlife Conservation Education Centre in Entebbe, Entebbe Botanical Gardens and the four satellite centers yet to be operational all headed by a Chief Warden.

Over 105 mammal species, including 2 savannah Elephants, Over 4 tigers, over 12 lions, 1 leopards, around 6 buffalos, 2 Baboons, over 60 monkeys, over 20 chimpanzees.

Over 400 bird species, of which some are under captive wildlife management and others on free range system. examples of birds around UWEC-CA include shoebills, common bulbul, Egyptian goose, and great cormorant, and martial eagle, kingfisher The center also has 3 Nile crocodiles, Uganda kobs, Elands and other unique fauna

## **10.0 SOCIAL ECONOMIC ISSUES OF UWEC CA**

### **Funding and Financial Sustainability**

UWEC CA often relies on government funding and international donations, which can be inconsistent. For example during economic downturns or political instability, funding may decrease, affecting programs and animal care. This can lead to a reliance on entrance fees, which may not cover operational costs.

### **Community Engagement and Involvement**

There is often a disconnect between UWEC CA and local communities regarding wildlife conservation. For example many local residents may view wildlife as a threat to their livelihoods. Without effective community engagement programs, these perceptions can hinder conservation efforts.

### **Education and Awareness Programs**

Limited resources can restrict the scope and reach of educational initiatives. For example, UWEC CA conducts school outreach programs, but financial constraints may limit the number of schools reached, particularly in rural areas where awareness about wildlife conservation is crucial.

### **Human-Wildlife Conflict**

Increasing human populations and agricultural expansion lead to more conflicts between wildlife and humans. For example farmers in surrounding areas may retaliate against wildlife that damages crops, which can lead to injuries or deaths of animals and create a hostile environment for conservation.

### **Climate Change Impacts**

Changing climate patterns can affect wildlife habitats and food sources. For example, droughts or flooding can alter the ecosystems around UWEC CA, impacting both the animals in the center and their wild counterparts.

### **Craftsmanship.**

A number of people around the UWEC CA are craftsmen who make souvenirs which are expensively sold to tourists. Many people buy them for memories about the tourism destination. This business has improved lives of very many people in the locality as an

alternative source of income for example those within UWEC CA and Imperial graft shop and also in Victoria mall

**Accommodation.**

The availability of numerous numbers of tourists both international and domestic has brought demand for accommodation facilities for the tourists. These include UWEC CA Bandas Student hostel within the center however other hospitaly establishments out side the side the center like Imperial hotel. The owners of these facilities are earning large sums of money for the services provided to tourists hence some people may not benefit from it. The facilities also employ many people from the community to offer different services thus improving standards of living

## **CHAPTER TWO**

### **ACTIVITIES, METHODS AND MATERIALS**

During my internship, I was attached to Conservation Education and Awareness Department and partially oriented in the department of ex-situ wildlife management where I was assigned to different activities in different sections

#### **2.0 INTRODUCTION**

The Conservation Education and Awareness Department CEAD is tasked to raise public awareness in conservation of wildlife. This is achieved through conservation education programs such as outreach education where UWEC CA involves the public in galas, exhibitions by displaying animals which serve as learning aids to achieve its prime objective of conservation education. UWEC CA reaches to special interest groups such as schools and other institutions in collaboration with other stakeholders. UWEC CA also carries out this role through onsite education program where the visitors are engaged in conservation education

The following were the activities that I under went through during my internship period

#### **2.1 Orientation and Briefing.**

This was the first activity that we conducted during our first week. It involved getting familiar with UWEC CA programs, facilities, departments and code of conduct while at center. Various department and section heads took us through this period



**Figure 1: Showing orientation and Briefing on going**

## **2.2 Educating visitors.**

This was conducted especially during the busy days where we carried out conservation education to different visitors at the various exhibits where I talked to them about the different animals found in the exhibits, threats to their survival, survival requirements, what can be done to protect the animals among others. This education is always done at different levels depending on the visitors you're handling and the type of information needed.



**Figure 2: Guiding of clients around the center**

## **2.3 Peer guiding.**

We carried our peer guiding while in the CEAD supervised by other educators in order to improve on our public speech, confidence and information about the animals at UWEC-CA. The morning hours were for research and the afternoon hours were for peer guiding. The educators and supervisors helped to align information by correcting and pointing out areas where we needed improvement and I personally participated in peer guiding on various animals at UWEC-CA.



