Since the foundation of the first veterinary school in Lyon, France (1761), many other schools emerged in Europe as a consequence of the challenges launched by the intensification of agriculture and livestock production. In 1853, the first school of veterinary medicine in the Americas was created in Mexico. Shortly thereafter, veterinary schools were established in Canada (1862), the U.S.A. (1879) and Argentina (1883). Nowadays, there are only a few countries on the American continent without veterinary schools.

As a member of the Panamerican Association of Veterinary Sciences (PANVET), the Panamerican Council of Education in Veterinary Sciences (COPEVET) has committees that address approval of curricula, professional certification and accreditation of educational programs. There is a wide range in the quality of veterinary education among the countries and institutions of the Americas, due to a fragmented and outdated teaching system, with many static curricula that do not focus on veterinary medical global competencies. These competencies must be adapted to the local conditions. At the same time, the educational system must continually improve to ensure graduates are competitive in an increasingly global environment. The system must include informative teaching, which explores knowledge and abilities and generates experts; formative teaching, which focuses on values and generates professionals; and, most importantly, transformative teaching, which builds leadership skills and generates agents of change. Transformative teaching does not prioritize memorization of facts, but instead prioritizes research, analysis and critical thinking, using available information to lead to an appropriate decision.

Another concern is the unbalanced number of veterinary professionals across the region. This causes, in some parts of the region, underemployment and may lead to veterinarians dropping out of the profession altogether. For these reasons, policies of institutional accreditation and individual certification must be implemented, together with transformative teaching.

**Keywords:** Veterinary Education – Curricula – Veterinary Educational Establishments – Quality Assurance.