Promoting Youth Civil Engagement Through Web-based Games

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"TWO roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,
I doubted if I should ever come back.

I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I -
I took the one less traveled by,
And that has made all the difference."

Robert Frost

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Story

Which picture below attracts more your attention? Can you imagine what a young person in his/her early 20s would think?
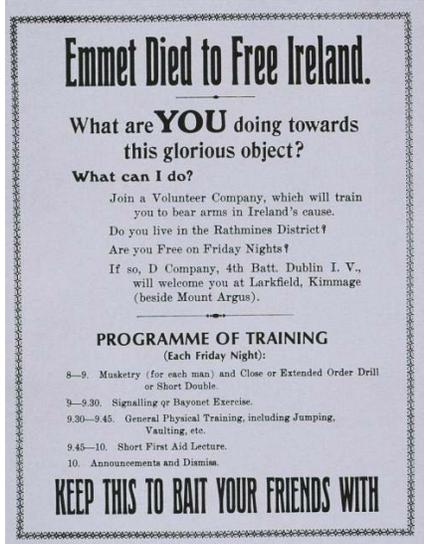
(i)   (ii)

No wonder people spend 3 billion hours a week playing online games and only very few volunteering[1]. This paper suggests some paths to change this reality by making use of technologies have become an increasing part of our daily lives, and doubly so for youth. Social media is now used for job searching, marketing, e-commerce and in many other fields. Why isn't philanthropy exploring this potential? I hope this research can be useful to you and to your organization to create positive impact and attract more people to contribute for the common good.

The intent of this paper is not to paint too colorful a path to social change, but to identify relevant attractive tools to support the first steps towards social change among youth. The assumption is that youth will be the key to realize the vision of community foundations in the near future.

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[1] Mentioned by Jane McGonigal in her TED Talk accessed at http://www.ted.com/talks/jane_mcgonigal_gaming_can_make_a_better_world.html on November 21st 2012.

Introduction

There is clear evidence that new action should be taken to enhance civil engagement, mainly among youth. Today's young adults show lower levels of civil engagement in the US and in Latin America when compared to previous decades (Flanagan and Levine 2010, Borba and Ribeiro 2010). More engaged citizens are able to identify and address local challenges, and community-embedded philanthropy is in a good position to foster civil engagement (Kalstrom et al. 2009).

To change the reality of low levels of civil engagement, some innovative solutions have been undertaken by foundations and other players in the civil society arena. For example, storytelling philanthropy has proved to be a good strategy to encourage more people to engage in philanthropy as well as commit more resources (Maclean, Harvey and Gordon 2012). Another example is Tom Cousins, a philanthropist who explored innovative solutions in Atlanta and combined being a social entrepreneur and a philanthropist concomitantly. He started the East Lake Community Foundation and fosters venture philanthropy. Venture philanthropy applies some venture capital industry lessons to philanthropy initiatives to create more social impact (Slyke and Newman 2006). The Brooklyn Community Foundation has been innovative in their communication strategy to foster more participation from the local community. Berks Community Foundation created a partnership with a business incubator to foster job creation in their community, which is quite unusual and demonstrates an interest in new solutions to deal with current challenges. These actions have been understood as social innovations. This concept is well described by Phills et al. (2008) as a new solution to a social problem that creates social value, which accrues primarily to society as a whole rather than to private individuals.

One of the emerging ideas in social innovation is the 'social good' movement. This movement can be defined as the use of technologies, with an emphasis on social media technologies, to promote social change (Kanter 2010). The social good movement has attracted important philanthropic players including the United Nations Foundation, Intel, Johnson and Johnson, and Telefonica, among others (Games for Change 2012, Social Good Brasil 2012). Part of this movement is creating games to promote social impact.

Gamification is the use of game elements and game design techniques in non-game contexts (Deterding et al 2011). The first time this term was used was in 1980 by Richard Barrow, a scholar from Essex University in England (Malone, 1980). It was only in 2010, however, that gamification actually took off, achieving a critical mass of people and companies using this tool in non-game contexts (Werback and Hunter 2012).

To date, games have been largely used as an educational tool (Amory et al. 1999, Virvou et al. 2005, Raphael et al. 2010, Boskic 2011). The endeavor to use games as an instrument to promote social impact is more recent (Games for Change 2012). There is increasing evidence that games can be a useful tool to promote changes in behavior (Schrier et al. 2010, Hawkins 2010 and Boskic 2011). An initiative undertaken by Games for Change in 2012 to design the Half the Sky game, which was designed to target girls and women regarding the impact of and means to prevent teen pregnancy, among other issues, has shed more light on games as potential mechanisms for social impact.

