The initial education of veterinarians is a critical parameter of good governance of Veterinary Services. The OIE is continuing to develop tools for the capacity building of Veterinary Services, with the objective of improving the quality of veterinary education worldwide. The OIE has published the “OIE Guidelines on Veterinary Education Core Curriculum” (2013) and the “OIE Recommendations on the Competencies of graduating veterinarians (“Day 1 graduates”) to assure National Veterinary Services of quality” (2012), also referred to as ‘the OIE Day 1 Competencies’. The recommendations set out the minimum competencies required from graduating veterinarians so that they are adequately prepared for employment in national Veterinary Services (in both the public and private sectors) at entry level.

High quality veterinary education is of critical importance to providing efficient Veterinary Services, and improving the quality of veterinary education is therefore a key component of any plan to improve the governance of Veterinary Services worldwide. Under the PVS Pathway, and based on the successful OIE Laboratory Twinning initiative, the OIE has developed a programme for the twinning of veterinary education establishments, involving the exchange of teachers and students between universities in developed and developing countries. “A Guide to Veterinary Education Twinning Projects” has been published to facilitate the implementation of this twinning programme, which is an important initiative for promoting the importance of quality education to protect both human and animal health.

The creation of an independent and efficient national Veterinary Statutory Body (VSB), responsible for overseeing the quality and professional conduct of private veterinarians working in the country, is essential to building public-private partnerships within the Veterinary Services, as well as ensuring the excellence of the veterinary profession through the setting of standards for licensing and education (both initial and continuing), in addition to taking disciplinary action in cases of non-compliance with licensing requirements for the veterinary profession. The national VSB should be responsible, inter alia, for veterinary registration, accreditation of private veterinarians, and veterinary para-professionals and monitoring procedures. In order to reduce global disparities in the delivery of these functions by the national VSB, the OIE has developed a programme for the twinning of VSBsin developed and developing countries, and has published “A Guide to Veterinary Statutory Body Twinning Projects” (2013). This programme will significantly assist the development and implementation of national legislation to facilitate the efficient operation of Veterinary Services particularly their private sector component.

The implementation by Member countries of these OIE programmes would enable a global harmonised approach to the training and regulation of the veterinary profession and would support improved compliance with OIE international standards on the good governance of Veterinary Services.

**Keywords:** Veterinary Services – Veterinary Education – Veterinary Statutory Body – Twinning Projects.