

**Project Number:****Project Title:** e-Accessibility for Persons with Disabilities in the Americas Region**Estimated Start Date:** 2013**Estimated End Date:** 2016**Government Coop. Agency:** Ministries of Communications, Education, Technical and Vocational Training, Human Rights, National ICT Regulatory Authorities, Regional Disabled Persons Organizations**Implementing Agency:** International Telecommunication Union (ITU)**Beneficiary Countries:** Countries of the Americas Region**ITU Project Manager:**

Estimated Budget	
Description	US\$
Staff Costs	10'000'000
Missions	10'000'000
Training	50'000'000
Subcontracts	60'000'000
Equipment and Supplies	1'200'000'000
Miscellaneous and Other Costs	170'000'000
Total:	1'500'000'000

Brief Description:

This project "e-Accessibility for Persons with Disabilities in the Americas Region" aims to ensure that accessible information and communications technologies (ICTs) and ICT services are available and affordable for persons with disabilities in the Americas Region so they may be used to ensure an inclusive education and provide job opportunities for persons with disabilities in line with WSIS Declaration of Principles & Action Plan with the Tunis Commitment, the United Nations Convention on the Rights of Persons with Disabilities Articles 9, 24, 27 and 32 as well as the UNESCO Salamanca Statement and Framework for Action on Special Needs Education.

The main areas of activity include:

1. Development of national e-accessibility policies and regulations for every country in the Americas Region; development of model voluntary codes of conduct for ICT service providers in the Americas Region and the provision of related capacity building to government and industry stakeholders to implement these policies, regulations and codes. National policies and regulations to cover accessible television, mobile phones and services, web sites, applications and social networks.
2. Development of an open source text-to-speech engine in Spanish for screen readers for websites and mobile phones.
3. Provision of training to government agencies on making their websites accessible for persons with disabilities and training on the role of public procurement in fostering a market for accessible ICTs.
4. Provision of training of Persons with Disabilities on the use of accessible ICTs for employment.
5. Provision of training to teachers on the use of accessible ICTs for inclusive education.
6. Capacity Building for Disabled Persons Organization (DPOs) and National Disability Councils (NDCs).
7. Data Collection.

For the**Signature****Date****Name/Title**

ITU:

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Mr Brahima Sanou, Director of BDT

Partner:

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1. Background and Context

1.1 General Introduction

There are over 1 billion people worldwide who live with some form of disability according to the 2010 World Report on Disability published by the World Health Organization and World Bank. The majority of these are in developing countries. These numbers are expected to grow as a result of ageing populations and higher life expectancy due to improved health care delivery. In some developing countries, increases in the numbers of persons with disabilities could also arise due to poverty related violence, wars, and disease. Persons with disabilities and children with disabilities are often excluded from education and mainstream employment or income generating activities, leading to a vicious cycle of un-educated, illiterate adults with disabilities unable to be financially secure and live independently.

Accessible ICTs can be used by persons with disabilities, educators and employers to create a virtuous cycle of development. Promoting accessible ICTs, inclusive education, the right to work and international cooperation will ensure that the rights of persons with disabilities are fully in line with various international conventions such as the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD).

The UN CRPD has established a universal framework for disability rights with guidelines for policy makers and regulators. Article 9 of the Convention establishes obligations for States Parties to ensure that the physical environment, transportation and information and communication technologies are made accessible to persons with disabilities, both by public and private entities.

1.2 United Nations Convention on the Rights of Persons with Disabilities (UN CRPD)

Article 9 of the UN CRPD defines ICT accessibility as an integral part of accessibility rights on par with transportation and the physical environment. Article 9 concerns all ICT products and ICT based applications and services, with a far-reaching implication for industry, governments and civil society. To promote ICT accessibility, ITU and its partner, the Global Initiative for Inclusive ICTs (G3ict) have developed an online toolkit, entitled the e-Accessibility Policy Toolkit for Persons with Disabilities available at: <http://www.e-accessibilitytoolkit.org>.

Accessible ICTs use assistive technologies that enable persons with disabilities to participate fully in society, including education, job training and full employment. An accessible ICT product or service is one that can be used by all of its intended users, taking into account their differing capabilities. Accessible ICTs have the potential to provide persons with disabilities unprecedented levels of access to education, skills training and employment, as well as the opportunity to participate in the economic, cultural and social life of their communities. This includes mobile phones that have features used by everyone but that can also be used by the hearing and visually impaired persons.