**Figure 3: Conducting Peer guiding**

#### **2.4 Waste management.**

Wastes especially plastics have been seen as one of the likely causes of wildlife population's reductions due to the fact that some plastics can easily be swallowed by wild animals and majority of plastics are indigestible leading to death of many individuals. At UWEC CA waste management has been encouraged as a way of giving wildlife a second chance of life as they manipulate habitats and create a home and breeding sites of predators and vectors to humans. I learnt how to dispose of plastics by re using, recycling re thinking, re storing, refusing, rotting, respecting and other.



**Figure 4: Preparing and sorting of plastics bottles for recycle and re-use**

### **2.5 Inspection of the animal exhibits, holdings and enclosure**

This was always the first activity done by the keepers. I inspected the rhino exhibits together with other keepers. The reason for inspecting the exhibit was to ensure there were no damages on the fence before the animals are released from the holdings and this prevents animals from escaping. It also includes keepers checking water levels in the ponds in the exhibits for the animals and also to see if there are harmful objects in the exhibits that could hurt the animals and remove them.



**Figure 5: Conducting enclosure inspection**

## **2.6 Cleaning of Animal exhibits and holdings.**

Cleaning of the holdings was done on a daily basis. It involved removing the dung, droppings and fecal material from the holdings, sweeping and raking to remove left over foods. This is always done before releasing the animals to their exhibits. And it's done to prevent germs from accumulating in the holdings and also to keep it clean. I also participated in cleaning the crocodile pond.



**Figure 6. Cleaning and scrubbing of tiger ponds**

## **2.7 Food preparation and presentation**

Animal food was mainly got from animal food store and UWEC CA farm, then prepared and presented to animals. This serve as a purpose of providing required food values, quantity and quality for proper animal living, growth and development. Food presentation was done in regard to the animal species, age and behavioral complex



**Figure 7: Presenting food to hoof section**

### **2.8 Observation and monitoring of animals at the different exhibits**

This was also done on a daily basis and was always done in the afternoon hours when most of the works were done. Keepers were allocated with internees to different exhibits where they were required to observe the animals and take note of their behaviors. This activity cuts across all other sections. The reasons for monitoring animals included collecting data for research, monitoring the health of the animals, response to the food supplied among others. The Keepers always had books and forms where they keep noting all their observations and later report to the respective officers in case of any problem.



**Figure 8: Observation and Monitoring of Rhinos**

## 2.9 Animal restraint and capture

I participated in the restraint of different species in the birds and reptiles section, the Standard Operating Procedures (SOPs) for animal restraining and handling were reviewed to me during the training, I participated in the restraint of simple reptiles like turtles and tortoises whereas I learnt that other animals like venomous snakes needs approval and can't be used in the experiments of restrain given the risks related during the restrain. While restraining and handling birds and reptiles, a physical restrain is better given the weather changes patterns fact in majorly reptiles



**Figure 9: Capture and Restraint of tortoise**

## 2.10 Learning about digital marketing and business development in tourism.

Marketing is an ongoing process of discovering and translating consumer needs and desires into products and services, creating demands for these products and services, meeting the consumer and his demand through a network of marketing channels and expanding the market base in the face of competition and Tourism product development means bringing new and innovative product, experience and service to the market for the tourists to buy. According to Mr. Aggrey the assistant marketing personnel. he told us that they use different strategies to market the zoo which include Digital marketing like website optimization, social media and email marketing, these strategies were taught to us and are worthy adoption.



