Advances in Sciences and Humanities
2026, Vol. 12, No. 4, pp. 99–105
https://doi.org/10.11648/j.ash.20261204.12

Case Report

Exploring the Agony of the Girl-Child in Uganda: Systemic Oppression, Educational Barriers, and Policy Implications

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Abstract

The girl child in Uganda continues to experience widespread social, economic, and cultural challenges despite the existence of constitutional protections, gender policies, and international commitments aimed at promoting gender equality and protecting children's rights. Many girls remain vulnerable to educational exclusion, child labor, sexual abuse, trafficking, and early marriage, particularly in rural and low-income communities. This paper examines the forms and magnitude of suffering experienced by the girl child in Uganda, with particular focus on the Western Region. The study adopted a documentary review and analysis methodology involving the systematic review and critical analysis of secondary data obtained from academic literature, government reports, policy documents, and publications from national and international organizations. The analysis was guided by Radical Feminism Theory, Social Learning Theory, Intersectionality Theory, and the Human Rights Framework to understand the structural and socio-cultural factors contributing to the vulnerability of the girl child. The findings reveal that girls continue to face significant barriers to education, including poverty, inadequate scholastic support, lack of sanitary materials, and gender-based discrimination, leading to high school dropout rates. The study further established that child labor, sexual abuse, prostitution, trafficking, and forced or early marriages remain prevalent and were exacerbated during the COVID-19 pandemic. Patriarchal norms, socio-economic inequalities, weak law enforcement, and limited institutional support continue to undermine efforts aimed at protecting girls and promoting their well-being. The paper concludes that although Uganda has established several legal and policy frameworks to safeguard the rights of the girl child, implementation gaps and persistent socio-cultural barriers continue to expose girls to multiple forms of suffering and exploitation. The study recommends strengthening enforcement of existing laws, improving access to education and social support services, enhancing community awareness programs, and promoting evidence-based interventions aimed at protecting and empowering the girl child in Uganda.

Keywords

Girl-child Rights, Gender Inequality, Education Barriers, Sexual Abuse, Child Labor, Western Uganda

1. Introduction

Globally, numerous countries have embraced a wide range of international conventions on human rights, including the Universal Declaration of Human Rights, the Convention on the Elimination of All Forms of Discrimination against Women, and the Convention on the Rights of the Child. Despite these efforts, many children, particularly girls, continue to endure significant suffering. This suffering stems from a variety of social, political, economic, cultural, and even spiritual factors, which

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Received: 10 April 2026; **Accepted:** 20 May 2026; **Published:** 12 November 2026

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collectively leave the girl child vulnerable to gross violations of their rights (UNICEF, 2020; OHCHR, 2019) [18, 29]. Whether in urban or rural settings, girls face similar challenges and injustices (World Bank, 2021) [31].

Research indicates that a substantial proportion of women and girls worldwide will experience some form of suffering in their lives, but the impact on men and boys is less clear (UN Women, 2020) [25]. This paper aims to shed light on the extent and nature of the suffering experienced by the girl child, specifically in the Western Region of Uganda. By examining available literature and reports from national and civil society organizations, this article seeks to raise community awareness and foster a collective understanding of the girl's plight. The ultimate goal is to design and implement strategies and policies that can effectively address and mitigate these challenges (Mugisha & Katamba, 2022) [17]. The Radical Feminism Theory provides a theoretical framework for this discussion. Pioneered by Kate Millett in the 1970s, this theory focuses on dismantling the patriarchal structures that underpin gender inequality (Millett, 1970; Hooks, 2015) [14]. In many African societies, including Uganda, these patriarchal norms permeate all institutions, restricting the rights and freedoms of women and girls (Tamale, 2020) [21].

Conceptually, "agony" refers to extreme suffering, particularly the kind that infringes on the physical, social, psychological, and mental well-being of the girl child (Oxford English Dictionary, 2023) [19]. Legally, a girl child is defined as a female under the age of eighteen who is typically under the care of parents or guardians (Children Act Cap. 59, 2016) [4]. Biologically, she is characterized by the absence of the sex-determining region Y gene, resulting in an XX chromosomal pair (Ehirim & Osuji, 2022) [7].

