

Editor's letter

Dear esteemed readers,

On behalf of the editorial team, we extend our gratitude to our readers while celebrating the inaugural edition of the Open Journal of Music Education. As many are aware, this journal represents a noteworthy addition to the expansive repository of scholarly publications stemming from the endeavors of the Global Institute for Music Research.

Within the Open Journal of Music Education (OJME), we are dedicated to disseminating scholarly communications pertaining to the pedagogical endeavors undertaken in institutions devoted to holistic individual development. Specifically, the journal encompasses the gamut of musical education offered in early childhood centers, primary and secondary schools, advanced educational tiers, and supplementary technical training contexts. Moreover, this platform encompasses diverse educational experiences where music is integral to nurturing life skills and professional proficiencies. Our journal's specialized focus affords us the privilege of addressing an array of nuanced themes through its published articles.

Notably, our commitment to scholarly discourse in the realm of music pedagogy finds reinforcement in the International Journal of Music Pedagogy, which accommodates communications linked to music professionals' training.

In this inaugural edition, our selections underscore three distinct thematic realms, all of them related to the opportunities offered by music and music education to transform the world.

First, we spotlight tangible experiences fostering skill development within primary education. Dr. Vèrnia's contribution delves into the intersection of music and bodily expression, elucidating its interdisciplinary potential within the primary classroom.

Secondly, we delve into the domain of entrepreneurship and leadership within music education. Dr. Ruiz, Shelton, White and Dr. Bourne meticulously unravel the multifaceted competencies requisite for aspiring music educators, proffering invaluable insights beneficial to

institutions nurturing such professionals. This work emphasizes the pivotal role of entrepreneurship and leadership acumen, underscoring their significance in shaping the prospective landscape of music education through the process of “intrapreneurship.”

Lastly, we engage with matters concerning music education's role in advancing global sustainability objectives. In this regard, Ms.C. Hernández presents a bibliometric analysis elucidating the corpus of scholarly discourse at the juncture of Sustainable Development Goals (SDGs) and music education. This study sheds light on the burgeoning presence of music-related scholarship within publications aligned with the United Nations' SDGs. It further underscores the growing scholarly enthusiasm for investigating this pertinent interface.

We fervently trust that these contributions will prove instrumental in shaping the trajectory of music education while concurrently inspiring fellow researchers. May these diverse insights enrich the discourse and action towards an ever-evolving landscape of musical pedagogy.

Yours sincerely,

Jordi Albert, Ph.D.

Editor-in-Chief

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