**Figure 10: Showing digital marketing class session**

### **2.11 General clean up exercise**

This exercise was carried out twice in a week, every morning in the botanical gardens, within the center and areas surrounding the centre to reduce on plastics disposition as well as ensuring the well-being of the free ranging animals like the monkeys and birds. This activity was spear headed by the waste management team and conducted by the staffs including us the trainees, team work was exhibited during this activity hence an interesting session



**Figure 11:After general cleaning**

## 2.12 Front office management session

This session was conducted by Ms. Nalwanda Margret. she taught us how to handle, welcome customers at the reception and how to communicate to them. The session also included tips on code of dressing in order to look smart in front of the customers and also to practice a prompt smile to customer. In addition, we also leant how to answer calls and to call back clients including how to do reservations



**Figure 12: After front office session**

## 2.13 Housekeeping operations

UWEC has various types of accommodation ranging from the dormitory that are normally booked by the students and the “bandas” that are grass thatched with a unique and natural technique. The accommodation section is in charge of taking care and monitoring the use of the accommodation facilities. During my internship period I was able to carry out the house keeping activities in accommodation facilities where I learnt a lot of skills ranging from beds preparation, checking in and out clients under the guidance of Madam Harriet Watsis, the supervisor for accommodation facilities



**Figure 13:Laying a Bed**

## **2.2 METHODS USED TO COLLECT DATA**

Methods refer to a systematic and structured approaches used to accomplish specific tasks, achieve a goal, or solve a particular problem. It can also be defined as a particular procedure for accomplishing something to attain a set of objectives.

### **2.2.1 Observation method**

An observation method involves systematically observing and recording behaviors, events, or phenomena in their natural setting without intervening or manipulating the environment. The primary goal of the observation method is to gather accurate and objective data about the subject of study. It involves the use of sensory organs like the eyes. I used this method to observe wildlife species found at UWEC CA and I was able to use this method to differentiate different birds and animals

### **2.2.3 Photography method**

This method involves the use of technological equipment such as a phone camera, or digital camera to capture pictures of different items or features. This method was efficient for me, because it enabled me to collect data through capturing pictures of wild animals and birds

I was able to take pictures while conducting peer guiding within the UWEC CA, and also taking pictures while cleaning animal holdings in the animal department in the cats' section.

### **2.2.4 Recording method**

This method involves the use of tools like pens, books, note books, pencils and among others. Recordings provide a permanent record of events, data, or information, allowing them to be referenced later or shared with others.

I used my notebook and pen to note down, different facts about flora and fauna, for example during different sessions I noted down different facts and information that I used to write my report.

### **2.2.5 Interview method**

This is a face-to-face interaction where verbal and oral questions are asked directly and respondent give verbal answers or feedback, with the help of this method, I was able to collect firsthand information from the educators and animal keepers at the zoo. I conducted interviews with the animal keepers in the cats. Birds, reptiles and the hoof stocks section concerning about different animals.

## **2.3 MATERIALS USED IN DATA COLLECTION**

Materials also refer to the tools and physical equipment that are used in collecting data. The following include the tools and equipment used in collecting data during my internship.

### **2.3.1 Smart Phone.**

A smartphone is a mobile phone that combines the functionality of a traditional cell phone with advanced computing capabilities, internet connectivity, and various multimedia features. I used my smart phone to collect data, through sound recording of the facilitators, capturing images, recording videos, and also surfing over the internet.

### **3.3.2 Pen and Note book.**

Pen and notebook are important tools or materials used in documenting down any information on a permanent basis, which can be used for future references. I used my pen and notebook pen to record and note down important information during class presentation which helped me during report writing.

### **3.3.3 Bird guide book.**

This book consists all over 2000 bird species found in Uganda and all other bird species found in East Africa. It has images, information concerning the distribution, habitats, and feeding of the birds in East Africa. This birding guide book, is normally used during the birding sessions, hence after identifying the bird, you refer to the guide book, to confirm whether it is and also to seek more information about it.

### **3.3.4 Laptop.**

I used my laptop, to research more information about the center and also searching about various facts of wildlife species in UWEC CA through Google search engine; this enabled me to get equipped with a variety of information, quick facts about wildlife species in UWEC CA and also used my laptop to write my report.

### **3.3.5 Internship Schedule.**

The internship schedule was a tool that was shared with me by Mr. Francis, my internship coordinator. This soft tool enabled me to know my particular activities of the day, the specific department, and the personal responsible. This enabled me to prepare adequately for the activities.

