

# isUP-AgrO

WORK PACKAGE: 2

DELIVERABLE: D2.4 – Training schools Dissemination vs. 2

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## 1. Executive Summary

The deliverable highlights the comprehensive dissemination efforts undertaken to promote the training school targeted at both technical and academic audiences, organized under Work Package 2 (WP2) of the isUP-AgrO project. The second training school, held from 27 to 31 January 2025, focused on the theme “Smart Irrigation Technologies” (Task 2.3) and attracted 24 participants representing diverse professional backgrounds.

A multi-channel dissemination campaign was implemented, building on lessons learned from the first training school. The campaign included:

- **Online platforms** – targeted outreach via institutional websites, mailing lists, and social media
- **Media coverage** – articles in the local newspaper, announcements, and public communications to broaden visibility
- **Direct engagement** – personal invitations and networking within relevant professional circles

This proactive approach not only surpassed the anticipated number of participants but also extended engagement far beyond the ISOPlexis Centre. The event drew professionals from universities, governmental agencies, and key players in the viticulture industry, enhancing the diversity and relevance of the audience.

The training school delivered a dual impact: it strengthened participants’ scientific and technical expertise in smart irrigation while fostering collaborative networks across academia, industry, and policy spheres. These outcomes lay a strong foundation for the effective implementation and broader impact of the isUP-AgrO project in its subsequent stages.

Following the seminar, we identified opportunities to further improve dissemination efforts, particularly by deepening engagement with local industry and government stakeholders. Future strategies could include tailored communication channels, such as personalized email campaigns and newsletters distributed via professional associations. In short, involving local businesses, trade associations, and governmental organizations more actively in dissemination activities would further increase the visibility, reach, and long-term impact of future training schools.

## 2. Introduction

The isUP-AgrO project is dedicated to enhancing the capabilities of ISOPlexis by establishing it as a center of excellence in the agricultural sector. To achieve this ambitious objective, the project implements extensive networking activities through Twinning with two leading agricultural research institutes from Italy and Spain. These collaborations are further supported by the involvement of an expert entity specializing in innovation, aimed at strengthening research management practices and fostering sustainable advancements in the field.

Within this context, Work Package 2 - Training School & International Workshops (WP2) focuses on delivering theoretical and practical training through a series of structured school sessions.

## 3. Training School

As part of this initiative, Training School of Task 2.3 was successfully organized and broadly disseminated at the local level, setting a strong foundation for future capacity-building efforts and fostering meaningful knowledge exchange among key stakeholders. These events not only provided valuable technical and academic content but also served as a catalyst for ongoing collaboration across sectors.

To recognize their engagement, all participants received a certificate of participation. Additionally, a post-event survey was distributed to gather feedback on the overall experience and to collect suggestions for improving future editions. This input is instrumental in shaping upcoming training initiatives to better address the needs and expectations of our growing network.

### 3.1. Training school: Smart Irrigation Technologies

The Training School, organized under Task 2.3, was originally planned to host 20 trainees; however, it exceeded expectations with a total of 24 participants. It took place on **Month 7** of the project—one month ahead of the schedule outlined in the Grant Agreement (Month 8)—and ran for the duration of one week.

The sessions were ministered by **CSIC**, which provided two expert trainers to deliver the lectures: Celia Rodríguez Domínguez and Virginia Hernández Santana from the Grupo de Riego y Ecofisiología de Cultivos ([www.irnas.csic.es/rec](http://www.irnas.csic.es/rec)) of the Instituto de Recursos Naturales y Agrobiología de Sevilla (Spain).

**Scope/Description:** The training school aimed to conduct an accelerated program focused on recent trends and research advancements in agrosystems and crop monitoring. This school particularly emphasized strategies for regulating plant water and carbon use based on plant physiology, using vineyards as a model. The activities included classroom lectures and demonstrations of plant physiological sensors, and both theoretical and practical field training for participants. This training program was designed for those looking to enhance their knowledge in this area, including researchers and students from the ISOPlexis Centre and the University of Madeira. It was also open to technicians from external organizations who were interested in the subject.

Training School module structure:

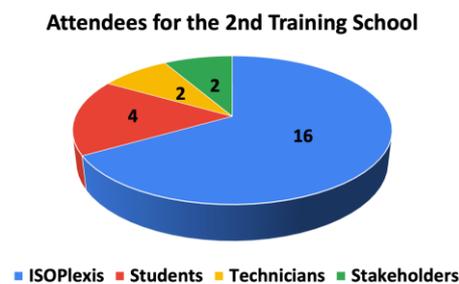
- ✓ Topic 1: Process innovations connected to agriculture.

- ✓ Topic 2: The new irrigated agriculture.
- ✓ Topic 3. Effect of climate on crop productivity and quality.
- ✓ Topic 4. Adaptation actions and strategies.

Other activities included: a guided visit to a vineyard and tropical fruit agrosystem, and team building actions.

### 3.1.1. Attendees

A total of 24 individuals registered for the training sessions (Figure 1). Among these participants, 16 were affiliated with the ISOplexis Centre, indicating strong institutional engagement. The remaining attendees included one graduate student, three master's students, two government technicians, one stakeholder from the organic composting sector, and one stakeholder from the viticulture industry.



