I was fortunate to have received the DesignMatters Fellowship Award as a graduate candidate for Art Center’s Media Design Program. My summer was spent as a design fellow with UNICEF’s Innovation Team, and I was nothing but thrilled at the opportunity. A video that documents my experience can be found here.
The location of the fellowship, being in New York City, was an aspect that only stood to amplify my summer. This was a summer of seeing old friends, and of welcoming new friends. New York is the perfect place for new experiences, for seeing things anew. It truly is a unique place.
At UNICEF I worked on several different projects, in capacities both small and large, and as the summer progressed it seemed apparent to me the goal was not to make something flashy but to use my background to help make some of UNICEF’s goals more streamlined, and more understandable.
One example of this is a project I worked on called Child Friendly Technology. Child Friendly Technology is a framework that lays out the considerations and processes involved when implementing an educational technology program. UNICEF country offices the world over are increasingly turning to technology as a solution to achievement gaps in their region’s educational system.

This guide was created in order to assist in the planning of such deployments to maximize the potential benefit. Child Friendly Technology is separated into three areas. The first is intended to be a tool to facilitate discourse, the next layer is a detailing of educational resources, and lastly elaborated are the ways to leverage the expertise of others.
Our group talked to many experts within UNICEF as well as several external specialists. These knowledgeable professionals were vital in helping us to shape the project into its present form, which took a while to develop, as these process sketches can attest.
Child Friendly Technology is headed with a section called Local Environment. There is no perfect formula for every educational technology deployment. For this reason, Local Environment is essentially a tool for productive dialogue. Participants can rate our list of situations from one to five by the degree of concern it can pose. This is to help individuals sit down together and identify their own barriers in education and in introducing technology.

### Weather Extremes
Each technological device has its limitations in terms of how far it can withstand natural elements.
- Temperature levels hardware will be able to withstand
- Limits of humidity for hardware functioning

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<th>1</th>
<th>Temperature High/Lows</th>
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<td>2</td>
<td>Dust Levels</td>
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### Infrastructure
Local community infrastructure determines which technologies are appropriate.
- Percentage of children with mobile coverage
- Percentage of villages/towns with road access

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<th>Road Access</th>
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<td>4</td>
<td>Mobile Access</td>
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<td>6</td>
<td>Electricity</td>
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In addition to exposing educational barriers, this guide also provides examples and resources detailing how they can be overcome. Each of the key points represented by a circle will have a corresponding worksheet, providing concrete information to assist an educational technology deployment. Child Friendly Technology is still growing and evolving as a resource, however I believe that we have crafted this project into a useful mold that will continue to develop.
The second project I’m profiling is the UNICEF Academia Project. I was tasked with talking to participants involved in some of the many academic collaborations UNICEF has engaged in, from classes designing prototypes, to research projects in the field. This project was intended to reveal some practices that had been fruitful and some that were not, in order to provide guidance for collaborations in the future.
I started out by interviewing students and collaborators, and then placed the transcripts on the newly created UNICEF Stories blog. I decided to publish unfiltered accounts for those that might want to delve into the material, and used what I learned as basis for a video communication piece.
My original idea was to quickly sketch something that correlated to the message being narrated. I soon realized the doodling wasn’t adding any value, nor did it tie together the different interviewees into one coherent thread. However, I was able to iterate and build on this untenable idea into something that worked better, which resulted in this finished video.

I strove to create a video that was effective in communicating distinct messages, but I wanted it to be loose and uniquely interpretive. I improvised some methods to create a downward-looking webcam, so that I could react in some way to the interviews as they were being told.
I believe what I gained the most out of my fellowship experience was faith in the ability of design to provide a different perspective, and faith that my discipline can partner to augment others.
THANK YOU

DesignMatters

I would like to thank DesignMatters representatives Mariana Amatullo and Elisa Ruffino, and my DesignMatters mentor Stephanie Sigg for their support and for making this all possible.

UNICEF

Much gratitude also goes to the UNICEF Innovation Team, particularly team leaders Christopher Fabian and Erica Kochi for promoting such ambitious project goals. Thanks also goes to Jorge Just and Khairani Barokka, in addition to the many other individuals at UNICEF, for their collaborations.

IT WAS A GOOD SUMMER.

Dustin York

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