The case study that is analyzed in this paper is the application by ICom of a web-based game to

promote youth civil engagement in Florianópolis, Brazil. ICom is a community foundation focused on serving the Greater Florianópolis area, where roughly 1 million people live. The web-based game reproduces scenarios that a community foundation faces. The game is called Conecta and it consists of quizzes related to local NGOs and social enterprises, so that the players can identify opportunities to engage in social change in their own region.

Among community foundations, it has been popular to promote youth philanthropy through grantmaking practices (Garza and Stevens 2002, Tate 2004). It is worth mentioning the Youth Bank initiative led by The Community Foundation for Northern Ireland and the Youth in Philanthropy program run by The Winnipeg Foundation. Both programs engage the youth in fundraising and grantmaking. This is a good strategy to transfer knowledge and culture to the next generation. In this paper, I explore the possibility of embracing the leadership community role, as defined by Reynolds (2008) and Bernholz, Fulton and Kasper (2005), when designing youth programs. The current youth programs popular with community foundations around the globe limit themselves to grantmaking and serving as a vehicle for philanthropy. I would argue that there is also room for bottom-up strategies whereby young people can design programs that reflect the way they understand community philanthropy and engagement using tools that they have already mastered, but with the intent to promote the values and the mission of community foundations. This could be done through a web-based game, a tool with which youth are already very familiar, and can be explored as an educational instrument (Boskic 2011).

The first section of this paper discusses definitions and roles of community foundations, emphasizing the leadership role and describes the current situation of the third sector in Brazil (Reynolds 2008, Da Silva 2009). The second section describes youth civil engagement programs and explores the possibility of using new tools to leverage the impact of such programs. The next section conceptualizes social innovation and social good, exploring the relevance of such concepts for community foundations to achieve their mission. The fourth section presents games as tools to promote civil engagement, and in the fifth section a case study is presented. The conclusion offers recommendations for community foundations to embrace new technologies and creativity to create a more welcome atmosphere for youth and to allow them participate in developing the community foundations concept further.

I. Community Foundations

The first important concept to be clarified is how community is understood. There are two main definitions for a community: the community of life, individuals living in the same geographical area; and the community of practice, individuals having a common purpose or practice (Bauman 2004). In this paper the reference is to the first definition, which is still the most relevant to community foundations, even though new understandings of community have been developed and incorporated by some community foundations.

The first community foundation emerged in 1914 in Cleveland, Ohio, where John D. Rockefeller and Frederick Goff identified the need for such an entity. In the first years, the entity was a solution to the "dead hand" issue some banks were facing. This happened because a person would leave his fortune to serve a specified cause that may no longer exist after his death, and the legal costs incurred to change the mission of the bequest were very high (Leonard, 1989). Community foundations have evolved since 1914; there are now more than 1,600 community foundations established worldwide (WINGS 2010). In Brazil, the first community foundations were Instituto Rio, in Rio de Janeiro, and DOAR Program – IDIS in Sao Paulo, in the late 1990's, 80 years after the first community foundations in North America. In 2005, Instituto Comunitário Grande Florianópolis (ICom), was founded in Florianópolis (a city located in the South of Brazil), an association based on the community foundation concept. The contexts these Brazilian organizations have faced are quite different from the first community foundations in US and, therefore, their activities, programs and roles vary as well.

Community Foundations have three main functions. They should act as a grantmaker, a vehicle for philanthropy, and provide leadership to address community's most pressing needs (Reynolds, 2008). These roles are played with different emphasis depending on the context and focus of each foundation. However, the ability to combine these three functions can be considered the great promise of community foundations (Anheier and Leat, 2008).

Promoting civil engagement is understood as part of the leadership role of a community foundation. Philanthropy is an important component of civil engagement, and even more so when understood broadly as the giving of the three Ts: time, talent and treasure. This is the definition carried at the Center for Philanthropy and Civil Society at the City University of New York.

In Brazil, community foundations have developed different strategies to adapt the concept locally. The third sector in Brazil involves more than 335,000 organizations[2]. Non-governmental organizations in Brazil by law are either associations or foundations. Associations can be created by any group of at least twenty people with a specific non-economic purpose. These associations are eligible to be a Public Interest Civil Society Organization (OSCIP, the acronym in Portuguese) if they match certain criteria. This title allows them to raise funds from the government. On the other hand, foundations are instituted by a founder that designates assets for religious, moral, cultural or social assistance purposes (Da Silva 2009). The associations and foundations are mostly located in the southeast, where most of the population is concentrated, even though poverty is more intense in the northeast region.

The sector has been growing, and corporate social investment, in particular, has evolved strongly in the last decade. The development of corporate social investment in Brazil is important because it works as an important source of resources for grassroots NGOs, and this influences the scenario for community foundations (Kisil 2006, Instituto Ethos 2012).

