



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
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AUGUST,2025

DECLARATION

I Nanyonga Primrose declare that the contents of this internship report are my original work 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.

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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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DEDICATION

I dedicate this report to my beloved parents, Ms. Namubiru Madrine and Mr. Kyambadde Robert, for their unwavering support and prayer for my success plus their love and affection towards my studies. May the Almighty God bless them continuously

I also continue to dedicate this report to my dear teachers and lecturers especially Mr. Wampande Jowalie Ahmed, HOD tourism and hospitality department, for his guidance and training me with the relevant skills and knowledge in tourism and hospitality industry may the Almighty God bless the work of his hands. Finally, I also dedicate this report to the Conservation Education department of Uganda Wildlife Education Centre and my fellow colleagues studying tourism and travel management across the country.

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I acknowledge the entire management of UWEC for their support and guidance during the internship/field attachment, in a special way I also acknowledge Mr. Ruhinirwa Francis William, my internship coordinator, Ms. Ayebare Dorah my internship supervisor Conservation educators in the Conservation Education Department, all animal keepers in the Ex-Situ wildlife services department, the administration department for all their knowledge and support during my internship.

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LIST OF ACRONYMS

AHD- ANIMAL AND HORTICULTURE DEPARTMENT

CE- CONSERVATION EDUCATION

ED- EXECUTIVE DIRECTOR

EID- EDUCATION AND INFORMATION DEPARTMENT

IUCN-INTERNATIONAL UNION FOR CONSERVATION OF NATURE

MTWA-MINISTRY OF TOURISM WILDLIFE AND ANTIQUITIES

PR-PEER GUIDING

SOPs- STANDARD OPERATING PROCEDURES

SOS- STAFF ON STANDBY

UTB- UGANDA TOURISM BOARD

UWA-UGANDA WILDLIFE AUTHORITY

UWEC- UGANDA WILDLIFE EDUCATION CENTRE

WM- WILDLIFE MANAGEMENT

ABSTRACT

This internship term report covers details and activities carried out at Uganda Wildlife Conservation Education Centre (UWEC) 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 Conservation Education Centre (UWEC), organizational structure of UWEC, departments, it also has the history, mission, and vision of UWEC.

Chapter two, this basically 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. 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.

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 Education Centre (UWEC), organizational structure of UWEC, departments, it also has the history, mission, and vision of UWEC.

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 bachelor's 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 that's 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 8 weeks, and during the period the student is supervised by the academic and field supervisor.

1.2.1 Objectives of Internship

The goals for carrying out the internship are;

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

1.3 Background of Uganda Wildlife Conservation Education Center and UWA

Uganda Wildlife 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 May 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.

According to UWEC's urban, education-based model, the Uganda Wildlife Authority (UWA) is a government agency responsible for managing and conserving Uganda's wildlife and protected areas. It was established in August 1996 following the merger of the Uganda National Parks and the Game Department. UWA operates under the Ministry of Tourism, Wildlife and Antiquities, and its functions are guided by the Uganda Wildlife Act, which was initially enacted as a Statute in 2000 and amended in 2019.

1.3:1 The 2025 Merger and Governance Transition

On 1st July 2025, a significant institutional change occurred: UWEC was officially merged into the Uganda Wildlife Authority. This reform was part of the Ugandan government's broader

public sector rationalization strategy known as RAPEX designed to reduce redundancy, improve coordination, and enhance fiscal sustainability in the public sector.

With the merger:

- I. UWEC ceased to exist as an independent statutory agency.
- II. Its personnel, facilities, and functions were absorbed into UWA's national operations.
- III. The UWEC Board of Trustees was dissolved. As a token of appreciation, its members were given honorary warden status.
- IV. A new National Conservation Education Strategy was introduced to continue UWEC's educational mission, now under UWA's administration. This strategy integrates education programming within protected areas, wildlife corridors, and communities across the country.

The governance structure has since been unified under the UWA Board of Trustees, which now oversees all operations both field-based conservation efforts and educational outreach. The Ministry of Tourism, Wildlife, and Antiquities retains its supervisory role at the policy level.

1.4 UWA's Motto, Vision, Mission, Objectives and Core values

1.4.1 Motto

"Conserving for Generations"

1.4.2 Vision

" A Global leader in wildlife conservation

1.4.3 Mission

"To conserve, economically develop and sustainably manage the wildlife and protected areas of Uganda in partnership with neighboring communities and other stakeholders for the benefit of the people of Uganda and the global community."

