

REQUEST FOR PROPOSALS: TOP 30 UNDER 30 CAMPAIGN ARTWORK

Deadline to submit a proposal	August 16, 2026
Starting date (tentative)	September 8, 2026

About the Alberta Council for Global Cooperation (ACGC)

ACGC is a network of organizations and individuals, located in Alberta, working locally and globally to advance sustainable development and global citizenship. Part of this network includes ACGC members, composed of civil society organizations and individuals. ACGC's mission is to mobilize Albertans to become global citizens engaged in sustainable development. We do this by building the capacity of network organizations, representing members' interests with the government and others, and increasing the awareness, knowledge, and connections of Albertans in global issues and sustainable development. For more information about ACGC and our programs, visit acgc.ca.

About the Top 30 Under 30 Award & Campaign

The Top 30 Under 30 Award is ACGC's annual campaign featuring 30 outstanding young people based in Alberta or working with Alberta-based organizations from around the world, nominated by their community and selected by a committee of peers for their commendable work in making the world a more just, fair, and sustainable place for all. Each year of the Top 30 Under 30 Award and subsequent campaign, we strive to feature unique artwork that complements that year's overall campaign theme. For more information about the Top 30 Under 30 Award and campaign, visit top30under30.acgc.ca.

Deliverables & Theme

This project will include **two major deliverables: (1)** an artistic rendition of the [Top 30 Under 30 logo](#), and **(2)** 30 individual portraits of the 2027 awardees. The 30 portraits will feature the awardees' headshots with an accompanying backdrop as seen in the examples below. Final deliverables are to be provided in PNG, SVG and an editable source file (Adobe Illustrator or other).



The 2027 Top 30 Under 30 program will focus on local and global Indigenous conceptualizations of development and how long-standing Indigenous knowledge systems, governance models, land relationships, and community-centered ways of living both locally and globally have shaped sustainable development initiatives.

This theme builds on the “It Starts at Home” call to action from ACGC’s Unsettling Global Citizenship Education report from 2025. It will encourage Top 30 recipients and attendees to look inwards and back at their own ancestral ways of knowledge, healing, and approaches to problem-solving. The theme will invite all to reflect on their geographic home, their physical home, their cultural home, their ancestral home, and their own unique connection to the land.

[Find the “It Starts at Home” call to action at the end of this RFP.](#)

Key Dates

Top 30 Under 30 Logo	First Logo Drafts*: September 27, 2026 Final Logo: November 15, 2026
Individual Awardee Portraits	Portrait Concept Drafts*: October 25, 2026 Receive Awardee Photos from ACGC: November 23, 2026 Sample of Awardee Portraits: December 13, 2026 All Awardee Portraits: December 30, 2026 Review by Awardees and Final Edits: Early January 2027

**Please note that ACGC will provide feedback and approval of drafts before moving to final designs. Please allot enough time for review in your proposed project timeline.*

Proposal Requirements

In your proposal, please include the following information:

- Personal details, including the following:
 - Your name / company name
 - A short bio / any information you would like to share
 - Contact information
 - Your primary location / city you are based in
- Portfolio (examples of your work/style)
- A cost breakdown within the project budget of \$6,000 CAD
- A project timeline noting the key deliverable dates listed above
- Vision statement for the theme *Wisdom from the Ages: Indigenous Pathways to Development*: Please provide a paragraph summarizing how you would approach the theme and some initial concepts/ideas you would explore. We are not asking for a full concept draft at the proposal stage.

Selection Criteria

Proposals will be assessed based on availability to meet the proposed timeline (completion by end of December 2026 with some revisions early January), quality of previous work, and ability to meet the requirements (deliver high quality digital versions of final logo and portraits). Your vision statement will also be key to assess interest in this project. Please note that the maximum budget is \$6,000 CAD, however, in line with our procurement policies, overall cost will play a role in the selection process.

Equity & Inclusion

ACGC is committed to building an equitable, diverse, inclusive, and accessible working environment, including in procurement. We strongly encourage submissions from individuals who identify as Indigenous, Black, racialized, persons with disabilities, 2SLGBTQIA+, newcomers, and individuals from underrepresented communities.

We recognize that systemic barriers shape professional experiences and qualifications. If you are excited about this project and are an emerging artist with the required skills, we encourage you to apply.

