

THE IMPACT OF BUSINESS EDUCATION ON THE STRENGTH OF MIGRATION FLOWS

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Abstract

An important source of economic growth is undoubtedly human capital that represents knowledge and experience. Its forming is impacted by family environment, especially during the education process is. Education is a process that cannot be underestimated. It needs to be constantly improved, as we still face many challenges in Europe, such as unemployment and transforming the world of work. Risk in the labor market are those who have the problem of finding an appropriate job at their place of residence and have to move to work. The paper focuses on the need for entrepreneurship to be included in the education process, which is a possible solution to the above-mentioned problems. In the European Reference Framework, entrepreneurship is considered to be one of the eight key competences for lifelong learning. The Global Entrepreneurship Monitor surveys show that a higher level of entrepreneurial competence education brings a higher level of perceived opportunities, entrepreneurial intentions, and start-up activities.

Key words

Enterprise, housing, human capital, migration, regional labor markets, regional population.

JEL Classification: A21, J20, J21

Introduction

Social development at all times is characterized by certain problems requiring new solutions. The nature of migration processes has different causes: political, social, economic, ethnic as well as religious. Migration is a natural phenomenon accompanying human society since its inception. Migration as a part of the development of human civilizations has intensified in latter-day history in the 17th century and has been related to the technological advances and maritime discoveries. The migration's basic and main objective, conditioned by rational thinking, is to improve the current situation. (Baková, 2015, p. 48). The migration can be understood as a movement of the population, the process of moving people beyond their permanent residence from one municipality, city, region, continent to another. (Rolný, Lacina, 2001, p. 231). Migration is perceived by the experts as a natural phenomenon with its positives as well as negatives (Bargerova, 2016, p. 87, Divinský, 2009, p. 45). European countries have gained new colonies and supported their inhabitants on purpose to settle down on new territories. Based on the estimates, in the period lasting from the 17th century up to 1944, around 70 million people moved from Europe to America and around 17 million in the African States and Australia within the international migration process. Europe was a continent where migrants were coming from all over the world as well as the territory from where they left, which significantly influenced its present character (Schroth, 2003, p. 56). One

should be aware that uncontrolled migratory movements and large migratory flows can cause serious problems of social and economic nature, and not only in certain regions but also on a global scale. They can lead to endangering the safety of people's lives, the overall stability and harmonious development of states, as well as relations between nations and cultures (Csámpai, Haládik, 2002, p. 9). The cause for mass resettlement can be found in a society that has lost its stability, does not guarantee security for citizens, endangers the inherited status, and is not capable of being on the economic, social and legal upswing.

Slovakia is not one of the traditional migrant destination countries. It is a culturally homogenous country that has not been affected by a dramatic increase in migration during the 20th century. Until recently, the Slovak Republic was almost exclusively a country of origin of migrants, thus a country from which citizens have migrated to foreign countries for various reasons. Only Slovakia's accession to the European Union and the Schengen area brought more significant changes. The Schengen Agreement, ratified in 1985 by France, the Federal Republic of Germany and the Benelux countries, later also by other European Union states, allows the free movement of persons in the territory of the Contracting States and makes controls at the external borders more strict. In the period since 2004, illegal and asylum migration decreased and legal migration has increased four-fold in the Slovak Republic (SR). Despite the fact that the growth of the population of foreigners in Slovakia was the second highest among

