Editorial

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Biographical notes: Nina Drejerska is an Associate Professor, economist at the Centre for Climate Research, Warsaw University of Life Sciences. Her work focuses on human capital, labour market and bioeconomy-related issues. She is the author of over 100 scientific publications, including peer-reviewed articles, book chapters, and books. She has participated in nearly 20 national and international projects – including Erasmus+ and COST Actions – and currently coordinates the Erasmus+ project Creative Learning for Boosting Bioeconomy within HEIs' Curricula (CL4bio).

Alessia Spada is a statistics researcher at the University of Foggia. For over 20 years participated in numerous research projects with public and private partners, as an expert in statistical data analysis. Furthermore, she has deep experience in both research, with more than 50 scientific publications, and academic teaching. Her current research interests concern the analysis of ecological data, the analysis of the sustainability of economic systems and studies on the organisational well-being of public and private administrations.

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Valentina Chkoniya received her PhD in Technical Sciences in 2003 and title of the specialist in marketing in 2019. Currently, she is a Professor at the University of Aveiro, Portugal and a member of the research unit on Governance, Competitiveness and Public Policy (GOVCOPP), Systems for Decision Support Lab. Valentina Chkoniya is a highly professional and experienced professor with a deep understanding and knowledge regarding management, based on a deep strategic perspective and building on more than 20 years of experience. Her current research interests include data science, decision support systems, marketing research, consumer behaviour, customer insights and trend studies.

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The agricultural and bioeconomy sectors are experiencing significant transformations in response to urgent global challenges such as climate change, resource scarcity, and biodiversity loss. These transformations encompass both technological advancements and educational reforms. Developing future professionals capable of navigating complex interdisciplinary landscapes hinges on the adoption of innovative learning methods.

The call for papers for this issue underscored the importance of equipping higher education institutions with innovative pedagogical strategies to foster critical thinking, problem-solving, and interdisciplinary collaboration. It also emphasised the role of creative learning in preparing students for the evolving demands of the agrifood sector, where competencies in digital literacy, data analytics, and sustainability are increasingly vital.

The CL4Bio Erasmus+ project (Creative Learning for Boosting Bio-Economy within HEIs' Curricula, https://cl4bio.web.ua.pt/) serves as the inspiration for this issue, focusing on bridging the gap between theoretical knowledge and practical application in bioeconomy education, particularly within agriculture and related fields.

This section of the special issue of the *International Journal of Agricultural Resources, Governance and Ecology* features five contributions that demonstrate the integration of creative learning and advanced tools in shaping the future of agriculture and the bioeconomy.

The first article, 'Enacting possibility thinking in academic curricula: fostering higher education students' green skills for a sustainable future', authored by Symeonidou et al., introduces the concept of *possibility thinking* as a transformative educational paradigm. The authors contend that sustainability education must transcend traditional models to empower students to envision and create new futures. Their work highlights the necessity for universities to incorporate emerging technologies and interdisciplinary approaches to

develop green skills and adequately prepare students for the challenges of the 21st century.

Following this, Figurek et al. present 'Innovative tools for the agricultural information system: a conceptual framework', which examines how integrated data systems can enhance decision-making in agribusiness. The article proposes a framework that facilitates information exchange among stakeholders, thereby enabling more effective policy development and operational efficiency. This contribution aligns with the special issue's focus on digital tools and their role in transforming agricultural governance and resource management.

In 'Delivering bioeconomy through creative learning: Portuguese higher education curricula context', Chkoniya et al. investigate students' perceptions of bioeconomy education in Portugal. Their findings reveal a gap between students' recognition of the bioeconomy's importance and their actual exposure to creative learning opportunities. This study highlights the need for curriculum redesign and increased awareness to foster meaningful engagement with bioeconomy concepts among students.

The fourth article, 'Integrating circular economy approach into education: talent management, agricultural innovation, and bioeconomy transformation' by Ghazali et al., examines how circular economy principles can be embedded in educational systems to promote ethical, critical, and innovative thinking. The authors emphasise the potential of national frameworks to align talent development with bioeconomy goals, offering insights into curriculum strategies that support sustainable growth and resilience.

Finally, Shamanina et al. contribute 'Building a digital trust ecosystem for innovative learning: the formation of complex educational tourism products in Europe', a study that explores the intersection of digital trust, educational tourism, and innovative learning. By analysing online services offered by language schools across Europe, the authors demonstrate how digital platforms can enhance immersive learning experiences and foster trust in educational ecosystems.

These articles collectively highlight the complex nature of innovation in bioeconomy and agriculture education. They present a variety of methodologies, including conceptual frameworks, empirical surveys, and qualitative analyses, which illustrate how creative learning and digital tools can be utilised to tackle urgent global challenges. This section of the special issue contributes to the ongoing discussion on educational transformation, providing valuable insights for educators, researchers, and policymakers dedicated to promoting sustainable development through interdisciplinary and innovative approaches.

Declarations

The authors utilised AI-based language editing tools to enhance the clarity and grammar of the manuscript. No AI-generated content was included in the research findings or interpretations.

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