

## Democratic renewal- position and activity of local leaders in Slovakia

Jana Gašparíková<sup>1 +</sup>

<sup>1</sup> Žilina University, Faculty of Humanities, Slovak Republic

**Abstract.** *Local political leaders are facing in time of austerity requirements of central government and also needs and expectations of stakeholders. Such pressures demand that local political leaders adopt new ways of working, new mechanisms for engaging with citizens and communities and respond to new structures and processes for local accountability.*

*In one way cooperation with central government is important from the part of local leaders and on the other hand it is important to forge a vision for the locality and needs of stakeholders. Under austerity terms, these challenges for local political leaders are magnified.*

**Keywords:** regional education, higher territorial units, position of mayors, support of primary and secondary education

**JEL Codes:** I 20,I 21,I 24,I 28.

### 1. Introduction

One of the most important and urgent problems are local leaders responses to position and perspective of regional education system in Slovakia. Nowadays we are facing very important debate concerning position of regional education and its financial status and perspectives and possibility to be modified by local leaders. This debate is very important for the future development of education in Slovakia. Regional and municipal policy in 2004-2006 forged new strategy in regional and local education. Elementary and pre-elementary education is also financially supported by municipalities and secondary education by regional territorial units. This complicated administrative situation in regional education in time of financial austerity is not ideal and asks for active approach from the local leaders.

One of the most important tasks of local leaders and politicians is how to find balance between decisions of central government concerning finance and requirements of regional education and decisions of local municipal leaders. Regional education faces constant problems as for instance strikes in Slovakia. Role of local leaders seems in this issue very important. The position of local leaders respectively mayors is very strong, but their competency and willingness to solve radically many shortages in education is limited. I would like to concentrate on one issue: what lessons can be learned for local strong and accountable local leadership especially concerning education. In our research agenda, there is central regional education

agenda and possibility to compare our regional education agenda with integrated education model in western democracies and necessity to create new strategies and visions in future for better functioning of regional agenda and more straightforward activity of local leaders to influence democratic and intellectual potential of our elementary and secondary schools and their prosperity. Having in mind all problems I wish to concentrate on regional education and later on the position of local leaders, mayors and their possibility to influence important decisions in regional education agenda in Slovakia.

## **2. The status quo of regional education in Slovakia**

Originally the concept of regional education went hand in hand with administrative changes in regional and municipal administration.

First was necessary to establish higher territorial units and their administrative competencies for secondary education. This administrative process resulting in creation of higher territorial units is connected with the development of regional policy. Later this process was accompanied by fiscal decentralization process.

## **3. Regional institutions- higher territorial units**

Codex N.596/2003 on state administration, on schools and education institutions transferred many original competencies and duties concerning education institutions from state – Ministry of Education of the Slovak Republic to higher territorial units. According to the 4th paragraph of Codex N.302 /2001 on administration of higher territorial units : higher territorial units realize general development of its territory and needs of people during administrative process, especially taking into account the development of education in secondary schools and in other types of education. Higher territorial units due to its original competencies could constitute basic art schools, language schools, boarding schools, school farms, centres of professional experience, service school centers, residential outdoor schools, , centers for spare-time activity with district and territorial scope, school centres for hobby and establish conditions for education .

In transferred competencies state administration constitutes and cancels secondary schools and centers for appropriate practical experience. Higher territorial units represented by their officers cooperate also with mayors in different agenda settings and one of their agendas are also regional educational issues. Higher regional units are responsible for development of secondary schools. Mayors are responsible for development of elementary and basic schools in municipalities. Their position and political influence is novelty in Slovakia and goes hand in hand with the development of regional and municipal policy. Municipal policy is established by municipal government act and supports the position of mayors in Slovakia.

## **4. Municipal government act and position of local leaders**

Codex N.369/1990 on the status of municipalities says that municipality is an independent territorial, autonomous and administrative unit, it accomplishes the development of its territory and needs of its inhabitants. “Municipality is a legal entity and acts lawfully and independently with municipal assets. Tenure of municipal board is 4 years.”