ICom has done a consultation process on behalf of the Global Fund for Community Foundations to identify the main challenges to be overcome by community foundations in the country. The

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[2] According to IBGE accessed at
http://www.ibge.gov.br/home/estatistica/economia/peas/2006/default.shtm on

results are presented in the table 1.0 (Da Silva 2009).

Table 1.0.

- The need to change the culture of philanthropy in Brazil from episodic and paternalistic to more focused, strategic and articulated;
- The current low level of individual giving and articulation/partnerships among donors ;
- Extreme poverty in some communities, making it difficult to work only with local assets;
- Complexity and urgency of social problems in some regions of the country;
- Lack of tax incentives and legal framework to foster community giving;
- Social inequalities within communities which makes it difficult to convene different sectors to converse as equals;
- Donors with little interest in the effectiveness and impact of their gift;
- The need to create and implement a real democratic management for the resources;
- The challenge of demonstrating to donors and non-profit leaders the importance of endowments as a strategy to financial sustainability.

Source: DELLAGNELO, L.; SILVA, A.G.; TREVISAN, M.C. (2008) pg. 1-2

The culture of giving is listed as the first challenge and is reinforced by other studies (Andion et al. 2012). Strategic social giving is limited to companies and a few wealthy families. This is certainly a challenge that community foundations can contribute to solving and enhancing the quantity and quality of giving in Brazil.

Instituto Rio reflects the traditional model. "Traditional" is understood as foundations that put a strong emphasis on grantmaking and serving as a vehicle for philanthropy, which is the case of most of the larger and long-established community foundations in the United States, such as The New York Community Trust (Carson 2002). Instituto Rio has an endowment fund of R$ 3.7 million (approximately US$ 1.85 million) and has granted R$ 341 thousand (approximately US$ 170 thousand) in 2009 (Instituto Rio 2009).

Taking a different approach, the DOAR Program at IDIS (Institute for the Development of Social Investment) has incubated community philanthropy organizations (CPOs). These organizations are a revised version of traditional community foundations. They act as brokers to facilitate the flow of resources to address communities' needs, but they are not themselves grantmakers, neither do they accumulate large endowment funds (Kisil 2006). An example of such a CPO would be Viva Guarulhos that involves companies and social investors in the community to work together on addressing local issues. They do not provide grants, but they contribute to connecting social investors and grassroots organizations.

ICom does make grants, but it has focused on community leadership and being an effective knowledge and training hub to develop the third sector in the Greater Florianópolis. ICom was founded in 2005 to serve the city of Florianópolis and the surrounding cities that together add up to a population of 1 million inhabitants. The organization was founded by seven women that were inspired by the community foundation model. They obtained financial resources from the W. K. Kellogg Foundation (US$ 92,300), AVINA Foundation (US$ 34,500), and the WINGS Global Fund for Community Foundations (US$ 23,000 and a challenge grant of US$ 50,000 for sub-grants) (Da Silva 2009).

Local needs and opportunities have influenced ICom to explore the community leadership role instead of prioritizing the development of endowment funds. The context in Brazil is quite different from the situation from which the first community foundations emerged in US. The culture of giving is quite underdeveloped and the third sector is still in its early stages in Florianópolis (Andion et al. 2012). Furthermore, there are no tax incentives for families to direct funds to NGOs, and they actually need to pay taxes to do so (Szazi 2004).

Nevertheless, in the last seven years, ICom has raised and granted more than (US$ 1,500,000), supported more than 200 grassroots organizations, and implemented innovative projects. There are two more recent projects that can be highlighted: Floripa Te Quero Bem and Social Good.

Floripa Te Quero Bem is a project that fosters the participation of citizens, companies and civil society organizations to contribute and monitor the local government. This project has combined the effort of different stakeholders in society (local government, companies and civil society organizations) to select and publish the main social, economic and environmental indicators of the city and ensure that the next mayors promise to establish and track specific goals. This project was an important opportunity for ICom to play the leadership role as a community foundation.

Another relevant project in which ICom took leadership was the Social Good. It is a program that encourages the use of technology and social media to promote social change. The first Social Good Summit outside of the US was organized in Brazil by ICom and Instituto Voluntários em Ação, a local partner. The event happened in November 2012 and attracted more than 1,300 participants and was live streamed to more than 8,000 people in Brazil and abroad. Besides the summit, other activities will be undertaken in 2013 to promote the use of technology and social media by the social sector in Florianópolis and across its borders.

After this short summary of these three community foundations in Brazil, it is important to identify different approaches for the community foundation model. Andrés Thompson (2006) identified two approaches for community foundations, the 'money' approach and the 'community' approach. ICom would certainly be a closer fit with the community approach, which means it has focused on building community capacity, responding to community needs, facilitating community problem-solving, forming a diverse board, building on community assets, promoting philanthropy, strengthening the local non-profit sector and being accountable in the use of funds. The 'money' approach is more closely tied to foundations that started with a large endowment fund and their challenge has been on how to make grants strategically to ensure that the resources make the best contribution possible for the local community.

