The Legacy Impact Of Business Event – Case Study Of ICEdDE 2019

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ABSTRACT: The definitions of legacy and various tools of measuring legacy impacts from different perspectives were reviewed. Sarawak Convention Bureau's initiative to enhance business events with a legacy programme as catalysts to the Sarawak Government Development Plan towards 2030 along the seven key focus areas and the United Nation17 Sustainable Development Goals (SDGs) has established five pillars of legacy impacts. Using the BESLegacy Initiative Guideline, the strategic pursuit of measuring the legacy impacts of the 1st International Conference on Education in the Digital Ecosystem (ICEdDE) 2019 were mapped. Methodologically, this paper is based on a case study. Both qualitative and quantitative data were collected supplemented by official documents. In the framework of planning to measure immediate outcomes, short, medium and long-term legacy impacts, the legacy plan provided evidence of being able to function as a model for forecasting the tangible and intangible impacts of the ICEdDE 2019. The immediate outcomes and short-term impacts were assessed using a questionnaire gathered from Sarawak participants. The respondents agreed to strongly agreed to the immediate impacts that the conventions had on them based on the eight domains. From the perspectives of convention host and the delegates, it was still very much traditionally perceived that the biggest value from conventions came from Knowledge Expansion. This was the main reason for wanting to attend the convention to listen to the deliberations of knowledge that was new or created through collaborations and shared from presenters particularly the keynote, plenary and invited speakers. They agreed networking and relationship building was also a motivator. In a broader outlook, only the host indicated other domains of Fundraising and Philanthropic support, Raising Awareness and Profiling and Trade though exhibitions as immediate and long-term impact which could be quantified and measured. However, the delegates pre-conceived such domains as secondary. The case study on ICEdDE 2019 measuring the short, medium, and long-term legacy impacts was able to show significant contribution to the development of Sarawak digital economy in education and service development industry towards achieving 5 United Nation SDGs.

KEYWORDS: Business events, legacy, impact, legacy impact pillars, tangible evidence, measuring legacy indicators

1.0   Introduction

Business events have been recognised to have great legacy stories to tell through showcasing the real value of their meetings associated with economic development, intellectual capital related to advancement of future leaders, transfer of knowledge and impact on society, according to the International Congress and Convention Association (ICCA) stated in 2017. The founder of Caravelle Strategies, Canada, Genevieve Leclerc (Dévé, 2018) stated that legacy of an event is something left or handed down by a predecessor; a notion hard to measure, as it implies changing the lives of the attendees and the community which may not be what an association had set out to do in the first place. Impact as she stated makes a significant change by addressing an existing challenge, social, economic or other type which is durable and deliberate.

1.1   Legacy Impact of Business Events

All events have impacts and legacies which include cultural, environmental, social and economy impacts (Sadd & Jones, 2009; Raj et al., 2017). The sustainability of events depends on the direct and indirect effects of the events (Richards & Palmer, 2010). The evidence to the sustainability of the event is the legacy of the events which provide evidence to gain public support, to justify the use of public resources and to motivate others to bid for hosting the future events (Liu, 2018).

According to Raj et al. (2017), the cost benefit analysis for the return of investment was the main purpose among various purposes of impact studies for events. Many legacy studies in literature are associated to sport events, particularly in mega events. Preuss (2007) defines legacy all planned and unplanned, positive and negative, tangible and intangible structures created for and by a sport event that remain longer than the event itself irrespective of the time of production and space. In addition, Puronaho (2013) defines it as a systematic event planning work with the help of relevant data collection to maximize the benefits and minimize the negative effects of an event to all the stakeholders. Li & McCabe (2013) offer the definition of legacy as tangible and intangible elements of large-scale events left to the future generations of host country where these elements influence the economic and psychological well-being at both community and individual levels in the long-term. Lowe (2017) describes legacy of an event is the long-term positive impact it has on the host area culturally, economically, and physically such as the improvement of infrastructure. Despite the differences in the definitions, the legacy is believed to be multifaceted and to encompass tangible (hard) and intangible (soft) outcomes (Kaplanidou & Karadakis 2010) as adapted from Preuss (2007, p. 208) in Table 1.