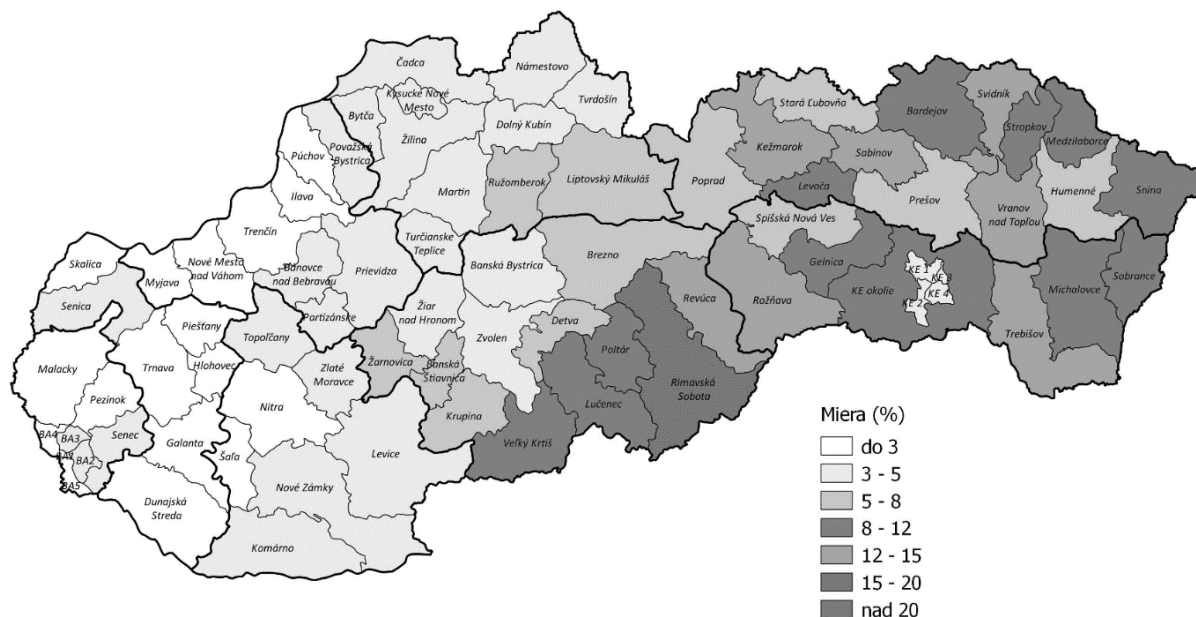
all EU Member States between 2004 and 2008, the representation of foreigners in the population remains low in comparison with other EU countries. Foreigners today form 1.9% of the population in the SR and their number is slowly, but continuously, increasing. In 2017, they lived by 11,204 more than a year earlier, which represents an increase of 12%. As regards the relocation of the Slovak population, this has been significant since 2004. The reason is migration for work, business and study. As regards the internal migration of the population of the SR, people from regions with low job vacancies, below the age of 40, are moving away. The problem is also the fact that the migration of university graduates, especially in the Bratislava region, is increasing, thus the districts of Banská Bystrica or Prešov region are depopulated. This may mean an increase in the number of poor people in the future due to an inappropriate learning process, slowly responding to current labour market needs. The contribution focuses on entrepreneurial education as a basis for human resource development as a starting point for reducing unemployment and migration.

1 Unemployment as a prerequisite for increasing the intensity of migration flows

Reducing the unemployment rate is a problem that has been addressed in Slovakia since 1990. This was happening mainly due to restructuring processes, when many enterprises were privatized, subsequently abolished and the number of unemployed has risen. The total number of registered job seekers in the SR was 187,759 at the end of March 2018. On a month-on-month basis, the decrease of 5,562 occurred, which compared to March 2017, is less by 69,799 people.

In relation to European countries, dealing with unemployment is an everyday problem, especially when we look at structural unemployment. Structural

unemployment is a discrepancy between demand for work and job offers. This discrepancy may arise when the demand for a certain type of work increases and the demand for another type of work decreases, which means that job offers do not need to adapt quickly to these changes. The reason for structural unemployment is also the insufficiency of a professional structure (when a certain group of people cannot find a job because they do not have knowledge necessary for current job vacancies at the same time, professionally trained for another profession) and the regional structure (there may be job vacancies that would satisfy the unemployed, but are located in another area). Almost a quarter of registered unemployed people in Slovakia are young people under 29 years of age, representing 46,900 people. Up to the age of 20, there were 6,300 people without work, between the ages of 20 and 24, 18,300 unemployed and over 22,000 job seekers aged 24 to 29. Another 23,300 unemployed were aged 30-34. In the range from 35 to 39 years of age, the labour offices posted 24,200 job seekers, with 24,300 unemployed aged between 40 and 44, and 21,300 job seekers between the ages of 45 and 49. From the age of 50 to 54, there were 23,300 unemployed, in the 55 to 59 age group there were 25,900 unemployed. Almost 8,000 people without work were over 60. Most job seekers under the age of 29 were from the Prešov and Košice Regions. In the Prešov Region there were 12,700 people and the Košice Region recorded 10,500 unemployed in this age category. The third worst in this indicator is the Banská Bystrica, where 7,300 unemployed to the age of 29 years were registered. Conversely, the Trnava and Bratislava Regions have the smallest problems with the employment of young people. In the Trnava Region, more than 2,200 people under 29 years of age were unemployed and the Bratislava Region recorded 2,400 unemployed young people under 29 years of age. (Figure 1)