The definition of a creative community foundation also reinforces some of the characteristics of a 'community' approach to community foundations. According to Anheier and Leat (2008), the creative community foundation incorporates the capacity to: spot solutions for community needs that go beyond those which are provided by the market, government and other non-profits; provide or leverage resources to sustain innovation processes; and disseminate results for sustainable impact beyond the grantees.

There has been speculation about important changes occurring in community foundations:

> Our research indicates that a "fifth" formative period is now [2005] beginning. The changes coming in this period [2005-2025] will challenge the core assumptions around which community foundations have built their operations (Bernholz, Fulton and Kasper 2005).

However, there are debates on how far a foundation may change and still be considered a community foundation (Kisil 2006, Hazelkorn 2010, Hodgson, Knight and Mathie 2012). This paper draws on the relevance of the role of the community foundation as a community leader, articulated by Reynolds (2008) and others. ICom has being playing this role, and attracting more stakeholders to participate in solving community issues is key to being effective as a community leader. Therefore, ICom has strong partnerships with grassroots organizations, companies, local government and is now trying to attract youth to address community issues.

Many funders of community-embedded philanthropy consider the promotion of civil engagement a key issue for their change-making work (Kalstrom et al. 2009). Promoting civil engagement amongst the youth is a first step along this path. In the next section, youth civil engagement is described, some examples are presented, and new tools to leverage it are explored.

II. Youth civil engagement

The population demographic in Brazil is changing. However, children and the youth (up to 29 years old) still account for 50.9%[3]. Inequality has been going down, but Brazil is still among the 12 most unequal countries (IPEA 2012). Inequality is reflected among the youth and creates a distance between the rich and the poor youth, which is reinforced by the poor public education system. More than 50% of the country's population being under 30 years old and the high levels of inequality are two important facts to properly picture Brazilian youth.

The first challenge is to understand how youth think, what are their aspirations, and how community foundations influence their behavior. A general analysis takes us to the millenials, as these younger individuals are known for integrating technology into their daily lives, valuing diversity, embracing collaboration, working on projects that change rapidly, and searching to integrate different aspects of their lives (Patota, Schwartz and Schwartz 2007). The United Nations considers "youth" as people between 15 and 24 years old; in this paper it is expanded to 29 years old (Herrera 2006).

Based on these characteristics, it can be claimed that volunteer work, donations and other forms of civil engagement should be integrated into youth's work and lifestyle instead of being side activities. Efforts to integrate rich and poor youth should also be considered. There are projects being implemented to promote philanthropy and civil engagement within the younger generation worldwide. The first youth in philanthropy program in a community foundation was launched in 1985 by the Community Foundation for the National Capital Region in Washington, D.C. (USA) (Chaparina 2006).

The Winnipeg Foundation's Youth in Philanthropy program in Canada is a good example of a

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[3] IBGE (2012)

youth grantmaking program (The Winnipeg Foundation 2004). This program has been running for the last 13 years, and around 40 community foundations run similar programs in Canada, which is a considerable achievement in this field (The Winnipeg Foundation 2012). The rationale behind these youth philanthropy programs is that as children and teenagers start fundraising and taking decisions on grantmaking in early stages, they will increase their propensity to volunteer and give to charities in the future.

The programs that foster volunteer work for youth also contribute to the development of future generous and engaged adults. There has been evidence in the United States that youth who volunteer are twice as likely to volunteer as adults. There is also evidence that youth volunteers result in generous donors (Independent Sector 2002).

Working with youth is not always an easy task, because generational differences may prevent community foundation staff from fully understanding the ideas and aspirations of the youth. One strategy that some community foundations have been implementing to deal with this challenge is partnering with organizations that have more experience in working with youth. The Winnipeg Community Foundation, for example, has partnered with schools to run and scale up its Youth in Philanthropy program (Tate 2004).

A well-known program to foster youth engagement in philanthropy is the youth bank. A youth bank is a program in which youth (normally between the ages of 14 and 25 years old) assume the role of grantmakers and sometimes fundraisers. The youth work collectively as a committee and give out grants between US$ 100 and US$ 2,000. Though referred to by different names, such programs have taken hold in Europe (Northern Ireland, Bulgaria, Poland, and Russia), as well as the U.S. and Canada. The impact of such initiatives goes beyond serving as a mechanism to distribute financial support (World Bank 2007). While they replicate the community foundation role of grantmaking (and also in some instances also fundraising), youth philanthropy programs (youth banks and youth advisory committees) do not necessarily leverage youths' potential to play a leadership role in their communities.