Screen readers are an example of an assistive technology designed specifically for the visually impaired. Screen readers utilize a text-to-speech engine. While screen readers may exist in Spanish, they often use proprietary software or are of low quality. Technical universities of the Americas Region could develop high-quality, open source Spanish text-to-speech engines which could be made freely available to mobile service providers as well as website developers to ensure affordable quality screen readers for persons with disabilities.

Article 24 of the CRPD recognizes the right to inclusive education. It calls for State Parties to ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others, including by providing reasonable accommodation to persons with disabilities. It also calls for State Parties to train professionals and staff working in education on the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

Article 27 of the CRPD recognizes the right of persons with disabilities to work, on an equal basis with others; including in a “work environment that is open, inclusive and accessible to persons with disabilities.” Equipping work environments with accessible and assistive ICTS helps to create inclusive and accessible work environments.

1.3 Education and Employment

ITU has developed a module of its Connect a School, Connect a Community toolkit entitled ‘Using ICTs for the Education and Employment of Persons with Disabilities’ (www.connectaschool.org). This module, which is the basis for this section of the project document, demonstrates that persons with disabilities in developing countries face particular difficulties in accessing the most basic forms of education. They face the lowest levels of educational access of any cohort of students. Of the 75 million children of primary school age worldwide who are out of school, for example, one-third are children with disabilities.¹

Information and communication technologies (ICTs), and in particular assistive technologies (ATs), can provide persons with disabilities access to traditionally inaccessible educational content through electronic and online learning channels. Connected schools, with the right mix of ATs, can provide children and other persons with disabilities unprecedented access to education. Connected, accessible schools can also be leveraged to create accessible community ICT centers, facilitating job-skills training and even providing employment opportunities for youth and adults with disabilities in the wider community, in line with the goals of the ITU Connect a School, Connect a Community initiative.

There are very few statistical studies that can point to the number of children with disabilities who receive education. Recent reports, such as the *Education for All Global Monitoring Report 2010*,² show modest improvements in some countries over some previous reports.³ UNESCO has conducted significant research into the plight of children with disabilities in developing countries. It reports that exclusion from education “is particularly more serious among persons with disabilities, of whom approximately 97 per cent do not have the basic reading and writing skills.”⁴ Literacy rates are as low as 1 per cent for women with disabilities.⁵ In its briefing paper, *Children out of School*, UNESCO states that most children with disabilities in developing countries are not attending school, and there is “no inclusion of those with physical, emotional or learning impairments within the education system.”⁶

As a result of the low levels of school enrolment and attendance by children with disabilities, the literacy rate for adults with disabilities is just 3 per cent and, in some countries, as low as 1 per cent for women with disabilities.⁷ Poverty and disability are closely linked. The World Bank estimates that 20 per cent of the poorest people are disabled. An estimated 30 per cent of the world’s street children have a disability. The quality of life of persons with disabilities in developing countries is significantly lower than that of their peers. In most countries, persons with disabilities tend to be regarded as the most disadvantaged sector

¹ <http://www.unesco.org/en/inclusive-education/children-with-disabilities/> See also, <http://data.un.org/Data.aspx?q=disability&d=SOWC&f=inID%3a150>

² <http://www.unesco.org/en/efareport>

³ A 2004 report for the World Bank stated that “estimates of the percent of disabled children and youth who attend school in developing countries range from less than 1% (Salamanca Framework for Action) to 5% (Habibi 1999)”. Peters, S, 2004. “Inclusive Education: An EFA Strategy for all children”. Available at http://siteresources.worldbank.org/EDUCATION/Resources/278200-1099079877269/547664-1099079993288/InclusiveEdu_efa_strategy_for_children.pdf

One estimate from China suggests that “there are 8 million disabled children while special schools cater for approximately 130,000” Watkins, K (2000), The OXFAM Education Report. OXFAM. OXFORD cited in UNESCO Children out of School

⁴ UNESCO 2008 “UNESCO 48th International Conference on Education” page 30, available at http://www.ibe.unesco.org/fileadmin/user_upload/Policy_Dialogue/48th_ICE/ICE_FINAL_REPORT_eng.pdf