1.4.4 Goals and Objectives

- To conserve the protected area network in order to enhance their social, economic and environment values to mankind.
- To enhance community benefits from wildlife conservation and protected area management.
- To promote a sustainable development based on social conservation practices.
- To build relationships and good will among partners and stakeholders to enhance UWA's effort to adhere its mission.
- To integrate culture and indigenous knowledge into conservation of natural resources and protected area management.

- To get the opportunity to interact with stakeholders and potential employers thus understanding field situations.

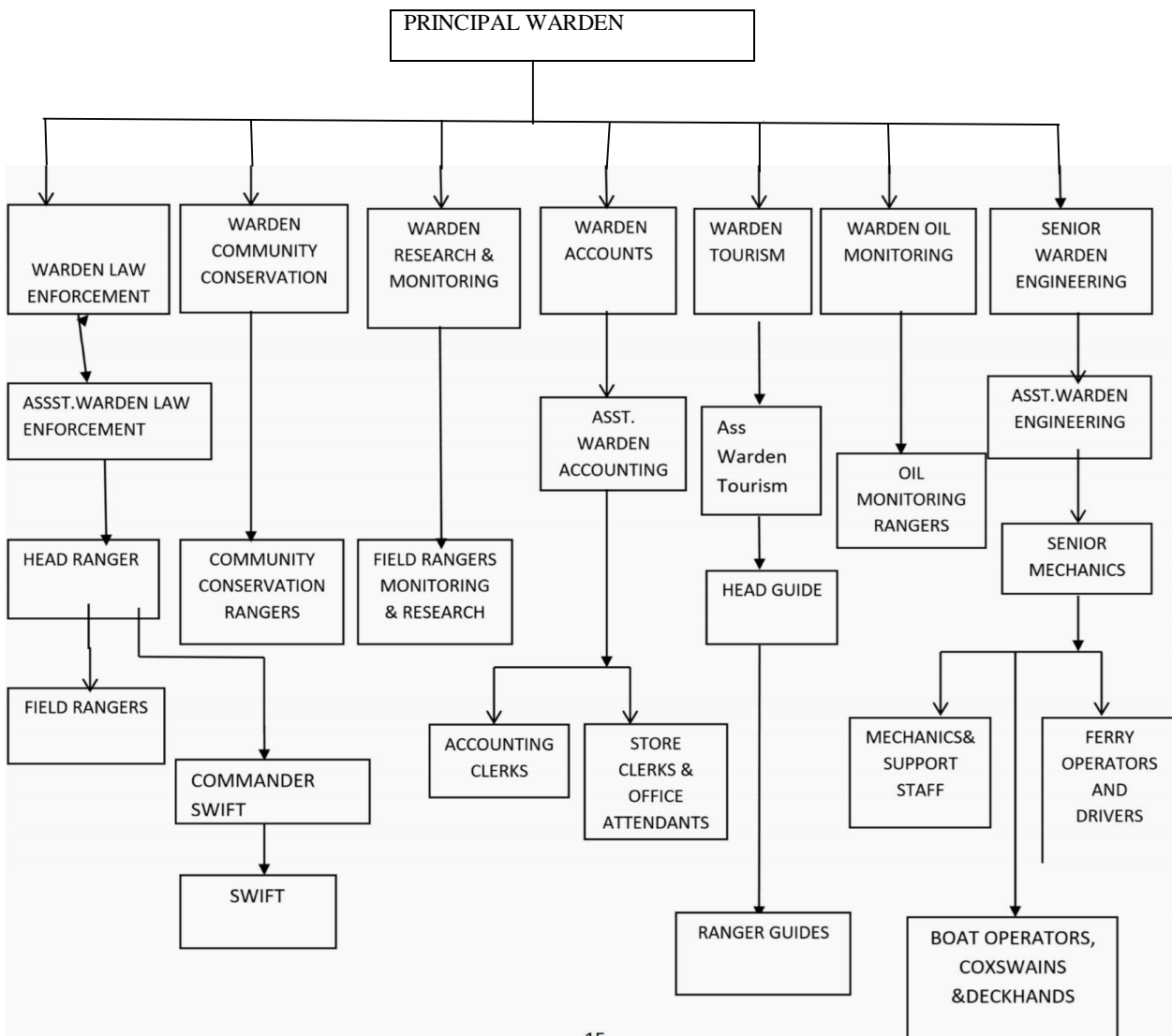
1.4.5 Core values

- I. **Commitment to conservation;** Responsible staff upholding conservation ethics and values in the sense of love for nature.
- II. **Teamwork;** An organization whose staff take collective responsibility and own decisions taken in the best interest of the organization to achieve a common goal.
- III. **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.
- IV. **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.
- V. **Integrity;** An organization with are accountable, honest, trustful and morally upright of one's action and adherence to moral and ethical principle.