## **5. Position of the Mayor**

The mayor is the highest public official of municipalities. The status of the mayor is defined by various duties: he represents executive authority of municipality, carries on local administration and also represents the municipality. He fulfills all lawful conditions as public authority and he is elected as a municipal official, he partakes in the fulfillment of governmental duties, he acts as a local leader. In recent years the position of local leaders is very strong. He is under the authority determined by law and he is responsible for the fulfillment of governmental duties, because he is directly elected by citizens and not by the municipal board. He derives his legal authority directly from the citizens and not from the municipal budget organization or municipal board.

The mayor is elected by people for 4 years due to secret ballot. Mayor's office is incompatible with the position of city council deputy, a statutory organ or allowance organization promoted by municipality where the mayor is elected as chairman of higher territorial unit or chief officer of state administration. Mayor's office is constituted as a higher institution and representative of municipality law according to the Municipal Government Act.

## **6. Joint activity of mayors- Mayor's club**

One of the institutions supporting the position of local leaders and mayors is the mayor's club. It unifies the activity of 30 mayors from different Slovak towns, 13 seniors and 12 alumni mayors.[4]

The Club was founded in 1993 and its main goal was the formation of new qualitative territorial administration underpinning position of towns as regional centers. The Club was very active in the formation and establishment of a new model of public administration and in the preparation of fiscal decentralization model.

The Club has very good relations with different representative institutions in Bratislava and with different representative international institutions. Due to these relations could be very active in different international projects – for EU or Visegrad countries (unifying activities of different city mayors in Slovakia, Hungary, Czech Republic and Poland).

Its main target is to ensure political social, economic and financial stability of the towns. It takes part in grant projects. One of the most important competencies is support of the cooperation in different projects upgrading cultural and institutional atmosphere in towns and cities in Slovakia.

Mayors could also influence many strategies and priorities in towns. Locally supported mayors, who are members of this club, are oriented on task accomplishment and see importance of the task helping citizens and guiding stuff in offices. Citizen's agenda is very important for local politicians and positive agenda setting means that local leaders react on positive local support.

This local support brings positive effects as for instance cooperation with neighbors, new projects, city visions and external resources resulting from different mayoral cooperation. Political support is also very important, because when this political support is strong, it has a strong positive impact on mayoral priorities and mayors, who have this political backing, Mayors of this club have very good position to realize different projects acceptable and welcomed by citizens. In this way it is important to see the role of mayors membership in club of mayors, because this membership changes substantially behavior of mayors. Those mayors who are members of this club have stronger positions in their decision-making and their formulation

of strategies and priorities inspired by possible cooperative behavior is influenced by more exact and broad information guaranteed by membership in club of mayors. The other important phenomenon influencing the behavior of mayors is their reelection. Those mayors who are re-elected or who were reelected had less interest for representation and more interest for agenda setting.

They need to be competent also in educational issues, because regional education is one of the agendas included in the competencies of mayors and higher territorial units officers and could be modified due to appropriate decision-making of local leaders.

If we want to understand their position as local leaders we need to understand their sociological and political background, what is possible to derive from more theoretical frame. For this reason it is worth illustrating theoretical definitions concerning mayoral status and role in society in general.

## **7. Theoretical definition of mayoral position**

„The structural features of municipal government in any specific country reflects a balance or compromise among three organizing principles: layman rule, political leadership and professionalism [5,p.50-51]. Whereas the layman rule means that citizens elected for political office should be involved effectively and intensively in the making decisions (5,p.51), the notion of political leadership implies the concept of politicians promoting value choices and feeding energy and passion to policy system [5,p.52] and finally professionals respond to and seek to address needs [5,p.53, referring to Swara 1990].

In spite of different considerations concerning power and privileges of mayors, one of the most important roles, which is possible to decipher without less problems is his or her political leadership. The key issue is how political power is obtained, maintained or exercised and showed. The answer is formal structure of executive power of political actors. Based on these considerations, Mouritzen and Swara distinguish four ideal types:

- the strong mayor form - the elected mayor controls the majority of the city council and is legally and in actuality in full charge of all executive functions [5,p.55]

-the committee- leader form-one person is proclaimed as political leader of the municipality- with or without the title mayor.