⁵ <http://www.un.org/disabilities/default.asp?navid=37&pid=1514>

⁶ UNESCO “Children out of School”, available at http://www.unesco.org/education/efa/global_co/policy_group/children_out_of_school.pdf

⁷ UNESCO 2003 “Overcoming Exclusion through Inclusive Approaches in Education Conceptual Paper” page 30, available at <http://unesdoc.unesco.org/images/0013/001347/134785e.pdf>

UNESCO reports that in Uganda it is “not uncommon” for children with disability or suspected of carrying HIV/AIDS to be chased away from school.

UNESCO “Children out of School”, available at http://www.unesco.org/education/efa/global_co/policy_group/children_out_of_school.pdf

⁷ http://www.ibe.unesco.org/National_Reports/ICE_2008/afghanistan_NR08.pdf

within their society. Women with disabilities experience exclusion due to both their gender and their disability.

The vast majority of persons with disabilities are cared for exclusively by their families. In developing countries, persons with disabilities are not expected to work, and many can only receive an income through begging. According to the International Labour Organization (ILO), some 470 million people with disabilities are of working age worldwide.⁸ Yet, unemployment among the disabled is as high as 80 per cent in some countries.⁹

How can accessible ICTs and assistive ICTs help? There is need for mouse alternatives and replacements; keyboard modifications and alternatives, voice recognition, augmentative and alternative communications, accessible workstations, screen magnification, screen readers, optical character recognition, enhancements to the visual display of the computer, refreshable Braille display, talking books, *DAISY (Digital Accessible Information System) Digital Talking Book (DTB), accessible HTML and PDF, etc., captioning, mobile phones compatible with hearing aids, etc.*

The clear position of the United Nations, UNESCO and the WSIS Plan of Action is that children with disabilities should be able to receive an inclusive education through the use of accessible ICTs. National policies should avoid the development of a two-tier educational system consisting of “normal” schools and special schools for children with disabilities.

Schools that accommodate the needs of their students with disabilities will likely have more need for Internet access. Economies associated with bulk purchasing should be realized through centralized procurement, using appropriate public procurement policies wherever possible. An AT ecosystem is needed to ensure that the infrastructure, personnel and products are available. Assessment and support services, such as installation, training and follow-up (to ensure safe and efficient use) are an important part of this ecosystem.

Accessible ICTs hold the potential to enable persons with disabilities to receive job skills that would otherwise be inaccessible to them. For example, assistive technologies can enable access to mainstream office applications commonly used for business management and administration. Traditionally, persons with a disability such as blindness, were often given specific and somewhat limiting roles within an organization, such as answering telephones as a receptionist. However, when sufficient and appropriate training is provided, persons with disabilities can reach their own personal potential once they have support and the required accommodations.

1.4 Public Procurement

Public procurement has long been used by many governments to achieve social inclusion goals.¹⁰ National public procurement policy has the potential to positively influence the availability, affordability and quality of AT and other accessible ICTs such as Braille, DAISY books and accessible websites.

⁸ http://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_117143.pdf

⁹ Of the some 70 million persons with disabilities in India, for example, only about 100,000 have succeeded in obtaining employment in industry. <http://www.un.org/disabilities/default.asp?id=18>

¹⁰ Waddell, Cynthia. Meeting information and communications technology access and service needs for people with disabilities: Major issues for development and implementation of successful policies and strategies. Available at <http://www.itu.int/ITU-D/sis/PwDs/Seminars/Zambia/Documents/Presentations/009-Waddell%20Cynthia-Background%20paper.pdf>. Where governments insist on procuring only accessible ICTs, manufacturers respond by producing only accessible ICTs. It is simply too expensive for manufacturers to produce two lines, one for the government and another for the public. Public procurement requirements in countries that are major producers of ICTs have resulted in more accessible features being included in mainstream ICTs.

Public procurement provides educational and school authorities with a means to incorporate accessibility requirements at the earliest stages of developing a school IT infrastructure. This also has an impact on the wider accessible ICT eco-system by creating a demand, and therefore a capacity within the market, to develop, produce and maintain accessible ICTs. The greater the demand, the lower the end cost is likely to be. Public procurement policy can, therefore, act as a means to promote the development and availability of accessible ICTs.

