

# The ABC's of Parlements au primaire



*Aspirations, Bases and Complementary Activities*  
of a student council inspired by the National Assembly of Québec

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The Fondation Jean-Charles-Bonenfant of the National Assembly of Québec wishes to sincerely thank all of the persons involved in carrying out the Parlements au primaire.

The  
**ABC's**  
of

**Parlements**  
au  
*primaire*





## Message from the President of the National Assembly and President of the Fondation Jean-Charles-Bonenfant



The publication of *The ABC's of Parlements au primaire* guide gives me the perfect opportunity to congratulate my colleague and Vice-President of the Fondation Jean-Charles-Bonenfant, Jacques Chagnon, for having implemented this new activity focussing on participation and education on democracy. I also wish to underline the contribution of the members of the board of directors of the Fondation as well as that of all of the National Assembly resources and those hailing from the education

sector who designed this student council model embodied in the Parlements au primaire.

I am wholeheartedly convinced that this new project will be highly successful, similarly to other initiatives carried out by the Fondation, such as the Parlements au secondaire, the parliamentary internships for university students and the conferences on parliamentarism and democracy.

The Parlements au primaire contribute to the efforts deployed by our institution to increase the interest of young Quebecers in parliamentarism and democracy and to make them active and knowledgeable citizens. This activity joins those of the educational mission of the Québec National Assembly, which include the Parlement écolier, a parliamentary simulation tailor-made for 6<sup>th</sup>-grade students and which takes place each year at the Parliament Building, and the tour of educational institutions by the President of the National Assembly.

Once again, I would like to thank the artisans of the Parlements au primaire as well as all of the schools that, I am sure, will take part in large numbers in this project which fosters respect among young people of democratic values and institutions.

The President of the Fondation  
Jean-Charles-Bonenfant and  
President of the National Assembly.

A handwritten signature in black ink, appearing to read 'Y Vallières'. The signature is fluid and cursive, with a long horizontal stroke at the end.

Yvon Vallières



## Message from the Vice-President of the National Assembly and Vice-President of the Fondation Jean-Charles-Bonenfant



Created through an Act unanimously adopted by the National Assembly of Québec in 1978, the Fondation Jean-Charles-Bonenfant is a non-partisan organization whose mission is to increase and improve the knowledge, among young people in particular, of our political and parliamentary institutions and to ensure its dissemination.

It is in this spirit that the Fondation, with the support of its invaluable partners, created in 2006-2007

Parlements au secondaire as a new way of operation for student councils in secondary schools. Since then, 175 schools from all regions of Québec have been enjoying the support of the Fondation. With the conviction that if training is adapted to their learning, elementary students too will acquire knowledge on democracy and parliamentary institutions while actively taking part in their school environment, we now propose that elementary schools experiment with a student council structure inspired by the National Assembly: the Parlements au primaire.

I urge Québec's elementary schools to participate in large numbers in this wonderful societal project whose purpose is to form the young generation in the exercise of democracy, I congratulate the young people who will take part therein and I thank the persons who developed this activity aimed at encouraging participation and education on democracy.

The Vice-President of the Fondation  
Jean-Charles-Bonenfant and  
Vice-President of the National Assembly

A handwritten signature in black ink, appearing to read 'J. Chagnon' with a horizontal line extending to the right.

Jacques Chagnon



The ABC's of Parlements au primaire is a guide intended for principals, school personnel and for any other persons involved in this activity.

Schools are free to adapt this document, to make it their own. The Fondation Jean-Charles-Bonenfant of the National Assembly of Québec, instigator of Parlements au primaire, is convinced that school authorities are in the best position to evaluate the resources at their disposal in deploying this project, to adapt the concept to their reality.

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# Aspirations of Parlements au primaire

The National Assembly of Québec, through its Educational Programmes Directorate, has created, since 1992, educational activities, such as parliamentary simulations and a quiz game to stimulate the interest of young people in the exercise of democracy. In order to reach students directly in the schools, it has also developed activities within the school environment. The tour of educational establishments by the President of the National Assembly testifies to this desire to reach out to young people within their educational milieu.

## Why educate on democracy?

It is for the purpose of increasing knowledge on democracy through education that, in 2006, the Fondation Jean-Charles-Bonenfant proposed to secondary schools a new way of operation for student councils. In the past three years, the Parlements au secondaire have generated much interest in the education sector. To this day, over 175 secondary schools have joined this activity, encouraging thousands of young people each year to participate and become educated on democracy.

Based on the know-how developed at the secondary level, the Fondation is now offering elementary schools throughout Québec the possibility to experience a new way of operating as regards the student council which is inspired by certain aspects of the operation of the National Assembly: the Parlements au primaire.



source : National Assembly of Québec

«Let us understand that democracy grows more perfect, more vital through the personal efforts of us all, and that it requires of each and every one of us both knowledge and good will.»

*Jean-Charles Bonenfant, Director of the Library of the National Assembly from 1952 to 1969*



source : National Assembly of Québec

«Education is a necessary condition for the existence of democracy; however, the latter alone may ensure true participation of all classes of society in the former.»

*Paul Gérin-Lajoie, Minister of Education from 1964 to 1966*



source : National Assembly of Québec

«The duty of true democrats is to make sure that the people are increasingly aware, educated, informed with regard to their own interests.»

*René Lévesque, Premier from 1976 to 1985*



source : Christian Chevalier

«As President, I will also maintain the efforts made in order to bring the elected officials closer to the population and the citizens closer to our institution.

*It is essential to continue to increase knowledge of the National Assembly and of the role of parliamentarians, and to better communicate with the population.»*

*Yvon Vallières, President of the National Assembly 2009*

## What is a student council?



The Education Act (R.S.Q., chapter I-13.3) provides that secondary schools must have a student council. This Act stipulates that :

*«The purpose of the student committee is to encourage the collaboration of students in developing, implementing and periodically evaluating the school's educational project and their participation in fostering success and in school activities.<sup>1</sup>»*

and that the student council *«[...] may also make suggestions [...] to the principal that are likely to facilitate the proper operation of the school.<sup>2</sup>»*

There is no legal obligation of this type for elementary schools. Over the years, this has not kept certain educational institutions from establishing a governing body responsible for representing the students and for allowing them to take part in the decisions concerning them.

In pursuance of section 211.1 of the Education Act (R.S.Q., chapter I-13.3) which provides that: *«Subject to any policy directions the Minister may establish, the school board must adopt a policy on introducing students to democracy in schools, providing, in particular, for a form of student representation with the council of commissioners.<sup>3</sup>»* other schools, with the Parlements au primaire, could do the same.

<sup>1</sup> Education Act, R.S.Q. c. I-13.3..

<sup>2</sup> *Ibid.*

<sup>3</sup> *Ibid.*

## A.1 Participation in democracy

The Parlements au primaire are a way of operation of the student council that encourages the participation of students in the decisions that concern them in their school. Their involvement thus contributes to the development of a heightened sense of belonging to their school environment. This is carried out, of course, with the approval of the administration and of the staff members.

### What is democracy?

Democracy originated in Greece, approximately 2600 years ago. The word democracy comes from the word *dēmos* (people) and *kratos* (power). Hence, it means power to the people or, in other words, the government of the people, by the people, for the people.

Democracy is a political system (a society's organizational mode) in which the people have and exercise power (direct democracy) or in which the citizens elect representatives to exercise their power (representative democracy). In Québec, we give the name «Member» to these representatives who sit at the National Assembly.

Here, in Québec, we live in a democracy. We have the right to elect our representatives and the freedom to express our opinions. Unfortunately, this is not the case everywhere on the planet. Barely one half of the Earth's population lives in a democracy<sup>4</sup>.



<sup>4</sup> UNITED NATIONS. Human Development Report 2002 : Deepening Democracy in a Fragmented World, New York, Published for the United Nations Development Programme, 2002, p. 2.

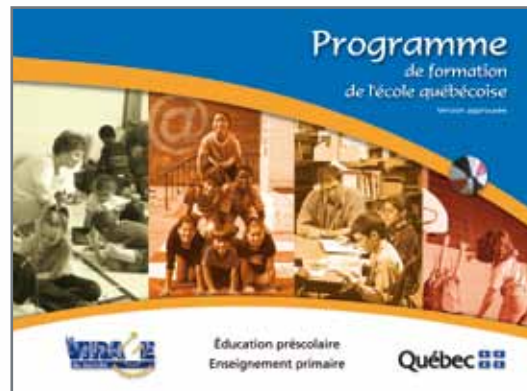
## A.2 Education on democracy

The Parlements au primaire allow young people to learn about and put into practice democratic values such as freedom of speech, the respect of others' opinions, the art of compromise, solidarity, justice, tolerance, equity, equality, representation, the right to vote and access to information.

By the same token, students may learn about the National Assembly.



This objective to educate on democracy upheld by the Parlements au primaire is in keeping with the social sciences component of the Quebec Education Programme: Preschool and Elementary Education <sup>5</sup>.



source : Ministère de l'Éducation, du Loisir et du Sport

The Parlements au primaire project also emphasizes certain skills, such as practising dialogue and reflecting on ethical issues included in the Ethics and Cultural Education Programme of the Elementary Education Programme <sup>6</sup>.