Figure 1. The registered unemployment rate in the SR as of 31.3.2018 (districts)

Source: Central Officer of Labour, Social Affairs and Family

Technological progress, changes in the world market, foreign investment flows and environmental problems contribute to the emergence of structural unemployment. The growth in unemployment rates is a limiting factor in the growth of available pensions and the assumption of growth in the share of social incomes in relation to unemployment and the overall inadequacy of pensions. This is significantly noticeable in the regions where people have to move to work, since their income is not enough to cover the cost of living. In order to address structural unemployment, economic policy can use either a protectionist policy to provide benefits and contributions to job seekers, like companies as well, in order to obtain financial incentives for employment. We also include education and re-qualifications.

The second is a market-oriented policy focused on reducing benefits for job seekers or the deregulation of rules concerning employment or hiring. Allowances for job seekers include: an allowance for self-employment intended to help partially reimburse expenses associated with operating self-employment; an allowance for the performance of graduate internship if the applicant fails to find his/her first job whereas he/she has the opportunity to perform this practice and where he/she will gain and develop their skills and practical experience; work attendance allowance – monthly allowance for a job seeker who has found a job and has right for partial reimbursement of travel expenses due to commuting to a place of work that is other than his/her place of residence; an allowance for supporting mobility to work (support in a form of partial reimbursement of

costs for living associated with changing the place of residence when obtaining employment).

Allowances to support employers includes: an allowance for employing a disadvantaged job-seeker (e.g. a citizen under 26 years, a citizen older than 50 years, severely disabled people, long-term unemployed persons); an allowance to support retaining the jobs (when retaining jobs even when there are serious operational reasons); an allowance to support the creation of job position in the first regularly paid job (employing young people under 25 or 29 years); an allowance for activation activity in the form of smaller general services for the municipality or in the form of smaller services for the self-governing region (to support the retention of work habits in case of long-term unemployed person); an allowance for transport to employment (in providing day-to-day employee transport to work and back home); an allowance to creating a new job (investment aid for creating a new job). These contributions, which are provided to citizens and employers, increase the costs of the state. For the year 2016, the expenditure of the Slovak Republic on active labour market measures amounted to €171.6 million. Assistance to small and medium-sized enterprises was granted in 2016 in the form of state aid from the ESF and from the State Budget of the Slovak Republic in the amount of €100.51 million representing 92.33% of the total provided state aid.

Thus an active labour market policy aims to help people not become unemployed and prevent the long-term permanence of this state. The extent to which the country enters processes in the labour market, what support they provide or what job demands they

require is the internal matter of each state. The basic services of this policy include the provision of suitable employment, professional counselling services and support for the creation of job vacancies, and especially education and training for the labour market. The state education policy has the role of preparing students for the labour market. If the set up fails and schools do not produce graduates whose profiles are in accordance with the requirements of employers, they cannot apply to the labour market and remain unemployed.

The Slovak Republic is undergoing a period where it is beginning to struggle with an insufficient number of skilled workforce in certain regions. Mainly foreigners come to the regions with a shortage of labour and thus point to the insufficient mobility of the domestic workforce. The role of the Europeans is growing beyond the borders of the European Union. For example, the annual number of Ukrainian immigrants has increased more than double since the end of 2013. A substantial number of the arrivals also consist of Serbian citizens, attracted to work in industry. From non-European countries, mainly the people of Vietnam, China and Korea come to Slovakia. Foreign immigrants are attracted to regions with a large number of job vacancies. More than 75% of those who worked upon arrival in 2016 were employed in districts that account for only one-sixth of the unemployed in the SR. Up to four out of ten foreigners applied in Bratislava or its surroundings. Overall, the western part of the country is more attractive than the rest of the territory for migrant workers. Two-thirds of citizens from other countries found work in 2016 in the Bratislava, Trnava and Nitra Regions. The least amount of foreigners worked in the Banská Bystrica Region. Within the amendment to the Act on Employment Services, coming into effect since May 2018, it simplified employment conditions of third-country nationals in selected professions where the lack of qualified labour force and districts with an average registered unemployment rate of less than 5% has been proven. The sufficient mobility of workers on the labour market helps workers to better select their work and more efficiently allocate the workforce between firms.