Educational authorities could, for example, include accessibility as a criterion in the purchase of all educational software, such as teaching programs or content management systems. This would help ensure that all users, including persons with disabilities, would be able to use and access content from the start, avoiding costly provision of specialized learning resources for these students at a later date.

2. Relationship to other BDT Programs/Activities

The objectives of this project are in line with the Americas Regional Initiatives RI5 (Human capacity building on ICTs, with emphasis on persons with disabilities and people living in rural and deprived urban areas), agreed by ITU Member States at the 2010 World Telecommunication Development Conference in Hyderabad, India.

ITU Member States have a significant role to play in ensuring that accessible ICTs are 1) available in national markets; 2) that television broadcasting is made accessible 3) that significant awareness of accessible ICTs and television is known; and 4) that commercially provided ICTs such as mobile phones are affordable or subsidized through universal service funds. This project therefore will not only help to develop accessible policies, regulations and industry codes, it will also provide capacity building on implementing these measures.

The project is also directly in line with the objectives of Programme 4 of the WTDC Hyderabad Action Plan, to promote the digital inclusion of women and girls, youth and children, indigenous peoples and persons with disabilities. Best practices from both the ITU-G3ict e-Accessibility Toolkit, the Connect a School, Connect a Community toolkit, the BDT Thematic Reports, Making TV Accessible and Making Mobile Phones and Services Accessible, and the various regional seminars organized by ITU on accessibility and connecting schools will be used to develop training materials and other resources.

3. Project Objective

The objective of the project is to ensure that accessible information and communications technologies (ICTs) are available and affordable for persons with disabilities in developing countries so that they can be used to ensure inclusive education and job opportunities in line with various international conventions as well as United Nations Convention on the Rights of Persons with Disabilities Articles 9, 24 and 27.

4. Expected Results

The following results are envisaged:

1. Development of national e-accessibility policies and regulations for every country in the Americas Region; development of model voluntary codes of conduct for ICT service providers in the Americas Region and Related Capacity Building
 - Policies, regulations and industry codes developed for accessibility of mobile phones and services, computing devices websites, TV, applications, software and social networks.
 - measures developed requiring operators and broadcasters to raise awareness among persons with disabilities and disabled persons organizations about the accessible features of their services to ensure that not only accessible ICTs are available in markets, but they are actively targeted at persons with disabilities and that operators' and broadcasters' marketing strategies include outreach to persons with disabilities.

- Capacity building provided to ICT regulators, policy makers and operators on implementing policy, regulatory and industry codes to promote accessible ICTs and marketing accessible ICTs.
2. Development of high-quality, open source including Spanish text-to-speech engine
 - In the Americas Region technical universities to develop open-source including Spanish text-to-speech engines for blind and visually impaired users.
 3. Web-Accessibility and Public Procurement Capacity Building
 - Capacity building provided to government officials, regional organizations, UN agencies, Disabled Persons Organizations, and national disability councils (NDCs) on accessible web sites for persons with disabilities.
 - Guidelines on public procurement of accessible ICTs developed for schools systems and ICT Universal Service Funds to ensure that schools and Universal Service Funds only procure accessible ICTs.
 - Training on public procurement of accessible ICTs provided to school administrators and Universal Service Fund administrators.
 4. Training of Persons with Disabilities on the use of ICTs for Employment
 - Job training developed and delivered to persons with disabilities using accessible ICTs, with a particular focus on young disabled people and disabled women. For example, young blind people to be trained to use screen readers for back office processing, call centres and other jobs.
 - Training for potential employers on hiring persons with disabilities by using accessible ICTs developed and delivered, including where feasible in partnership with other organizations such as the ILO Global Business and Disability Network.
 5. ICTs for Inclusive Education
 - Guidelines for schools on the use of accessible ICTs to achieve inclusive education of children with disabilities developed.
 - Accessible and assistive ICTs provided to schools in beneficiary countries.
 - Training to teachers on using accessible ICTs to educate children with disabilities to ensure the inclusive education of children with disabilities developed and delivered.
 6. Capacity Building for DPOs and NDCs
 - Capacity building provided to disabled persons organizations (DPOs) and national disability councils (NDCs) on web accessibility training and the use of ICTs to promote education and employment.
 7. Data Collection
 - Data collected on the numbers of people receiving ICT job skills training and receiving an education using accessible ICTs.

