

# A sea of troubles

Key-note to Panel 1:

The role of the media and  
macro-regional strategies

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# Content

- I. How do you do?
- II. What do we do?
- III. To be or not to be?
- IV. To do or not to do?
- V. *Do be do be do be do*
- VI. So, what to do?

# I. How do you do?

## Three

previous roles that allow me to share my experience with **you.**

- Awareness campaign *Slovenia. At home in Europe.*
- Spokesperson & Communication *EU Office in Kosovo*
- Communication Guidelines CERIC (*Central European Research Infrastructure Consortium*)

# I. How do you do?

## Three

different contexts, but even more important, three points of **view**.

- **State** is speaking to its **citizens** who are more than aware
- **European Union** speaks through particular **projects**
- **A common project** must find its **common voice(s)**

# I. How do you do?

## Three

'T's can help you memorize the idea, but in fact it is nothing **new.**

- **Target audience(s)**
- **Tone of communication**
- **Transversal impact**

## II. What do we do?

### Three

'T's can help you memorize the idea, but in fact it is nothing **new.**

- **Target audience(s)** to attract
- **Tone of communication** to create
- **Transversal impact** to spread

## II. What do we do?

**The**

closer we are to macro-regional strategies, the more is about **you.**

- to attract target audience(s) **interesting**
- to create tone of communication **reducing**
- to spread transversal impact **ethical**

## II. What do we do?

Ire | Define Ire at Dictionary.com

[www.dictionary.com/browse/ire](http://www.dictionary.com/browse/ire) ▾ Prevedi to stran

c.1300, from Old French ire "anger, wrath, violence" (11c.), from Latin ira "anger, wrath, rage, passion,"

Origin of ire



1250-1300

**i**nteresting  
**r**educing  
**e**thical



### III. To be or not to be

*“To be, or not to be, that is the question:  
Whether 'tis nobler in the mind to suffer  
The slings and arrows of outrageous fortune,  
Or **to take arms against a sea of troubles**  
And by opposing, end them ...”*

*(Hamlet, Act III, Scene I)*

## IV. To do or not to do?

### First

possible lesson is about using visual message to be **interesting**.

- Awareness campaign *Slovenia. At home in Europe.*



**SLOVENIJA**

*Doma v Evropi.*

## IV. To do or not to do?

### Second

possible lesson is to go beyond visibility standards and dare **to reduce.**

- Spokesperson & Communication *EU Office in Kosovo*



FFPP- Forest Fruit Processing Plant “Unique” in Junik  
Supported by **European Union**



European Union



Municipality of Junik

New Set-Up of Co-OPS in EU Office in Kosovo

**New Communication Guidelines needed!**

Is this the right position?



Don't we know where we are?

Do we really need acronym?

Why flag twice?

Why EU twice?



This was brought to you by the  
**European Union**



This was built for you by the  
**European Union**



## IV. To do or not to do?

### Third

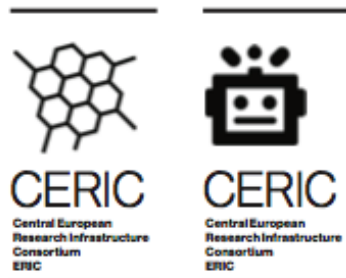
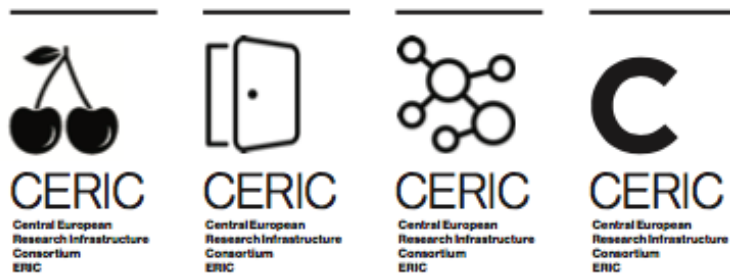
possible lesson is to chose between images and words =  
**ethical.**

- Communication Guidelines CERIC (*Central European Research Infrastructure Consortium*)