Furthermore, this approach meets the objectives of the complementary educational services programme in school life. By getting involved in their Parlement au primaire, students will become accountable and will develop a sense of citizenship, strengthen their moral sense, improve their interpersonal relations and increase their feeling of belonging to the school <sup>7</sup>.

Generally, the Parlements au primaire project fosters the development of every generic skill provided for in the Quebec Education Programme: Preschool and Elementary Education <sup>8</sup>.



<sup>5</sup> MINISTÈRE DE L'ÉDUCATION, DU LOISIR ET DU SPORT.  
*Quebec Education Programme: Preschool and Elementary Education Programme*,  
Québec, ministère de l'Éducation, du Loisir et du Sport, 2006, 362 p.

<sup>6</sup> *Ibid. Programme Ethics and Religious Culture of the Elementary Education Programme*,  
Québec, ministère de l'Éducation, du Loisir et du Sport, 2005.

<sup>7</sup> *Ibid. Complementary Educational Services: Essential to Success*,  
Québec, ministère de l'Éducation, du Loisir et du Sport, 2002, 59 p.

<sup>8</sup> *Ibid. Quebec Education Programme: Preschool and Elementary Education*,  
Québec, ministère de l'Éducation, du Loisir et du Sport, 2006, 362 p.

## The generic skills that students will be able to develop in a Parlement au primaire

### **Their intellectual skills, namely:**

- making use of information;
- problem solving;
- applying critical thinking;
- implementing creative thinking.

### **Their methodological skills, namely:**

- finding efficient work methods;
- making use of information and communication technologies.

### **Their personal and social skills, namely:**

- shaping their identity;
- cooperating.


### **Their communication skills:**

- communicating correctly.





## What is the National Assembly?

The National Assembly is composed of 125 Members.





**LES PARLEMENTAIRES  
DE LA 39<sup>E</sup> LÉGISLATURE**  
À LA SUITE DES ÉLECTIONS GÉNÉRALES DU 8 DÉCEMBRE 2008






Place aux citoyens

2008

\* Dignité, après élimination, jusqu'à 11 mars 2009.



The Members are women and men who are elected by the citizens to:

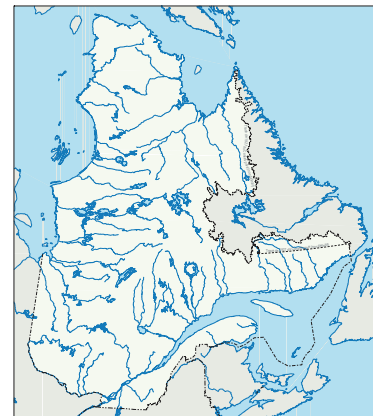
- represent them;
- pass laws that are necessary for the proper conduct of society;
- and control the actions of the Government.

Each Member has an office in his riding and another at the Parliament Building in Québec City.

Citizens are persons who have the right to vote. One must be at least 18 years of age to take part in elections, to elect the Members.

Elections are held, in general, every 4 or 5 years in each of the 125 electoral divisions of Québec.

An electoral division is a geographical region that encompasses a community of persons.



source : Ministère des Ressources naturelles et de la Faune

## A bit of history

**12,000 years ago**

Arrival of the first aboriginals in what will later become Québec.

**1534**

Jacques Cartier claims, in the name of the King of France, what will later become Québec. This territory is named New France.

**1759-1760**

Conquest of New France by England.



A view of the taking of Québec, 13 September 1759, Laurie and Whittle, 1797-11-01  
Library and National Archives  
Direction du Centre d'archives de Québec  
Collection initiale, P600,S5,PLC39

**1792**

Opening of the first session of the first Parliament of Lower Canada. This legislative assembly stems from the adoption, by the Parliament of England, of an Act, The Constitutional Act, 1791.

The Members were elected by a portion of the population (the right to vote was not generalized as it is today). At that time, Members had little power, as the governor and the councillors, all of whom were unelected, could change their decisions.



source : National Assembly of Québec

**1837-1838**

The Patriot Rebellion which is explained, among other reasons, by the lack of power of the population's elected officials.

**1840**

The Union Act reuniting Upper and Lower Canada into a single province, the Province of Canada, with a Legislative Assembly.

**1848**

As from 1848, Ministers were required to have the confidence of the Members sitting in the Legislative Assembly to carry out their duties. Ministers were generally Members. This is what was known as ministerial responsibility.

**1867**

The British North America Act, a statute passed by the Parliament of the United Kingdom, created four provinces (Québec, Ontario, Nova Scotia and New Brunswick) having a Legislative Assembly and a Legislative Council (equivalent to a Senate). There was also a Parliament of Canada, with different Members, located in Ottawa, Ontario.

**1940**

Québec women obtain the right to vote. They had the right to vote in the elections for the Parliament of Canada since 1918. In 1961, Marie-Claire Kirkland became the first woman Member. She is seen here in the company of Louise Harel, who became the first woman President of the National Assembly of Québec in 2002.

**1968**

In Québec, the Legislative Council was abolished (composed of unelected officials), and the Legislative Assembly became the National Assembly of Québec.



source : National Assembly of Québec



Jacques Cartier, F. D'Avignon, Circa 1880  
Library and National Archives  
Direction du Centre d'archives de Québec  
Collection initiale, P600,S5,PLC39



source : Christian Chevalier



«The Fathers of Confederation», [ca 1864].  
Archives of Québec City;  
collection of flat pictures; photograph  
of a painting by Robert Harris; N000339.



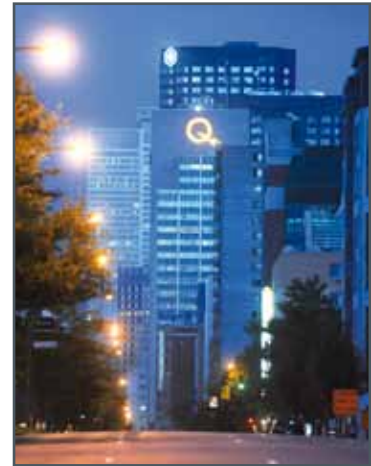
source : Claude Lachance collection

## Important issues

Major questions concerning Quebecers of all ages have been and are debated at the National Assembly.

For example:

- 1943 An Act respecting compulsory school attendance**
- 1963 Nationalization of electricity**
- 1954 Personal income tax**
- 1964 An Act to establish the Ministère de l'Éducation**
- 1966 Student Loans and Scholarships Act**
- 1971 Health Insurance Act**
- 1975 Québec Charter of Human Rights and Freedoms**
- 1977 Charter of the French Language**
- 1978 Creation of Kino-Québec**
- 1978 An Act to preserve agricultural land**
- 1980 An Act respecting labour standards**
- 1985 Recognition of aboriginal nations**
- 1988 Education Act**
- 1990 Creation of Recyc-Québec**
- 1991 New Civil Code**
- 1997 Implementation of the early childhood centres**
- 2001 An Act respecting parental leave**
- 2006 An Act to establish the Generations Fund**
- 2007 An Act to amend the Highway Safety Code**



source : Hydro-Québec



source : Régie de l'assurance maladie du Québec



source : Caroline Hamel

# Bases of Parlements au primaire

## B.1 Registration

### Registration form

To promote the participation of young Quebecers in their school environment and their education on democracy, elementary schools are invited to register with Parlements au primaire by filling out the form that appears in **appendix** of this guide. Once the school has registered, it does not have to repeat this step every year.

Once the form has been received, materials will be sent to the school and the coordinator of the Fondation Jean-Charles-Bonenfant of the National Assembly of Québec will communicate with the school's supervisor of the Parlement au primaire.

### Designation of a supervisor

The implementation of a Parlement au primaire cannot rest on one person alone, for it involves team work. To coordinate this project, one or more supervisors must be designated within the school.

### The school's commitments

By taking part in the Parlements au primaire project, a school commits to:

- implementing a Parlement au primaire;
- using the materials it receives;
- informing the Fondation of any change in supervisor of the Parlement au primaire;
- filling out, once a year, a short evaluation form.

### The Fondation's commitments

In order to facilitate the implementation and operation of the Parlements au primaire, the Fondation Jean-Charles-Bonenfant of the National Assembly of Québec offers each participating school, free of charge:

- technical and professional support by the coordinator of the Parlements au primaire;



The coordinator, Stéphane Lévesque, may be reached by telephone at **418 644-9354** (toll free at 1 866 DÉPUTÉS) or by e-mail at **[stephanelevesque@assnat.qc.ca](mailto:stephanelevesque@assnat.qc.ca)**

This assistance may consist in a free training session for the school staff and the students. Training is given at the school.

- a one-day training session at the Parliament Building.

The one-day training session is held each year in October. This training is intended for the supervisor and for certain members of his school's parliament. In addition to learning about the Parlements au primaire, the one-day training session will include a visit of the Parliament Building and a meal free of charge at the Le Parlementaire restaurant.



source : Daniel Lessard

• The materials necessary for the holding of the Parlement au primaire are **sent each year** and consist of :

- copies of *The ABC's of Parlements au primaire* guide:  
The present guide. This document is intended primarily for the school administration and the supervisors.
- copies of *The ABC's of Parlements au primaire (student version)* guide:  
It is a condensed version of the present guide intended for the members of the Parlement au primaire.
- Parlements au primaire bookmarks:  
Sent at the beginning of the school year, the bookmarks contain information on the Parlements au primaire. They may be distributed to all the students of the school.
- Parlements au primaire bracelets:  
Intended for the members of the Parlement, they underline the importance of their involvement. This is also a good way to identify them in school and to foster their sense of belonging.