Table 1: Soft and Hard legacies of a mega sport event

Soft Legacies	Hard Legacies
Knowledge: organisational, security, technological	Primary structure: sport infrastructure, training sites
Networks: political, sport federations, security	Secondary structures: Athletes' village, technical officials and media
Cultural goods: cultural identity, cultural ideas, common memory	Tertiary structures: security, power plants, telecommunication networks, cultural attractions

Edwards et al. (2010) described benefits and outcomes of non-sport business events have impact in five broad areas. The legacies are not mutually exclusive, and a benefit or outcome may have multiple legacies as listed:

(i) Intrinsic legacies are the personal outcomes delegates gain to develop their knowledge and skills.

(ii) Social legacies represent the camaraderie that develops around the conference, the appeal of engaging with other like-minded people, the relationships that are enhanced and developed, and the broader benefits that accrue to the communities in which the conference is held. Business events develop a social space that is important as it facilitates and reinforces social interaction and, in turn, influences the effectiveness of collaborative learning. Tacit knowledge can be spread through informal interactions with current and new colleagues.

(iii) Professional and practice legacies result from the skills and knowledge that delegates gain – such as attaining new insights, learning surgical techniques, sharing new ideas and identifying solutions to solving problems – being directly integrated into their professional practices and organisations. Professional legacies also arise for the delegate from gaining business partners, building research networks and obtaining knowledge that can solve research and business problems.

(iv) Attitudinal legacies arise from the reactions of delegates to their experiences at the conference, and from governments, the private sector and individuals who become aware of important issues that are communicated through the international and local media.

(v) Economic legacies are realised as social networks affect the flow and the quality of information. Moving in different circles from one's own group connects people to a wider world and therefore any new acquaintants can be better sources of information as delegates go beyond what their own group knows. As conferences are intense periods during which social interaction is fostered, they lead to benefits and outcomes that have both intangible and tangible economic effects, such as building knowledge and capabilities, identifying business partners, improved workforce practices, better education, new investments, enhanced funding and better industry sector policies.

1.2   Measuring Legacy Impact

The term "impact" must be distinguished from the meaning of "legacy". Preuss (2007) describes impacts are caused by an impulse, such as the consumption of event visitors, which affects the economy directly through the event and can occur prior to, during and immediately after the event. While legacy is created if an opportunity is used in a sustainable way. The measurement of legacies is a very complex process and all the changes caused by the event should be measured. Preuss (2007, 2015) indicated that the most difficult part of the measurement of legacies is the timescale when the legacies occur and, in most cases, there is no one responsible for the long-term evaluation and thus the legacies remain uncertain or cannot be related to the event. Legacy as events benefits from the conventional perspective needs to be well evaluated in short-, medium- and long term. Short term is

evaluated when everything is cleared from the event location and the event is officially closed. The economic impacts are mostly evaluated in the short- and medium-term but the sustainability and durability of the long-term objectives and possible legacies created needs to be evaluated in the long-term as those might happen years after the event itself (Masterman, 2009). According to Lowe (2017), measuring the legacy of an event is through tangible evidence involving figures that can be measured or impacts that can been seen and taken as fact.

2.0   BESarawak Legacy Impact

The Business Event Sarawak (BESarawak) of the Sarawak Convention Bureau defines legacy impacts as the positive, long-term benefitting the host destination and its communities enjoying post event. The legacy impact is intentional, starting with an impact vision, aligned programming, observations as a way to measure; and finally validation. The BESarawak legacies of business events are designed to link to Sarawak's seven key focus areas of the development plan as it drives towards the United Nations Sustainable Development Goals as shown in Figure 1. These acts as the catalysts of conventions to deliver positive legacies for Sarawak.