2 Education as a factor in (not) minimizing migratory flows

The current challenge today is the migration flows caused by economic, social, population, cultural, political, security and environmental impacts. A key topic at this year's World Economic Forum meeting has become climate change, gender inequality and education. Education as a key issue is also a key issue for the United Nations to meet

Sustainable Development Goal No. 4 Agenda 2030 - Ensuring Inclusive, Equitable and Quality Education and Promote Lifelong Learning Opportunities for All.

Supporting education, whether in moral, financial or material terms, should reflect the importance of this process for all society. (Orbánová - Velichová, 2016; Veselková, 2016). Education helps to develop personality and the development of society as a whole, and it helps the development of humanity, the development of civilization and the transfer of cultural values, too. Knowledge has a fundamentally revolutionary character already according to Toffler (1970).

Education is one of the best and most effective factors for achieving sustainable development. The rate of early school leaving (% of the population aged 18-24), the tertiary education rate (% of the population aged 30-34) and the rate of participation in lifelong learning (% of the population aged 30-34) have been used as indicators that can best describe their level of the population aged 25-64). Slovakia is included among countries with a lower rate of early retirement than the EU average. However, there is the warning of a recent growing trend of this indicator. Despite the tertiary education rate in Slovakia having been on the rise for a long time, the share of the university-educated population is low compared to most EU member states. A low percentage of the population is involved in lifelong learning, with the participation rate constantly decreasing in recent years. The rate of early school leaving in the 18-24 age group was 10.1% in the EU in 2016, and 6.9% in the Slovak Republic, placing Slovakia among countries like Ireland, Luxembourg, Greece and the Czech Republic, where the rate of early school leaving is lower. Despite this, an increase in the number of young people who have dropped out of school early has been recorded in recent years in the Slovak Republic. This is mainly true for young non-employed people, where the rate of early school leaving in 2016 compared to 2010 is 1.8 pp for men and 1.4 pp for women. The total rate of early school leaving has increased by 2.2 pp in the Slovak Republic in 2016 compared to 2010. There is a downward trend in most EU countries.

Education is primarily a means to secure income, but currently there are more than 2,200 graduates in Slovakia without work. According to the Eurostat database for 2017, 50% of young people in the European Union are unemployed, half of whom are aged 20 to 34 years old not willing to move to work. Within their country, 21% of young Europeans are willing to move to work, 12% would move to another EU country and 17% are willing to leave the EU for work. This is most noticeable in Bulgaria, where 12% are willing to move within the country and 23% to

another EU Member State. Similarly in Slovakia, 14% of young unemployed people are willing to move to work within their own country, but 23% would prefer to move to another EU country. Young people in Romania and Germany (identically 37%) and Czech Republic and Ireland (identically 35%) are most willing to move for work within their country. Young unemployed people in Estonia and Croatia (26%) and Slovenia (25%) are most willing to leave for work to another EU country. In terms of leaving the EU due to employment, young people in Sweden (34%), Spain and Finland (28%) and France (27%) are particularly willing.

2.1 Entrepreneurship education and its support in the European Union

Education policy and its direction are within the competence of the Member States and the European Union does not interfere with their educational competencies. However, in relation to the long-term problem of youth unemployment in European Union countries, they are calling on states to provide young people with practical entrepreneurial skills before completing their compulsory education, in order to encourage business start-ups as a means of reducing unemployment.² Several systems to support business development specifically focus on unemployed young people.³

In 2012, the report of the European Commission confirmed that those who have undergone entrepreneurship programs and activities demonstrate more entrepreneurial attitudes and intentions, obtaining work before employees are able to make more significant innovations and, last but not least, create more new companies. The need for obtaining entrepreneurial education in all education sectors is emphasized by the European Commission and the adoption of several documents focusing on entrepreneurship education.

Milestones of entrepreneurship education in the European Union

- 2003 – Green Paper on Entrepreneurship in Europe – the first entrepreneurship action plan for Europe, where education is considered to be a key factor of progress.
- 2006 – Oslo Agenda for Entrepreneurship Education in Europe – a detailed set of measures that could be taken by different interested parties.

- 2006 – European Reference Framework – Key competences for lifelong learning – a sense of initiative and entrepreneurship is among the eight main competencies.
- 2012 – The Entrepreneurship 2020 Action Plan – entrepreneurship education is identified as one of the three pillars to boost entrepreneurship growth in Europe.
- 2014 – Rethinking Education: Investing in Skills for Better Socio-economic Outcomes – Communication from the European Commission.
- 2014 – Conclusions of the European Council on entrepreneurship in education and education – calling on the European Commission and Member States to promote and integrate entrepreneurship education in education and professional preparation.