1.5 UWA FUNCTIONS

- 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.

Figure 1: An Organization structure of UWAs



1.6. 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:

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

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

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

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

Legal and Corporate Affairs

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

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

Human Resources

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

CHAPTER TWO

ACTIVITIES, METHODS AND MATERIALS

2.0 Introduction

This chapter covers details of the activities performed while at the internship organization, methods and materials used in the field and duties and responsibilities assigned during internship training, to achieve the internship objectives.

2.1.12 Introduction to conservation education

Conservation education refers to the process of educating individuals and communities about the importance of protecting and preserving the natural environment and its biodiversity. It aims to raise awareness and understanding of various environmental issues, such as endangered species, habitat destruction, pollution, climate change, and sustainable resource management. The ultimate goal of conservation education is to inspire people to take action and make informed decisions that contribute to the conservation and sustainability of the planet.

Conservation education can take place in various settings, including schools, museums, zoos, nature centers, community events, and online platforms. It often involves using a combination of formal and informal educational methods, such as workshops, field trips, interactive exhibits, games, documentaries, and digital.

Learning about Mammals

During this session I learnt about the mammals of UWEC and in Uganda in general. The learning involved the identification of the animals, their behaviors, feeding, reproduction, habitats, lifespan, local name, threats and conservation statuses, This session was led by Mr. Johnson and Mr. Ojok Sunday.

Figure 2: Learning about Mammals



2.6 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. She told us that they different strategies to market the zoo which include Digital marketing like website optimization, social media and email marketing. They also use content marketing strategies like blogging, video content, podcast and analog strategies like community engagement, discount and membership programs, volunteer program and many more strategies.

2.6 Studying about Reptiles

During this session we were introduced to the reptiles of Uganda and UWEC by Mr. Ojok Sunday and Johnson. During the training we also learnt about snake bite prevention and management, I also acquired information concerning the reptiles of Uganda.

Reptiles are facing threats due to habitat loss, climate change, pollution, and illegal trade. Conservation efforts are critical to protect endangered reptile species and preserve their habitats.

2.6.1 Learning about Reptiles in Uganda

Uganda's geographical location and varied ecosystems, including savannas, rainforests, swamps, and mountains, contribute to its rich reptile biodiversity which makes it home to numerous reptile species, including snakes, lizards, turtles, and crocodiles. Snakes: Uganda has a significant snake population, some of which are venomous. Common venomous snakes found in Uganda include the Puff Adder and the Forest Cobra, the Egyptian cobra, Gaboon viper. Uganda is abundant with Nile Crocodile, chameleon, Agama lizards, such as the Red-headed Rock Agama (*Agama agama*) and the African Rainbow Lizard, Turtles and Tortoises.

Despite the rich reptile diversity, many species face threats due to habitat loss, climate change, and illegal wildlife trade. Conservation efforts are crucial to protect these reptiles and their habitats. During this session I also got skills in snake bite prevention and management which involves wearing long shoes while moving in bushy and forested areas, avoiding moving at night without any light and others.

2.6.2 Learning about Reptiles at UWEC

UWEC has various types of reptiles which include; Nile crocodiles. Snakes such as the Egyptian cobra, Gabon viper, forest cobra, African rock pythons and the ball pythons, leopard tortoise. The snakes are always fed on eggs and chicks, rats and rabbits, whereas the crocodiles are fed on meat twice a month, this is because reptiles are cold blooded animals and thus, The center also has the venomous and non-venomous snakes, at the zoo visitors are educated about the importance of snakes in the eco-system such as maintaining ecological balance, they are also taught the various ways of snake bite prevention and management.

Figure 3: Learning about reptiles at the reptile house



Gaboon viper

2.7 Learning about Communication skills

This session was crucial because it equipped me with skills and knowledge on conservation communication, during this session, Mr. Ntalumbwa Eric the Public Relations officer of UWEC, the trained us in the following areas; public speech, customer service and development of conservation education materials. During the session I got skills and knowledge that I used during tour guiding or educating different types of clients where Mr. Eric, taught us that there is always some confidential information of the zoo, that an educator or any person shouldn't tell the clients, such information is always regarded as confidential for the organization. He also highlighted about also getting equipped with the basic and vital information of the center such as the mandates. During this session Mr. Eric also emphasized on our networking skills and the value of team work in any education. This session enhanced on my communication and public speaking skills in relation to conservation education.