- Parlements au primaire certifications:  
Sent to the schools during the final weeks of the school year, the certifications aim to recognize the work of the members of a Parlement au primaire. They are signed by the President of the National Assembly and by a Vice-President. A space is provided for the signature of the school principal.

• The following materials **are sent only once**:

- a flag of Québec, a pole and a stand:  
Officially adopted by the Government of Québec on 21 January 1948, the fleurdelisé flag was hoisted the very same day atop the Parliament Building.

There is also a flag of Québec on the right-hand side of the Throne of the President of the National Assembly; the same may be done in the Parlement au primaire room.

Optional (school choices):

- a banner of the Parlements au primaire:  
This woven fabric banner measuring 75 cm by 105 cm displays the logo of the Parlements au primaire and a drawing of the mace of the National Assembly (symbol of authority of the National Assembly and of its President). This object is designed to be hung on one of the indoor walls of the school or in a room where our Parlement au primaire meets.

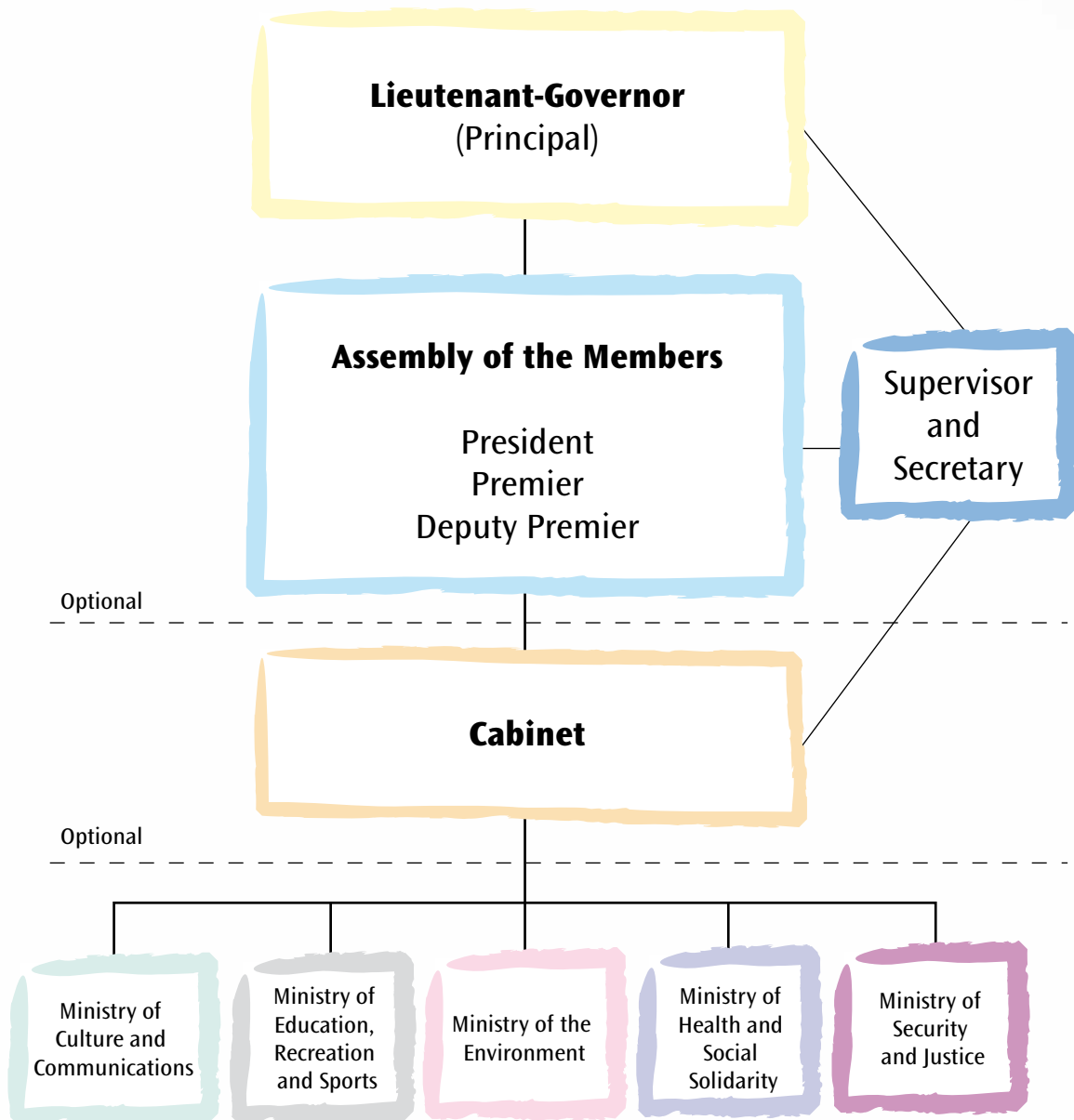
or

- a mace:  
This object weighing 3.6 kg and measuring 105 cm in length is a replica of the mace that is placed on the Table in the National Assembly room when the Assembly sits. During meetings of the Parlement au primaire, the mace may thus be placed on a table.



## B.2 Roles

To follow the example of the Parliament of Québec, composed of the Lieutenant-Governor and the Members forming the National Assembly, a Parlement au primaire is made up of a Lieutenant-Governor (the school principal) and the Members (the student council). Of course, this model is flexible. Schools therefore may adjust it.



## The Lieutenant-Governor



The Lieutenant-Governor is the school principal:

- He swears-in the Members of the Parlement au primaire.
- He assents to (approves) bills passed by the Assembly of the Members of the Parlement au primaire.

Of course, for a bill passed by the Parlement au primaire to take effect, the school principal must signify his assent to it.

It should be understood that within the context of a Parlement au primaire, the Lieutenant-Governor (the school principal), owing to financial, regulatory or other constraints, may refuse a request made by the Members.

## The supervisor

Whether the principal, a teacher, a spiritual-life and community-involvement counsellor, a technician, or any other person designated by the administration, the supervisor of the Parlement au primaire plays a crucial role within the school:

- he coordinates the Parlement au primaire at the school;
- he advises the president, the premier, the deputy premier and the other Members regarding their functions and accompanies them in their efforts to bring their projects to fruition;
- he provides dynamic guidance while encouraging participants in their autonomy;
- he helps Members to put into practice democratic values such as freedom of speech, the respect of others' opinions, the art of compromise, solidarity, justice, tolerance, fairness, equality, representation, the right to vote and access to information while enabling them to acquire knowledge about the National Assembly.



## The President

The President of the Parlement au primaire may be the principal, the supervisor or a Member.

- He prepares and directs the debates at the sittings of the Assembly of the Members of the Parlement au primaire on the basis of information appearing in the Order Paper (agenda). The items to be discussed during the sitting are placed on the Order Paper.
- He ensures that the Members conduct their debates in accordance with democratic values.

## The Member

The Member is the main actor in the Parlement au primaire. He is elected by the students in his class.



- He represents the students from his class in the Parlement au primaire.
- He consults the students of his class to find out their needs regarding school life.
- He takes part in the sittings of the Assembly of the Members.
- He proposes, prepares, discusses and votes on the bills for the school.



### More than one Member per class?

In the case of a school in which there are few classes, two Members could be elected (a boy and a girl, for example) per group.

### Preschool Members, from the 1<sup>st</sup> and 2<sup>nd</sup> cycles?

It may be difficult for young children to attend meetings. To make their task easier:

- they can be paired with an older Member;
- they can have alternates (change Members a few times during the year).

Another option would be to reserve the election of the Members to our Parlement au primaire for the 3<sup>rd</sup> cycle classes only. In addition to their own class, these Members would thus represent another class.

Among the Members, certain of them exercise special duties, carry out work that is slightly different.

## The Premier

The Member from the 6<sup>th</sup> grade class is the Premier. He represents the Members and all students at the school.

- He has the same responsibilities as the Members.
- Like the Members, he represents his class and all students of his school.
- He represents the Assembly of the Members in the various committees or ministries, that is, the small groups that examine the various issues and that carry out actions.
- He takes part in welcoming guests at the school.
- He participates in the sittings of the Assembly of the Members.
- He proposes, prepares, discusses and votes on the bills for the school, like the Members.
- With the President, he may take part in preparing the sittings of the Assembly of the Members.



If they so desire, schools may choose to have the students elect a Premier hailing from any grade level.

The election of the Premier by the Members is also another possibility.

## The Deputy Premier

The Member from the 5<sup>th</sup> grade class is the Deputy Premier. He assists the Premier in his work and replaces him should he be absent.

- He has the same responsibilities as the Members.
- Like the Members, he represents his class and all students of his school.
- He represents the Assembly of the Members in the various committees and ministries, that is, the small groups that examine the various issues and that carry out actions.
- He takes part in welcoming guests at the school.
- He participates in the sittings of the Assembly of the Members.
- He proposes, prepares, discusses and votes on the bills for the school, like the Members.
- With the President, he may take part in preparing the sittings of the Assembly of the Members.