The Decisions of the European Parliament was debated at the plenary session of the European Parliament in Strasbourg in 2015, on promoting entrepreneurship for young people through education and professional preparation, which speaks about promoting the entrepreneurship of young people through education and professional preparation. The objective was to focus on support for the introduction of young people to the entrepreneurship education of young people, as we have mentioned, but even with the education obtained, it is not always possible to find work in each region. So sometimes the prerequisite of not remaining unemployed is to start their own business. It is education during studies i.e. even before the young person graduates. This is also related to dual education, for example, when an enterprise that produces a highly specialized product needs to employ a person who has some work experience. But a young person who has gone to school for 5 years has no work experience. This education should close this gap between market demand and the school system to the extent that a person will already have the work experience that will give him/her better prospects to work in a certain sector.

3 Discussion

For the purposes of the scientific status, we conducted a questionnaire targeted at identifying the attitudes of young people toward entrepreneurial education in the Slovak Republic. The survey consisted of 6 questions. The research sample was comprised of young people aged 15-25, divided into 3 age groups. 309 respondents participated in the survey. Of this, 64% were men and 36% were women. The respondents were divided into three age ranges. In the age range of 15-18 years, 45% of the

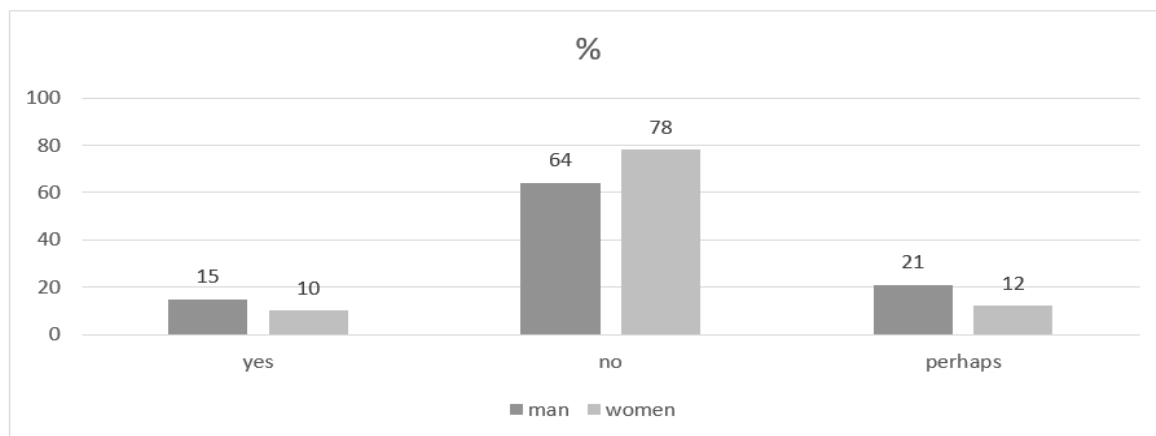
²“Moving Youth into Employment”, COM (2012) 727.

³The European Commission and the OECD on Youth Entrepreneurship in Europe, available at: http://ec.europa.eu/youth/news/20120504-youth-entrepreneurship-employment_en.htm.

respondents participated in the survey, 31% of respondents were aged 19-21 years old, and 24% of respondents surveyed were in the age range of 22-25 years old. In the survey we investigated whether the respondents had knowledge of entrepreneurial

education. A larger percentage of women at 78%, do not know the entrepreneurial business, only 10% aware of this concept. For the men, only 15% know this term, 64% not having information about entrepreneurial education.

Figure 2 Do you know the term “entrepreneurship education”?