Worldwide, the suffering of the girl child is often attributed to traditional practices, stereotypes, and cultural and religious beliefs that expose her to abuse and neglect (Alabi et al., 2014; UNFPA, 2021) [1, 28]. In Africa and other developing regions, violations of girls' rights manifest in various forms, including female feticide, infanticide, sexual abuse, early marriage, and educational marginalization (Barman, 2018) [3]. The 1995 UN Conference on Women in Beijing laid crucial groundwork for protecting the girl child by endorsing resolutions aimed at eliminating all forms of discrimination against her [30]. Patriarchal dominance in African societies often prioritizes males in all aspects of life, relegating females to inferior roles. This societal structure influences decisions that deny girls educational opportunities and force them into domestic roles (Tamale, 2020; Barman, 2018) [3, 21]. The multifaceted discrimination and abuse faced by the girl child remain a significant concern in both societal and academic discussions (Alabi et al., 2014) [1].

The COVID-19 pandemic exacerbated these challenges, as government-imposed lockdowns led to increased vulnerability for many girls (UNESCO, 2021) [27]. According to UNESCO, an estimated 111 million girls from low-income countries dropped out of school due to pandemic-related closures. The economic fallout also left many families unable to support their dependents, further increasing the risk of abuse and exploitation for the girl child (UNESCO, 2021 [27]. In Uganda, the sight of school-aged girls engaging in petty trade or commercial sex work instead of attending school is a common and distressing reality (UBOS, 2021) [23]. Records indicate that 6.8% of girls aged 6–17 years are neither in school nor employed, while 30.9% attempt to balance both school and work. These figures highlight the urgent need for targeted interventions to keep girls in school and out of exploitative labor (UBOS, 2021) [23].

Uganda's population, estimated at 42.9 million according to the 2014 census, is predominantly young and female. With 55% of the population under the age of 18, the country faces significant challenges in harnessing the potential of its female population for national development (UBOS, 2016) [22]. To address these issues, the Ugandan government has implemented various programs and policies aimed at empowering women and girls. These include the National Gender Policy (2007), the National Action Plan for the Elimination of Gender-Based Violence (2016-2020), the National Strategy on the Elimination of Child Marriage and Teenage Pregnancy (2014/15-2019/2020), and the Prohibition of Female Genital Mutilation Act (2010). These efforts are complemented by international commitments such as Sustainable Development Goal 5 on gender equality (Government of Uganda, 2016). The government's commitment to uplifting the girl child is also reflected in strategic leadership appointments, with 43% of current ministers being women. Despite these efforts, significant barriers to the full realization of women's and girls' rights persist. Addressing these challenges requires continued and concerted efforts to ensure that the girl child can fully participate in and benefit from national development (Mugisha & Katamba, 2022) [17].

While significant strides have been made in protecting and promoting the rights of the girl child, much work remains. By continuing to raise awareness, implement effective policies, and challenge patriarchal norms, society can move towards a future where all children, regardless of gender, can thrive. Motivated by the desire to illuminate the kind and magnitude of suffering that the girl child is experiencing in broad daylight, this article explores the forms and magnitude of suffering that the girl child in the Western Region of Uganda is going through. Through this article, a section of the available literature on the agony of the girl child from national and civil society organization reports in Uganda has been deduced, thus building a common understanding of the phenomenon and working together to design and implement strategies that are within our means to liberate the girl child in this region. The subsequent sections of this article address the theoretical review, literature review, methodology, findings and discussion, policy implications, conclusion, and recommendation.

2. Theoretical Review

2.1. The Radical Feminist Theory

This study is theoretically underpinned by Radical Feminism, pioneered by Kate Millett in the 1970s, which posits that patriarchy is a pervasive social system enforcing male dominance and female subordination (Millett, 1970) [14]. The theory assumes that gender roles are socially constructed to perpetuate male power and that systemic oppression affects all women, advocating for revolutionary change to dismantle patriarchal structures (Hooks, 2015; Firestone, 1970) [9, 10]. However, it faces limitations such as overemphasizing patriarchy, homogenizing women's experiences, and proposing impractical revolutionary changes (Crenshaw, 1989; Collins, 2000; Faludi, 1991) [5, 6, 8]. This theory is particularly applicable to this study as it helps identify systemic barriers faced by the girl child in Uganda and supports the design of strategies to address these challenges (Tamale, 2020; Mugisha & Katamba, 2022) [17, 21]. This theory could be used to analyze how patriarchal norms in Ugandan society contribute to the marginalization and suffering of the girl child, particularly in terms of educational access, sexual abuse, and early marriage.