*Figure 1. Number of attendees registered for the 2<sup>nd</sup> Training School.*

This diverse group contributed to a multidisciplinary environment, facilitating a rich exchange of knowledge and perspectives. This exchange will enhance the practical applications and outreach of the methodologies discussed during the training.

### 3.1.2. Dissemination

The 2<sup>nd</sup> training was widely promoted through several media channels, including the local newspaper which dramatically increased the visibility of the training within the local community but also reaching through LinkedIn, Facebook, Instagram, and official institutional websites (see Annex 1). The focus of the dissemination was the promotional poster, which informed the community about the training's theme, location, and schedule. Additionally, the outcomes of the training were also shared, featuring records of classroom lectures, practical demonstrations, team-building activities, and the field trip.

- ✓ University of Madeira
  - Facebook:
    - <https://www.facebook.com/photo?fbid=1116378577040601&set=pcb.1116383867040072>
  - Instagram:
    - [https://www.instagram.com/p/DFNX-LykqXW3/?utm\\_source=ig\\_web\\_copy\\_link&igsh=MzRIODBiNWFIZA==](https://www.instagram.com/p/DFNX-LykqXW3/?utm_source=ig_web_copy_link&igsh=MzRIODBiNWFIZA==)
  - LinkedIn:
    - [https://www.linkedin.com/posts/universidade-da-madeira\\_smart-irrigation-technologies-segunda-a-%C3%A7%C3%A3o-activity-7288533105819197440-](https://www.linkedin.com/posts/universidade-da-madeira_smart-irrigation-technologies-segunda-a-%C3%A7%C3%A3o-activity-7288533105819197440-)

[hzb.n?utm\\_source=share&utm\\_medium=member\\_desktop&rcm=ACoAAAr-cOssB-MMee\\_qBRfRzg9jCD2mENHMXzSQ](https://hzb.n?utm_source=share&utm_medium=member_desktop&rcm=ACoAAAr-cOssB-MMee_qBRfRzg9jCD2mENHMXzSQ)

- ✓ isUP-AgrO social media
  - LinkedIn:
    - <https://www.linkedin.com/feed/update/urn:li:activity:7288528855840018432>
- ✓ Regional News
  - <https://www.dnoticias.pt/2025/1/24/435542-universidade-da-madeira-acolhe-for-macao-internacional/>

### 3.1.3. Schedule

Below, at Table 2, is an overview of the 2<sup>nd</sup> Training School schedule.

Table 2. Second Training School Schedule

Time	Monday 27/01 - Sala 16	Tuesday 28/01- Sala 16	Wednesday - 29/01	Thursday 30/01 - Sala 16	Friday 31/01 - Anfiteatro 5
09:30-11h	Introduction and visit to ISOPlexis facilities				
11h-12h	<b>V.H.)</b> introduction to vascular plant anatomy for understanding water relations and hydraulic function *	<b>C.R.)</b> Plant Hydraulics (Task 2.3 - Topic 1,2)	Field trip - Fajã dos Padres	<b>V.H.)</b> Sensing connected to agriculture: sap flow sensors (Task 2.3 - Topic 4)	<b>V.H. &amp; C.R.)</b> Practical overview and questions
12-13h	<b>C.R.)</b> Introduction to vascular plant physiology for understanding water relations and hydraulic function *			<b>C.R.)</b> Sensing connected to agriculture: Leaf turgor pressure-related sensor (Task 2.3 - Topic 4)	
13-14h	Lunch	Lunch	Lunch	Lunch	
14h-16h	<b>C.R.)</b> Water potential: a fundamental plant water status indicator (Task 2.3 - Topic 2)	<b>V.H.)</b> Sensing connected to agriculture: sap flow sensors (Task 2.3 - Topic 4)	Field trip - Fajã dos Padres	<b>V.H.)</b> Experiment with design and implementation layout (Task 2.3 - Topic 3)	-----
16h-17h	<b>V.H.)</b> Functional agrobiodiversity and agrosystem resilience (Task 2.3 - Topic 4)				
* Workshops					
<b>C.R. = CELIA M. RODRÍGUEZ DOMÍNGUEZ</b>					
<b>V.H. = VIRGINIA HERNÁNDEZ SANTANA</b>					

### 3.2. Lessons learned

Following the organization of this second training seminar, we identified additional opportunities to broaden outreach in future editions. In particular, there is potential to strengthen dissemination by

more actively involving local industry representatives and government stakeholders. This could be achieved through targeted communication channels such as personalized email invitations, dedicated newsletters circulated via professional and trade associations, and other tailored outreach methods. These approaches would help ensure that key sector actors are both aware of and engaged with the training opportunities provided by the isUP-AgrO project.

## 4. Conclusions

This training focused on the integration and practical application of tools such as sensors, probes, and other monitoring technologies, emphasizing their critical role in optimizing irrigation practices and advancing the understanding of plant–water relations. Participants explored plant physiological responses to different irrigation regimes and scheduling approaches, gaining deeper insights into crop behavior under diverse water management strategies. Particular attention was given to plant water potential, leaf turgor, and hydraulic conductance in leaves, stems, and roots.