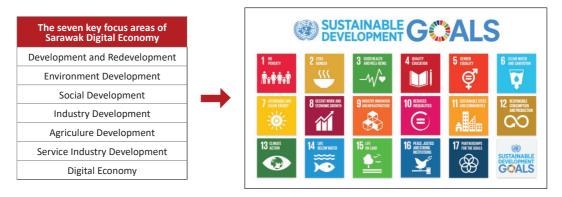| The seven key focus areas of Sarawak Digital Economy |
| --- |
| Development and Redevelopment |
| Environment Development |
| Social Development |
| Industry Development |
| Agriculure Development |
| Service Industry Development |
| Digital Economy |

Figure 1: Alignment of seven key focus areas of Sarawak Digital Economy and United Nations Sustainable Development Goals

There are five core areas identified as legacy impact pillars as shown in Table 2. The aspired outcomes of convention-led legacies would be a society that is socially inclusive and economically prosperous on a healthy planet.

Table 2: Five legacy impact pillars of BESarawak Legacy Impact (adapted from BESLegacy Initiative Guideline)

Legacy Impact Pillar	Description
Sectoral	Progress and development in industries/sectors because of new knowledge and partnerships; global visibility and brand reputation
Community and Social	Social benefits such as improved health, quality of life, community awareness and engagement, service to host community
Trade & Investment/ Economic	Trading among groups from products and services showcasing leading to 'new money'; total economic impact with jobs and tax revenues
Environment	Environmental awareness and sustainability including support for indigenous cultures
Political	Changes in governance, public/private services, as a result of positive policies

2.1 Case study of the 1st International Conference on Education in the Digital Ecosystem

The 1st International Conference on Education in the Digital Ecosystem (ICEdDE 2019) was in fact a legacy of 13th International Organisation for Science and Technology Education Symposium (IOSTE XIII) Borneo 2014 which was successful bided by Universiti Teknologi MARA (UiTM) and Sarawak Convention in Tunis, Tunisia in 2012 as host. The networking and collaboration research aftermath resulted in UiTM becoming a partner of the Blended Learning Courses for Teacher Educators between Asia and Europe. (BLteae) project team under the EACEA-ERAMUS+ project under KA2 programme – Cooperation for innovation and the exchange of good practices. The consortium was made up of four institutions in Europe (Aix-Marseille University in France, Aalborg University (AAU) in Denmark; Tallinn University (TLU) in Estonia and Audio-visual Technologies, Informatics and Telecommunications (ATiT) in Belgium) and seven institutions in Asia (Royal University of Bhutan (RUB) in Bhutan; Universiti Teknologi MARA (UiTM) and Batu Lintang Teacher Education Institute of Malaysia (IPGKBL) in Malaysia; University of Dhaka (DU) and Bangladesh Open University (BOU) in Bangladesh; National University of Modern Languages (NUML) and International Islamic University (IIU) in Pakistan). The conference was the final working package of the BLteae Project through cross organisation collaboration tasked to UiTM as the organiser and IPGKBL as co-organizer. ICEdDE 2019 was successfully held in Kuching, Sarawak, Malaysia. In addition, ICEdDE 2019 was also selected as one of the twelve conventions in the study on Hosting Conventions in Sarawak by BESarawak.

The conference goal was formulated to provide a creative platform for inspirational exchanges, interaction and scientific debate on practices and research related to Education in the Digital Ecosystem. This was significant for the 21st Century Education and Sarawak's direction towards a digital economy. The theme: Blended learning – Innovation and Good Practises with 7 subthemes:

- Methodology and Didactics of Teaching
- Technology Enhanced Learning and Instruction
- Advances in and Tools for Technology Enhanced Learning
- Role and infrastructure in Curriculum Design
- Quality Assurance
- Professional Retraining and Life-Long Learning
- Modelling Systems in Education

2.1.1 The Desired Legacy Impacts

The dimensions and themes had been deliberately developed to consider all global, social and technical variables of the legacy impact, reflecting the urgent need in the transformation of global Education landscape in Industrial Revolution (IR) 4.0 environment opening minds and changing lives for the betterment of the society. The instrument developed by the BESLegacy Programme was used to explore the legacy impact in the short, medium and long terms of ICEdDE 2019. Table 3 shows the desired legacy impact, goals and measuring legacy under five legacy impact pillars of BESarawak Legacy Impact programme. Each domain described the elements of how they had been achieved in the short term as an immediate impact. The sustainability of these legacy imparts to medium and long terms, the direction and the measuring legacy had been identified.