2.2. Social Learning Theory

Advanced by Albert Bandura in 1977, Social Learning Theory posits that individuals learn behaviors through observation, imitation, and modeling of others within their social environment. It emphasizes the role of social interactions, reinforcement, and cognitive processes in shaping behavior. The theory assumes that people learn not only through direct experience but also by observing others and the consequences of their actions. A limitation of this theory is its focus on individual behaviors without always accounting for broader social structures and systemic factors that shape behavior. In the context of the paper on the challenges faced by the girl child in Uganda, social learning theory helps to understand how gender norms and behaviors are transmitted through socialization processes. It explains how girls may internalize societal expectations and stereotypes, influencing their choices and opportunities, such as being pushed into early marriages or limited educational attainment due to societal norms.

2.3. Intersectionality Theory

Coined by Kimberlé Crenshaw in 1989 [13], Intersectionality explores how multiple social identities (such as race, class, gender, sexuality, etc.) intersect and interact to create unique experiences of discrimination and privilege. It challenges traditional feminist perspectives that often homogenize women's experiences and overlook the compounded disadvantages faced by marginalized groups. Intersectionality posits that individuals experience oppression not just through single axes of identity but through the interconnected nature of multiple social categories. A limitation of intersectionality is that it can be complex to apply practically, as it requires a nuanced understanding of how various identities intersect and interact in specific contexts. In the paper, intersectionality is crucial for understanding the diverse challenges faced by the girl child in Uganda. It helps illuminate how factors such as poverty, ethnicity, and gender intersect to create compounded disadvantages, leading to issues like child labor, sexual abuse, and limited access to education. By applying an intersectional lens, the paper acknowledges and addresses the intersectional dimensions of gender inequality and child rights violations in Uganda.

2.4. Human Rights Framework

The Human Rights Framework, rooted in international human rights law and norms, asserts that all individuals are entitled to certain inalienable rights, regardless of their nationality, ethnicity, religion, gender, or other status. It is based on documents like the Universal Declaration of Human Rights (1948) and subsequent international treaties and conventions that establish legal obligations for states to protect and uphold human rights. The framework assumes that human rights are universal, indivisible, interdependent, and interrelated. A limitation is the challenge of enforcement and implementation at the national level, where political will and capacity may vary. In the context of the paper, the Human Rights Framework provides a normative basis for analyzing the violations and challenges faced by girls in Uganda. It underscores the legal obligations of the Ugandan government to protect girls from abuses such as child labor, sexual exploitation, and discrimination in education. By invoking human rights principles, the paper advocates for policy reforms, enforcement of existing laws, and international accountability to ensure the rights of the girl child are upheld and protected.

Radical Feminism Theory, along with Social Learning Theory, Intersectionality, and the Human Rights Framework, provides a robust theoretical foundation for this study. These theories collectively enhance our understanding of the systemic, cultural, and legal challenges faced by the girl child in Uganda. They also guide the development of strategies and policies aimed at eliminating the multifaceted oppression of the girl child and promoting her full participation in society. Each theory offers a unique lens through which to understand and address these complex issues, ultimately informing recommendations for policy, practice, and further research aimed at promoting gender equality and protecting the rights of girls.

3. Literature Review

African societies are built on the concept of patriarchal dominance, where males get preference in everything, regardless of their age, and females are treated as inferior beings (Barman, 2018). Perceptions that project the girl-child to become a housewife and to take care of her siblings while doing

domestic work have influenced decisions that have denied the girl-child a chance to enroll in education or to excel in their education career. Girl-child problems are multidimensional globally, leading to complex forms of discrimination and abuse of their rights. In view of this, Alabi, Bahah, and Alabi (2014) [1] contend that the issues of discrimination against the girl child have remained an unresolved issue in society and a major concern in the academic discourse. They further argue that because children are the pride of their parents and cherished based on the value attached to them, unfortunately, the girl child has not been so lucky to be cherished, protected, and loved equally like their boy child, hence casting them into untold suffering.