Figure 4: Attending class presentation about Communication skills



2.8 Introduction to tourism customer service.

This session was led by Ms. Moureen Nakyononya . Where she taught us different ways of handling difficult customers.c and how to deliver the best service to the customers so as to boost their experience. we also learnt about customs and guidelines that govern socially acceptable behavior in various situations and interactions.

Figure 5:Attending customer service presentation.



2.9 Participating in Waste management activities at UWEC

The center has managed to make effective use of waste, through making different products from wastes, where some of these are exhibited at the waste management point, this includes; chairs, tables, flowers, flags, balls, and so many others. This session was led by Mr. Julius Mwesigye who first educated us about the dangers of plastics to the natural environment and wildlife in a class room session; this raised my concern about waste management. It took it took two days of effective learning, and we always participate in the clean-up exercise in the various places within and outside the center. We managed to make various products like flowers

from polythene bags and also plastic bottles and other products from wastes. This this session helped me so much that it exposed me to various ways of recycling.

Figure 6: Participating in cleaning the waste management area



2.11.1 Cleaning animal holdings

I also went through the keeper's daily roles, such as cleaning the animal holding, releasing animals into exhibits, feeding of the animals, training animals, animal monitoring and observation. This session boosted my understanding concerning captive wildlife management. I also worked in others animal section like hoof stock section, Reptile and bird section and the skills I acquired where paramount to my professional growth and development

Figure 7: Cleaning in rhino exhibit



8

2.11.3 Doing food preparation and presentation

All food that is given to all animals has to go through scientific approval by the Nutritional scientist of the center and each animal has its nutrition and diet sheet to monitor their feeding behaviors. This session involved food analysis and presentation in different animal sections i.e. cats, birds and reptile, and hoofstock section the type of food we present is different. After present food to animals, you have to monitor their feeding behaviors and report to the veterinary officer and the nutritional scientist.

Figure 8: Presenting food for Animals



2.11.4 Enriching animal exhibits

This involves duplication and mimic of different exhibits and enclosures for animals in order to make them feel as if they are in the wild and also to help animals to stimulate and exhibits their natural behaviors. For example, in the lion, leopard, and tiger exhibits there are wood platforms, vehicles tires, water ponds and others. So, these items help the animals to exhibits their natural behaviors. I also participated in environmental and social enrichment of different animals at chimpanzee where we put G. nuts missed with honey in the baboon and we present to chimpanzees to observe how they react and behave. At the lions' exhibit, we put fresh meat in the vehicle tires so that lions can find ways of getting meat from those tires.

Cleaning the reptile house.

This session was led by Mr. Bumba, where we had been divided into two groups, others went to the children zoo. We cleaned the Velindre of the reptile house and it was really enjoyable.

Figure 9: Cleaning the reptile house.



2.12 Doing peer guiding

This session involved educating fellow internees and visitors, the session was led by Ms. Dorah, Mr. Mukisa Emma and Mr. Johnson and other educators. I started my peer guiding at the lake Mburo exhibit especially the impalas as part of conservation education. This helped us to boost our confidence before we guide the clients. Peer guiding enabled us to correct ourselves where necessary and also learnt public speaking. The peer guiding was conducted several days with Ms. Dorah at different exhibits where I was able to learn various facts and information about wildlife species. During peer guiding I got to know the Connect, Understand and Act (CUA) framework which is used while guiding visitors.

Figure 10: Doing peer guiding



2.13 Educating and guiding visitors

After finishing peer guiding, we started on educating visitors at different exhibits, however before this we were briefed about the guidelines and the CUA while educating the visitors by Mr. Johnson and Mukisa Emma and other educators, and they allocated us at different exhibits which we used to change every week. At this exhibit I used to work with various educators like Ms. Shamim, Mr. Abraham.Emma, and others, these were helpful to me, because they corrected me where I had gone wrong and also I learnt a lot from them, especially The CUA framework, which is about connecting, understanding and acting when guiding clients. and also learnt about conservation education, and various facts about animals.

Figure 11: Guiding and educating visitors



2.2 METHODS

Methods refer to a systematic and structured approaches or procedure used to achieve a specific goal, solve a problem or complete a task. It involves a series of steps, techniques, or processes that are followed in a logical and orderly manner to produce a desired outcome.

2.2.1 Observation method

An observation method is a research technique used to collect data by observing people, behaviors, or phenomena in a systematic and structured way. It involves watching and recording behaviors, or events in a natural or controlled setting. 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, I was able to use this method to differentiate between the male and female Buffalos where the male has w-shaped horns and the female u-shaped horns. I also observed the behaviors of different animals. I observed that during day, tigers and lions over sleep and are less active.