- insisting on "letters only", to search for the right typography – and to use the logo as the sign at the same time. For example:



- or trying to popularize the name by choosing a memorable sign, helping to transform the acronym into a proper name (cherries are not the best because of possible mispronunciation / open doors / hand holding atom). For example:



## IV. To do or not to do?

**Pardon**

my French (anger, wrath, violence) or Latin (rage, passion):

**i**nteresting

**r**educing

**e**thical

## IV. To do or not to do?

Pragmatically,

our mandate of efficient communicators demands from **us**  
**to be**

**i**nteresting

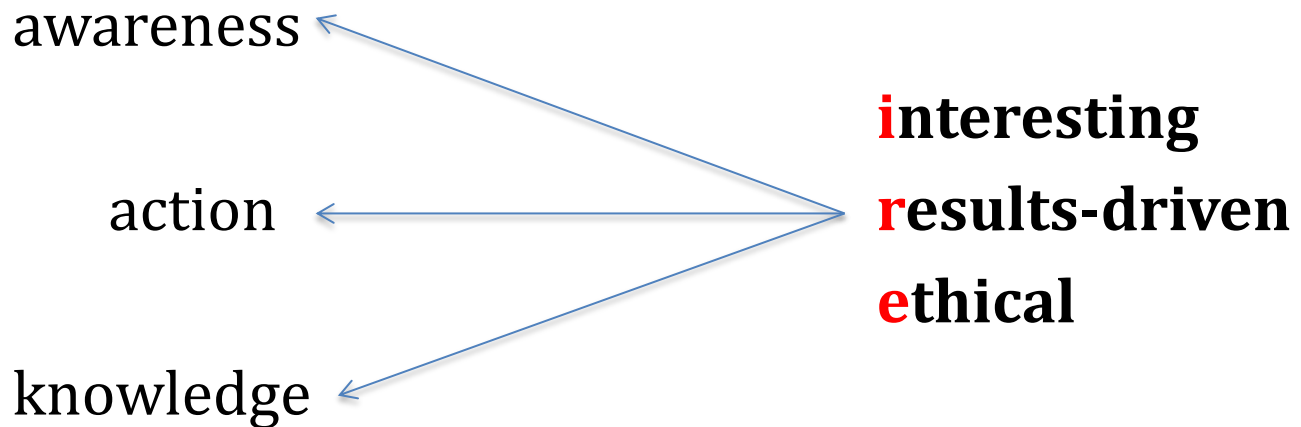
**r**esults-driven

**e**thical

## IV. To do or not to do?

Pragmatically,

our mandate of efficient communicators demands from **us**  
**to be**



# *V. Do be do be do be do*

Meet Majlinda Kelmendi  
World & Olympic Judo Champion

<https://vimeo.com/209722865>

## VI. So, what to do?

If **ire** stands for

**i**nteresting, **r**esults-driven, **e**thical: what can we do to please  
**the goddess of passion?**

- **Content** needs to have human face
- **Execution** needs to be professionally done
- **Distribution** needs to find most appropriate channel(s)
- and, last but not least, **Budget** should be tangible.

## VI. So, what to do?

If **we**

never forget our **Audience(s)** and rearrange a little, we get **the alphabet of communication:**

- **Audience**
- **Budget**
- **Content**
- **Distribution**
- **Execution**



## VI. So, what to do?

### **Remember**

the initial point of this panel: “*Can macroregional strategies participate in shaping the media landscape, and how?*”

**The answer is in the alphabet.**

- Audience
- Budget
- Content
- Distribution
- Execution

## VI. So, what to do?

### Remember

the initial point of this panel: *“Can macroregional strategies participate in shaping the media landscape, and how?”*

**The answer is in the alphabet.**

- **Audience**                      decision makers, partners, citizens ...
- **Budget**                              paid, owned, shared, earned ...
- **Content**                              informative, promotional, critical ...
- **Distribution**                      tools, channels ...
- **Execution**                          verbal, visual, audio-visual, graphic ...