The suffering of the girl child is attributed to the traditional practices, stereotyping, and cultural and religious beliefs that expose the girl child to abuse and neglect (Alabi et al., 2014) [1]. The violation of the rights of the girl child has manifested in a number of forms worldwide, most especially in Africa and other developing countries; abuses like female feticide, female infanticide, sexual abuse, early child marriage, marginalization in terms of education and care, and other social spheres have been widely documented (Alabi et al., 2014) [1]. The UN Conference for Women held in Beijing in 1995 laid the foundation for the protection of the girl child by endorsing strategic resolutions that aimed at eliminating all forms of discrimination against the girl child (UNO, 1995) [30].

The government's total lockdown of public services, especially schools, in the bid to curb the COVID-19 pandemic increased the girl's vulnerability to various forms of abuse, most especially those resulting from gender-based violence (MOES, 2021) [16]. According to UNESCO, an estimated 111 million girls from low-income countries dropped out of school due to the closure of schools during the COVID-19 pandemic. This figure is estimated to have increased due to the post-effects of COVID-19, thus making many girls drop out of school before completing their education. Many families lost their breadwinners; others lost their jobs or employment, thus leaving them incapacitated to support their dependents.

4. Methodology

The methodology used in this article was a documentary review and analysis that involved the systematic transcription of data from various documents (Joe Quinlan Quinlan, C., Babin, B., Carr, J., Griffin, M., & Zikmund, W. 2015) [12]. This method involved a critical analysis to explore the plight of the girl child in Uganda. The method is grounded in radical feminism, pioneered by Kate Millett in the 1970s, supplemented by social learning theory (Bandura, 1977) [2] and intersectionality (Crenshaw, 1989) [6]. Sources for the literature review include peer-reviewed academic journals (Tamale, 2020) [21]., seminal books by feminist scholars such as Hooks (2015) [10] and Collins (2000) [5], reports from national and civil society organizations (UNICEF, 2020) [29]., Ugandan government publications, and international human rights documents (UN, 1948) [26]. Data collection involved identifying key themes, extracting relevant information, and critically evaluating each source for its relevance and credibility (Mugisha & Katamba, 2022) [17]. The analytical framework utilized Radical Feminism to examine systemic oppression and patriarchal structures (Millett, 1970) [14]. Social Learning Theory to understand the perpetuation of societal norms (Bandura, 1977) [2]., and Intersectionality to explore compounded disadvantages due to intersecting factors like poverty and ethnicity (Crenshaw, 1989) [6]. The theoretical synthesis integrated these insights into a cohesive narrative, identifying patterns and trends such as the impact of cultural practices and legal gaps on girls' rights (Alabi et al., 2014) [1]. Finally, the study formulated recommendations based on these theoretical insights to propose strategies and policies aimed at addressing the identified issues. Limitations of the study include its reliance on secondary data and the scope of accessible literature, which may not capture the full spectrum of the girl's experiences and challenges (Faludi, 1991) [8].

5. Findings and Discussions

Based on the detailed exploration of the challenges faced by the girl child in Uganda, particularly in the Western Region, several key findings and discussions emerge. Despite constitutional guarantees and national policies aimed at safeguarding their rights, girls encounter profound barriers to education, including high dropout rates and limited access to basic necessities such as sanitary ware. The study reveals alarming rates of child labor, often forcing girls into hazardous work conditions and perpetuating cycles of poverty. Sexual abuse remains distressingly prevalent, exacerbated during the COVID-19 pandemic, with reports indicating increased defilement cases. Early and forced marriages further compound the girl's vulnerability, undermining her health and well-being.

The struggle to access education remains a significant challenge for the girl child in Uganda. Despite the 1995 Constitution of Uganda recognizing education as a fundamental right and Vision 2040 emphasizing universal primary and secondary education to increase girls' completion rates, many girls continue to lag behind in enjoying this right. This is in line with the United Nations Declaration of Human Rights, Article 26, which stipulates that everyone has the right to free education, at least at the elementary and primary stages (UNO, 1948) [30]. However, Uganda faces alarming dropout rates among girls. The government's introduction of universal education and the construction of public schools in nearly every subcounty have improved accessibility. Yet, these schools suffer from understaffing, overcrowding, and inadequate resources. Many students come from low-income families that cannot support their educational needs, leading to issues such as attending school on an empty stomach and girls missing classes or dropping out due to a lack of sanitary ware (UNICEF, 2020) [29]. Despite the constitutional provisions, national policies, and strategies aimed at promoting the education of the girl

child, including the Children's Act, Cap. 59, many girls continue to face significant educational barriers, with perpetrators of these injustices often going unpunished.