-the collective form- the decision center is one collegiate body, the executive committee is responsible for all executive functions. The executive committee consists of locally elected politicians and the mayor, who presides [5,p.56]

- administrative - the city manager who is appointed by the city council , which has general authority over policy, but is restricted from involvement in administration matters. The council is headed by mayor, who formally has presiding and has ceremonial functions only [5,p.56]. Mostly in different large Slovak towns are elected mayors with very strong position and leadership. One of the status quo is how mayors are elected. Elected mayors are directly elected by people and their position after successful elections is mostly unshakable. The other important issue, what influences their position is their political attitude- if they are candidates for popular political party or if they are independent candidates. Their position as independent candidates could be enhanced by their silent support of most successful political party. On the other hand, mostly supporters of the popular and winning political party from the part of mayors have the guarantee of financial support for their activity.

One of the most important criteria for cooperative mayoral leadership is the phenomenon of reelection. Mayors who are reelected are mostly successful and popular mayors who want in their second run of their electorate not only concentrate on representative functions, but also on not so very popular measures, which will upgrade or solve some social, economic, cultural or educational problems in their towns and cities. And as I said, their commitment in regional education agenda is very important.

First it is necessary to define the status quo of regional education agenda in Slovakia and also the possibility of mayors to influence regional education in different cities in Slovakia and on the other hand, the concept of strong mayors who influence education in their cities in western democracies due to the concept of integrated education governance.

## **8. Regional education agenda in Slovakia**

Regional education is a very important agenda and directly supports intellectual potential of young people in different regions in Slovakia. The status quo of regional education depends very substantially on financial support which is recently subsidized by higher territorial units and municipal budget and also could be modified by local leaders and mayors, who could influence very strongly educational strategy at the local level. The situation influenced by latest decisions concerning regional and municipal policy has not very positive impact on regional education, because financial assistance from side mayors and higher territorial units is not very high, but there still exist some positive success stories concerning tertiary education, which I will illustrate later.

Originally the concept of regional education was intended as a support of central state education from the organizational point of view and also from the financial point of view. Since 2002 the activity of regional education agenda has started. The need to establish regional education was dictated by problems connected with demographic development, and consequently economic and social risks connected with the liquidation of schools due to demographic development, because resources for capital expenditures from central budget were very limited. Expenditures for school modernization and school administration were also very low. And that is why one of the most recent important tasks in regional education agenda is the modernization of school infrastructure. The debts for school modernization process reached nearly 300 million EUR for Slovakia in 2002.[3] The main administrative change which positively underpinned this regional education agenda were transferred and original competencies for education which started to rest administratively on the shoulders of higher territorial units officers (secondary schools) and mayors (elementary and basic schools).

The regional education agenda introduced the principle of equal financing of service costs for non-state schools- elementary (private schools and church schools) and state schools. This novelty in regional education brought expansion of foundation of non-state schools and problems with financing of all types of elementary and basic schools. The original idea connected with the existence of regional education agenda to eliminate number of elementary and basic schools was turned upside down – the number of elementary and basic schools was increased going hand in hand with increasing development of private regional education.

Regional education is governed by Codex N. 245/ 2008 on education. Since 1st January 2013 a new period of fiscal decentralization was recorded - it means since transferred competencies have been financed from chapter of Ministry of Education of Slovak Republic, original competencies started to be financed from chapter of Ministry of Slovak Republic from tax sharing.

## **9. Integrated Governance as Bases for Regional Education and Positive Mayoral Influence in Western democracies**

Integrated governance occurs when the city government and the school district are operated jointly under mayoral leadership for both accountability and management. Integrated governance has the potential to affect not only school conditions, that affect families and students. In many cases and along with accountability for school performance , the city mayor is given the power to appoint school board members.

The quality of elementary and secondary schools is internationally recognized as an important factor contributing to the economy and to the quality of life. An integrated governance approach attempts to strategically organize municipal government effects towards improving all city educational characteristics.

Mayors have considerable influence on municipal and business leaders as well as on state officials, and these are better positioned to promote and coordinate educational interests than isolated school boards.

The impetus for putting a mayor in charge of city's schools usually stems from lack of accountability, or poor fiscal status, or low student academic performance.

The position of mayor is strengthened also by integrated governance which occurs when the city government and the school district operate jointly. When mayoral leadership for accountability and management are in accord, we can speak about successful integrated governance. But one of the most important preconditions for it is mayoral education leadership plan, which consists of several issues. One of very important issues is when content is minute description of current city conditions, because these conditions are different in each city .

It is also necessary to diminish corruption in different aspects as for instance in teaching hiring - city council can manage different situations concerning teaching hiring at different schools.