Accommodation is available throughout the proposal process upon request.

Submitting a Proposal

Please submit your proposal to John at communications@acgc.ca with the subject line "Proposal: Top 30 Artwork 2027."

The deadline for proposals is the end of day (Mountain Daylight Time) on August 16, 2026.

Shortlisted submissions will be contacted for a short interview the week of August 24, 2026 with the final selection being made shortly thereafter.

For questions before submitting a proposal, please feel free to reach out to John at communications@acgc.ca. We look forward to hearing from you!

This RFP has been amended from a version released on July 13, 2026.

It Starts at 'Home'

The first part of being a citizen (of anything) is an acknowledgement of the land as home. Indigenous knowledges are the foundation of this acknowledgment.

*Home is where the land knows and loves me.
We all have a rootedness with the land.*

Dominant global citizen education has erased, ignored, and forgotten Indigenous knowledges. This is because global citizen education began as a project of imperialism. Educators were interested in creating citizens of the British Empire.

The sun never sets on the British Empire. ^[1]

Throughout the late 18th and early 19th century, the word citizen was synonymous with the word settler. Global citizen educators were invested in creating "good" citizens, "good" settlers. To be a "good" citizen was to be a "good" settler – a contributing member of the industrious, extractive, and racist British Empire.

*Settlerism is founded on extractivism,
domination, and expansionism:
theft and devouring the land of resources.*

Toward the middle of the 19th century, the scope of global citizen education grew. Educators were no longer solely focused on the British empire. Now, they were focused on the entire globe.

This was the beginning of development education.

Within this new 'development' framework, citizens of "the developed first world" (which still excluded Indigenous peoples because they were strategically being eliminated, disenfranchised, and dispossessed) were told they had a responsibility to "assist," "help," and "save" those from "the under-developed third world."

We are developed. They are underdeveloped.

Armed with notions of white supremacy, Western exceptionalism, and Christian superiority, student volunteers traveled to various areas of the globe under the auspices of 'international aid.' But something happened. Students were coming back to Canada saying, "That was not what I was taught!"

And the calls for justice from grassroots, community organizations grew.

Across Canada a network of people invested in countering the dominant ideas of development education emerged. Their work, which was transformational throughout the 1960s and 70s, adopted an anti-colonial framework and was connected to various global social justice movements. But then the 1980s came along.

Neoliberalism. Thatcherism. Reaganomics.

Economic globalization. Everything was now marketable. The earth, our lives, our schools. Everything and everyone was now part of the formal economy.

We live this out in ways that are very scary.

Today, humans are positioned as hyper-individualized entrepreneurs. We are told that we are individually responsible for everything that goes on in our own lives. That it is our responsibility to pull ourselves up by our bootstraps. And that opportunities to do so are equally available to everyone.

This ideology, these messages are killing (some of) us. (Most of us).

The reproduction of these lies is what enables the maintenance of an underclass workforce that is exploited by corporations. The reproduction of these lies is what allows the maldistribution of wealth (which is directly correlated to health). The

reproduction of these lies is what motivates students to want to pad their resume with volunteer gigs in countries abroad.

*They want to say,
'I've done these things for these people.'*

The reproduction of these lies is what has created a disconnect between ourselves and the land. But it is the land that sustains us. We must develop a new relationship with the land, with our home, with that which is Indigenous.

*Unsettling the notion of global citizenship education must,
out of necessity,
reach out and begin with that which is Indigenous.*

The more we are connected to the land – to our home – the more we are connected to life. Settler colonialism disrupted this ancient connection between Indigenous peoples and their lands – between Indigenous peoples and their home. But it did not completely sever it.

*I was taught that home is important to me because it is part of who I am.
Home is the source of all my knowledge and strength.*

We must remember ourselves as birthed from the land. It is what connects us to the past, the present, and the future. But we each come from different pieces of the land. We each have a unique connection with it. Connecting to our home is therefore an individual journey – a journey that begins with Indigenous education.

Indigenous knowledges began when our ancestors became.

Close your eyes, while holding these Indigenous teachings from Cora. Take a deep breath. Think of your geographic home. Your physical home. Your cultural home. Your ancestral home. And now consider how global citizenship education can (and must) begin with a citizenry rooted in the concept of home.

We are all trees.