5. Indicators

e-Accessibility Policies, Regulations and Industry Codes

- Number of e-accessibility policies, regulations developed and implemented.
- Number of industry codes, e.g. on marketing accessible ICTs to persons with disabilities developed and implemented.
- Number and type of accessible mobile phones sold, websites provided and TV broadcasts made in beneficiary countries.

- Number of training sessions provided to ICT regulators, policy makers and operators on implementing policies and regulatory measures to promote accessible ICTs and marketing accessible ICTs.

Text-to-speech Engine Development

- Quality of text-to-speech engine developed.
- Number of Mobile phone operating systems text-to-speech engine compatible with;
- Number of service providers and websites using the text-to-speech engine.

Web-Accessibility and Public Procurement Capacity Building

- Number of trainees on web accessibility and public procurement.
- Number of guidelines developed on public procurement of accessible ICTs for schools and community ICT centres to ensure procurement of accessible ICTs.

ICTs for Employment of Persons with Disabilities

- Number of training sessions delivered to persons with disabilities and employers.
- Number of trainees with disabilities tracked by age and gender and type of disability.

ICTs for Inclusive Education

- Number of Guidelines developed for schools on the use of accessible ICTs to achieve inclusive education of children with disabilities.
- Number and types of accessible ICTs provided to schools in beneficiary countries.
- Number of teachers trained to use accessible ICTs to provide education to persons with disabilities including children.
- Number of disabled children using accessible ICTs in schools.

Capacity Building for DPOs and NDCs

- Number of disabled persons organizations (DPOs) and national disability councils (NDCs) trained on web accessibility features and the use of ICTs to promote education and employment opportunities.

Data Collection

- Number and types of data collected.

6. Main Activities

The following main activities will be carried out:

e-Accessibility Policies, Regulations and Industry Codes

- Policies, regulations and industry codes developed.
- Marketing and customer service plans for operators developed to ensure that they actively target and provide outreach to persons with disabilities.
- Meetings organized for regulators, policy makers and operators to review and agree on the regulatory measures and marketing and customer service plans.
- Training curricula developed and delivered to ICT regulators, policy makers and operators on implementing regulatory measures to promote accessible ICTs and marketing accessible ICTs.
- Organization of events (venues rented, interpreters hired, invitations sent, programmes developed, travel of experts arranged, fellowships provided to participants).

Text-to-speech Engine Development

- Spanish text-to-speech engine developed in the Americas Region technical university.

- Text-to-speech engine provided for free to web site developers and to mobile phone vendors in the beneficiary countries.

Web-Accessibility and Public Procurement Capacity Building

- Training materials developed and delivered to government officials, regional organizations, UN agencies, Disabled Persons Organizations, and national disability councils (NDCs) on creating accessible web sites for persons with disabilities.
- Guidelines on public procurement of accessible ICTs developed for schools systems and universal service funds.
- Training on public procurement of accessible ICTS developed and delivered to school and universal service fund administrators.

ICTs for Employment of Persons with Disabilities

- Training using accessible ICTs developed and delivered to persons with disabilities, with a particular focus on young disabled people and disabled women, working with networks of DPOs, Ministries of Technical and Vocational Training, etc.
- Training for potential employers on hiring persons with disabilities by using accessible ICTs developed and delivered, working with Ministries of Technical and Vocational Training, and other relevant partners as appropriate.

ICTs for Inclusive Education

- Guidelines for schools on the use of accessible ICTs to achieve inclusive education of children with disabilities developed.
- General training events for Ministries of Education and Teachers organizations held on the use of accessible ICTs to achieve inclusive education of children with disabilities.
- Accessible ICTs procured, shipped, installed, put into operation in schools in beneficiary countries.
- Ownership of equipment transferred to schools.
- In-depth training developed and delivered to teachers on using accessible ICTs to educate children with disabilities to ensure the inclusive education of children with disabilities.

Capacity Building for DPOs and NDCs

- Training developed and delivered to disabled persons organizations (DPOs) and national disability councils (NDCs) on web accessibility and the use of ICTs to promote education and employment.