In the case of a school that chooses to have the students elect a Premier, the candidate that finishes second in the election could be appointed Deputy Premier.

The same principle may be applied to schools that choose to have the Members elect a Premier.



### A Cabinet?

Schools wishing to do so may form a Cabinet. In a Parlement au primaire, it could be composed of the supervisor, the Premier and the Deputy Premier.

The main task of the Cabinet is to prepare the sittings of the Assembly of Members. It is during the Cabinet meetings, with the contribution of the Secretary General, that the Order Paper (agenda) and the minutes (official record of the proceedings) will be prepared.

The Cabinet meeting also provides an opportunity to discuss less important matters. However, the Cabinet must inform all Members of the actions it takes.

Each school establishes the duties of the Cabinet and of the Assembly of the Members.

### Ministers?

In addition to the Premier and the Deputy Premier, certain Members could be ministers. Along the lines of certain ministries that exist in Québec, we could therefore have Members who are:

Minister of Culture and Communications;  
Minister of Education, Recreation and Sports;  
Minister of the Environment;  
Minister of Health and Social Solidarity;  
Minister of Security and Justice.

This element is discussed more fully in the section entitled «Complementary Activities» of this document.

## The Secretary General

The Secretary General is a student at the school or a member of the school staff chosen by the supervisor of the Parlement au primaire.

He takes part in drafting the Order Paper (agenda, that is, a list of the items of business that will be discussed) and the minutes (official record of the previous sitting of the Assembly).



## B.3 Elections

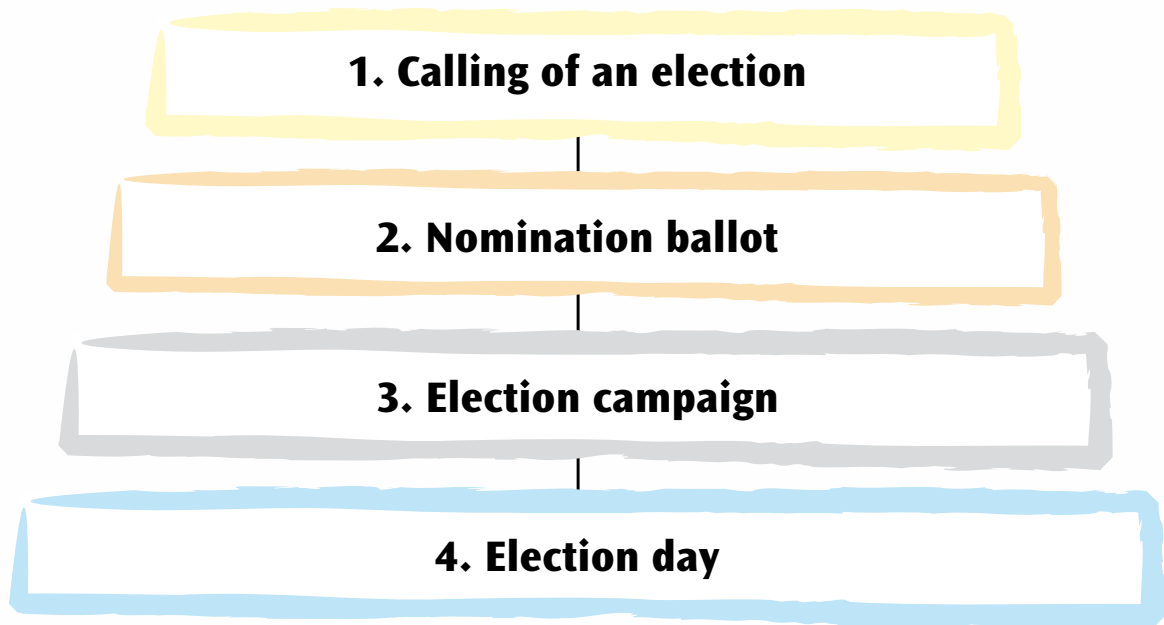
In accordance with democratic values, each student who will take part in the Parlement au primaire must be elected. The method of election may vary. This guide proposes one method of conducting an election that is quite simple. Each school selects the method it prefers, one that most easily adapts to its needs<sup>9</sup>.

### How to organize an election

The school principal (who assumes the role of electoral officer during the election period) or a person he designates sets a date, in September or October, at which time all of the students will elect their Member. He also establishes the election calendar.

The Members of the Parlement au primaire of one's school may be elected in May or June for the following school year. This option offers the advantage of having a parliament in place as soon as school starts. However, during the summer certain changes may occur.

### Stages of an election calendar (duties to carry out)



<sup>9</sup>The Chief Electoral Officer of Québec provides election materials free of charge to Québec schools ([http://www.jeuneselecteurs.qc.ca/archives/bon\\_de\\_commande.php](http://www.jeuneselecteurs.qc.ca/archives/bon_de_commande.php)).



### 3. Election campaign

Once the date to receive candidacies has expired, the candidates try to convince the students to support them, to vote for them in the election. Hence, they conduct an election campaign by making posters, by delivering speeches, by discussing issues that concern them, etc. If a candidate has no opponent, he will be elected by acclamation.



The school principal and the teachers must make certain that the candidates understand that the election campaign must be conducted with respect for others and their ideas. They must express their ideas without running down those of their opponents.

### 4. Election day

On election day, at the same time throughout all of the classrooms, the students vote for their candidate of choice. Just before the voting begins, the teacher invites the candidates of the class to deliver a short speech. Then, he distributes a ballot paper to each student. The students write the name of their favourite candidate on a piece of paper, fold their ballot paper and give it to their teacher. Once again, if a candidate has no opponent, he will be elected by acclamation: ballot papers therefore need not be distributed.

The teacher counts the ballot papers and announces the name of the winner: it is the candidate having obtained the most votes.

To avoid embarrassing a candidate who obtained a low number of votes, it is recommended to not reveal the number of votes obtained by each candidate.

Lastly, the results are forwarded to the school administration.



## B.4 Swearing-in

The Members having been elected in each class, they must now get together to discuss the various items of business during the sittings of the Parlement au primaire. But before the opening sitting, they may solemnly swear that they will perform their duties to the best of their ability: it is their oath of office. They will thus be asked to take an oath of office and the bracelet of the Parlements au primaire will be given to them. The administration of the oath of office is a good way to make them understand the importance of their role.

The swearing-in ceremony may take place just before the opening sitting. If so desired, this may be turned into a public event and become an opportunity to invite the Member of the National Assembly for the riding in which the school is located, the members of the governing board, the directors of the school board, the parents, other members of the community and all of the students at the school.

### **Proposal for the administration of the oath of office to the Members of a Parlement au primaire**

*The lieutenant-governor (principal) :*

« I will administer the oath of office to the Members of the Parlement au primaire of our school. »

« I would ask the Premier, the Deputy Premier, the Members and the Secretary General to rise to be sworn-in. »

« Please raise your right hand and repeat after me: »

« I solemnly swear »

**The Members :**

**« I solemnly swear »**

*The lieutenant-governor (principal) :*

« that I will perform my duties as a Member of the Parliament of my school »

**The Members :**

**« that I will perform my duties as a Member of the Parliament of my school »**

*The lieutenant-governor (principal) :*

« honestly and justly »

**The Members :**

**« honestly and justly »**

*The lieutenant-governor (principal) :*

« while upholding the values imparted by my school »

**The Members :**

**« while upholding the values imparted by my school »**

*The lieutenant-governor (principal) :*

« Congratulations, you are officially Members of the school Parliament. I will now give you your Parlements au primaire bracelets. »

## B.5 Sittings

A meeting of the National Assembly is called a sitting. It is during the sittings of the Parlement au primaire that the Members prepare, propose and discuss bills for their schools that appear on the Order Paper (agenda). They then vote for or against these bills. The sittings may be held, as determined by the school, during the lunch hour, after classes or during a class period.



### Decorum in a parliament

A sitting is an important activity. While feeling comfortable in expressing themselves during a sitting, the Members of the school parliament must take this into consideration. The manner in which they conduct themselves must reflect the importance of their parliament.

Example of the rules that Members must obey during the sittings:

Respect the planned schedules.

Use correct language and act properly.

Handle materials with care.

Remain seated in the assigned place and remain silent unless given permission to speak by the President.

Respect democratic values such as freedom of speech, the respect of others' opinions, the art of compromise, solidarity, justice, tolerance, equity, equality, representation, the right to vote and access to information.

## How is a sitting prepared?

As seen previously, schools may have a Cabinet if they so desire. Chosen from among the Members of the school parliament, it is made up of the Supervisor, the Premier and the Deputy Premier, and its main task is to prepare the sittings of the Assembly of the Members. Hence, it is during the Cabinet meetings that the Order Paper (agenda or hours of the sitting) and the minutes (report or summary of the sitting) are drafted. In the case of a Parlement au primaire that does not have a Cabinet, it is the Supervisor and the Secretary General, in the presence of the Premier, who will prepare the Order Paper and the minutes.