Integrated governance school changes must be understood within the broader control of each particular city and the challenges lead to a willingness to alter the top levels of educational control.

The way in which mayors are involved varies from low involvement to high involvement [2]and high political capital, deduced from election results - it means the mayor needs to have strong civic and political support. The mayor should have a plan with clear goals.

The most convenient situation is when the city has stable financial conditions and the mayor should have a good reputation and strong possible cooperation with different stakeholders in a city and could mobilize resources on behalf of different city school. The mayor must have strong personal interest and long-term commitment to school improvement. Mayors need to have good analysis of city conditions. These analyses consist of enough important information. One of the most important factors is demographic information – this demographic information includes census and school district data, including current population and school enrollment, poverty and population data and trend data.

Economic information of the city includes workforce information, employment data, projection for future growth.

This mayoral strong cooperation is based on authority and accountability and it includes the interrelationship of the mayor, and school board and the city council. This interrelationship is based on different sorts of plans: on educational plan and on financial plan. This educational plan is based on educational performance indicators. Financial plans need to describe how the new cooperation will influence district operations and financial stability.

The integrated governance in different cities in western democracies is based on different principles and coincidences. First of all, the mayor should have broad political support. This general characteristic is very important to take into account in a way to understand how the situation is realized in different countries (in western democracies). To be more concrete, it is necessary to concentrate real cases where this integrated education governance exists.

## **10. High mayoral influence in western democracies**

In recent years many cities in the USA (like for instance New York or Boston) have shifted governance structure to give more control to mayors in the hope that such changes would ultimately lead to improved school quality and student achievements and diminish turmoil in the school system.

The ways in which mayors have become more engaged with schooling system have varied –from low involvement (for example, trying to influence traditional school board elections) to high involvement (gaining formal control over the schools or appointment of school board members). Just as each US city is different, so are the impacts of integrated governance changes.

In recent years in US towns focus on school reform is based on creation of decentralized office control due regional superintendants. The office of superintendants was very inconsistent- in the eighties was abolished and in 2000 was newly established and exists until now. There is necessary cooperation among school board of elected members and mayor. School board is the advisory body and does not react to citizens complaints and that is why it is important to establish more flexible channel of information concerning broader school environment –a part of the city where is school building located. Mayors stress that they are in a better position to integrate wide city services (such as land use, transportation, after school-program and children s services with the schools).

Opponents to mayoral control assert that school board appointed by the mayor will result in less democracy because voters have fewer elected choices and cannot vote for board.

In some towns, the nominating committee effectively minimized the mayor s ability to select school board members and replaced the traditional board with a corporate –style board. Under the new structure, only one of five board members was to focus in education. More power is granted to mayors with good entrepreneurial activity. While school changes occur, also professional changes and student performance, it is necessary to support this integrated governance.

## **11. Regional education agenda in Slovakia and integrated governance and strong mayoral influence**

Integrated school governance in Slovakia does not exist in a form that was and is accepted in western democracies. The main importance of regional education - especially for possibility to harmonize different aspects of regional education as is for instance indoor education supported by outdoor education - different hobby activities is not very much accessible at our regional schools. For integrated regional education is also very important school equipment- not only to support institutionally entire education process on regional level, but also to enable children to socialize together in nicer and more stimulating school environment. As was mentioned before the modernization process in regional education formulated one urgent goal –to upgrade school infrastructure especially in remote regions and avoid negative impacts on regional education

reputation and also consequently not competitive school environment, what influences also position of teachers and also pupils at different schools.

This consequently influences also the professional education space - where teachers and pupils can cooperate and the possibility to increase also their claims not only in terms of education process, but also in different outdoor school activities.

Still in Slovakia does not exist this integrated governance, because mayoral influence is not so strong and omnipotent. In regional education is still important model of strong state control, what is realized by state inspection.

This state school inspection was established according the paragraph 8 /5 and Code N.542 /1990 on state governance in the field of education and educational governance in accord with Code N.301 /1999 concerning Ministry of Education of Slovak Republic.

The entire school inspection governance consists of different school centres . Those school inspection centers are in Bratislava, Trnava, Trenčín, Nitra, Žilina, Banská Bystrica, Prešov, Košice - and those centers can cooperate with other regional centers according regional education needs. Main goal of state school inspection is to control and inspect the pedagogical and educational activity of professional education board and management at different state schools and also technical conditions of education.

