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CAMEROON INSTITUTE FOR DIGITAL SKILLS & PROFESSIONAL DEVELOPMENT

INVESTOR-READY BUSINESS PLAN

Empowering People. Modernising Institutions. Transforming Cameroon.

ESTABLISHMENT OF THE CAMEROON INSTITUTE FOR DIGITAL SKILLS & PROFESSIONAL DEVELOPMENT (CISDP)

Proposed pilot location: Douala, Littoral Region, Cameroon

Proposed facility: 600–750 m² leased premises

Initial capacity: approximately 75–100 learners at a time

Preliminary startup investment: FCFA 728.5 million

Your Success is Our Business

Document status and assumptions

This business plan is a preliminary planning document. The proposed institute name, operating model, site, regulatory pathway, procurement costs and financial projections must be validated before investment commitment. The project assumes leased premises in Douala and a medium-sized pilot that may expand after evidence of demand. The proposed funding strategy is mixed: private strategic investment as the anchor, complemented where eligible by development-partner/impact funding, equipment finance and government-supported programmes. No government contract, grant or approval is assumed.

1. Executive summary

KHT-INVEST proposes to establish the Cameroon Institute for Digital Skills & Professional Development (CISDP), a practical professional training centre focused on digital competence, administrative excellence, healthcare administration technology, IT support, responsible AI and workplace readiness. It will serve public institutions, hospitals, private companies, graduates and job seekers.

The centre's proposition is not simply to provide computer classes. It is to help organisations translate digital investment into practical workforce capability through role-based training, simulations, assessment and customised institutional programmes. It will seek to complement existing public digital-skills initiatives rather than duplicate them.

2. Market need and strategic positioning

The project is based partly on the promoter's preliminary field observations in Cameroon, which suggested opportunities to strengthen practical technology and modern administrative skills in some workplaces. These observations are not a nationwide audit. A formal feasibility study must validate demand through interviews with ministries, hospitals, companies, training institutions and prospective learners.

CISDP should position itself as an implementation and practical-training partner: face-to-face labs, institution-specific needs assessments, workplace simulations, trainer deployment, competency assessment and post-training evaluation. Its courses should be mapped against relevant national strategies and coordinated with existing government programmes where appropriate.

3. Vision, mission and strategic objectives

Vision: Become a trusted professional development institution supporting the modernisation of Cameroon's workforce and institutions.

Mission: Equip individuals and organisations with practical digital, administrative, technical and professional skills that improve productivity, service quality and employment readiness.

Objectives include improving digital literacy; strengthening public-service administration; supporting digital healthcare administration; preparing graduates for modern workplaces; improving private-sector productivity; and building partnerships with government, universities, vocational institutions and technology providers.

4. Training divisions

A. Government Administration & Public Service Excellence
Office productivity; digital correspondence; records management and archiving; reporting; digital citizen-service practices; project and change management.

B. Digital Healthcare & Hospital Administration
Patient registration and records workflows; hospital information-system fundamentals; health data quality; digital reporting; confidentiality and cybersecurity awareness.

C. Information Technology
Computer maintenance; IT support; networking; database fundamentals; cloud and collaboration tools; troubleshooting.

D. Artificial Intelligence & Emerging Technologies
Responsible generative AI; AI-assisted administration; data analysis; workflow automation; digital innovation and AI ethics.

E. Professional Development & Workplace Readiness
Professional writing; communication; customer service; leadership; teamwork; time management; workplace simulations.

F. Cybersecurity & Digital Information Management
Password and identity protection; phishing awareness; data handling; backup and recovery; records retention; information governance.

G. Business Management & Private-Sector Productivity
Digital accounting administration; inventory; CRM; digital marketing; e-commerce; management reporting and SMEdigital transformation.

5. Training delivery and learner journey

Learners will complete registration and skills assessment, foundation training, role-specific modules, practical simulation, competency assessment and progression guidance. Certificates will be issued only within the centre's approved authority and arrangements. Internship or employment referrals may be offered where partners have opportunities; employment or government recruitment is not guaranteed.

6. Facility and architectural concept

The pilot is planned for approximately 600–750 m^2 in leased premises. The proposed layout has a public-facing reception/admin zone, a learning zone with three computer laboratories and two flexible classrooms, a specialist zone for healthcare-administration simulation and e-learning production, and a secure technical zone for servers, network and power equipment.

Facility area	Indicative area
Reception and waiting	40 m²
Management and administration offices	55 m²
Three computer labs (25 seats each)	255 m²
Two flexible classrooms	90 m²
Healthcare simulation room	45 m²
E-learning/content room	25 m²
Library/study area	25 m²
Meeting room	30 m²
Server/secure equipment room	12 m²
Storage, circulation and support	55–90 m²

7. Indicative startup investment

The revised preliminary capital requirement is FCFA 328.5 million. The computer allowance has been increased to reflect a more realistic business-grade desktop and monitor package; a separate site compliance and commissioning allowance is included to reconcile the detailed budget. All amounts require market validation.