## CHAPTER THREE

### RESULTS AND DISCUSSION

#### 3.0 INTRODUCTION

This chapter presents a clear discussion on the results attained from internship

According to the first objective, **“To get acquainted with tourism and hospitality enterprises and organizations”**, I was exposed to the tourism and hospitality organization, thus I was equipped with the relevant knowledge and skills that are needed in the industry. Through peer guiding by Mr. Johnson and Emma. I was equipped with skills of guiding people of the same age group and other different types of clients. In relation to the above I also learnt which particular information is given to different clients while guiding them, for example while guiding and educating children, some of the information needed are the simple facts like a young one, male, female, group plus what they feed on. This is very important in the tourism industry, because it helps one to identify the client’s interests. I also learnt about the various products and services offered by the center ranging from day visits, behind the scenes experience, Chimp close up and among others including their rates, I was equipped with a wide range of skills and knowledge as far as tour operations and wildlife management.

In pursuit to achieve the first objective still, I also got information about various types of accommodation facilities in the UWEC CA, this include the bandas, hostels and camping site. This helped me to get information on the rates, ways of booking for the tourist especially when arranging a trip for them to the center, perhaps the knowledge about accommodation widened my scope of understanding about the different types of accommodation facilities that can be offered in a tourism facility to cater for all types of the guests. This is important because accommodation is very key in the tourism industry, as it makes up the major component in the industry.

According to the second objective, **“to understand peculiarities of the operations and role of team and carrying out their activities”**, I was able to understand some of the peculiarities of the tourism and hospitality operations hence the unusual feature such as high level of commitment, professionalism, integrity, being knowledgeable and cautiousness. Since the tourism operations involve getting across flora and fauna, plus various physical features, it requires one to be knowledgeable enough and having passion for the industry. I observed this through the various educators I was working with, all of them were knowledgeable about the

all the flora and fauna found in the center. I was also trained about educating visitors, where I learnt about various information concerning the flora and fauna found in the center and in Uganda. I also observed and learnt the role of team work; this was especially during the high peak seasons, where the animal keepers in the animal department would come in to support the educators at the different exhibits. This was a symbol of team work in the organization which is part of the core values of organization's success. I also understood the peculiarities of operations in the center, especially during the high peak season where the educators are positioned to different exhibits and thus the visitors find them and they educate them from there, this is strategic way of managing the high numbers of tourists in a tourism facility.

In pursuit, to achieve the third objective, which is, **"To develop ability to blend into a team, understand structure and operations of enterprise"**, a lot of team work was manifested during the training for example as part of the conservation efforts, the center led by the team for waste management conducts general clean up in and outside the center which involves picking of the plastic materials on different days in a week, I would participate in the activity with my fellow internees, we would also be joined by the staff. Team was also manifested in various sections. I worked with the animal department and the food store where the animal keepers taught us their day roles as keepers, the operations of the center as far as wildlife conservation is concerned. During the training in the animal department, while cleaning the animal holdings, we also worked as a team where the animal keepers and students helped each other, this was also fostered by sharing the different roles.

In pursuing the fourth objective, **"To develop the capacity of analyzing, assessing and developing suggestions for business improvements"**, I was able to assess and analyze the new tourism products and services that can be put in the center, this include putting animal monuments to enhance visitors' experience, establishing agricultural project where they can get animal feeds to improve the feeding welfare of different animals, and also rescue of more animals like monkeys and snakes, improving the information center by making documentaries and publications which visitors can buy. I was also able to notice the different negative impacts of tourism during the high peak seasons especially from the schools through dumping plastics everywhere, thus the center should also embark on a strategic management plan of sensitization and also may be punishments like fines. More business improvements can also be done on the product development and also improving the safety of exhibits for the visitors.

### **3.1 PRESENTATION OF WELL DETAILED AREAS FOR IMPROVEMENT IN UWEC CA.**

#### **Increasing on the number of staff**

The conservation Education and Awareness Department should increase on the number of educators especially during the high peak season, though they are allocated at different exhibits, however some visitors need to be guided on how to access various exhibit, so that do not miss out seeing some animals at different exhibits.

#### **Providing shades at different exhibits**

The weather condition at UWEC CA keeps on changing, visitors and educators faced challenges during rainy season hence the management has to set more shades to increase on customer experiences

#### **Rules and regulations, concerning waste management**

The center has employed vigorous strategies to mitigate poor waste disposal, however some visitors have failed to adhere to the approach, thus fines can be put in place, and also avoid or limit the sale of plastic beverages within the center, I personally observed this during the high peak season poor waste disposal during the route leading to the center from the main road by various schools.