Table 3: Desired Legacy Impacts, Goals and Measurement of ICEdDE 2019

	Types of Legacy Impacts	Meeting Impacts Goals (Immediate Impacts)	Designs	Legacy Goals (Long-term impacts)	Measuring Legacy (Indicators)
1.	**Sectoral**				
1.1	**Knowledge Expansion**				
1.1.1	Delivering Knowledge	Knowledge gain; learning from others	54 papers presented with three keynote speakers and five plenary papers	Dissemination Plan with online materials and publications for participants to adopt	Numbers of participants applying knowledge gain at work
1.1.2	Professional Development	Sarawak delegates as organisers; presenters and participation	UiTM as main organisers and IPGKBL as co organizers with international affiliations; 15 speakers with one plenary paper	Availability of local speakers willing to share in their field of work related to digital education ecosystem	Number of speakers available to speak in future training/ conference.
1.1.3	Advancing Science	Latest evidence-based and current practices in blended learning; latest research and practical applications	Exchange ideas and sharing platform between the keynote speakers, invited speakers, and participants	Developing skills through online tutoring	Number of latest evidence-based and current practices

Types of Legacy Impacts		Meeting Impacts Goals (Immediate Impacts)	Designs	Legacy Goals (Long-term impacts)	Measuring Legacy (Indicators)
1.2	**Innovations**				
1.2.1	Technologically innovative practices	Improve and synergize innovative skills for teacher educators	Two days' video workshop conducted for the 30 teachers selected from Kuching, Samarahan and Serian Division conducted by Consortium partners from Belgium	Dissemination of ERASMUS+ BLteae module through training courses	No of training courses conducted
1.2.2	Education Innovation	Sharing of latest education innovation from experts and teachers - BLteae ITC modules	Reflective sharing from BLteae partners through forum discussion on the theme, 'Blended learning in Teacher training – Innovation and Good Practices'	Documentation of best practices scenarios and didactical materials for online training, teaching and learning	Numbers of publications
1.2.3	Innovations	Introducing using social media to enhance teaching and learning	One Plenary paper from UiTM lecturers on 'Incorporating Social Media in Blended Learning Courses at Higher Learning Institutions' and four presentation on use of social media in teaching and learning	Dissemination of ERASMUS+ Social Media module through training courses	Number of training courses conducted
1.3	**Networking and Relationship**				
1.3.1	Global Networks	Building a reflexive community on teaching practices	International Scientific Committee and the Review Committee were established among members of the BLteae consortium partners; Invited Participations of international and national, local organisations/ institutions/ government agencies/individual	Continual communications with existing partnership and establishing new partnership	Number of global networks
1.3.2	Stronger Local Association	Participation of BLteae consortium partners	'Blteae Talk' on reflection of the three years' partnership of the project and future directions with 100% participation from members	Long term partnership and future collaboration among co-organisers	Numbers of partners with continual association
1.3.3	Talent Attractions	Forum of renowned educators in blended learning	Invited three keynote speakers from outside BLteae consortium partners	Engaging specialists as consultants in digital education programme development	Numbers of specialists
1.4	**Collaboration and Future Research Capacity**				
1.4.1	Research Links	Collaborative research at international and national levels	Networking with international and Malaysian experts	Research on education	No of research projects conducted