Startup item	FCFA million
Lease deposit and initial premises costs	12.0
Architectural design, engineering and technical studies	10.0
Renovation, partitions, electrical and interior fit-out	15.0
Furniture and classroom fittings	73.0
Computers and laptops (revised allowance)	18.0
Server, network and IT infrastructure	8.0
Projectors and audiovisual equipment	4.5
Printing and document equipment	30.0
Solar and backup power system	5.0
Healthcare simulation facilities	12.0
Learning software, LMS and course content	10.0
Legal, regulatory and curriculum preparation	8.0
Recruitment and initial staff training	7.0
Marketing and institutional launch	4.0
Initial working capital	55.0
Contingency reserve	17.0
Site compliance and commissioning allowance	4.0
TOTAL	728.5

8. Equipment and procurement strategy

Initial provision is made for 75 learner desktop-and-monitor sets, 12 instructor laptops, server and storage systems, network switches/firewall/Wi-Fi/cabling, UPS and power protection, projectors or interactive displays, printers/scanners, solar/inverter/battery backup, classroom furniture, CCTV/ access control/fire-safety equipment, healthcare-administration simulation resources and an LMS with course content.

Procurement controls: obtain at least three written quotations for major packages; specify brand/model or minimum technical standard; compare total landed cost; verify warranty, installation, licensing, spare parts, local support, delivery and training; conduct acceptance testing; maintain an asset register. Avoid buying equipment before the building's electrical and network design is confirmed.

10. Three-year base-case projections

Income is expected from public-institution training contracts, corporate training, individual learner enrolments, healthcare digital-administration training, and consultancy or institutional capacity assessments. Public-sector revenue is recognised only after a lawful contract, purchase order or other enforceable agreement is obtained. The plan does not assume that a ministry has already awarded work.

10. Three-year base-case projections

All amounts below are FCFA millions. These are illustrative management assumptions rather than audited forecasts. Revenue depends on signed contracts, learner volumes, pricing, delivery capacity and market demand.

Revenue stream	Year 1	Year 2	Year 3
Government and public institutions	30.0	45.0	65.0
Corporate training	25.0	35.0	50.0
Individual enrolment	25.0	40.0	55.0
Healthcare digital training	10.0	15.0	20.0
Consultancy and other services	5.0	10.0	15.0
TOTAL REVENUE	95.0	145.0	205.0

Operating cost	Year 1	Year 2	Year 3
Core staff salaries and benefits	54.0	62.0	72.0
Rent and premises costs	18.0	19.0	20.0
Utilities, internet and power	9.0	10.0	12.0
Software, learning content and licences	7.0	8.0	10.0
Marketing and business development	8.0	9.0	10.0
Administration, insurance and security	10.0	11.0	13.0
Contract trainers and delivery costs	14.0	19.0	25.0
Equipment maintenance and other costs	5.0	7.0	8.0
TOTAL OPERATING COST	125.0	145.0	170.0
OPERATING SURPLUS/(DEFICIT)	-30.0	0.0	35.0

11. Staffing and governance

Core roles: Managing Director/Project Executive; Centre Director; Academic and Training Director; Finance and Administration Manager; Business Development and Institutional Partnerships Manager; IT and Infrastructure Manager; admissions/learner services and support staff. Trainers may be full-time or contracted according to demand. Establish a board or advisory committee, procurement controls, financial reporting, learner-quality assurance, data protection, cybersecurity, health and safety, and annual independent financial review as appropriate.

12. Implementation roadmap

Months 1–3: feasibility and market study, ministry consultations, legal/regulatory pathway, site assessment, design brief, supplier quotations and curriculum development.

Months 4–6: secure premises subject to due diligence, fit-out, procurement, installation, recruitment and approvals.

Months 7–9: pilot selected programmes, deliver institutional workshops, assess learners and refine operations.

Months 10–12: evaluate results, secure repeat clients, review financial performance and prepare the expansion decision.

13. Funding strategy and capital structure

Recommended approach: mixed financing, with a private strategic investor or investor group as anchor capital; development-partner or impact funding for eligible workforce-development components; equipment finance or leasing for technology packages; and government-supported training programmes or institutional contracts only where formally approved and lawfully procured. Do not treat grants or public contracts as secured until written award documentation exists.

The exact equity/debt/grant mix, valuation, investor rights, governance, repayment terms and return expectations must be negotiated after due diligence. No guaranteed return is represented in this proposal.

14. Key risks and mitigations

Regulatory delay: engage MINEFOP and relevant authorities before launch. Weak demand: conduct interviews and secure letters of interest or pilot agreements before committing all capital. Public procurement delay: diversify into corporate and individual training. FX and import costs: quote in FCFA where possible and include validity periods. Power/internet disruption: solar/backup and redundant connectivity. Equipment failure: warranties, maintenance and spares. Quality risk: trainer vetting, course assessment and learner feedback.

15. Impact and performance indicators

Track learner enrolment and completion; practical assessment pass rates; institutional and corporate clients; repeat contracts; learner satisfaction; internship/employment referrals; revenue per programme; class and equipment utilisation; operating cash flow; and cost recovery. Initial planning targets may include 500 learners in Year 1 and 85% learner satisfaction, subject to feasibility validation.

16. Conclusion

CISDP is a proposed practical capacity-development institute intended to help organisations turn technology investment into workforce capability. Its viability depends on validated demand, regulatory compliance, quality instruction, disciplined procurement, institutional partnerships and a sustainable revenue mix. KHT-INVEST seeks strategic investors and partners to progress the project through feasibility, approvals, establishment and a measured pilot.

Important validation note

Before investment close: commission a Cameroon market and legal feasibility study; confirm the applicable private vocational training authorisation and naming requirements; validate the building and occupancy; obtain three supplier quotations; verify tax and import treatment; test pricing and demand with prospective clients; and rebuild the projections using signed letters of intent and actual quotations.

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