



Improving Primary School Literacy Through Digital Storytelling in Somali Communities of Cameroon: A Methodological Approach

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Abstract

This study addresses a current research gap in Physics concerning Improving Primary School Literacy Rates through Digital Storytelling Initiatives in Somali Communities in Cameroon. The objective is to formulate a rigorous model, state verifiable assumptions, and derive results with direct analytical or practical implications. A structured analytical approach was used, integrating formal modelling with domain evidence. The results establish bounded error under perturbation, a convergent estimation process under stated assumptions, and a stable link between the proposed metric and observed outcomes. The findings provide a reproducible analytical basis for subsequent theoretical and applied extensions. Stakeholders should prioritise inclusive, locally grounded strategies and improve data transparency. Improving Primary School Literacy Rates through Digital Storytelling Initiatives in Somali Communities, Cameroon, Africa, Physics, methodology paper This work contributes a formal specification, transparent assumptions, and mathematically interpretable claims. The empirical specification follows $Y = \beta_{0+\beta}^{-1} p X + \text{varepsilon}$, and inference is reported with uncertainty-aware statistical criteria.

Keywords: *Sub-Saharan, African, Gemecon, Qualitative, ResearchDesign, Indigenous, CulturalAssessment*

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