## What should be placed on the Order Paper (agenda)?

In a Parlement au primaire, it is clear that the school principal or other staff members may place items of business on the Order Paper (agenda) that they wish to see discussed by the Members of the parliament. However, the choice of subjects should be left up to the Members so that they may discuss the issues that interest them or the students at the school.

The Order Paper (agenda) is not required, but it can be useful. Indeed, the Order Paper may help the Members to respect the time allotted for the sitting of the parliament and keep discussions from going in every direction. This agenda makes work more efficient.

### Example of Order Paper (agenda)

#### ORDER PAPER – FIRST SITTING

Parlement au primaire of the School for Democracy

Wednesday, October 21, 2009 – 11:30 o'clock a.m.

1. Greetings from the President and reading of the Order Paper and the minutes
  
2. Bills
  - Bill 1: An Act to establish a student newspaper committee
  - Organization of the Winter Festival
  - Layout of the schoolyard
  
3. Period for Exchanges
  
4. Information and adjournment of proceedings

It is also very useful to write a summary of the business under discussion during a sitting, to write the minutes of the proceedings. This report will allow readers to verify what was done between meetings, to see the progress of bills under consideration and to leave a record of the actions carried out by the parliament. It will make the parliament more efficient. As the proverb so aptly puts it: « Spoken words fly away, written words remain. »

#### **Who drafts the minutes?**

Several options are possible: the supervisor, the Secretary General or, in alternation, a Member.

What is important is that someone take notes and that they be distributed at the following sitting.

#### **How are the minutes stored?**

To avoid «reinventing the wheel» each year, it is recommended that the minutes be stored, along with the other documents relating to the parliament, in one of the school's filing cabinets and be consulted if need arises. The decisions that are taken must be recorded. Folders may also be distributed to the Members for them to store their documents.

## Example of minutes

### **MINUTES – SECOND SITTING**

Parlement au primaire of the School for Democracy

Wednesday, January 20, 2010

The Assembly was called to order at 11:30 o'clock a.m.

#### **1. Greetings from the President and reading of the Order Paper (agenda) and the minutes (record of proceedings)**

#### **2. Bills**

- Bill 1: An Act to establish a student newspaper committee

The Premier, Ms. Marie-Laurence Barrette, introduced a bill to establish a student newspaper committee.

Various Members then spoke on the bill. Generally, it was agreed that it is a good idea to provide information to the students.

The debate being concluded, a vote was taken on the bill by the Premier, Ms. Marie-Laurence Barrette, to establish a student paper committee.

The bill was passed by a majority of the Members. (YEAS – 4, NAYS – 2, ABSTENTIONS – 1)

- Organization of the Winter Festival

It was decided that the Members of the 1<sup>st</sup> and 3<sup>rd</sup> grades will be responsible for making the decorations and installing them with their classmates on Thursday, February 11, in the afternoon, under the supervision of their teachers.

The Members of the 4th and 6th grades will meet tomorrow with the music and gym teachers to organize a musical variety show that will include a physical activity session. This show will take place on Friday, February 12.

The Members also agreed to organize a winter clothing drive with all of the students of the school. The clothing will be sent to an organization that helps disadvantaged persons. This item of business will be discussed in detail at the next sitting.

- Layout of the schoolyard

Following the suggestion made by Member Karim Davidson, it was agreed that a survey would be passed around in each classroom to gather ideas on how to improve the schoolyard.

#### **3. Period for Exchanges**

Member Justine Boily informed the Assembly that her friends had notified her of a problem concerning the sinks in the boys' bathroom. The school principal will take the necessary measures to fix the problem.

Member Max Nguyen would like the school to buy new hockey sticks.

The Premier, Ms. Marie-Laurence Barrette, spoke about her visit to the Parliament Building of Québec.

#### **4. Information and adjournment of proceedings**

At 12:30 o'clock p.m., the President adjourned the proceedings of the Parlement au primaire until Wednesday, February 10, 2010, at 11:30 o'clock a.m.

The President,  
Marc Montplaisir

## B.6 Information

The parliament has begun operating, for the Members are meeting and making plans. But that is not all, since it is necessary to keep the students and the school staff informed. It is an essential base of the Parlement au primaire.

As we know, information is a key element of democracy and the media play a primary role. For a democracy to be healthy, citizens must be well informed.

With the Parlement au primaire, it is equally critical that information circulate among «the citizens» of the school, that is, the students as well as the staff and the Members who represent them.

The parliament must translate into action in the eyes of all students at the school. Therefore, so that the students make known their requests and that the Members keep them informed of their plans, a series of measures may be envisaged:

- provide for a moment before or after the sitting so that the Member may meet with his classmates;
- set up a suggestion box;
- issue the parliament an e-mail address;
- post a newsletter;
- put up information on the school bulletin boards, etc.

### **Make the school parliament known**

A Parlement au primaire may be a project that will give a positive image of the school in its environment.

We can promote the Parlement au primaire both inside and outside of the school by:

- putting up photographs of our Members for all to see at the school entrance;
- inserting information on the school parliament in the written communications sent to the parents;
- adding a Parliament section on the school Web site;
- inviting the media to a sitting, etc.



# Complementary activities of Parlements au primaire

The present section of The ABC's of Parlements au primaire comprises various Complementary Activities that could be added to the Bases of our student council. Again, there are no obligations. Each school is free to experiment with additional elements to its Parlement au primaire if it wishes to do so.

## C.1 Ministers and ministries

In addition to the Premier and the Deputy Premier, schools that so desire may form one or several ministries. The ministers are chosen by the supervisor and/or the Premier from among the elected Members. Other methods of appointment may be considered.



Based on certain ministries that exist in Québec, a school could therefore have Members who are:

- Minister of Culture and Communications;
- Minister of Education, Recreation and Sports;
- Minister of the Environment;
- Minister of Health and Social Solidarity;
- Minister of Security and Justice.

The five broad areas of learning contained in the Québec Education Programme – Elementary Education<sup>9</sup> could also be used: Health and Well-Being, Personal and Career Planning, Environmental Awareness and Consumer Rights and Responsibilities, Media Literacy, and Citizenship and Community Life.

<sup>9</sup> MINISTÈRE DE L'ÉDUCATION, DU LOISIR ET DU SPORT. *Québec Education Programme: Preschool Education– Elementary Education*, Québec, ministère de l'Éducation, du Loisir et du Sport, 2006, 362 p.

Other names of ministries are possible. Why not have a Minister of Holidays, a Minister of the Schoolyard or a Minister of Respect? However, what must be considered regarding this point is that a ministry is not created simply for the sake of creating a ministry. It must meet a school need. It should always be clear that the structure must enable concrete actions to be taken without increasing its burden.

Still regarding this point, it could be envisaged that certain schools pair an adult (teacher, parent, etc.) with each minister. Other persons interested in getting involved could join the ministries (adults, other Members, students). The ministry thus created meets if need be outside of the Assembly of the Members and carries out certain actions in the school in relation to its scope of activity.

Therefore, in its Parlement au primaire, there could be a:



**Ministry of Culture and Communications,  
which is responsible for :**

the school newspaper, morning messages, a school radio, the Web site, hallway decorations, the Méritas gala, an improvisation league, a music show, an aboriginals day, a pairing with another school, a computer room, an intercultural week, etc.



**Ministry of Education, Recreation and Sports,  
which organizes :**

a field day, educational outings, pedagogical activities on democracy, a science fair, a career day, a campaign on ethical consumption, the selection of certain books to buy for the library, a start-up company, a book fair, activities for Teacher Appreciation Week, etc.

**Ministry of the Environment, which prepares :**

an Environment Week, a waste-free day, a recycling campaign (paper, batteries, refundable containers...), a contest in which students make toys out of recycled materials, a schoolyard clean-up activity, etc.

**Ministry of Health and Social Solidarity, which organizes :**

a handwashing awareness campaign, a healthy cuisine class, a food and toys drive, sending out good wishes cards to seniors, etc.

**Ministry of Security and Justice, which oversees :**

a team of crossing guards, a first-aid course, a bike safety campaign, a consultation on life rules, the establishment of a peers mediation group, etc.



It is therefore clear that a Parlement au primaire, with ministries, has enormous potential. It may be very rewarding for students and staff alike. Furthermore, it may mobilize them and become a focal point for the entire school. By controlling the school committees (at least those in which students are involved), the parliament, with its ministries (the committees becoming ministries), becomes a powerful development and integration tool.

However, this is an on-going process. Steps should be taken progressively. For example, each year, one ministry could be created. Over time, ministries may appear and disappear whenever the needs they meet have been filled or whenever the resources they require are no longer available. It is important to understand that the base, the core of our parliament is the Assembly of the Members. The ministries are complements, tools to carry out projects.

## C.2 Bills

Sometimes, when Members of the parliament have important proposals to make, it may be necessary to put their ideas down in writing. These ideas on paper could become a bill. Indeed, using a simplified procedure, schools that wish to do so may adopt bills, just like the National Assembly does.