Berks County Community Foundation in the United States has promoted a youth visit to the Togliatti Community Foundation in Russia. This networking and cross-cultural exchange is an interesting way to promote youth philanthropy as well as to create links between youth affiliated with different community foundations that ultimately may foster cooperation between community foundations in the long term.

The Council of Michigan Foundations plays an important role in promoting youth programs in community foundations. It launched its youth program in the 1990's with support from the W.K. Kellogg Foundation and has spread the concept of youth advisory committees, which can be used interchangeably with youth banks. Community foundations in the state of Michigan received more than $45 million and created 86 endowed youth funds. These funds are managed by youth responsible for grantmaking decisions (Council of Michigan Foundations 2012).

Another relevant experience to promote youth philanthropy is Programa Geração. This program is run by Instituto Geração in Brazil, and it promotes philanthropy and civil engagement for the next generation of wealthy families. The organization has identified the next generation as important,

not as a chance to keep the philanthropic tradition going, but as an opportunity to raise giving to the next level since donations among these families are presently quite low when compared to other countries (Instituto Geração 2012).

In Florianópolis, even though there is a culture of philanthropy, 64.3% of donors give directly to the people in need and 39.7% donate to churches. Only 18.8% of donors give to NGOs. The amounts donated are quite low when compared to international standards, 59.4% donate less than R$ 50 per year (equivalent of US$ 25, 0.2% of average income[4]) and only 7.8% donate more than R$ 100 per year (equivalent of US$ 50, 0.4% of average income[1]) (Andion et al. 2012). These numbers can illustrate the challenges to create a strong philanthropic culture in Brazil and the need to ensure that efforts are more strategic and results-oriented.

There is a clear need to foster a philanthropic culture in Brazil and, considering the geographical scope of ICom, particularly in the metropolitan area of Florianópolis. Donor education is fundamental to enhancing a giving culture (Siegel and Yancey 2002). ICom has tried to run some programs to share knowledge about philanthropy with donors and potential donors. It has shown some results, but they do not seem to be enough to promote a stronger giving culture in the community. I would argue that we should reframe the challenge by turning philanthropy and civil engagement into something more appealing to attract more people to donate and participate in this field (Bolder Giving 2012). Social innovation might be an interesting way forward to promote philanthropy and civil engagement (Silverman 2007).

II.   Social innovation and social good

Social innovation is not only a buzzword. There is increasing evidence that social innovation will continue to be a relevant issue in the coming years (Phills et al. 2008). The *Stanford Social Innovation Review* has been published for the last nine years and continues to grow (SSRI 2012). The President of the United States created an Office of Social Innovation and Civil Participation, suggesting that social innovations are relevant for tackling public issues (White House 2012).

MacCallum and Moulaert (2009) claim that social innovation is 'an anchor concept' for research in neighborhood regeneration, among other areas. They show some examples of how bottom-up innovations in some communities have contributed to promoting local development. A good example of social innovation in local low-income communities is the Oasis game developed by Instituto Elos in Brazil. The Oasis game is an event that invites a community to identify a common dream, to develop a project around it, and to build it with local assets. It is an exercise of appreciative inquiry, in that instead of looking for what is missing in the community, people have to identify the beauty and potential that is already there. In response to the Institute's invitation, communities have created cultural arenas, parks and other collective spaces. This methodology is now being replicated in various countries, such as: Guinea-Bissau, Peru, Mexico, The Netherlands, United Kingdom, India, among others (Instituto Elos 2012).

The social innovation concept implies different things according to various definitions. In this paper the definition proposed by Phills et al. (2008) is adopted:

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[4] Calculated according to IBGE (2009).

> A novel solution to a social problem that is more effective, efficient, sustainable, or just than existing solutions and for which the value created accrues primarily to society as a whole rather than private individuals.

The definition of social innovation is still being disputed. Mulgan et al. (2007) crafted this definition: "innovative activities and services that are motivated by the goal of meeting a social need and that are predominantly developed and diffused through organizations whose primary purposes are social." Pol and Ville (2009) argue for a different definition: a new idea that has the potential to improve either the quality or the quantity of life. And Moulaert and Nussbaumer (2008) define it as an innovation that creates economic development as well as a broader social transformation of human relations and practices. For this paper, Phills et al. (2008) definition is more adequate, because it emphasizes the role of social innovation to solve social problems and to create shared value for society. These two goals are closely related to the objectives of community foundations and most civil society organizations.

It is worth presenting more examples to clarify the concept. A well-known social innovation is microfinance. Microfinance redesigned the process of giving credit and included low-income people in the banking industry (Morduck 1999). Another relevant example is the use of games to create social impact. This phenomenon is known as the gamification of social change and will be further explained in this paper. The gamification of social change is another example of social innovation, as this is a new solution to address social problems and create more value for society.