The state school inspection performs the control and management of the above-mentioned activities and accepts complaints and answers claims, and probably reviews claims concerning pedagogical and professional management.

In some cases these state school inspectors cooperate with mayors in bigger cities. It is a pity, that in our legislation concerning mayors' competencies are not included more competencies for regional education agenda and possibility to establish integrated education governance. The mayoral influence on the management of schools is not so strong, in spite of it that municipalities are grantors of elementary schools and higher territorial units are grantors of secondary schools. The mayoral position is very often in sharp contradiction with different school missions and their activities in different municipalities in Slovakia.

## **12.Negative cases of regional education agenda in Slovakia**

One of the negative cases what underpins crises in regional education is underevaluation of teacher's social and economic status, which influences very substantially degradation of various schools and the status quo of teachers and reputation of various schools in different municipalities. The cooperation of school management especially in small municipalities with mayors is also not quite ideal. This negative economic and social teacher's status reached its climax and resulted in a general strike of teachers from elementary and secondary schools in January 2016.

The strike was organized in all regions of Slovakia and mostly one third of regional schools took part in this strike.

Many teachers went on strikes to criticize very bad situation in regional education. The strike was concentrated around three important issues:

-across-the-board wage increase for teachers about 140 EUR in 2016 and in year 2017 about 90 EUR

- advanced adjusted budget for school equipment-to increase budget for schools about 400 mil. EUR with final goal to unify the school equipment in different schools in different regions

- re-evaluation of further education for teachers, to establish credit system for further professional qualification process for teachers[9].

All three issues reflect a not so positive situation in regional education and position of teachers at regional schools. Their social and economic status is very low and that is why their substantial claim was salary increase. Additional teacher's claims were concentrated not only on this original claim, but their requirements included upgrading of school environment, because especially regional schools in most remote regions and municipalities could not be proud of their equipment.

The last claim was also crucial for teachers and their future social and educational status quo. It is also very important to support further institutional education, because teachers need to develop their teaching skills and professional background. In a way how is organized their further education is also guaranteed their professional and consequently social status also for future. It should be added that this strike was also supported by professors from universities and technical high schools. The claims of professors from universities were not specified, they simply supported requirements of teachers from regional schools.

It was very surprising that officers from higher regional units and mayors in municipalities did not support these conditions and claims. The regional educational protests did not bring any reaction from the higher territorial units officials and mayors, only from the central Slovak government. The central government promised to increase teacher's salary about 6 percent this year and to improve material-technical school resources in general for elementary and secondary schools.

It means it is necessary to work out a new legislation and also strategies for local leaders to be more interested in the education agenda and also willingness of different schools to be more open in their activities with their neighborhood and especially with local leaders.

### **13. Success story in Žilina**

In Slovakia it is also possible to illustrate some success stories concerning strengthening the mayoral influence on regional tertiary education. We can see a very positive influence of Žilina mayor on tertiary education. This success story concerns the Faculty of Informatics in Žilina University. Mayor's city governance supports close relations between American firm Global logic and University of Žilina. The daughter company Global logic, which was established in 14th March 2016 in Žilina opens new working places with high added value there. This firm strengthens good collaboration with Žilina university faculties and also increases good reputation for town Žilina- both these aspects are increased due to strong mayoral support.[14]

Global logic works on the development of new types of insuline pumps and different sorts of application of mobile phones connected with households and cars. Žilina mayor supports this activity and possibility to create new potentials to broaden cooperation with tertiary education sector. The Dean of the faculty is also very much inclined and enthusiastic about this cooperation.

The firm has main headquarter in Silicon Valey and its sister company in Žilina brings new challenges for social and educational agenda in Žilina. The mayor of Žilina should work out a new strategy of his town including also new regional education agenda. This activity will increase reputation of Žilina university and

possibly support also cooperation of this university with secondary and elementary schools oriented on dual education in Žilina.

## **14. Regional administration in Slovakia**

Generally speaking one of our municipal important problems is that our hierarchical structure of regional governance does not help our local leaders to be more flexible and cooperative at the local level. The strong critique of French bureaucracy by M. Crozier in accord with our critics of strong Slovak central government criticize hierarchical model and explains that centralization means overload of regional centers and isolation in between hierarchical categories evoking many conflicts among different local officers on the same level, among different subjects on different official level. It is necessary to set free hands to local leaders to be more free and creative in their decision-making processes [11].