2.2.2 Photography method

Photography is the art, science, and practice of capturing and producing images using a camera or other forms of electromagnetic radiation. 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.

With the help of this method, I was able to take pictures while conducting peer guiding within the zoo, and also taking pictures while cleaning waste management area, animal holdings in the animal department in the cats' section, where we were supervised by Mr. Julius. animal keeper.

2.2.3 Recording method

This is a method of data collection, that involves documenting or writing down, whatever one, one considers to be important. 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 the back ground of UWEC and also noting down while I was in different sessions like communication skills that was conducted by madam Moureen, Tourism products and trends

2.2.4 Interview method

This is a formal discussion between two or more individuals. It also involves face-to-face interaction where verbal and oral questions are asked directly and respondents 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.

I also used this method during educating sessions, where I asked questions like Mrs. Sharona, Mr. Ojok Sunday educators about commentaries of different animals. Therefore, through interview method I was able to interact and closely engage with the staff at UWEC, which also enhanced my team work skills.

2.3 Materials

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. During peer guiding, sessions like waste management, Human wildlife conflict

2.3.2 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 to record and note down important information during class presentation. I used my pen to record the basics in report writing during our orientation by Mr. Runhirwa Francis and Mrs. Ayebare Dora

2.3.3 Binoculars

These are optical instruments, usually handled that help to provide a magnified stereoscopic view of distant objects. We used the binoculars during the birding sessions that are normally carried out during every morning on Friday. Our first birding session was carried out at UWEC and I was able to spot out different bird species found at UWEC, which include, the marabou stork, hammerkop, hooded vulture, pied crows, great blue turaco, hornbills, weaver birds, pied king fisher, common bulbul and many bird species. During these sessions I was able to

learn from Mr. Mukisa Emmanuel, our facilitator about the feeding, habitants and distribution of the above bird species. The binoculars helped me to magnify and view various bird species that were very far, this helped to easily identify the bird species.

2.3.5 Laptop (Personal computer)

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

2.3.6 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.

2.4 DUTIES AND RESPONSIBILITIES

Guiding visitors at different exhibits. After successfully conducting peer guiding, I was assigned with the responsibility of guiding and educating visitors at different exhibits which I did to the best of my ability. I was assigned to be at the lake mburo exhibit to talk about the zebras, impalas and statungas

Participating in waste management documentary shoot. After spending two days in waste management dept I given responsibility with my other four fellow internees to prepare and participate in a documentary shoot where we made a Japanese flag from plastic bottle tops. This was a great opportunity because it exposed me to very many people from different parts of the world.

Data entry of Actual visitation Records.

I was assigned by mr ,Runhirwa Francis to enter data of the schools that visited the zoo.

Figure 12 working at the reception,

Mrs. Magret called me to give her hand since it was a busy season, I did bookings for schools and also replied to some inquiries.



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 Ojok Sunday, 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 get information about various types of accommodation facilities in the zoo, this include the flats, 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 components 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 or habit 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 worked with, all of them were knowledgeable about the all the flora and fauna found in the zoo. 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 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 are part of the core values of organization success. I also understood the peculiarities of operations in the center, especially during the 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 train 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 including 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 students each other including the animal keepers, 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 zoo, this include putting animal sculptures or monuments to enhance visitors’ experience, establishing agriculture project where they can get animal feeds to improve the feeding welfare of different animals, and also rescue of more animals like warthogs, improve the information center make documentaries and publications which visitors can buy. I was also able to notice the different negative impacts of tourism during the peak seasons especially from the schools through dumping plastics everywhere, thus the center should also embark on a strategic management plan of sensitizing and also maybe punishments like fines. More business improvements can also be done on the product development and also improving the safety of exhibits for the visitors.

3.2 Presentation of well detailed areas for improvement

Increasing on the number of staff, the information and education department should increase on the number of educators especially during the 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, since the weather condition at UWEC keeps on changing, visitors and educators faced challenges during rainy season

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 during the 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, safety 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 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, when it comes to peak season, the center also receives high numbers of visitors especially schools, where the numbers can shoot up to more than 200 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 enough to speak when the crowd is very big.

3.2 Presentation of proposed work plan and how it can be achieved

The proposed work plan for UWEC is only available and shared only to permanent employees of the institution and being that I was just training I didn't have access to it.

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

4.1.1 Communication skills.

This refers to the ability to effectively exchange information between two or more parties and receiving feedback. During the session of communication skills that was conducted by Mrs. moureen, I was able learn communication skills for public speech and peer guiding sessions, for example I learnt how to deliver a commentary during a tour about various animal bird species and, and how to manage the crowd.