Social innovation is now being discussed among community foundations. Hazelkorn (2010) emphasizes the relevance of collaboration and innovation to tackle the main social problems:

> …there is a growing understanding that the world's 'grand challenges' require collaborative solutions and inter-locking innovation systems. They are not bound by borders and disciplines, but require bi-lateral, inter-regional and global networks to tackle.

There is a need for community foundations to engage in more innovative approaches, bringing creativity into community foundations activities (Anheier and Leat 2008). They claim that 'This capacity [creative philanthropy]…makes foundations the potential powerhouses of social innovation and investment in modern societies'. Therefore, I argue that innovative approaches should be more closely explored by community foundations, as some scholars and practitioners in the field have been advocating (Bernholz, Fulton and Kasper 2005; Carson 2008). Community foundations can play an important role in developing relevant solutions for social challenges. Hazelkorn (2010) points out that changing global discourses should take into account the need for community engagement as a form of social innovation. So, if community foundations take an open approach to interaction with other philanthropic players, they can bring community engagement knowledge to the fore of social innovation debates.

Another new approach to solving complex social problems is collective impact, which consists of bringing together various community stakeholders to prioritize and work together to solve a social problem. A common agenda, a shared measurement system, mutually reinforcing activities and a strong alignment ensured by constant communication between the partners are fundamental to a successful collective impact initiative. One example is Opportunity Youth,

where different stakeholders integrated their efforts to promote education and career opportunities for targeted individuals who were neither working nor studying (Corcoran 2012). Community foundations could be conveyors and use their knowledge to interact with different community stakeholders and embrace an innovative approach to tackle a social problem. The position of community foundations is quite unique and allows it to integrate partners that otherwise would not work together.

Most currently emerging social innovations cut across the boundaries that separate different sectors (Phills et al. 2008). Therefore, the role of community foundations in the social innovation arena can be very relevant, because this entity effectively brings together different stakeholders - as social investors, community leaders, grassroots NGOs, youth and people interested in contributing to their community. However, social innovations will probably not emerge from community foundations themselves, but from their interaction with all these stakeholders.

The social good movement brings together many relevant social innovations. This movement can be defined as the use of technologies, with an emphasis on social media technologies, to promote social change (Kanter 2010). The social good movement has attracted important players including the United Nations Foundation, Intel, Johnson and Johnson, and Telefonica, among others (Games for Change 2012).

A Social Good Summit was first organized by the United Nations Foundation together with other partners, including the Bill & Melinda Gates Foundation (Social Good Summit 2012). This summit has being replicated by ICom in Florianópolis, Brazil (Social Good Brasil 2012). There is a growing global awareness about the potential of social media and other technologies to promote social change. The recent summit in Brazil attracted more than 1,300 people and had more than 8,000 people involved through social media, which demonstrates that this topic is quite important for the community and other players in the social sector in Brazil. The program will run until the end of 2013 and ICom is exploring the possibilities of using these tools to pursue the community foundation mission of promoting community development, particularly the use of games to promote youth civil engagement.

The next section analyzes to what extent games can be considered efficient tools to promote youth civil engagement. There are certainly some limitations that should be considered while exploring these opportunities.

IV. Games as tools to promote youth civil engagement

Jane McGonigal, a game designer and researcher, estimated that players spend around three billion hours a week playing videogames (McGonigal 2010). A social innovator can look at it as a problem, too many people spending time in non-relevant issues for the community, or as an opportunity, a great tool able to attract and influence a large part of today's youth.

The "gamification" process, the use of game design elements in non-game contexts, is being applied to achieve business goals (e.g.: Foursquare), educational objectives (e.g.: schools where students get badges and points for achievements) and now to attain social impact (Deterding et al. 2011). This has evolved to actually creating "serious games"; these games are understood as any game that serves a purpose beyond entertainment (Ritterfeld, Cody and Vorderer 2009). This

industry includes games designed for educational and training purposes as well as social impact games. The use of games for educational purposes has a longer track record and has built knowledge that can be useful when designing social impact games. However, social impact games are normally concerned with changing behaviors, which goes beyond the more common didactic purposes.

There are strong claims about the potential of games to achieve educational goals more efficiently than the tools currently used (Kebritchi and Hirumi 2008). However, it is important to have the right combination of game elements in order to design an efficient learning tool. A web-based game and the possibility to interact with other players have proven to be important characteristics to achieve educational goals (Paraskeva, Mysirlaki and Papagianni 2010). There is even a proposed framework to design educational games that can be useful when it comes to designing social impact games (Aleven 2010).

