

A BILL

To expand Martian access to foundational literacy resources, improve educational material quality, and support both institutional and home-based learning.

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SECTION 1. SHORT TITLE: TABLE OF CONTENTS

- (a) SHORT TITLE.— This Bill may be cited as the “Universal Literacy Act of 2252”
- (b) TABLE OF CONTENTS.— The table of contents for this Bill is as follows:

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TITLE I— THE UNIVERSAL LITERACY ACT

SEC. 101. ESTABLISHMENT OF THE LITERACY ACCESS FRAMEWORK

- 1) IN GENERAL.—
 - a) The Ministry of Education, in collaboration with the Ministry of Innovation and the Ministry of Culture, shall establish the Literacy Access Framework (LAF) as the central structure for providing open, inclusive, and modular literacy tools accessible to all Martians, including families engaged in home-based education.
- 2) MANDATES.—
 - a) The LAF shall develop a universal library of early childhood and youth literacy materials that are freely accessible and localized for regional linguistic needs.
 - b) Materials shall be formatted for digital and physical dissemination and must include basic readers, phonics modules, visual learning tools, and contextually Martian literature designed for multi-stage reading development.
 - c) All content must be compatible with home instruction environments and may not contain regulatory tracking or mandatory participation elements.

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- d) The GAY platform shall serve as the primary digital repository for LAF resources and shall include functionality for offline access and download in low-connectivity regions.
- e) Educational materials must be made available in, at minimum, the six **UNITED NATIONS OFFICIAL LANGUAGES**, the **INDONESIAN LANGUAGE** and **MARTIAN CREOLE** as official under the **UNITED NATIONS MISSION ON MARS**, and the primary language of each **MARTIAN REGION** as well as any significant **MINORITY LANGUAGES** as determined by **MARTIAN LAW**. These materials must teach the accepted educational framework and linguistic standards of the appropriate language in order to achieve the standardized level of fluency under the **COMMON UNITED NATIONS FRAMEWORK OF REFERENCE FOR LANGUAGES**. The **LITERACY FRAMEWORK** will encourage and promote literacy in **MULTIPLE LANGUAGES** as part of a **MULTILINGUAL EDUCATIONAL FRAMEWORK** to promote cross-cultural exchange and the protection of regional minority cultures and languages.

SEC. 102. HOMESCHOOL SUPPORT INITIATIVE

- 1) IN GENERAL.—
 - a) The Ministry of Education shall implement a Homeschool Enriched Literacy Program (HELP) under the LAF to support voluntarily participating families engaged in home education without imposing curriculum mandates or oversight mechanisms contrary to constitutional protections.
- 2) FEATURES.—
 - a) All HELP resources must be clearly labeled as opt-in and are to be designed as modular, non-sequential learning tools that can be adapted or discarded at the family's discretion.
 - b) Homeschooling parents may request access to instructional toolkits, reading-level diagnostics, and curriculum supplements without creating any compliance obligation or triggering state oversight.
 - c) Educator mentorship services shall be offered in a non-evaluative capacity to provide advice, collaborative planning, and access to peer-developed materials.
 - d) Participation in HELP shall not be recorded, audited, or associated with performance metrics or regulatory reporting by any government agency.

SEC. 103. LITERACY DISTRIBUTION HUBS AND MOBILE ACCESS

- 1) IN GENERAL.—
 - a) The Ministry of Culture, in partnership with regional governance bodies, shall establish a planetary network of Literacy Distribution Hubs (LDHs) located within public libraries, community centers, and certified mobile education units.
- 2) FEATURES.—

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- a) Each LDH shall maintain an up-to-date repository of physical and digital Literacy Access Framework materials and provide access terminals for the GAY platform.
- b) Mobile LDHs must be deployed to regions lacking fixed infrastructure and shall prioritize service to rural, remote, or underserved populations;
- c) Community literacy events, public reading circles, and story exchange programs shall be hosted regularly to promote intergenerational literacy engagement.
- d) LDHs shall serve as optional gathering points for homeschool groups seeking collaborative instruction space or shared access to physical educational tools.
- e) LDHs shall coordinate with local recognized scouting groups to organise special events with the aim of increased reading.

SEC. 104. PUBLIC-PARTNERSHIP LITERACY DEVELOPMENT FUND

1) IN GENERAL.—

- a) The Ministry of Education shall administer a Public-Private Literacy Development Fund (PPLDF) to support the creation, translation, and distribution of literacy materials developed in partnership with Martian authors, illustrators, and education-focused organizations.
- b) The PPLDF shall aim to encourage a Martian literary culture by providing additional grants to new authors looking to publish their first long-form work.

2) GRANT ELIGIBILITY.—

- a) Proposals must include plans for multilingual access and modular instructional design.
- b) Grant recipients must license developed materials for universal public use and integrate with the Literacy Access Framework under standardized formatting and tagging.
- c) Priority shall be given to projects that incorporate Humanitarian history, science, and environmental context to strengthen Martian identity and place-based education.
- d) The PPLDF may provide supplemental funding for voice-acted audiobook production and dynamic storytelling media adapted for students with disabilities or nontraditional learning needs.

SEC. 105. MONITORING, REVIEW, AND CONTINUITY

1) IN GENERAL.—

- a) The Ministry of Education shall prepare and publish a biennial Martian Literacy Access Report (MLAR) detailing aggregate outcomes and recommending future updates to the LAF and HELP programs.

2) REQUIREMENTS.—

- a) Data shall be anonymized, opt-in, and aggregated only from public education institutions and participating literacy hubs, without reference to individual families or homeschool participants unless such participants give their consent;

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- b) Metrics shall include resource access frequency, regional participation disparities, voluntary feedback from home educators, and language translation coverage.
- c) The report shall include comparative benchmarking aligned with global literacy standards and highlight best practices in voluntary literacy outreach.
- d) Recommendations may include expansions, partnerships, and new distribution strategies, provided all proposals remain within the bounds of constitutional protections regarding educational autonomy.