	Types of Legacy Impacts	Meeting Impacts Goals (Immediate Impacts)	Designs	Legacy Goals (Long-term impacts)	Measuring Legacy (Indicators)
1.4.2	Clustered Development	Attendance from BLteae consortium members; International educators and specialists/ policy makers organisations/ individuals	Target delegates education professionals/ policy makers/ Ministry officers	Planning and implementing clustered development through collaborations in research and strategy getting national/ international funding and provide access to funding sources through convention contacts to accelerate process	Number of national/ international fundings
1.5	**Raising Awareness and Profiling**				
	Able to influence a wider audience and shift public and media perceptions. Able to position the convention host as a hub of innovation in specific industry sectors.				
1.5.1	Global Visibility / Brand	Building a reflexive community on teaching practices	International Scientific Committee and the Review Committee were established among members of the BLteae consortium partners; Invited Participations of international and national, local organisations/ institutions/ government agencies/individual	Continual communications with existing partnership and establishing new partnership	Number of global networks
2	**Community and Social**				
2.1	**Education Outcomes**				
2.1.1	Improved Standard	Number of participants enhancing educational skills in blended learning	Exchange ideas and sharing platform between the keynote speakers, invited speakers, and participants	Increase in teacher educators adopting blended learning and improve quality of graduates;	Numbers of teacher educators
2.1.2	Improved Quality of Life	Focus on education teaching culture in need of reform to the technology savvy learners	Exchange ideas and sharing platform between the keynote speakers, invited speakers, and participants	Teachers needs to be equipped with the proper training to be able to provide good education to the students	Number of teacher educators
2.1.3	Talent Attractions	Exposure for local specialist speakers in different areas of education related to digital ecosystem	Sharing the good work done in Sarawak in this area allowed local speakers to speak and share with participants from West Malaysia and overseas	Inspiring university students to enrol as postgraduate students under UiTM supervision or as internal/ external examiners for thesis	Number of post-graduate student enrolment Number of external examiner appointment
2.2	**Community Awareness**				
2.2.1	Profession of Teacher Educators	Community awareness of issues important to teacher educators' profession in Sarawak	News coverage in the newspaper, featured interviews of speakers by RTM Radio and reporters and Astrowani	Dissemination and Exploitation Activities through UiTM website, ERASMUS+ BLteae website	Number of newspaper articles, interviews and published

	Types of Legacy Impacts	Meeting Impacts Goals (Immediate Impacts)	Designs	Legacy Goals (Long-term impacts)	Measuring Legacy (Indicators)
2.3	**Fundraising and Philanthropic Support**				
2.3.1	CSR programme	Use of local products for conference kits, souvenirs, and sales of local handicrafts	Purchase the products as souvenirs for speakers, and lanyard, setting up booth for them to sell	Supporting business set up by the SMEs	Sales and invoices
2.3.2	Fundraising platform and philanthropy activities in Sarawak	Cooperation with Business Events Sarawak by Sarawak Convention Bureau in the Chumbaka Junior Innovate Fund for purchase of 74 digital learning kits for 1,000 students in rural Sarawak	Getting participants from Sarawak to actively respond to the project	Development of digital community projects	Number/Amount of fund raised
3.0	**Trade and Investment/Economy**				
	Face-to-face access with industry leaders to develop new business relationships, investments, research, and priority sector innovations; Commercialize those ideas much more intentionally, aggressively, and systematically for the benefit of the local communities.				
3.1	New Business	Bring new business to Sarawak companies dealing with education products to demonstrate their items	Invitation of business sector in exhibitions booth	Establishing resources for the community in terms of preschool inclusive education	Number of new businesses
3.2	Export/Trade	Exhibitions of home grown special education tools	Promotion of home grown special education tools	Business link with overseas marketing industry or companies	Sales and invoices
3.3	Foreign Direct Investment	An opportunity to secure international investment	Synergic collaboration with teachers and business sector	Foreign companies deals through partnership or direct investment to produce home grown special education tools	Number of partnerships established
3.4	Job Opportunities	Opportunities for Career Advancement	Sharing best practices about teacher educators' practices among participants	Provision of innovative teaching practices	Number of digital technological teacher educators/ teachers
4.0	**Environment**				
4.1	Research Links	Collaborative research at international and national levels	Networking with international and Malaysian experts	Research on education	No of research projects conducted
4.2	Support for indigenous cultures	Visit to Sarawak Cultural Village	Organising the Post Conference Tour	Experience and learning about the local culture and lifestyles of the various tribes	No of participants joining the tour