4.1.2 Leadership skills.

Leadership is the ability of a person to influence other people to work willingly towards achieving set objectives This skill involves having the ability to make decisions, I learnt these skills when I was among the team that made the flag of Japan from plastic bottle tops where I had to make my personal decision so that we can get good results at the end. Also, through the leadership skills of the executive director (ED) who transformed the center were paramount to my career growth.

4.1.3 Team work skills.

This skill involves ones' ability to blend into a group of other people and work with them harmoniously in an organization I was exposed to team work skills, for example during every activity in the animal department we always worked as a team, and worked together more than one person. This is very essential because it part of the standard operation procedures in the animal department to ensure the safety of the animals, staff and the clients.

4.1.4 Listening skills.

I was able to listen and understand various concepts, and aspects concerned with the center's rules and regulations, SOPs and also during guiding the large crowd listening is very key. This skill helped me to conceive and understand all the information from the commentaries made by different guides. And also, to answer all the questions made by the guest during tour guiding.

4.1.4 Time management skills.

I realized that time management is very essential in the tourism business, because all activities are done according to time if you don't keep time, you can disorganize the entire tour. I used to manage time during educating at different exhibits while handling different types of visitors because of the high flow of the visitor numbers.

4.1.5 Observation skills

With the help of this skill, I was able to observe and analyze various animals, birds, reptile, and plant species at UWEC. For example, the African Elephant, Giraffe, leopard, tiger, chimpanzee, different monkey species, antelope species like the waterbucks, Uganda Kobs and others. Bird species like the grey crested crane, peacock, African grey parrot, shoebills, pelicans and others and other observations

4.1.6 Recording skill

I also learnt these skills, for instance I got knowledge on how to record information such as noting every information during every classroom session, recording good audios and videos plus taking various photos which I used during the writing of the report.

4.1.7 Tour guiding skills

These are skills that required by a tour guide while conducting a tour, for the various types of tourists. I acquired a wide range of skills, with especially the knowledge I acquired about the flora and fauna found at UWEC and the Uganda's natural, cultural and historical heritage and events at the museum, I also acquired technical skills such as the skills in using various types of equipment such as binoculars and the Camera, this enhanced on my professional and career growth.

4.1.8 Critical thinking skills

This refers to cognitive process that a person uses to solve problems, make different decisions, asking questions and making questions. It involves the ability to analyze and understand prevailing situations and give response through making decisions. For instance, different guides used different critical thinking knowledge when asked a question even when the question were off the topic of their commentaries, this enhanced on my thinking skills with the ability to come up with solutions in the shortest time possible. During tour guiding, the tour guide may encounter various challenges that needs critical thinking so as to make decisions in the shortest time possible.

4.1.9 Captive Wildlife Management skills

As part of conservation and training we were oriented how to keep different wildlife species in the captivity, I acquired skills in captive wildlife management which involved a series of activities like animal feeding, training, releasing and entering animals, monitoring and observation of animals' behaviors. Therefore, Successful captive wildlife management requires a combination of various skills and knowledge which one has to undergo.

4.1.10 Bird identification skills

Through birding sessions, I learnt many ethics while carrying out birding such as avoiding wearing clothes with shouting colors because they may scare away birds, birding must be done either in early morning or late evening because birds are more active and it's when their sound are clearly heard. Am now able to identify different bird species, I also learnt how to describe the body parts of birds such as plumage, under parts, nep, vent and other parts.

4.2 Evaluations of the strength, weakness, opportunities and threats of UWEC

4.2.1 Strength

Better accommodation facilities

The UWEC has various types of accommodation facilities which include; the flats, 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 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 ensures quality service delivery to the tourist.

Good accessibility

The road network that leads to UWEC 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, this well are developed and maintained on a good standard. The routes that lead to the zoo are also renovated and good for accessibility by the visitors.

Strategic location of the zoo

The zoo is located in southern part of Uganda adjacent the shores of Lake Victoria in the central part of Uganda, just few kilometers from Entebbe international Airport, this makes it so easy for the both international and domestic tourists to access the center, perhaps it is location along

the shores of Lake Victoria also makes to experience cool climate, and a unique hub for other tourism products like boat cruising.

Good security in the center

The security is provided by the UWA rangers, who are fully trained in military training, thus this makes the zoo 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 works together as one team to ensure the visitors experiences for example, during the peak season the security officers works together with the administration, the educators work closely with the animal keepers to ensure the visitors' satisfaction.