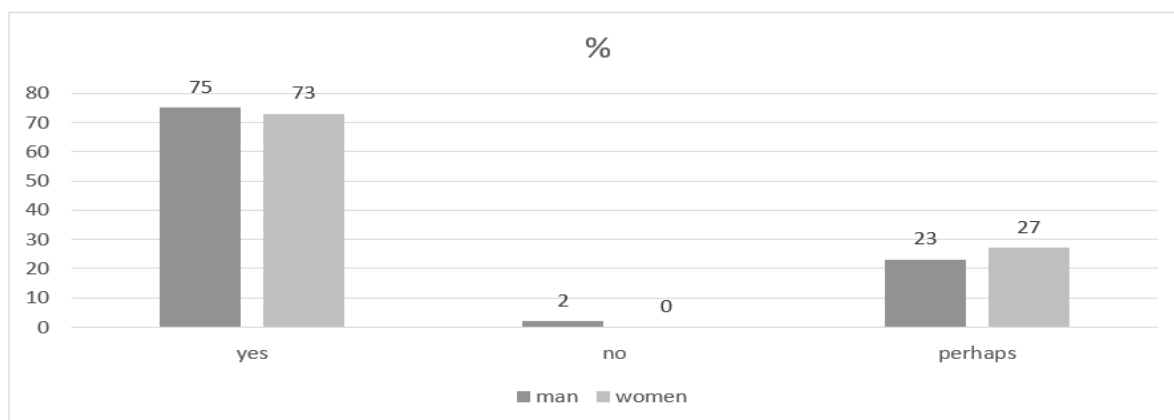


Source: own processing

When asked whether respondents would welcome the subject of entrepreneurial education in the schooling process, 73% of women are inclined to introduce such a subject into the schooling process,

27% would consider its introduction. Of the total number of men, only 2% would not do so, and up to 75% would welcome this subject.

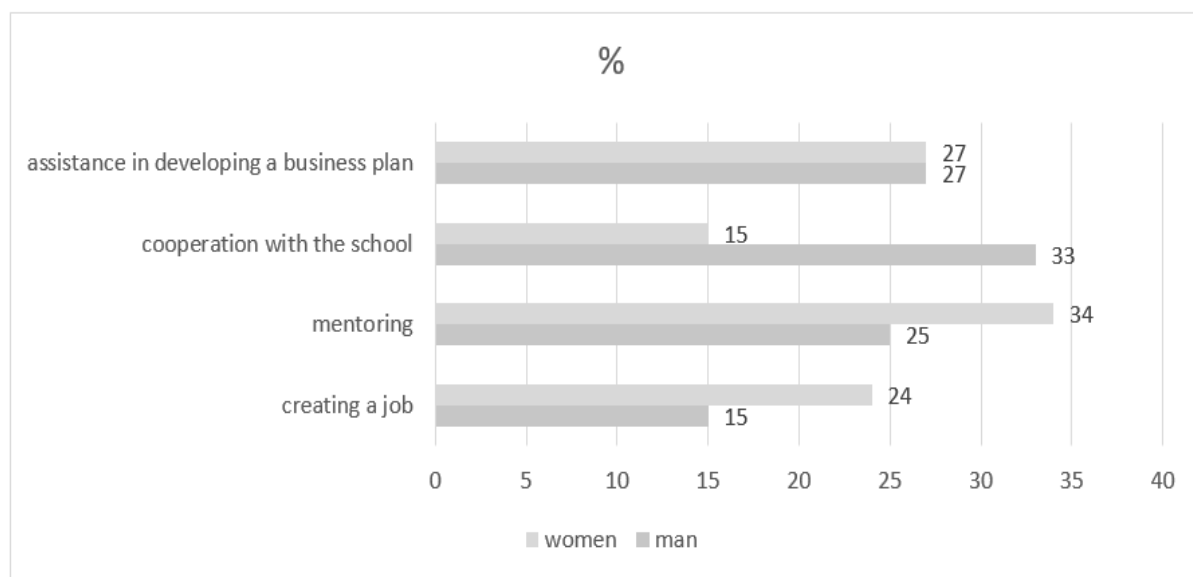
Figure 3. Would you welcome entrepreneurship education in the schooling process?



Source: own processing

The prerequisite for the success of entrepreneurship education is cooperation with entrepreneurial entities. Respondents perceive the contribution of companies in the creation of job vacancies, from this men at 15% and women at 24%. Most respondents expect cooperation with schools,