#### **Improvement and renovation of some key exhibits**

The center has to improve on safety because it is very key in the tourism industry, thus the promise by management to improve on the viewing points at different exhibits should be improved for example metal at the crocodile tigers, and lion's exhibits are getting old so this should be worked upon in order to prevent risky incidents and accidents in the center.

#### **Managing overcrowding and large numbers of visitors**

The center has to practice carrying capacity when it comes to high peak season, the center also receives high numbers of visitors especially schools, where the numbers can shoot up to more than 250 schools a day, this causes overcrowding and the related the negative impacts of tourism such as poor waste disposal, animals stressing, some visitors missing out to see some animals due to overcrowding, and educators needs public address system because most of them use a lot of energy to speak when the crowd is very big.

### **3.2 PRESENTATION OF PROPOSED WORK PLAN AND HOW IT CAN BE ACHIEVED**

To address the gaps and further improve the internship experience, the following work plan is proposed:

#### **Provision of Adequate Equipment:**

Allocate a dedicated inventory of tools for intern use for example 5 GPS devices, binoculars, and train more field guides and this can be achieved through grants, sponsorship from different agencies

#### **Improvement of visitor Accommodation:**

UWEC CA has a proposed plan to Install standard boat cruise around Lake Victoria and outside to ensure consistent supply of utilities to accommodations like Bandas. And this can be achieved through Collaborate with NGOs or tourism partners to provide internet connectivity through sponsored routers or data packages.

#### **Introduction of Structured Feedback Mechanisms:**

UWEC CA Supervisors should conduct bi-monthly, one-on-one feedback sessions supported by performance evaluation forms. and this can be achieved through team work.

## **CHAPTER FOUR**

### **SKILLS LEARNT AND HOW THEY ARE RELEVANT TO MY PROFESSIONAL AND CAREER GROWTH.**

#### **4.0 INTRODUCTION**

This chapter generally covers details about the skills I learnt in the field attachment and how relevant was the experience to my professional growth. It also covers the strength, weakness, opportunities and threats of the organization.

#### **4.1 SKILLS LEARNT**

- **Animal restraint skills**

During my internship I got a chance to practically see and do physical restraint of animals like snakes and tortoises, using different tools and materials. I learnt that always it's vital to cover eyes of the animals with a clean towel cloth during restraining to avoid noninfectious capture myopathy.

- **Guiding skills**

Through guiding different schools and adult clients, I gained very many tips required for someone to be a good guide including being confident, interactive, audible and loud, having wide knowledge about different animals and plants for efficient delivery of information to clients.

- **Report writing and presentation skills**

I acquired report and presentation writing skills through various lectures we had with UWEC CA staff members and also due to various presentations that used to be orally, written and power point presentations about the activities we used to do every week in each section. These skills can be evidenced in this report I managed to write.

- **Communication skills**

I gained good communication skills during my internship through guiding clients both adults and children, interacting with UWEC CA staff and my fellow internees where I learnt that sometimes I need to create humor first in order to attract the attention of the listeners and also to follow and accept what am talking about.

- **Waste management skills**

During the course of my internship period at UWE CA I was engaged in various waste management activities for example use of plastic water bottle to design the flowers and making ceilings from plastic bottles. This helped my life and has taught me various ways in preventing environmental pollutions through recycling and reusing of waste materials which am also practicing home

## **4.2 EVALUATIONS OF THE STRENGTH, WEAKNESS, OPPORTUNITIES AND THREATS OF UWEC CA**

### **4.2.0 STRENGTH**

- **Better accommodation facilities**

The UWEC CA has various types of accommodation facilities which include; the flat hospital for animals and birds, bandas, hostels and camping site. These are booked and used by different types of visitors who wish to stay in the center for some days or good time. Such accommodation facility also satisfies the needs of tourists in the tourism industry.

- **Skilled labor force**

The UWEC CA also has skilled labor force which consists of qualified and competent staff with various academic qualifications that attends to the visitors; these are in all departments like Education and Information, Animal department and others. Through the availability of skilled labor force, UWEC CA ensures quality service delivery to the tourist.