Additionally, the government's efforts, such as the Gender Education Policy II, aim to guide gender mainstreamin g in education and sports nationwide. However, gaps persist in transition, performance, and completion rates at all educational levels. In Uganda, 6.8% of girls aged 6–17 are not in school, and those who do attend often face corporal punishment, indecent assault, defilement, and sexual exploitation in exchange for grades, making learning a hazardous experience (MOES, 2021) [16]. The Ministry of Education and Sports' Gender in Education Sector Policy (2016) also provides a policy framework for addressing gender-related barriers in education (Ministry of Education and Sports, 2016) [15].

The inducement of prostitution is another grave issue. Economic hardship has driven many girls into early sex practices, resulting in teenage pregnancies and prostitution. For example, during the early morning hours, while some girls head to school, many are engaged in petty trade or domestic work. The lack of basic necessities pushes these girls into commercial sex work, exposing them to sexually transmitted diseases. The Ministry of Health's HIV/AIDS fact sheet (2021) reveals a 5.4% HIV/AIDS prevalence rate in Uganda, with higher rates in the Western region, such as Kabarole, at 14.6%, highlighting the vulnerability of neglected girls.

Child labor is also prevalent, with the International Labour Organization (ILO, 2021) [11]. reporting that 160 million children globally are involved in child labor, with Sub-Saharan Africa having the highest rates. In Uganda, 59.8% of children aged 6–17 attend school exclusively, 28.2% combine school and work, and 7% are neither in school nor work (UBOS, 2021) [23]. Many girls work in hazardous conditions, and some face sexual exploitation and harassment in exchange for basic needs.

Sexual abuse is a pervasive issue, with reports indicating a rise in defilement cases. In 2021, Uganda Police recorded 14,436 defilement cases, with the majority of victims being female juveniles aged 15–17. Alarmingly, 281 victims were defiled by HIV-positive individuals, 112 by guardians, and 107 by biological parents (Uganda Police, 2021) [24]. The COVID-19 pandemic exacerbated these issues, leading to increased cases of defilement, teenage pregnancies, and child trafficking.

Child trafficking remains a critical concern, with 187 female juveniles reported as trafficking victims in 2020, primarily for labor and sexual exploitation (Uganda Police, 2021) [24]. These girls often end up as domestic slaves or on the streets, facing exploitation and abuse.

Family abuse and domestic violence further compound the girl's agony. In 2020, Kabarole District reported 484 cases of domestic violence (Uganda Police, 2021) [24]. Rejection and neglect of the girl child are also prevalent, with societal beliefs and economic hardships driving parents to abandon their daughters.

Forced and early child marriage is another form of suffering, with many girls marrying off in their early teens for material gains. This practice, recognized internationally as a violation of health and human rights, affects 50–70% of girls in Sub-Saharan Africa (Raji, 2015) [20]. In Uganda, one in ten girls aged 15–17 has been married, exposing them to severe social and medical risks.

The findings underscore the urgent need for enhanced enforcement of existing laws, targeted interventions to address socio-economic disparities, and comprehensive support systems to protect girls from exploitation and abuse.

6. Policy Implication

The findings of this study highlight several critical policy implications for the Ugandan government and international stakeholders. First, there is an urgent need to strengthen the enforcement of existing laws and policies aimed at protecting the rights of the girl child, such as the Children's Act, Cap. 59, and the Gender Education Policy II. Policies should be revisited to ensure that schools are adequately funded, staffed, and equipped to support girls' education, including the provision of sanitary ware and nutrition programs to prevent dropouts. Additionally, targeted interventions are necessary to combat child labor and prostitution by addressing the root causes, such as poverty and a lack of basic necessities. Enhanced legal measures and community programs are essential to prevent sexual abuse and trafficking, ensuring that perpetrators are held accountable. There must also be a robust implementation of anti-child marriage laws, coupled with community education, to change cultural norms and practices that devalue the girl child. Finally, comprehensive support systems, including counseling and rehabilitation services, should be established for victims of abuse and exploitation to facilitate their reintegration into society and the education system. These policy actions, grounded in a human rights framework, are crucial for creating a safe, supportive, and equitable environment for girls in Uganda.