The other important factor influencing the possibility to be more creative and cooperative for local leaders is the establishment of different networks oriented on different local problems as it is also for instance regional education and establishment of different types of local elementary schools including also kindergartens. This networking is based on the possibility to lead dialogue among different involved subjects. In Germany there is the Bertelsmann foundation supporting cooperation among different cities under slogan of City of Tomorrow. One of the criteria for this new trend is the possibility to reach long lasting goals, which bring more prosperity to different cities and also possibility to support also integrated regional governance.

## **15. Conclusions - New strategies –some positive trends in Slovakia**

Our elementary and secondary schools are budget-based organizations and their economy has certain limits in general. Financial resources addressed to education come also from the municipal budget and are more generous than resources coming from the state budget. Mayors support modernization of schools and school equipment from municipal financial resources. The municipal budget for regional education is covered from 85% by state budget and from 15% by municipal budget. [8] Thanks to the activity of mayors during the last ten years were cut down and eliminated debts at schools and increased their effectiveness due to financial injections from the municipal budget. Especially mayors from large cities diminished debts of elementary schools, levy payments, control of school directors, monitoring their activity and their professional responsibility

On the other hand, schools should have visions based on their institutional autonomy and must exist in a steady economic and political environment. They need to have their special mission founded on mid-term and long-term monitoring of their activity and progress of their pupils, effective exploitation of human resources, data collecting etc. The quality of schools is internationally recognized as an important factor contributing to the economy and the quality of life in the cities. „Rather than an increase in individualisms and fragmentation, we will witness the growth in social cohesion and accountability. A social-engineered dictate of state apparatus can never achieve this“[12,p. 130]. An integrated governance approach attempts to strategically organize municipal government effects towards improving all city characteristics. Mayors have considerable influence with municipal and business leaders as well, as state officials, and thus they are better positioned to promote and coordinate educational interests than isolated school boards or superintendants.

Mayors should have more competencies for concerning regional education agenda, because their strategies and plans could open new dimensions for a new quality of life for children and young people. Cities and municipalities must be built as new centers for a new educated young generation.

## 16. References

- [1] Codex N.596/2003
- [2] Codex N.369/1990
- [3] Codex N.302 /2001
- [4] <http://www.unia-miest.eu/vismo/dokumenty2.asp?id=1265> ,Klub primátorov miest Slovenska, 2007.
- [5] Mouritzen P.E. and Swara, J.H., *Leadership in Apex: Politicians and Administrators*. In: University of Pittsburg, Digital Research. 2009.
- [6]. Kirst ,M.,W., *New Regimes, and Public School Governance*. University of Pennsylvania Scholarly Commons, Consortium for Policy Research in Education CPRE Research Papers, University of Pennsylvania, Graduate School Education. May 2002.
- [7]. Bajan, V., *Riadenie a financovanie škôl v školských zariadeniach v podmienkach miest a obcí*. In: Samospráva včera, dnes a zajtra, 2013.
- [8] Turčány, J.: *Od decentralizácie k centralizácii*. 2013. In: Samospráva včera, dnes a zajtra, 2013.
- [9]. Slovenská iniciatíva učiteľov. Štrajková pohotovosť. [www.siu.sk](http://www.siu.sk)
- [10] Codex N. 245/ 2008
- [11] Hulan, B.- Grejták, M.: *Vybrané kapitoly z verejnej politiky a verejnej správy*. EDIS, vydavateľstvo Žilina, 2014, ISBN 978-80-554-0916-0.
- [12] Valčo, M: *Rethinking the Role of Kirkegaard ´s Authentic Individual in Liberal Democracies Today*. In: *European Journal of Science and Theology*, October 2015, Vol.5 p.129-139. ISSN 1841-0464
- [13] Hughes, O.E., *Public Management and Administration. An Introduction*. London Mac Millan Press Ltd. 1994, p.249. ISBN 9780-3335-89-165.
- [14] Globallogic vytvorí v Žiline a Košiciach 200 pracovných miest. [www.zive.sk/Globallogic-vytvori-v-Ziline-a-Košiciach-200-pracovnych-miest](http://www.zive.sk/Globallogic-vytvori-v-Ziline-a-Košiciach-200-pracovnych-miest)