	Types of Legacy Impacts	Meeting Impacts Goals (Immediate Impacts)	Designs	Legacy Goals (Long-term impacts)	Measuring Legacy (Indicators)
5.0	**Political**				
5.1	Government awareness	Issues important to teacher education profession in Sarawak	Invitation of the Honourable Chief Minister to officiate and address the Convention	Continual dialogues with government policy makers	Number of research projects or training courses under Sarawak Government grant
5.2	Policy improvement	Provision of a platform of feedback/dialogues for support of teacher educators training curriculum on pedagogical and technological practices	Invitation of government and organisation officials to attend and speak at the Conference	Acting as catalyst to change the overall policy on education and developing strategies	Number of policy change
5.3	Infrastructure	Platform for discussion on issues on availability and efficiency of internet coverage	Sharing of technological need appropriate to the target sector	New academic research/teaching facilities in the educational digital ecosystem	No of upgrading of digitalisation technology in schools/ research institutions

2.1.2 Alignment to Sarawak's Key Focus Areas and UN SDGs

The conference contributed to Sarawak's Key Focus Areas in the Digital Economy and Service Industry Development in education. Education is a driving force and a catalyst towards the development of the Sarawak Digital Economy. The theme and subthemes of ICEdDE 2019 formulated addressed the issue of deficiency of knowledge for adoption of efficient Information Communication Technologies (ICT) education raised by Sulaiman & Halamy (2021) in the role that ICT education which plays an important role in bridging the digital divide between the urban and rural education. In providing a forum of stakeholders from academicians, teachers, investors to government policy makers, it also addressed the needs of innovations and new practices of learning and teaching with ICT use in the classroom giving opportunities to students to learn and apply the required 21st century skills. This echoed the review by Ratheeswari (2018) that ICT improves teaching and learning and its importance for teachers in performing their role of creators of pedagogical environments. ICEdDE 2019 in related to the United Nations Children' Fund (UNICEF) encompassing 5 dimensions which states that Children have a right to an education, a quality education. ICEdDE 2019 had propel discussion on educational quality establishing understanding of new challenges and to embrace change from the local, national and international contexts.

The contribution towards the UN SDGs were identified in:

  Goal 4 – Quality education
  Goal 8 – Good jobs and economic growth
  Goal 9 – Innovation and Infrastructure
  Goal 10 – Reduced inequalities
  Goal 16 – Peace, justice and strong institutions
  Goal 17 – Partnership for the Goals

2.1.4   Measuring the Immediate Legacy Impact

The outcome of the immediate legacy impact using a set of valid questionnaires with 5 domains (Table 4), aimed at Sarawak participants as delegates attending the conventions as respondents. Hard copies were distributed during the conference. In addition, a google link form consisting the questionnaires was also made available with an QR code to provide access. The respondents to the study made up 63.2 % of the Sarawak participants totalling 120 from 190. Eight domains of the quantitative data were analysed.

The highest percentage of 91.7% respondents indicated that the reasons attending the conference was for Knowledge Expansion and Education. This converged with the organiser immediate legacy impact goal. With reference to Table 3, the expectation of the participant had been delivered. It can be noted that most of the participants are from the academic sector as the item on the Business Opportunities leading to Trade and Investment only had 9.2 % of responses.