4.2.2 Weaknesses

Limited space

The center also has a limited space that it utilizes effectively, however in incase of more space the zoo can also embark of 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 zoo receives huge numbers of tourists or visitors especially the schools, however some of this 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 inform 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.

4.2.3 Opportunities

Strategic location of the zoo

Its nearness 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, because various types including the transits tourists can access it anytime.

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 visitors experience on water.

Presence of Wildlife and unique attractions

Compared to the traditional zoos and other zoos plus tourism facilities, UWEC offers a unique experience in the zoo, as tourist 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.

4.2.4 Threats

Competition from other national park and destinations

As a tourism destination, conservation and education center., it 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.

Epidemics like Covid-19 and Ebola.

These greatly affect the tourism industry significantly, as it leads to closure of international airports and borders; it also limits the number of tourists who can travel, hence reducing on the level of tourist flow. Of recent in 2020 the outbreak of COVID-19 forced the government to officially restrict the movement of people from one place to another, and also the Ebola outbreak in 2022 in Mubende district threatened the number of international tourists who wish to travel to travel to Uganda. Thus, this really shows that the tourism industry is risky, any challenge may affect it heavily.

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 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.

CHALLENGES FACED DURING INTERNSHIP

Transport challenges, I was residing in Lunnyo somehow far from the zoo, I used to foot every morning and evening due to financial constraint , I found difficulty in spending money on transport yet I had to feed myself during supper and breakfast. To overcome this, I had to wake up early and start footing to the zoo, in the evening we used to move as group while footing in order to cut down the expenditure.

Inadequate equipment's to use like guide books and binoculars during birding it was solved by waiting for others to first finish while using the tools.

High cost of accommodation, places for accommodation in Entebbe area are priced expensively the room I was renting in Lunnyo was for 150,000shillings yet it was not in good condition, therefore to overcome this challenge I had to share it with one of my fellow internee so that we can share the costs together.

Unfavorable weather conditions, this was a great challenge for me , due to un predictable weather, where sometimes I suffered from a lot of coldness and Allergies however I managed to overcome this by coming with gum boots, umbrella and jacket, and also wearing a mask.

Financial constraints, since I had to spend every day on feeding, transport and accommodation and my overall wellbeing my finance become limited so I couldn't meet all my needs every day. Therefore, I had to concentrate only to special needs like feeding and I foregone others.

Language barrier, most visitors didn't know English language yet they were interested in knowing information, they used languages like French, German, Chinese, Spanish which were very difficult to understand and became a challenge to guide them.

Arrogant and difficult clients, during the peak season due to large crowd some clients could not listen to the instructions that were given to them, for example at some busy exhibits where I worked like the snake house, loin chimpanzees and crocodile they refused to maintain order by making lines, some used to insult and abuse whenever they find the animal sleeping. However, I looked for all ways of explaining them so that they can understand because that was my responsibility.

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, I recommend the following basically to the zoo and the university.

5.1 Recommendations

5.1.1 To UWEC

I recommend, the center to establish its own agricultural project through the Animal and Horticulture department where they can plant different plant species, vegetables, tubers and also projects like the poultry to rear chicken so that they can boost on the diet of different animals because there is gap in the feeding of animals more so hoof stocks section. This can also help to reduce the expenditure on the animal feeding.

The management of UWEC should **construct the shelters to all exhibits** that are lacking to provide favorable conditions to educators and tourist in process of viewing animals.

I recommend the management to recruit more staff, especially the educators in the Education and Information department, this will enable the center to attend and care for all types of visitors especially during the peak season that will leave visitors satisfied. Some exhibits like the reptile house, lion, chimpanzee exhibit, crocodile and spotted otter exhibits during peak season they become more congested so there is need of more than one educator so that one can regulate the flow of visitors.

Implementing more strategic approaches of waste management, especially during peak seasons, as part of conservation and also educating the general public dangers of plastics, this will also reduce on the littering of plastics in and outside near the center, so as to control poor waste disposal by the visitors and they can also be penalized when they fail to obey proper disposal of wastes.

I recommend the institution to **enhance visitors' experience at different exhibits**, on my observation while educating at different exhibits with monuments like the African rock python and the forest cobra at the Reptile house attract visitors attention therefore this can be done at different exhibits, I realized visitors are so eager to take photos with such monuments, thus I recommend putting up monuments at some exhibits of various key animal species, the monuments can also be used as a way of spreading and educating conservation education.

5.1.2 To the University

In regard to my observation and analysis during my internship, I recommend the following to the tourism and hospitality department of Busitema University, faculty of management sciences.