- **Good accessibility**

The road network that leads to UWEC CA is a good one thus this makes it easy for the tourists and other visitors to access the center. The visitors use the Kampala-Entebbe high way and also the Express highway, these are well developed and maintained on a good standard. The routes that lead to the UWEC CA are also renovated and good for accessibility by the visitors.

- **Good security in the center**

The security is provided by the UWA rangers, who are fully trained in military training, thus this makes the center safe for all kinds of tourist to visit and explore it any time they wish. Safety is a key concern in the tourism industry thus without it tourism is negatively affected.

- **Teamwork among the staff**

The entire staff of UWEC CA works together as one team to ensure the visitors experience for example, during the peak season the security officers work together with the administration, the educators work closely with the animal keepers to ensure the visitors' satisfaction.

#### **4.2.1 WEAKNESSES**

- **Limited space**

The center also has limited space like parking area that it utilizes effectively, however in case of more space the UWEC CA can also embark on various strategic plans of widening the center and also introducing new visitor experiences.

- **Poor waste management by visitors**

This especially occurs during the peak season, where the center receives huge numbers of tourists especially the schools, however some of these continually litter within the center and outside, regardless of the sensitization efforts of the center regarding the dangers of plastics.

- **Limited funding**

The center also encounters limited support in form of funds allocated to them by the government through a budget, it is also a national concern that the government is experiencing financial constraints, thus various agencies, departments and ministries are affected by reducing on the amount of money requested. This makes the center unable to achieve some of its targets as a conservation and education center.

- **Poor customer service**

By the time I was guiding at different exhibits most of the visitors were complaining about customer service this is very dangerous because it damages the credibility of the institution and scares away potential visitors

#### **4.2.2 OPPORTUNITIES**

- **Strategic location of the Center**

The center is near to the airport and also stationed along the shores of Lake Victoria in southern central Uganda, makes it a tourism hub for different types of tourists both local and international

- **Investment opportunities**

The center also has a wide range of opportunities that it can introduce to make more revenue from the tourists, for example it can also introduce a marine vessel, zip-lining to enhance on the visitor's experience on water.

- **Presence of Wildlife and unique attractions**

UWEC CA offers a unique experience to tourist who observe some animals in their natural habitats like the free ranging animals like monkeys, birds and other reptiles, this so amazing, this positions the center in a unique position and thus also gives it an opportunity to introduce more experiences in the center.

#### **4.2.3 THREATS**

- **Competition from other national park and destinations**

The center faces stiff completion from other national parks like Queen Elizabeth national park, Bwindi Impenetrable, Kibale national park, Murchison falls national park and among others, the experience in these national parks is quite also different, that it involves tourist doing tracking, nature walk in the wilderness and game drives and they closely view the animals in their natural habitats, hence international tourists tend to spend more dollars and days in these destinations.

- **Insecurity and terrorist threats**

The country also faces threats and conflicts from various rebel groups like ADF, (Allied Defense Forces), this poses a threat to tourism facilities UWEC CA inclusive that receives huge numbers of visitors, this makes it vulnerable to terrorism threats.

- **The merger between UWEC and UWA**

This proved to be a threat to the center because some changes may affect the operation of the institution however much the government aimed at reducing the expenditure. The bureaucratic procedures in the government institutions may affect decision making and also it affected the working morale of the staff at the center.

#### **4.3 LEVEL OF ACCOMPLISHMENT OF OTHER ACTIVITIES ASSIGNED TO ME BY THE FIELD SUPERVISOR**

- **Wildlife Monitoring and Research**

During my internship I was assigned to Conduct surveys of animal populations, such as elephants and Rhinos to gather data on health during the intergration process.

- **Community Education Programs**

During my internship period I was Assisting in educational outreach to local communities about wildlife conservation and the importance of biodiversity around Entebbe. Fore xample Organizing workshops in local schools to teach children about the ecosystem and how to conserve the nature resources

- **Guiding visitors at different exhibits.**

After successfully conducting peer guiding, I was assigned with the responsibility of guiding and educating visitors at different exhibits like tigers and tortoises which I did to the best of my ability.

- **Participating in waste management documentary shoot.**

After spending a three days in waste management session I given responsibility with my fellow internees to prepare and participate in a documentary shoot where we made flowers from plastic bottles.

