regarding the didactic process are not identical. It can be noted that the curricula are less adapted to the students’ expectations and more to the institutional and legal framework. That, to a high degree, limits the possibility of improving and adjusting the programs to the fast-changing market surrounding. In the light of the attempts undertaken by the Polish Ministry of Justice to deregulate the Polish economy, and to do away with the license of real estate broker and real estate administrator among others, a question arises as to the future of real estate education in Poland.

On the one hand, the reform being prepared may lead to the situation where curricula will focus on key skills and competences demanded by the real estate market, thus getting out of the restraining institutional straitjacket connected with ministerial minimum program requirements. In a less optimistic scenario it can be expected that, as a result of the implemented reform, universities will focus on adjusting their programs to the minimum program requirements connected with real estate valuation, as this qualification will be preserved, according to the guidelines of the reform.

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