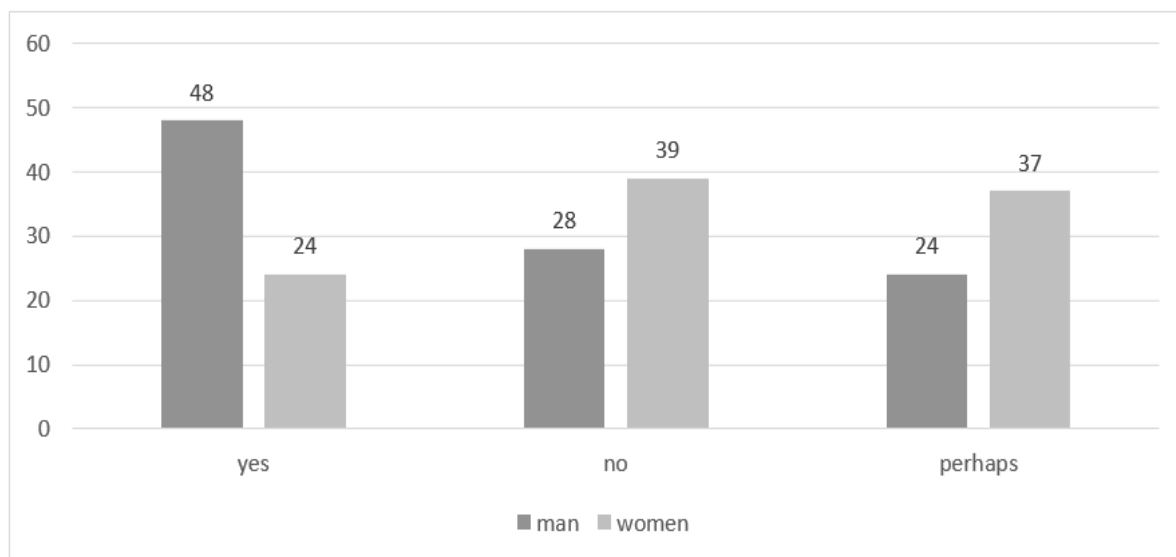
men at 33% and women at 15%. 34% of the women and 25% of the men were inclined toward mentoring, and the same percentage of 27% of men and 27% of women would welcome assistance in developing an entrepreneurial plan.

Figure 4. How do you conceive a company's contribution toward i.e. entrepreneurship education?

Source: own processing

We surveyed whether the respondents planned to do business after completing their education process. A larger percentage of men answered the question positively, 28% did not plan to do business and 24%

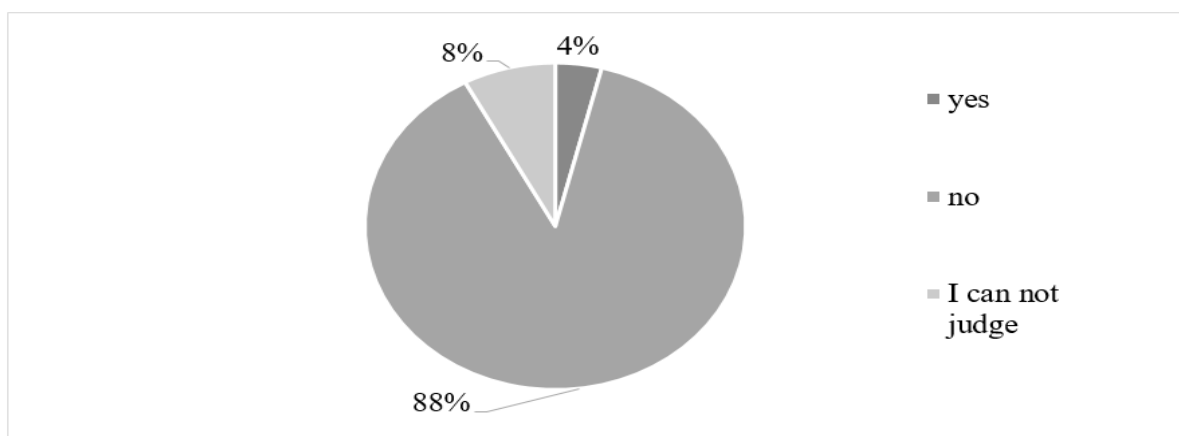
were undecided. Of the total, only 24% of women plan to do business, 39% do not plan to do business, and 37% are considering the possibility of doing business in the future.

Figure 5. Are you planning to do business after school?

Source: own processing

From the answers to the question on whether the respondents think that conditions are suitable for business in Slovakia, we wanted to discover what respondents think about the suitability of the conditions for doing business in the Slovak Republic.

