



Incremental Educational Programmes and Math Literacy among Urban Youth in Accra, Ghana

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Abstract

Math literacy among urban youth in Accra, Ghana has been a subject of concern due to the increasing emphasis on numeracy skills for future employment. Qualitative research methods were employed, involving semi-structured interviews with 20 participants aged 15-24 years who had participated in various incremental educational programmes for math literacy. Data collection included observations of programme sessions and focus group discussions among peers. Incremental educational programmes demonstrated a positive impact on students' confidence and engagement, particularly when the curriculum was aligned with real-world applications and interactive learning methods were used. The findings suggest that incremental approaches can significantly improve math literacy among urban youth in Accra by fostering better understanding and application of mathematical concepts through practical exercises and community integration. Future research should explore long-term effects of these programmes on students' academic performance and career prospects, as well as the scalability and sustainability of such educational initiatives.

Keywords: *Africanization, Community Engagement, Ethnography, Feminist Theory, Intersectionality, Quantitative Methods, Qualitative Inquiry*

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