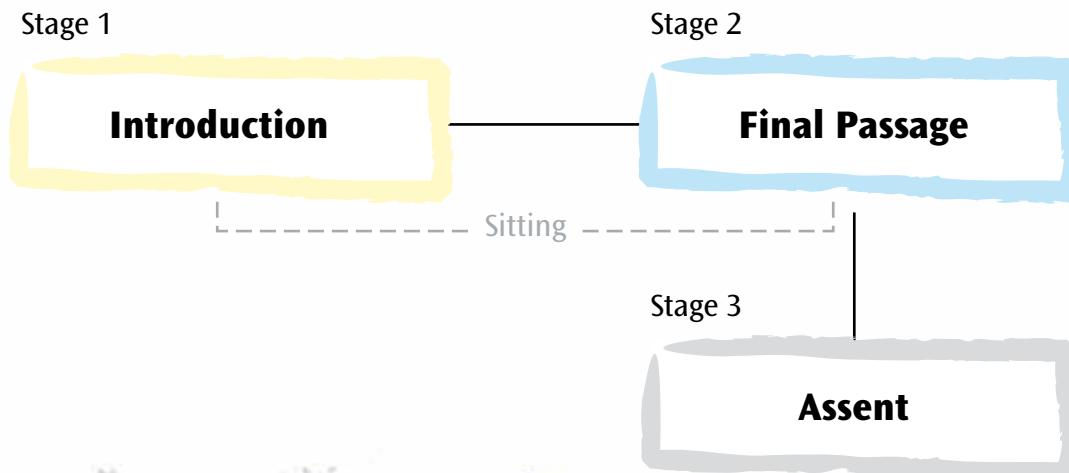


A bill is a text introduced by a Member that contains rules, intentions or proposals. A Member proposes a bill in answer to a problem or to the needs of the students at the school. Let us not forget, that the Members of the parliament represent all students of the school. After having drafted his bill, the Member will introduce it to the other Members of his parliament, who will discuss it, amend it (modify it) and vote on it.

The bill is adopted by the Assembly of the Members when the Members in favour of the bill outnumber those who are not in favour, when there is a majority of Members who vote in favour thereof. Then, the bill must be assented to (approved) by the lieutenant-governor (the school principal).

Following that, if the school principal agrees, the bill becomes law and is implemented in the school. The Member's idea thus becomes a reality.

### Stages of a bill in a Parlement au primaire



### Stages of a bill at the National Assembly

In a Parlement au primaire, the stages of a bill must be simple. But it should be mentioned that at the National Assembly of Québec, after having been drafted, a bill must pass through six stages in the legislative process before becoming a law and coming into effect. These stages are as follows:

- Introduction;
- Passage in principle;
- Committee stage;
- Report stage;
- Final passage;
- Assent.

Further information on the manner in which bills are passed at the National Assembly is available on the Web site:  
<http://www.assnat.qc.ca/fra/Assemblee/cheminement.html>



source : Christian Chevalier



source : Clément Allard

### Rules for drafting a bill

Bills must be short; hence the importance of clearly delineating their subject matter. The drafting of a bill must take into account sentence structure, the tense, mood, and voice (passive or active) of verbs, and the choice of vocabulary.

The following are a few basic rules that will help the Members of the Parlement au primaire to draft their bills.

- Write short sentences: subject, verb and complement.

Short sentences make the text easier to understand.

- Use the indicative present.

The indicative present gives the text a timeless character (invariable in time).

- Use the active voice.

The active voice is the normal way of writing. However, the passive voice cannot always be excluded from a bill; sometimes it is indispensable. It is essential that the students who draft a bill always ask themselves who is performing the action contemplated in each sentence they write.

- Insofar as is possible, make affirmative or positive statements.

This approach allows the reader to understand clearly the intention of the legislator.

- Use the masculine and the singular.

In the drafting of bills the use of the masculine (“he,” “his”) has nothing to do with gender; its use to designate a person referred to in a bill is intended only to simplify the text. It therefore applies to all persons concerned regardless of gender. With regard to the use of the singular, the principles of interpretation provide that the singular includes the plural.

- Always use the same expressions.

To avoid confusion, the drafting of a bill requires that the same expressions always be used and that synonyms be avoided.

## The form of a bill

A bill contains :

- The title page.

On this page, indicate the number of the bill, its title and the name of its author with his title.

- The explanatory notes.

The explanatory notes are a summary of the bill. Even if that is not the case as regards bills discussed in the National Assembly, the grounds for introducing such a bill could be presented in addition to the explanatory notes.

- The text of the bill.

The following is an example of a bill :

---

## PARLEMENT AU PRIMAIRE

---

School for Democracy

2009-2010

### **BILL 1**

#### **An Act to establish a student newspaper committee**

Introduced by :

Ms. Marie-Laurence Barrette

Premier

on January 20, 2010

*Signature of the Lieutenant-Governor*

Assented to on January 27, 2010

**PEUPLEVILLE**

## EXPLANATORY NOTES

*The purpose of this bill is to establish a student newspaper committee. The mission of the newspaper committee is to produce a newspaper that examines matters of concern to the students at the school, allows the students at the school to express themselves on subjects of their choice, and provides information on the school's services and activities.*

*The bill also sets forth the responsibilities of the newspaper committee and those of the school administration.*

### Bill 1

## AN ACT TO ESTABLISH A STUDENT NEWSPAPER COMMITTEE

THE PARLEMENT AU PRIMAIRE ENACTS AS FOLLOWS :

### CHAPTER 1 PURPOSE

1. The purpose of the present act is to establish a student newspaper committee at the School for Democracy.
2. The student newspaper committee shall be made up of students at the school selected for their general knowledge and their interest in journalism.
3. The student newspaper committee shall comprise members from each level at the school.

### CHAPTER 2 RESPONSIBILITIES OF THE STUDENT NEWSPAPER COMMITTEE

4. The student newspaper committee shall produce not fewer than four editions of the student newspaper during each school year.
5. The student newspaper committee shall ensure that the newspaper examines matters of concern to the students at the school as well as the services and activities offered by the school.

It includes the following sections:

- Culture and Communications;
  - Education, Recreation and Sports;
  - Environment;
  - Health and Social Solidarity;
  - Security and Justice.
6. The student newspaper committee shall reserve one section of the student newspaper for students who wish to express themselves on subjects of concern to them.

### CHAPTER 3 RESPONSIBILITIES OF THE SCHOOL ADMINISTRATION

7. The school principal shall designate a member of the personnel to coordinate the student newspaper committee.
8. The school administration shall place at the disposal of the student newspaper committee one computer and one printer.

### CHAPTER 4 FINAL PROVISIONS

9. The school administration and its Premier shall be responsible for the application of the present act.
10. The present act shall come into force on the day on which it is assented to.

## C.3 Activities to go one step further

By establishing a Parlement au primaire in your school, you might like to further your students' knowledge on the National Assembly of Québec. The following are a few suggestions for activities.

### The Game Sheet of the Parlements au primaire

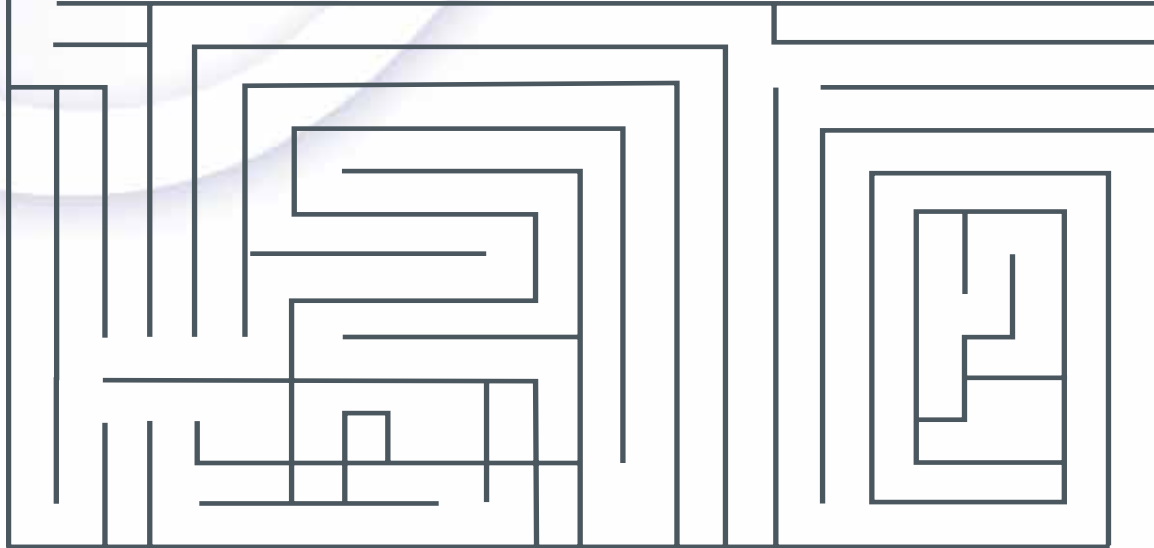
#### ► Spot the difference

Find the 6 differences between both of these images of a sitting of Members in 1793.



