impact of the Vermiculture Program on Domestic Environment and Informal Undergraduate Education

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BACKGROUND

- Environmental actions vanish outside the scholar territory.
- Professors incorporate few practices in their classes.
- There are few environmental specialists in the geographic zone.
- Professors and students develop repetitive activities with low impact.
- Students do not known environmental actions which could be used during their daily activities.
- Vermiculture is an unknown and strange practice, among students and professors.

RESEARCH AREA

SCHOLAR VERMICULTURE

Vermiculture concept generally talks about great investment projects and production outside of urban zones (Reinés-Alvarez, 1998) and in smaller degree to projects in the school and home.

Californian red worms (*Eisenia foetida*)

EDUCATIONAL PROCESS

By using a constructivist educative perspective, students determined their own processes of education-learning, helped by their professors and their families.

BENEFITS

Vermiculture helped to reduce organic wastes in school and in students´ homes. Humus obtained by this process is useful to improve the fertility of soils and school gardens.

CONCLUSIONS

- Vermiculture contributed in: formation of undergraduate students in a human and informal way; and improvement of plants, flowers and vegetables at residences.
- It was found that families involve in the project, dedicate more time to familiar coexistence and start to enjoy an urban and domestic agriculture with economic materials or recycling materials, thanks to the vermiculture.
- Nowadays agricultural-industrial engineering students as professionals, develop their creativity and autonomy outside of traditional educative space.
- Vermiculture activity promoted socialization knowledge and attitudes from a real perspective, and helped to describe how homes are at urban zones.

AKNOWDELEGMENT

Authors want to thank “Escuela Preparatoria de Salvatierra” for its support to establish the project.
Also students´ families involved in the project.