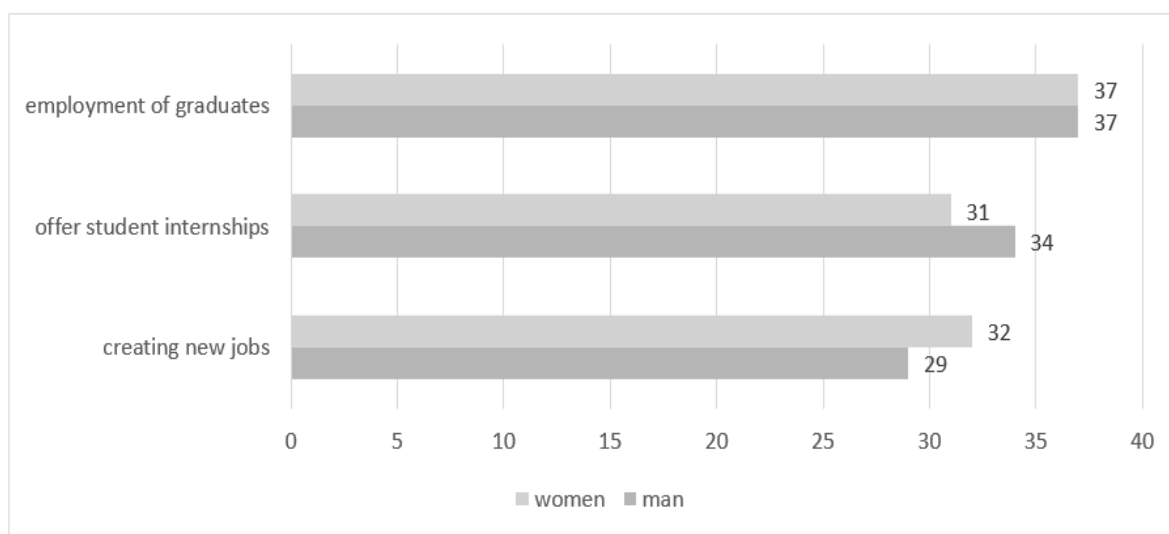
The responses demonstrated that 4% of respondents believe that conditions are suitable, 8% believe that there are no suitable business conditions and 88% cannot judge.

Figure 6. Do you think that doing business in Slovakia has suitable conditions?

Source: own processing

The survey also examined whether the willing respondents would contribute to reducing unemployment if they started their business. The responses showed that 37% of men and 37% of

women would employ graduates, 34% of men and 31% of women would offer an internship, and finally 32% of women and 29% of men would create new job vacancies.

Figure 7. How would your company contribute to reducing unemployment?

Source: own processing

3.1 Research conclusions and recommendations

Based on the survey and the evaluation of answers to individual questions, we can state that respondents aged 15 to 25 are interested in entrepreneurial education and would welcome it as a subject taught in schools. This is also due to the fact that respondents are thinking of starting a business

after graduating from their educational activities. It is a challenge for responsible institutions to address this issue more seriously. On the basis of the discovered facts, it is necessary to provide more information to students about doing business, the obstacles encountered by entrepreneurs, teach students to cooperate, learn how to develop a business plan, and get information on the possibilities of obtaining financial resources for starting a business.

Conclusion

The world around us is changing at an ever-increasing rate, resulting from changes in the technological, economic, social and environmental spheres. The discrepancy between the labour market and school graduates is not just a short-term discrepancy between the requirements of work experience and the offer, but also the inability to predict future labour market needs. Education is undoubtedly a process that has a significant impact on the development of an economy. This is mainly reflected through greater productivity, in the growth of tax revenues. Investment in education may be considered the most valuable investment for the competitiveness and future of individuals as well as the cohesion of society. In relation to employee training, according to Vodák and Kucharčíková (2011) it benefits both the enterprise and the employee himself/herself. It enables him/her to develop work skills, improves his/her qualification, level of education, acquire new skills and increases the expectation of higher job evaluation. The enterprise thus contributes to improving working relationships. Education must be systemically implemented as stated by Czikk and Čepelová (2006) and today, when there is the problem of youth unemployment, in order to introduce entrepreneurial education in schools, which

they would apply after graduation and avoid moving for work outside their region. Entrepreneurship education prepares people in order to become responsible and enterprising individuals. It helps people develop the skills, knowledge and attitudes necessary for meeting the objectives people have set for themselves. Entrepreneurship education requires more intensive cooperation and cohesiveness and a higher level of education providers in terms of adequate skills, knowledge and tools with which to support synergies between interested parties in the entrepreneurial system as well as inter-sectoral relationships and impacts.

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