Social impact games initiatives fit into the Social Good Movement. There are many games being developed to generate social impact, including Half the Sky, Zamzee, Inside the Haiti Earthquake, Phone Story among others (Games for Change, 2012). The organizations behind these are exploring the opportunity of having a tool that attracts a lot of people to promote social impact. It is not an easy task, though, to balance an attractive user experience with a meaningful purpose that contributes to social change.

There are concerns that games might trivialize the work for social impact. However, the examples mapped so far show that it is worth taking the risk (Hawkins 2010). Brenda Brathwaite (2010) describes how, in play with her daughter, an unthreatening game environment presented exactly the right medium to learn about difficult moral dilemmas (Boskic 2011). So there is certainly the need to evaluate these games to find out which ones are creating social impact and which might not be producing any results.

Games are tools to simulate real life experiences (Gilbert 2010 mentioned by Boskic 2011). Citizenship consciousness and civil engagement can be promoted through the real-life experiences simulated in the games(Schrier et al. 2010). A recent study has been undertaken by Boskic (2011) to analyze the impact of the Urgent Evoke game on the players' discourse and actions. The research has shown that the moral action function and moral sensitivity function have increased in the players' discourse.

An evaluation reported by Robert Hawkins (2010) about the performance of the Urgent Evoke among African players showed that, based on a self-assessment consultation, players have changed their thinking about issues, increased their self-confidence, and increased their sense of agency and future potential. This report recommended that Evoke should establish more connections with local civil society organizations (CSOs) and social enterprises. As presented in the next section, Conecta has focused its efforts on connecting players with local CSOs and social enterprises.

This increasing evidence reinforces the potential of games to promote social impact as stated by Boskic (2011):

> Study results suggest that ARGs [alternate reality games] motivate players to

contribute to the game, and that through such contribution participants may arrive at understandings that encourage them to make changes in their behaviors outside of the game world.

In order to ground this theory, Conecta is analyzed as a case study. The pages that follow explain the process that resulted in the development of such a game, the first month's implementation experience, and the perspectives for the future.

V. Case study

Conecta is a game that was created by ICom's Youth Committee with the support of a consultant and a trainee who were part of the ICom staff. The Youth Committee wanted to develop a tool to involve more people in solving their community's challenges, and, in order to reach beyond those young people that were already involved, it was necessary to come up with an innovative tool. After several brainstorming sessions, the idea emerged to design a game to attract more young people in tackling community issues.

Conecta's main goals are: to create awareness about community issues; to share knowledge and data about local challenges; and to stimulate action by providing links to tools and resources that facilitate the players' engagement. There is a strong focus on connecting virtual and physical realities. Urgent Evoke could not facilitate the player connection with local CSOs and social enterprises, since the game was designed to be played by the youth from various different countries. However, Conecta, as a local game, was able to link the youth to local CSOs and social enterprises, thereby increasing the chances of engagement in the physical reality.

The game Conecta shows the metropolitan area of Florianópolis, which is the geographic reach of ICom, and players can activate challenges choosing a region of the city (presented in the annex 1). By answering quiz questions, that usually require the player to do a quick search on the web and identify an appropriate tool or resource, players earn points and receive visual feedback, in the form of a visible improvement in the community. The game is an application on Facebook selected by the game host as a means of incentivizing the players to share their knowledge and achievements with other players.

As Boskic (2011) presented, Raphael et al. (2010) claim that asking players to check various sources provides different perspectives, develops leadership skills and offers learning that might be transferred to actual life. This reinforces the relevance to challenging players to explore virtual and physical realities to solve the challenges in the game. Conecta is doing that by putting challenges in place that require players to explore at least virtual references in order to be able to respond.

An important feature of Conecta is the flash mob. Besides the web-based online game there is also one activity every two months that bring together many players for a physical meeting, where they work together on solving a social or environmental issue or create awareness among the population around those issues. One example is an event to volunteer for a local CSO that works with elderly people; another one would be a gathering to clean up a beach. These activities contribute to developing linkages between virtual and physical actions.

The challenges in the game are organized by regions and topics. There are seven regions of the metropolitan area of Florianópolis and five topics: education, political participation, health, environment and mobility. Examples of questions in the challenges are:

- Where can you donate blood in the city?
- What is the local web platform that you can use to make suggestions or complain about how the mayor is running the city?
- How can you be a supporter of an orphan child in Florianopolis?

The questions come with multiple choice answers that provide some references for the players' research. The choices available link the player to CSO websites that provide tools and opportunities for youth engagement. This game was launched on November 8, 2012, and it will be evaluated using survey questionnaires presented in annex 2. This survey was developed before the game was launched, since there is still need for data to provide more information on the efficacy of social impact games. Nevertheless, as shown in the previous section, there is already evidence of social impact generated by such games as Urgent Evoke (Hawkins 2010, Boskic 2011).