Data Collection

- Type of indicators and data to collect identified.
- Data collectors trained to collect data.
- Data collectors collect data, e.g. on the numbers of people receiving ICT job skills training and receiving an education using accessible ICTs.

Monitoring and Evaluation

- Development of comprehensive evaluation report for overall project.

7. Inputs

ITU: ITU will be the executing agency. ITU will engage and manage staff resources, funded by the project, for overall project supervision and coordination. ITU will provide information on current practices on policies and regulatory issues, access to ITU existing materials, including training courses and relevant publications. ITU will exercise all reasonable skill, care and diligence to ensure the success of the project.

Partners: The Partners will provide funding support for the implementation of the project.

Beneficiaries: At their own cost, beneficiary countries will provide qualified and dedicated staff and focal points that will play a key role both for ownership of the project and for effective transfer of the know-how.

8. Risks

The major risk is that in-country activities may suffer delays due to unforeseen local events and circumstances. This risk will be minimized by closely involving the local staff, and ITU Americas Region Office.

The availability of required expertise at the local level may also delay project activities and its sustainability. This risk will be reduced by provision of appropriate on-site and group country training courses by the ITU in collaboration with beneficiaries.

9. Management

9.1 Roles and Responsibilities

9.1.1 ITU

ITU will:

- Recruit staff resources to be paid by the Project for the management of the Project, including identification, implementation, supervision, monitoring, and evaluation of the Project in accordance with its Rules, Regulations Directives and Procedures.
- Carry out the activities described above in close collaboration with the governments of the selected beneficiary countries (or the national counterparts designated by the beneficiary governments) and/or appropriate regional organizations.
- Secure the documented commitments of Governments in each country and/or regional organizations through a Cooperation Agreement or Exchange of Letters.
- Under no circumstances will the ITU enter into any commitment regarding expenditure of the funds in any beneficiary country or for any regional organization before the ITU and the authorized representatives of the beneficiary government (or its designated national counterpart) or regional organization have executed a Cooperation Agreement or Exchange of Letters.
- Cooperate with local authorities/regional organizations to identify appropriate venues for training events.
- Facilitate local school authorities to install, commission and put into operation the planned accessible ICTs in schools.
- Be responsible for the shipment and delivery of all equipment.
- Transfer ownership of all accessible ICTs procured to schools. The transfer of ownership will take place in accordance with ITU rules, regulations and procedures.
- Undertake a comprehensive evaluation of the project and prepare a report to this effect.

9.1.2 Partner

The Partner will:

- Fulfill its commitments in securing and providing its in cash and/or in-kind contributions.

- Maintain open communication with the ITU regarding the implementation (monitoring and evaluation) of the Project.
- Explore the possibility of identifying other partners who may support the Project.

9.1.3 Beneficiary Countries Contributions

Each beneficiary country will:

- Designate a qualified national counterpart to work with the ITU during the implementation process.
- Provide information required for carrying out Project activities.
- Exempt the Project equipment from customs duties, taxes and any other fees.
- Provide administrative support and staff required during the Project implementation; and any other assistance to the Project that may be required by the Project management team.

9.2 Project Team and Project Manager

The Project will be managed by a Project team headed by the project manager and project coordinators. The project team will consist of one project manager and a project officer responsible for each of the seven main deliverables. 1) e-Accessibility Policies, Regulations and Industry Codes 2) the text-to-speech engine; 3) the web-accessibility and public procurement capacity building; 4) ICTs for the Employment of Persons with Disabilities; 5) ICTs for Inclusive Education; 6)Capacity Building for DPOs and NDCs; and 7) Data Collection. Under the supervision of the Project Manager the Project Team will:

- Manage the Project;
- Coordinate with Project partners and national focal points;
- Monitor the Project activities on a daily basis;
- Prepare an annual action plan and periodic progress reports.

10. Monitoring and Evaluation

Periodic progress reports will be prepared by the project staff. These reports will consist of a narrative part and a financial part and will provide a summary of the project progress, the challenges as well as any necessary amendments that may be required for successful project implementation.

At the end of the project, a final evaluation will be undertaken to assess the project's success.

12. Budget

Description	US\$
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