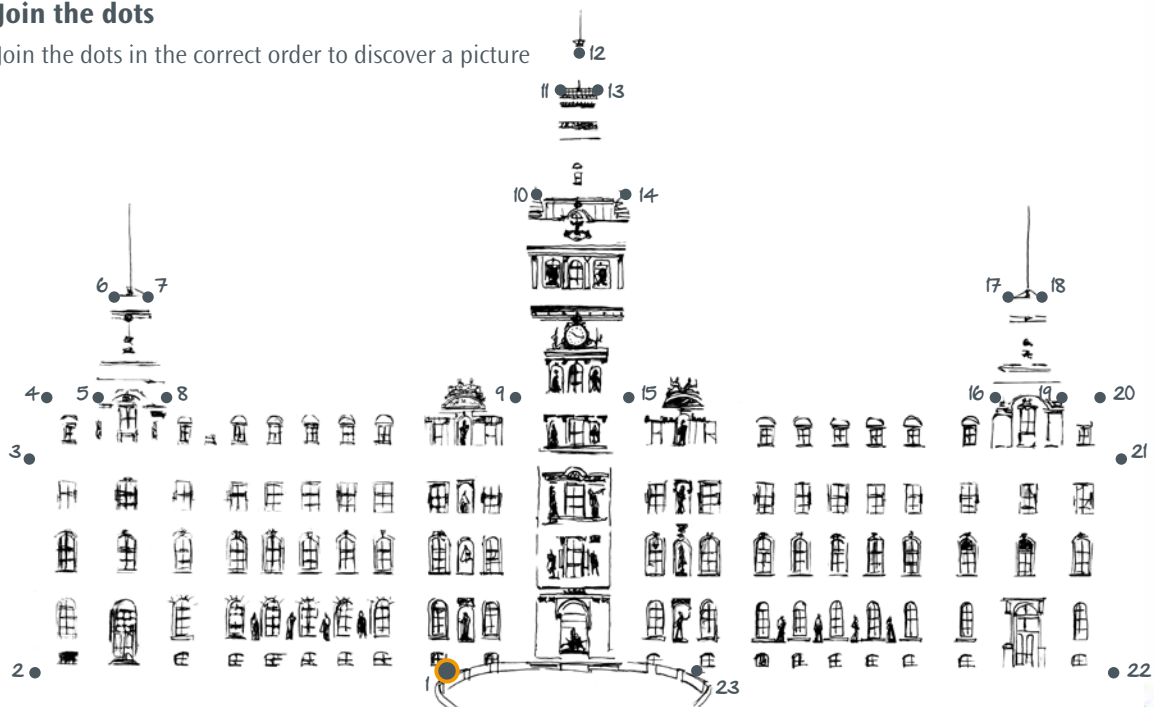
## ► Labyrinth

Trace the way from the birth of democracy in Greece 2600 years ago to modern-day Québec



## ► Join the dots

Join the dots in the correct order to discover a picture



## ► Word search puzzle

In the puzzle grid, find the **words in boldface** and discover the hidden 9-letter word.

L	D	M	W	S	S	V	N	E	C	B	P	V
M	I	I	O	L	T	O	O	O	I	R	O	T
E	L	E	L	D	I	U	M	T	E	T	C	O
L	T	I	U	T	E	P	D	M	E	E	B	A
E	B	I	C	T	R	E	I	E	P	C	A	C
C	R	E	R	O	E	E	R	S	N	R	L	C
T	L	A	M	W	R	N	E	F	T	T	L	E
E	H	I	Y	T	I	R	A	D	I	L	O	S
D	S	E	C	S	E	T	U	N	I	M	T	S
E	R	I	G	H	T	G	N	I	T	T	I	S
I	N	F	O	R	M	A	T	I	O	N	E	Y



source : Daniel Lessard

### Roles in a Parlement au primaire

Like the Parliament of Québec, made up of the **lieutenant**-governor and the Members forming the National Assembly, a Parlement au primaire is made up of a lieutenant-governor (the school principal) and of **the** Members (the **student** council).

To become a Member, you must:

- fill out a nomination **ballot** on which you will **write** your name and your motivations.
- convince your classmates to support you, to **vote** for you in the **election**.
- be **elected** by your classmates to represent them.

Among the Members, some occupy special functions, carry out work that is a **bit** different in the Parlement au primaire. For example, the **Premier** represents the Assembly of the Members in the various committees or ministries, that is, small groups that examine various issues and initiate actions.

The Secretary General is **one** of the students of the school or a staff member who takes part in the drafting of the Order Paper (agenda, in other words a list of the items of business that **will** be discussed, such as **bills**), and the **minutes**, a descriptive summary of the Assembly **sitting**.

### Democratic values

The Parlements au primaire allow young people to learn about and put into practice democratic values such as **freedom** of speech, the **respect** of others' opinions, the **art** of **compromise**, **solidarity**, justice, tolerance, fairness, equality, representation, the **right** to **vote** and **access** to **information**.

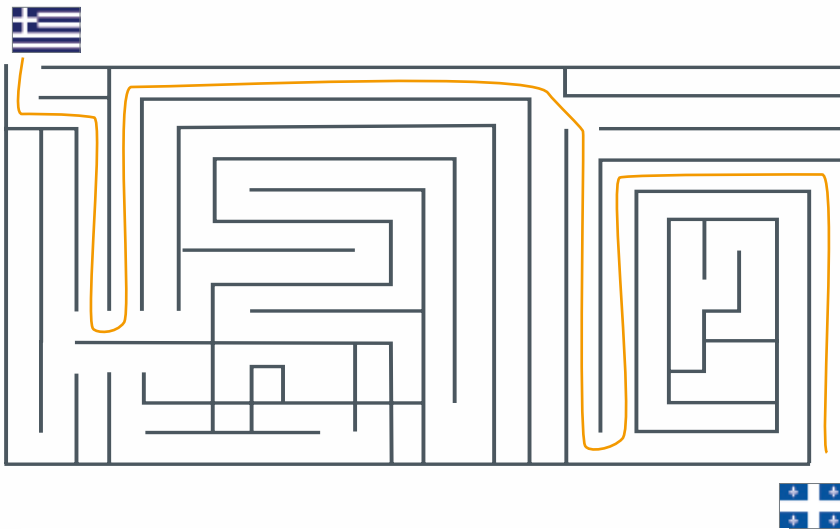
Answer : \_\_\_\_\_

# Solutions

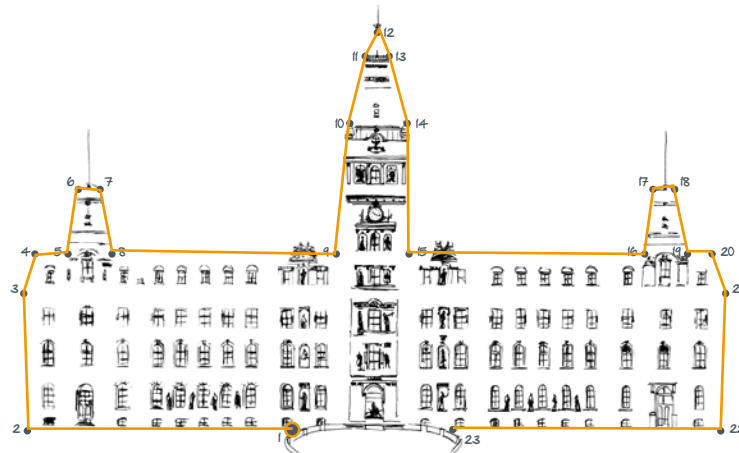
## Spot the difference



## Labyrinth



## Join the dots



## Word search puzzle

Answer : democracy

## Other activities

# PARLEMENT ÉCOLIER



### Parlement écolier

The target audience of the *Parlement écolier* is 6<sup>th</sup> grade elementary students. This parliamentary simulation takes place at the Parliament Building each year.

To find out more: 418 643-4101

1 866 DÉPUTÉS (337-8837)

[programmes.pedagogiques@assnat.qc.ca](mailto:programmes.pedagogiques@assnat.qc.ca)

[www.assnat.qc.ca/fra/education/parlementecolier/index.html](http://www.assnat.qc.ca/fra/education/parlementecolier/index.html)

### La démocratie sous les arbres

*La démocratie sous les arbres* is a pedagogical activity that is adapted to the Geography, History and Citizenship Education Programme at the 3<sup>rd</sup> cycle elementary level.

For information: 418 643-4101

1 866 DÉPUTÉS (337-8837)

[programmes.pedagogiques@assnat.qc.ca](mailto:programmes.pedagogiques@assnat.qc.ca)

[www.assnat.qc.ca/fra/education/publications/democratiearbre](http://www.assnat.qc.ca/fra/education/publications/democratiearbre)

### Guided tour of the Parliament Building

Accompanied by experienced guides, visitors may tour the Parliament Building free of charge. This historic building, designed by Eugène-Étienne Taché, was built between 1877 and 1886. During the tour, guides give explanations and answer visitors' questions on the history and the operation of the National Assembly of Québec.

For further information: 418 643-7239

1 866 DÉPUTÉS (337-8837)

[www.assnat.qc.ca/fra/accueil/visites.html](http://www.assnat.qc.ca/fra/accueil/visites.html)

### Transportation subsidies for Québec students

To reduce the cost of transportation of Québec's student groups, the Commission de la capitale nationale du Québec may grant a lump sum established according to distance covered, from the visitors' locality to Québec City.