The main challenge for Conecta is to integrate game play and content, which ultimately defines the success of a social impact or educational game (Raphael et al. 2010).

VI. Conclusion

The philanthropic culture and the level of civil engagement in Brazil are rather weak. The level of giving in the greater Florianópolis area demonstrates that the challenge is significant (Andion et al. 2012). Working with youth to change this culture is a good way forward to establish new levels of civil engagement that ultimately will lead to better and stronger communities.

Community foundations in different cities have been working with youth to promote civil engagement. Most of the programs are focused on promoting the roles of community foundations as a vehicle for philanthropy and grantmaker. However, there are opportunities to identify new strategies to achieve this goal.

There is an opportunity for community foundations to engage youth and develop with them a culture of community philanthropy that responds to current challenges. There are social innovations that can support community foundations in the process of promoting civil engagement among the youth. The social good movement encourages the use of new technologies to promote social change and is an interesting source of solutions to address social challenges. A social innovation that is particularly suitable for the challenge of promoting youth civil engagement is web-based games.

Web-based games are emerging as important tools to mobilize more people, especially youth, to promote social change. These new instruments, among others that are being developed by social innovators, provide new paths to be explored by community foundations. The web-based game Urgent Evoke has shown positive results and Conecta has good potential since it is building its strategy after learning from the evaluation of Urgent Evoke.

Conecta was launched on November 8th and within three weeks it attracted more than 300 players.

A flash mob was also organized to mobilize more people and introduce them to civil society issues. The strategy has been to attract attention from different players in the social sector. The evaluation process will provide more information on how the program could create more social impact. There are certainly various points to be evaluated and improved; nevertheless the first results are encouraging.

Community foundations are going through changes, trying to identify a model to deal with the current challenges communities are facing, while integrating new players and tools of the social change arena. Community foundations are positioned to play an important role on convening different community stakeholders towards solving community's challenges. There is now a need for boldness to embrace this change, absorbing new tools while preserving the mission and values of community foundations.

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Annex 1 – Conecta screen template

Annex 2 – Surveys Conecta Evaluation

A2.1. User experience evaluation table

I was not aware of the duration of the game, when I found out the game was over.	Totally disagree	-2 -1 0 +1 +2	Totally agree
I found myself more into the game than actually in the 'real world'.	Totally disagree	-2 -1 0 +1 +2	Totally agree
I could interact with other people in the game.	Totally disagree	-2 -1 0 +1 +2	Totally agree
I had a lot of fun playing with other people.	Totally disagree	-2 -1 0 +1 +2	Totally agree
The game promotes cooperation and competition with other players.	Totally disagree	-2 -1 0 +1 +2	Totally agree
This game is ideal to me the quizzes are not too easy neither too difficult.	Totally disagree	-2 -1 0 +1 +2	Totally agree
The game evolves in a nice way, it is not boring, showing different activities and surprises.	Totally disagree	-2 -1 0 +1 +2	Totally agree
I had fun playing the game.	Totally disagree	-2 -1 0 +1 +2	Totally agree
I would recommend this game to my friends.	Totally disagree	-2 -1 0 +1 +2	Totally agree
I would like to play this game again.	Totally disagree	-2 -1 0 +1 +2	Totally agree
I could achieve the goals with my own skills.	Totally disagree	-2 -1 0 +1 +2	Totally agree
I felt I was competent to solve the challenges throughout the game.	Totally disagree	-2 -1 0 +1 +2	Totally agree

A2.2. Social engagement evaluation table

Questions	Before playing the game	After playing the game*
Indicate how many civil society organizations you knew before and after playing the game.		
From 1 to 5, what is your knowledge level about the civil society organizations working in the Greater Florianópolis before and after playing the game?		
From 1 to 5, what is the level of opportunities to be socially engaged you identified before and after playing the game?		
From 1 to 5, what is you motivation to contribute to civil society organizations before and after playing the game?		
From 1 to 5, what is your knowledge level on how to contribute to civil society organizations?		
From 1 to 5, what is the probability of you promoting organizations and online campaigns in the next 3 months?		
From 1 to 5, De 1 a 5, what is the probability of you doing volunteer work in the next 3 months?		
From 1 to 5, De 1 a 5, what is the probability of you doing donations to civil society organizations in the next 3 months?		
From 1 to 5, how interested are you on contributing to mobility civil society organizations?		
From 1 to 5, how interested are you on contributing to health civil society organizations?		
From 1 to 5, how interested are you on contributing to civil society organizations focused on promoting civil engagement?		
From 1 to 5, how interested are you on contributing to environmental civil society organizations?		
From 1 to 5, how interested are you on contributing to education civil society organizations?		

* 3 months after the game is launched