Table 4: Reasons for Attending

Legacy Impact	%
Knowledge Expansion and Education	91.7
Networking and Relationship Building	34.2
Collaboration and expand Future Research capacities	15.8
Creativity and Innovation Opportunities	28.3
Business Opportunities leading to Trade and Investment	9.2
Other (please specify)	5.0

2.1.3.1   Measuring the Immediate Legacy Impact

The immediate legacy impact pertaining to the domain of knowledge and education was achieved based on percentage of the respondents of over 90% who agreed and strongly agreed over the five items (Table 5).

Table 5: Knowledge Expansion and Education.

Knowledge Expansion and Education	Strongly Disagreed	Disagreed	Not Sure	Agreed	Strongly Agreed
Give me new insights in my field of knowledge	1.7%	0.0%	2.5%	41.7%	54.2%
Show me current best practices in my profession	1.7%	0.0%	2.5%	42.5%	53.3%
Provide the latest research and practical applications	1.7%	0.8%	5.0%	45.0%	47.5%
Knowledge and capabilities of young people	1.7%	0.0%	4.2%	42.5%	51.7%
Quality of delivery of my profession in Sarawak	1.7%	0.0%	0.0%	50.8%	47.5%

2.1.3.2 Networking and Relationship

Table 6 reflects networking and relationship at both national and international level was established by the respondents' participation in the convention. Most of the respondents ranging from 44.2% to 50.8% agreed and 28.4% to 31.7% strongly agreed to the items relating to this domain. However, quite a notable range of percentage of 15.8% to 20.0% of respondents was not sure of the networking benefits.

Table 6: Networking Benefits

Networking Benefits	Strongly Disagreed	Disagreed	Not Sure	Agreed	Strongly Agreed
Valuable national business / professional contacts	1.7%	2.5 %	20.0%	44.2%	31.7%
Valuable international business / professional contacts	1.7%	3.3%	15.8%	50.8%	28.3%
Find new talent for our organisation	2.5%	1.7%	16.7%	49.2%	30.0%

2.1.3.3 Collaboration and Future Research Capacity

Most of the respondents accounting to more than 50% agreed the convention provided local and international collaboration as 47.5% could provide opportunity to develop future research capacity (Table 7). In addition, a substantial percentage of over 30% strongly agreed to the items under this domain.

Table 7: Collaboration and Future Research Capacity

Collaboration and Future Research Capacity	Strongly Disagreed	Disagreed	Not Sure	Agreed	Strongly Agreed
New local collaborations from the event	1.7%	1.7%	5.0%	56.7%	35.0%
New international collaborations from the event	1.7%	1.7%	11.7%	52.5%	32.5%
Opportunity to develop global research capacity	2.5%	2.5%	14.2%	47.5%	33.3%

2.1.3.4 Education Outcomes

Table 8 shows that most of the respondents either strongly agreed or agreed that the convention they have attended have education outcomes based on the first two items pertaining to new academic research facilities and capacity of the academic sector. On the other hand, more than 50% strongly agreed that this domain could improve the quality of graduates and attract outside talent in creative knowledge education indicating there was a positive relationship.

Table 8: Education Outcomes

Education Outcomes	Strongly Disagreed	Disagreed	Not Sure	Agreed	Strongly Agreed
New academic research facilities	1.7%	0.0%	4.2%	46.7%	47.5%
Capacity of the academic sector in Sarawak	1.7%	0.0%	3.3%	47.5%	47.5%
Improve the quality of graduates	1.7%	0.8%	4.2%	42.5%	50.8%
Attract outside talent in creative knowledge education	1.7%	0.0%	7.5%	40.8%	50.0%

2.1.3.5 *Funds and Philanthropy*

Overall, majority of the respondents agreed and strongly agreed that the convention they attended gave them opportunities on fundraising and philanthropic support (Table 9). This could be attributed to Chumbaka project of BES Event of the Sarawak Convention Bureau collaborating with the host of the convention.

