Veterinary education is the cornerstone on which the veterinary profession advances and flourishes. However, the veterinary profession is multifaceted, with the roles of veterinarians being heavily influenced across regional and country borders by societal needs and expectations, financial resources, and the importance placed, for example, on companion animals versus food animals.

Additionally, in many countries, government (public) veterinarians are the primary deliverers of national Veterinary Services (VS)—that is, animal health services provided under the legislative framework and the auspices of the governmental authority of a given country to assure the health and wellbeing of animals, people and ecosystems. In other countries, however, the government (public) veterinary workforce is augmented through partnerships with private-practice veterinarians. This is particularly true in more developed countries, in which fee-for-service is the accepted model for both companion and food animal veterinary practice.

Thus, when analyzing veterinary education programmes for public and private veterinarians on a global scale, it is essential to recognize that the needs, resources and capabilities may differ vastly across countries or regions. Nonetheless, it must also be recognized that although only some veterinarians will focus their careers on public practice through the delivery of national VS, all veterinarians are responsible for promoting animal health, animal welfare and veterinary public health.

The following key steps in establishing a strong veterinary educational foundation for private and public practice will be discussed, with specific guidelines and recommendations illustrated in more detail, including those developed by the OIE ad hoc Group on Veterinary Education (AHG):

- Defining minimum competencies for public- and private-practice veterinarians to perform veterinary service tasks and developing recommendations for a model core veterinary curriculum based on those competencies.

- Incorporating veterinary educational prerequisites into governance documents that regulate VS.

- Implementing quality assurance processes for veterinary education establishments (VEE).

**Keywords:** Veterinary Education – Veterinary Services – OIE ad hoc Group on Veterinary Education – Minimum Competencies – Model Core Veterinary Curriculum.