7. Implications for Research and Practice

The findings of this study have profound implications for both research and practice in the field of child rights and gender equality in Uganda. From a research perspective, there is a critical need for continued investigation into the nuanced factors contributing to the challenges faced by the girl child, including deeper explorations into cultural norms, socio-economic disparities, and institutional shortcomings that perpetuate gender-based discrimination. Longitudinal studies could provide insights into the long-term impacts of these challenges on girls' well-being and societal contributions. Furthermore, research should focus on evaluating the effectiveness of existing policies and interventions in mitigating these challenges

and identifying best practices for replication and scale-up.

In terms of practice, the study calls for immediate and concerted action by policymakers, civil society organizations, and international stakeholders to implement and strengthen policies that safeguard the rights of the girl child. This includes enhancing access to quality education by addressing infrastructural deficits, ensuring equitable distribution of resources, and providing comprehensive support systems that address the specific needs of girls, such as menstrual hygiene management and nutritional support. Efforts should also prioritize the prevention of child labor, sexual abuse, and early marriages through community-based awareness campaigns, legal reforms, and capacity-building initiatives for law enforcement and judicial authorities. Practical interventions must be informed by evidence-based research to ensure their relevance and effectiveness in improving the lives of girls in Uganda.

8. Conclusion and Recommendations

This study underscores the persistent and multifaceted challenges faced by the girl child in Uganda, despite the presence of robust legal and policy frameworks intended to protect and promote their rights. The barriers to education, driven by socio-economic factors, cultural practices, and inadequate infrastructure, continue to hinder the academic and personal development of girls. The pervasive issues of child labor, sexual abuse, and early marriages further exacerbate their vulnerability, leading to severe social and health consequences. The COVID-19 pandemic has amplified these challenges, highlighting the need for urgent and sustained interventions. To address these issues comprehensively, it is imperative that existing policies are not only enforced more rigorously but also supplemented with targeted, innovative strategies that address the root causes of gender inequality and exploitation. By fostering a supportive environment through community engagement, legal accountability, and socio-economic support, Uganda can make significant strides in uplifting the girl child and ensuring their rights and potential are fully realized. Recommendations include strengthening educational infrastructure, implementing community-based awareness campaigns, and advocating for legal reforms to ensure perpetrators are held accountable. By addressing these multifaceted challenges through evidence-based policies and interventions, Uganda can strive towards a more equitable and secure future for its girl child population.

9. Areas for Further Research

Further research is essential to deepen our understanding and address the persisting challenges faced by the girl child in Uganda. Firstly, there is a need for longitudinal studies that track the educational trajectories and life outcomes of girls affected by socio-economic disparities, cultural norms, and institutional barriers. Such studies could provide valuable insights into the factors influencing educational attainment, dropout rates, and transitions to higher education or employment. Additionally, qualitative research is warranted to explore the lived experiences of girls regarding issues such as child labor, sexual abuse, and early marriages to better understand their perspectives and inform targeted interventions.

Moreover, comparative research across different regions within Uganda could elucidate regional variations in the prevalence and impact of gender-based discrimination and identify localized solutions. Research focusing on the effectiveness of current policies and interventions in protecting girls' rights and promoting gender equality is also crucial. Evaluative studies can assess the implementation gaps, identify barriers to policy effectiveness, and recommend improvements for policy formulation and implementation.

Furthermore, interdisciplinary research that integrates perspectives from sociology, psychology, law, public health, and education would provide a comprehensive understanding of the complex factors contributing to the vulnerability of the girl child. Finally, research exploring innovative approaches and best practices from other countries or regions facing similar challenges could offer valuable lessons and insights for adapting and implementing effective interventions in Uganda. By prioritizing these research avenues, stakeholders can better support evidence-based policymaking and interventions aimed at improving the lives and futures of Uganda's girl child population.

Abbreviations

Covid 19	Coronavirus Disease 2019
GBV	Gender Based Violence
HIV/AIDS	Human Immunodeficiency Virus/Acquired Immunodeficiency Syndrome
ILO	International Labour Organization
MOES	Ministry of Education and Sports
OHCHR	Office of the United Nations High Commissioner for Human Rights
UBOS	Uganda Bureau of Statistics
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children’s Fund
UNO	United Nations Organization

Author Contributions

Lwanga David: Conceptualization, Data curation, Writing – original draft, Writing – review & editing

Nansamba Hadijah: Investigation, Methodology

Conflicts of Interest

The authors declare no conflicts of interest.

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