- **Working on the weekend.**

I was chosen to be among people who worked on the weekend to help the senior educator during the peak season which I did and it had a positive contribution to my career growth and professional.

#### **4.4 CHALLENGES FACED DURING INTERNSHIP**

- **Unfavorable weather conditions**

The weather was unfavorable as it rained sometimes early in the morning and made me delay for work. The cold weather at UWEC CA also at times made me feel uncomfortable and I overcame this by always carrying sweaters and umbrellas during the cold conditions.

- **Financial challenges**

I faced financial constraints since there were no facilitations like transport however I managed to sustain myself through the internship with the support of my parents.

- **Stubborn clients**

During the peak season due to large crowds, some clients could not listen to the instructions that were given to them, used to insult and abuse whenever they found the animal sleeping. However, I looked for all ways of explaining to them and make them understand animal behavior

- **Lack of gadgets**

I lacked gadgets like computers, and this made me delay to complete my assignments thus affecting my personal competences, but I tried my level best to do all assigned duties in the shortest time possible by improvising with a phone.

## **CHAPTER FIVE**

### **RECOMMENDATIONS AND CONCLUSIONS**

#### **5.0 INTRODUCTION**

This chapter covers recommendations and conclusions basing on the area of attachment.

Basing on my observation and analysis during my internship at UWEC CA, I recommend the following basically to the UWEC CA and Busitema university

#### **5.1 RECOMMENDATIONS**

##### **5.1.1 TO THE ORGANIZATION-UWEC CA**

- The Management of UWEC CA should construct elevated viewing points and shades on all exhibits to prevent educators and tourists from bad weather such as rain and sunshine
- A computer laboratory should be set up to improve the Information and Communication Technology ideas at the center.
- There is need to set up a cultural heritage display to increase awareness of the visitors about cultural conservation by displaying the different cultures all over Uganda.
- UWEC CA should also embark on construction of a bio-gene tank which will help in breeding of animals, assisted breeding practices and a center for research.
- I recommend marketing birding and butterfly ventures. The center has diversity of bird species ranging from aquatic, forest and open savannah but this has not been given an opportunity.

##### **5.1.2 RECOMMENDATIONS TO BUSITEMA UNIVERSITY**

- I recommend that the school of management science should always release students on time so that they attend all the training from the beginning to the end to prevent them from missing.
- The log book should be designed to accommodate for weekly evaluations rather than daily entries because some programs are repeated daily for a full week or even longer.
- I recommend that students to be informed earlier about the requirements of the institution so that they prepare adequately to prevent being restricted from some sections so that they get all the skills.

## **5.2 CONCLUSION**

In conclusion, the Internship training was enriching and fruitful since I acquired practical skills through hands on experience in wildlife management, waste management and captive breeding by engaging in activities such as observation, animal training among others. I have attained a deep understanding of the ethics of my career, as well as strengthening my relationship with potential employers. I am delighted for having been part of the mighty UWEC CA fraternity that has dedicated itself to conserving bio-diversity, and educating the world on Conservation Education. The training has also enabled me to start thinking beyond the box concerning Conservation areas due to the knowledge and skills that I attained

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APPENDIX  
APPENDIX 1: UWEC MAP



**APPENDIX 2: observation form at the birds and reptiles section**

UWEC/K/VET/AHD/F003



ANIMAL KEEPER DAILY FORM

SECTION: ..... Date: .....

SPECIES/TAXA	ARKS No.	Other ID or Household name	Sex (M.F.U)	Enclosure ID/name	Keeper Observations and behavioral comments should include: Fights, Movements of animal, abnormal signs, Reproductive activity, Feeding, Aggression, Abnormal behaviors, death , weights, changes of food quantity, enclosure maintenance ,enrichment, transfer etc
SHOEBILL STORK <i>Balaeniceps rex</i>	3:1:0				
	[A15039/UWEC]	Uwec 07	F	Breeding aviary	
	[A14006/UWEC]	Uwec 10	M	Breeding aviary	
	[A14008/UWEC]	Uwec 04	M	Fish eagle aviary	
	[770002/UWEC]	SHUSH	M	Wetland aviary	
Bell's hinge-back tortoise <i>Kinixys belliana</i>	2:14:0		M:F	Tortoise exhibit	

**Appendix 3: Placement letter.**

