## EDUCATIONAL WASTE MANAGEMENT OF CIVIL TECHNOLOGY COURSES OF TECHNICAL AND VOCATIONAL EDUCATION AND TRAINING (TVET) INSTITUTIONS

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Construction waste has been partly responsible for the pressingenvironmental issues in Malaysia because the typicalway of disposal is dumped to the landfills. Limited and constraint of landfills availability leads to the problemof illegal dumping. The construction industry is acknowledged as a serious waste contributor to these dumpsitesdue to rapid development growth as a developing country. On top of that, construction industry also required a higher demand for skilledworkers to fill the field. Therefore, Civil Courses have been offered in many tertiary educations, primarily Technical and Vocational Education and Training (TVET) institutions. The courses developed to fill the demand and match the skill required in the construction industry. Many researchers recognize the construction waste in construction site; however, pay no attention to the management of young educational waste generated from construction activities institutions even though has the same environmental impacts. in higher Therefore, this paper is based on the case studies which involved construction management in higher education institutions, especially in TVET waste Institutions. Thus, civil technology courses waste composition and generation will be identified to highlight that these higher institutions conjointly influence to the environmental damage. The case studies also identified the current practices of educational construction waste management in the institutions. Finally, a proper framework of best practices can be constructed for the TVET institutions to manage educational construction waste properly by analysing the existing good practices of waste management in the construction site. This studyhas conducted an exploratory interview withtwo TVET institutions in result indicated that educational Malavsia. The construction waste was composed of timber, bricks and blocks, concrete and mortar, soil and aggregate, metal, tile and ceramic, and packaging waste. In addition, bricks and blocks waste was the most widely generated construction waste in all institutions. The results of these case studies show the current practice of construction waste management applied in both institutions. The differences of action taken for each wastehad shown that there are management gap and no standardizedin managing waste even though under the samegovernance. The findings are expected to benefit TVET institutions to enhance the application of best practices of construction waste management to the organisation. Concepts of waste segregation; and optimize reduce, reuse and recycle(3Rs) play an essentialrole inthe improvement of construction waste management and compliance with the Solid Waste and Public Cleansing Management(SWPCM) Act 2007 (Act 672).