I recommend the university to always organize internship programs at the end of the course since it will be more convenient to those ones who are recruited and those who would wish to continue with volunteering to gain experience.

I recommend the University through the department of tourism and hospitality to purchase tourism equipment like binoculars, telescope, birding guide books, cameras and many others. This will help students to get exposed to different technical skills of how to manage and use them while in the field.

I also recommend, the University to work and network with various agencies and organizations like UWA, UTB, USAGA, and UWEC, through establishing partnerships, this will expose the students to wide range of opportunities, like free trainings, jobs, sub sized trips, that will enable the students explore various destinations and tourists' attractions in the country.

The university should also embrace a more practical method of training the students from the field than keeping them always in the class for most time. This will help students to get expose to the field with a lot knowledge in different department of the industry for example tour guiding, waste management, conservation, travel knowledge and others. This is because the industry needs more practical knowledge from the field.

The university should increase on the training duration to allow students get acquainted with the tourism and hospitality enterprise. For example, the center offers internship training for three months so that student can get enough time to expose themselves in the field.

5.2 CONCLUSION

Almighty God has been so great, who enabled me to get placement for internship at UWEC so that I can fulfill, and achieve internship objectives and also to widen my career growth opportunities and connections through internship training. I also thank him for enabling me to complete my internship training and writing this report successfully.

I appreciate the support of the university, through the tourism and hospitality department and our head of department, Mr. Wampande Jowalie, for his guidance, knowledge and skills he

imparted in me, that I was able to use during my internship. May God bless the works of his hands.

I humbly appreciate the management of UWEC, for accepting my internship application letter, and an opportunity to do my internship at the UWEC, this has greatly contributed to the development of career and professional growth with the acquiring of different types of skills and knowledge, I also appreciate my field supervisor Ms. Ayebare Dorah, Mr. Francis Ruhinirwa my internship coordinator and my university supervisor Ms. Adong Gorret, they really guided me and I was able to acquire a wide range of knowledge and skills.

I continue also to extend my sincere appreciation to the top management and all staff of UWEC, in various departments and especially the educators and animal keepers, I really learnt which enabled me to fulfill my internship objectives.

I also appreciate the support, help, cooperation, and knowledge sharing of my fellow internees from different institutions, I wish them the best throughout their academic journey to achieve great things throughout their careers and professionals. May the Almighty God bless them all.

REFERENCES

The Uganda Wildlife Conservation Education Centre Act, 2015

The IUCN list of Endangered species

The information panel at different exhibits

<https://uwec.ug>

APPENDICES

Appendix 1

A MAP SHOWING THE LOCATION AND SIZE OF UWEC



Appendix II: Placement Letter



UGANDA WILDLIFE AUTHORITY

UWEC CONSERVATION AREA
PLOT 57 ENTEBBE
P. O. Box 363, Entebbe, Uganda
Tel: +256 414 320 520 / +256 707 750 103

Our Ref: **UWEC/CW/35**

21st May, 2025

Ms. Nanyonga Primrose,
Busitema University,
0783420418

PLACEMENT FOR INTERNSHIP AT UGANDA WILDLIFE CONSERVATION EDUCATION CENTRE IN EDUCATION AND INFORMATION DEPARTMENT

In response to your letter requesting for Internship placement at UWEC, I am glad to inform you that Management has agreed to offer you Internship for a period of two months commencing 4th June to 29th August, 2025.

You will be availed with lunch while on duty at Uganda Wildlife Conservation Education Centre. Please report with protective gears like a pair of gum boots, an overall and umbrella /raincoat.

You are also required to pay 50,000/= (Fifty thousand shillings) for two T-shirts that you will use during your internship period and this should be paid a week before you report.

You are also supposed to cover your own insurance. You shall not be entitled to medical care but only under circumstances where you are injured at work, medical treatment shall be administered from gazetted clinics.

You will be expected to perform your duties as shall be directed by your supervisor and abide by the rules and regulations in place at UWEC during your Internship period.

Management reserves the right to terminate your internship services if it is discovered that you knowingly gave false information or presented false documents in order to secure the offer, or in case of misbehavior, gross negligence of duties or failure to abide by the rules and regulations of UWEC.

As an indication that you have accepted the terms stated above, will you please sign copies of this letter and return the same to the undersigned.

David Musingo
CHIEF WARDEN

I hereby acknowledge receipt of this letter and accept the offer contained therein

Full Name..... Signature..... Date.....

Copies: Human Resource Officer, Education officer

Appendix II: A group photo with our academic supervisor.