Table 9: Funds and Philanthropy

Funds and Philanthropy	Strongly Disagreed	Disagreed	Not Sure	Agreed	Strongly Agreed
Opportunities to link to a fundraising platform	2.5%	0.8%	21.7%	47.5%	27.5%
Opportunities to support philanthropy activities in Sarawak	2.5%	0.8%	14.2%	53.3%	29.2%

2.1.3.6 *Awareness*

Two aspects of awareness were reflected in Table 10. The first two items related to extrinsic perspective in that the outside factors of community and policy makers in the government recognised the issues important to teacher educators. Majority of the respondents agreed that the strategies of the convention engaged had highlighted this awareness. There were also around 95% of respondent who strongly agreed and agreed to these two items.

From the intrinsic perspective, majority of the respondents also agreed and strongly agreed that their profile was raised nationally at 85.0% and to a greater extent of 89.5% internationally. In addition, 52.5% of the participants agreed and 35.8% strongly agreed that such awareness relating to the four items had provided opportunities for career advancement.

Table 10: Awareness

Awareness	Strongly Disagreed	Disagreed	Not Sure	Agreed	Strongly Agreed
Community awareness of issues important to my profession in Sarawak	1.7%	0.0%	5.0%	51.7%	41.7%
Opportunities to support philanthropy activities in Sarawak	1.7%	0.0%	5.8%	53.3%	39.2%
Raise my profile nationally	2.5%	0.0%	12.5%	54.2%	30.8%

2.1.3.7 Innovation

Innovation to improve teacher educators' skills, with direct and indirect implication on quality of teacher educators' skills from the consideration that the teacher role is much more complex than in the past and that teachers need new and innovative pedagogical strategies and reflective tools. Table 11 indicates that the respondents had identified the presence of this domain as almost equal percentage of majority of respondents either strongly agreed or agreed to all three items.

Table 11: Innovation

Innovation	Strongly Disagreed	Disagreed	Not Sure	Agreed	Strongly Agreed
I learnt innovative ways to handle issues in my profession	1.7%	0.0%	5.0%	46.7%	46.7%
Improve my innovative skills for my profession	1.7%	0.0%	3.3%	50.0%	45.0%
Help me to synergize innovation in my profession	2.5%	0.0%	5.0%	48.3%	44.2%
Raise my profile internationally	3.3%	0.0%	20.8%	46.7%	29.2%
Opportunities for Career Advancement	2.5%	0.0%	9.2%	52.5%	35.8%

2.1.3.8 Trade/Investment

The trend of respondents towards this domain showed a different pattern to all seven domains. Table 12 shows that there were distinguishable responses with although majority agreed to the items but there were more respondents of 30.0% who were not sure and only about 20% strongly agreed.

Table 12: Trade/Investment

Trade/Investment	Strongly Disagreed	Disagreed	Not Sure	Agreed	Strongly Agreed
Bring new business to Sarawak	3.3%	2.5%	30.0%	42.5%	21.7%
Give me an opportunity to secure international investment	3.3%	2.5%	30.0%	41.7%	22.5%

3.0 Conclusion

ICEdDE 2019 succeeded in bringing participants together with diverse national and international backgrounds of expertise in digital education. This is one of the key focus areas of Sarawak and in line with the nation Ministry of Education Blueprint (2016-2020). ICEdDE 2019 was identified by Sarawak delegates to have impacted the community and policy makers awareness on the importance of the profession of education and needed support for adopting best teaching innovative practices. The legacy impacts under five legacy impact pillars in the short, medium, and long terms of ICEdDE 2019 was mapped using the instrument developed by the BESLegacy Programme. The convergence and the match of goals of ICEdDE 2019 organizers and the Sarawak delegates' response had indicated that the short-term legacy impacts had been achieved. The medium- and long-term impacts with legacy indicators were aligned to the Digital Economy in the Education and the Service Industrial Developments, indicating the tangible and intangible benefits will contribute to the development of Sarawak. There are 5 UN SDGs identified to it. The undeniable value is that ICEdDE 2019 should be measured over two years at six months intervals.

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