For more information: 418 528-0773

1 800 442-0773

[www.capitale.gouv.qc.ca/circuits-decouverte/decouvrir/2008-2009/subvention-transport.php](http://www.capitale.gouv.qc.ca/circuits-decouverte/decouvrir/2008-2009/subvention-transport.php)



*Place aux citoyens*

### Web site of the National Assembly of Québec

And lastly, on the Internet site of the National Assembly visitors will find information, among other things, on the Members and the proceedings of the Assembly, its organization, its educational mission and its history at the following address:

[www.assnat.qc.ca](http://www.assnat.qc.ca)

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## Registration form

### SCHOOL

EXACT NAME : \_\_\_\_\_

ADDRESS : \_\_\_\_\_

\_\_\_\_\_

TELEPHONE : \_\_\_\_\_ FACSIMILE : \_\_\_\_\_

WEB SITE (if any) : \_\_\_\_\_

SCHOOL BOARD (if any) : \_\_\_\_\_

ESTIMATED NUMBER OF STUDENTS AT THE SCHOOL : \_\_\_\_\_

ESTIMATED NUMBER OF STUDENTS TAKING PART IN THE PARLIAMENT (STUDENT COUNCIL) : \_\_\_\_\_

### PRINCIPAL

NAME : \_\_\_\_\_

TELEPHONE : \_\_\_\_\_ E-MAIL : \_\_\_\_\_

# Registration form (cont.)

## SUPERVISOR 1

The supervisor of the Parlement au primaire is either a school principal, teacher, spiritual-life and community-involvement counsellor, technician, or any other person designated by the administration. He is the contact person for the Fondation.

NAME : \_\_\_\_\_

FUNCTION : \_\_\_\_\_

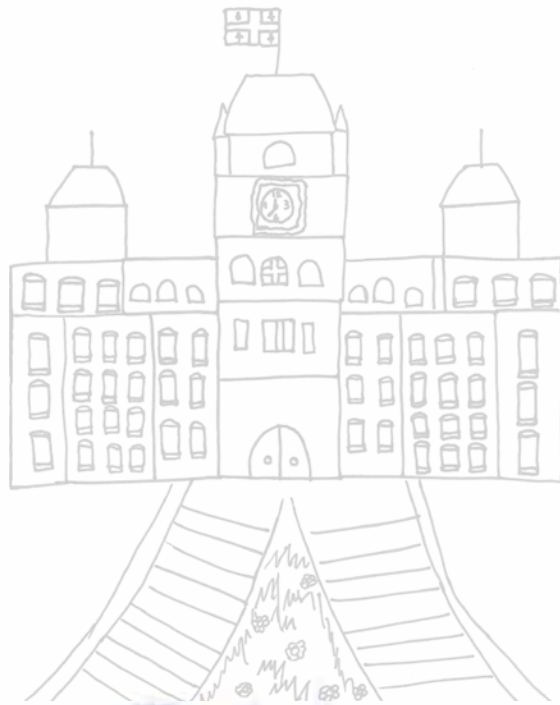
TELEPHONE : \_\_\_\_\_ E-MAIL : \_\_\_\_\_

## SUPERVISOR 2 (if any)

NAME : \_\_\_\_\_

FUNCTION : \_\_\_\_\_

TELEPHONE : \_\_\_\_\_ E-MAIL : \_\_\_\_\_



source : Marguerite Cécil

# Obligations of the school and of the Fondation Jean-Charles-Bonenfant

By signing this form, the School commits to holding the activity *Parlements au primaire* for the year 2009-2010 and to using the material provided by the Fondation Jean-Charles-Bonenfant for this purpose.

In consideration of this, the Fondation commits to providing professional support and the necessary material to the School during the establishment of the activity *Parlements au primaire* in 2009-2010, namely :

- bracelets, guides, and certifications corresponding to the number of members of the *Parlement au primaire* ;
- a flag of Québec, a pole and a stand.

and your choice of (**please indicate your preference**) :

**a mace**

This object weighs 3.6 kg and measures 105 cm in length. It is a replica of the mace that is placed on the Table in the National Assembly room. During meetings of our *Parlement au primaire*, the mace may be placed on a table.

**or**

**a banner**

This woven fabric banner measuring 75 cm by 105 cm displays the logo of the *Parlements au primaire* and a drawing of the mace of the National Assembly. This object is designed to be hung on one of the indoor walls of the school.

The Fondation may refuse the registration of a school.

\_\_\_\_\_  
Signature of the school principal

\_\_\_\_\_  
Date

Once completed, the registration form must be sent to the following address :

FONDATION JEAN-CHARLES-BONENFANT  
Édifice Pamphile-Le May  
1035, rue des Parlementaires  
2<sup>e</sup> étage – bureau 2.35  
Québec (Québec) G1A 1A3

Facsimile: 418 644-7124  
E-mail: [stephanelevesque@assnat.qc.ca](mailto:stephanelevesque@assnat.qc.ca)

For further information, please contact the coordinator of this activity for the National Assembly, Stéphane Lévesque, at 418 644-9354 (or toll free at 1 866 DÉPUTÉS) or by e-mail at [stephanelevesque@assnat.qc.ca](mailto:stephanelevesque@assnat.qc.ca).

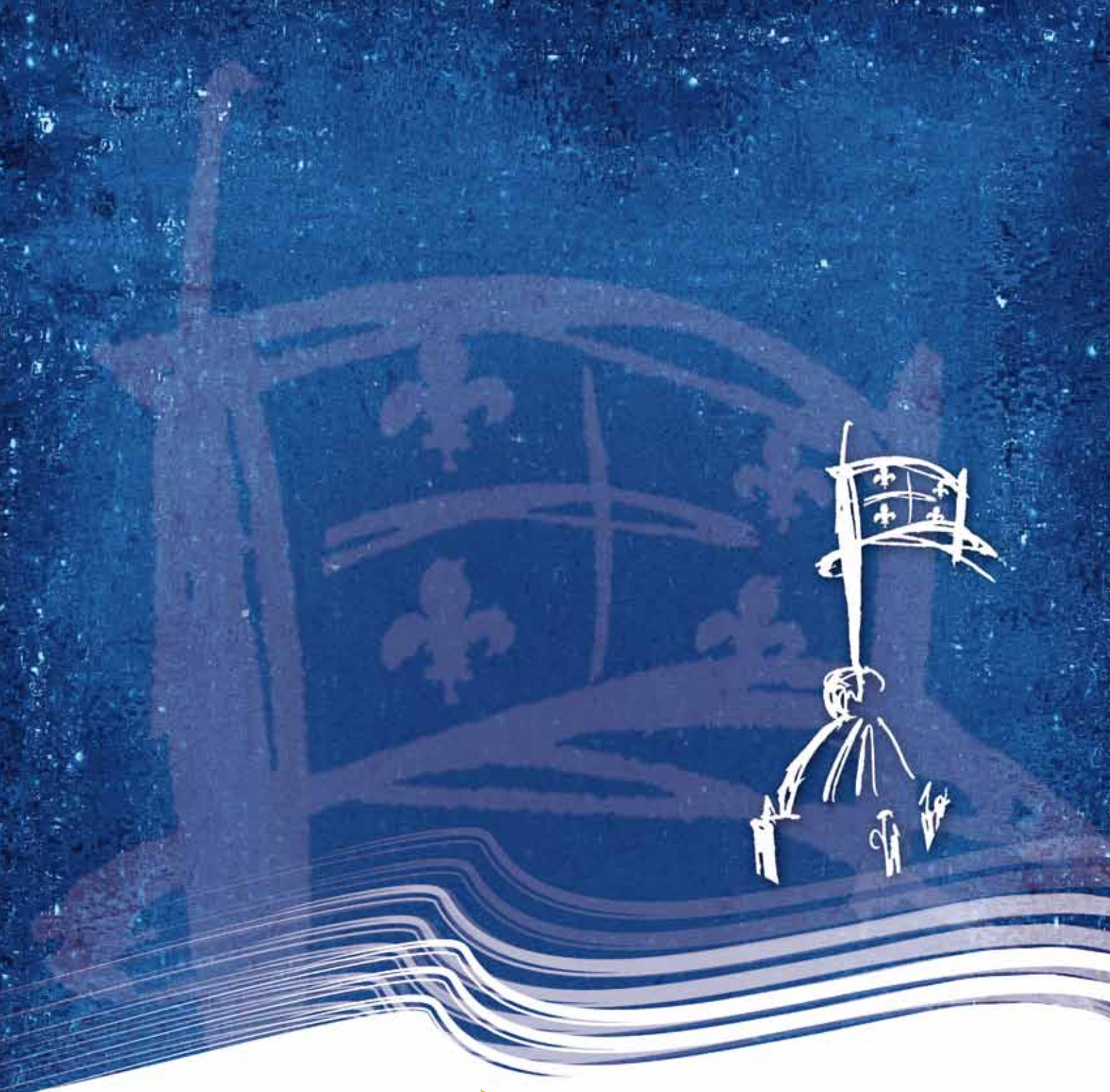












# Parlements au *primaire*

**Information and registration :**

Stéphane Lévesque, Coordinator of Parlements au primaire  
Telephone : **418 644-9354** (toll free at 1 866 DÉPUTÉS)  
E-mail : [stephanelevesque@assnat.qc.ca](mailto:stephanelevesque@assnat.qc.ca)