By combining in-depth theoretical instruction with practical field experience, the training school enhanced participants' expertise, strengthened collaboration among stakeholders and project partners, and established a solid foundation for the effective implementation of the forthcoming research activities.

### 4.1. Next steps

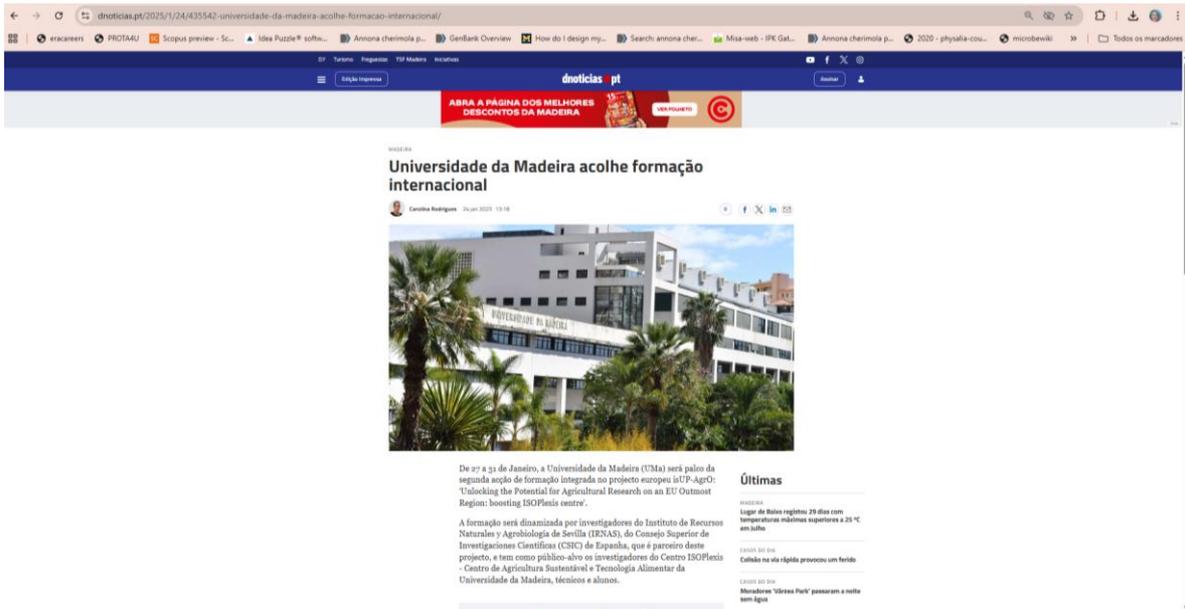
The next steps will focus on the preparation and organization of the upcoming Training School, aligned with Task 2.4: Training School on Soil Microbial Interactions – Challenges and Advanced Techniques. Scheduled for 20–24 October 2025, this one-week event will accommodate from 20 to 25 trainees, fostering a focused and interactive learning environment.

CSIC and UNIPR will play key roles in delivering the training, each contributing one expert trainer to lead sessions and share expertise in soil microbial technologies. The Training School is designed to build on the foundational knowledge established in previous activities, equipping participants with advanced skills and practical insights into cutting-edge practices and technologies related to irrigation and soil microbiology.

We are currently in communication with the trainers and actively refining the training program. Feedback on the preliminary schedule is awaited from the ISOPlexis Center team to finalize the agenda. Preparatory efforts are concentrated on logistical coordination, curriculum development, and participant selection, ensuring that the Training School achieves its intended learning outcomes and continues to contribute meaningfully to the overall objectives of the isUP-AgrO project.



# 5. Annex 1 – Screenshot from website and social media



The image is a screenshot of a LinkedIn post from the organization 'isUP-AgrO, HE'. The post is titled 'Publicações' and has 12 likes and 3 shares. The main content is a poster for a training school. The poster text reads: 'From January 27th to 31st, the University of Madeira will host the 2nd Training School as part of the European Project isUP-AgrO... mais'. Below this, it says 'Exibir tradução'. The poster features the 'isUP-AgrO' logo and a section titled 'CONFERENCES'. Two speakers are listed: Virginia Hernandez-Santani, PhD, and Celia M. Rodriguez-Dominguez, PhD. The event is scheduled for '27 Jan. 2025, 11h00 - 13h00'. The poster also includes logos for 'UNIVERSITY OF MADEIRA', 'CSIC', 'ISOPlexis', and 'UNIVERSITY OF PAVIA'. At the bottom of the poster, there are logos for 'EUROPEAN COMMISSION' and 'EUROPEAN UNION'. To the right of the post, there is a sidebar with a 'See who's hiring on LinkedIn' banner and a menu with options like 'Sobre', 'Acessibilidade', 'Central de Ajuda', 'Termos e Privacidade', 'Preferências de anúncios', 'Publicidade', 'Serviços empresariais', 'Baixe o aplicativo do LinkedIn', and 'Mapa'. The footer of the page shows 'LinkedIn LinkedIn Corporation © 2025'.