

PITCHBOOK

PITCHBOOK

PITCHBOOK



Story House Media
5745861 Sofia Resi
5489318 Mehrnaz Bahramzadeh
4940644 Viktoria Grüninger
4545567 Nienke Cuperus

NHL Stenden University
Master Content & Media Strategy
Study year 2025-2026
Atelier Group A

Coaches Marije Rispens &
Mathijs Veenstra
Number of pages 16
17th of April, 2026

MERK FRYSLÂN

TABLE OF CONTENTS

Introduction	1
Prototype 1	5
Prototype 2	7
Prototype 3	9
Prototype 4	11
Content calender	13
Estimate budget allocation	14
Conclusion	15
Referances	17
Appendix	20



INTRODUCTION

This pitchbook presents a series of strategic content prototypes alongside an implementation plan, building on the previously developed strategic foundation and creative concept. The purpose of this document is to demonstrate how content, combined with a structured distribution strategy, can effectively reach potential students and achieve the client's objectives.

In addition, the pitchbook provides actionable recommendations on content distribution, promotion and performance measurement, ensuring that each concept contributes to measurable results. By aligning creativity with strategy, this document aims to create sustainable value for both the organization and its stakeholders.

This pitchbook builds directly on the first version of the creative brief developed by Media Content and Consulting Leeuwarden (Hosmaj, C., Jiaman, Y., & Rojas Rodríguez, P., 2026). For full transparency, all references to the creative brief throughout this document refer to that work.

We would like to thank the client for their collaboration and our teachers for their guidance and support throughout this project.

INTRODUCTION

About Merk Fryslân

According to the Creative Brief (2026) Merk Fryslân is a destination management organisation responsible for promoting Friesland. The brand currently focuses on positioning Friesland as a high-quality destination for tourism, business and regional development. Merk Fryslân's efforts are aimed at short-term visits, with content covering topics such as the natural environment, leisure and entertainment.

The challenge

As identified in Booklet (2026), there is an image challenge for Merk Fryslân, non-Frisians find Friesland less attractive as a region to live, work, study or do business. Friesland is seen as a tourism destination, which restricts its potential. The population is getting older and there is an outflow of young talent. Therefore Merk Fryslân aims to widen their scope and focus on perspectives such as living, working and studying. The case challenge for this pitchbook is attracting students to the province.

The objective

As the Creative Brief (2026) puts it the objective of the content and media strategy is to provide future students an idea of what it means to study and live in Friesland. The strategy aims to raise awareness of the social, cultural and practical aspects of living in Friesland. The goal is to reduce uncertainty about studying and staying in the region. Additionally the strategy strives to encourage students to keep ties with the region after graduation.

Target Audience

According to the Creative Brief (2026), the target audience are potential international students. They value social connection, mutual support, personal growth and are open to new experiences. The audience has hobbies

such as walking in nature and going out with friends. Pain points are finding a job without speaking Dutch. The audience prefers realistic, balanced and emotionally accessible content. They avoid overly dramatic and emotionally intense content. Content is watched mainly on Instagram, TikTok and Youtube. With enjoyment, social connection and passing time as main motivations.

Content domain

As per the Creative Brief (2026) leisure quality time, the content domain, refers to the everyday experiences that students have in Friesland. Such as daily routines, social interactions, natural presence and participation in cultural and recreational activities. Turning abstract values, like balance and well-being, into meaningful student experiences.

Content objectives

The aim of the content domain as reported by the Creative Brief (2026) is to make student life in Friesland more visible, to reduce uncertainty in international students in the decision-making process and strengthen the perceived connection between studying in Friesland and long-term life prospects.

Creative concept

As stated by the Creative Brief (2026) the creative concept **"Balance is a Treasure"** frames Friesland as a place where students don't have to choose between one thing and another. Quality libraries and peaceful study spaces exist side by side with cafés, nightlife and wide-open landscapes. This creates the conditions for a life that balances academic focus, social connection and personal wellbeing in ways that busier, more hectic cities rarely allow.

Campaign budget

The budget of the client for the launch year of the brand 'Study in Friesland' is **€100.000**. Photoshoots and videography are types of content that parties are used for, this costs between €25.000 and €35.000 a year per Merk Fryslân brand.

Team & Skills

The current Content & Creation team of Merk Fryslân consists of three staff members. They are mainly responsible for design, text and social media management. As Study in Friesland becomes an actual brand, they will expand the team.

A central pillar of this strategy is the client's aim to collaborate with local universities in Friesland. All four content formats are built on this foundation. Students from communication, media, or creative programmes could contribute as writers, hosts, videographers, or photographers, in whatever form suits the university and the brand best. This creates a natural pipeline of authentic content while offering students meaningful real-world experience.

Content & monitoring tools

- For the website a custom CMS will be built, the company can not share what CMS this will be.
- META tools, Google analytics, MailPlus e-mailing, Google advertising etc.

Current content distribution

Since the brand Study in Friesland has not been established yet, we had a look at the brand Visit Friesland for a reference of how Merk Fryslân distributes their content currently.

The owned channels of Visit Friesland (n.d.) include the website and newsletter, which provide structured content such as travel inspiration, tips and event information. Looking at shared media, they are active across Instagram (n.d.), Facebook (n.d.), TikTok (n.d.) and YouTube (n.d.), where they publish inspirational and trend-based content. Instagram and Facebook show moderate engagement with relatively large audiences, while TikTok has higher engagement per post despite a smaller following. YouTube is used for long-form storytelling, with performance varying between videos. Merk Fryslân likely uses SEA and social media advertising, how often and at what scale is unknown. Information on earned media of Visit Friesland is unavailable.

3H Model

The prototypes in this pitchbook are structured using the Hero–Hub–Hygiene (3H) model, which defines the role of each content type within the distribution ecosystem (OMCBase,2020). The prototypes that will be presented in the pitchbook are: The Friesland Diaries, a videopodcast; Friesland Unfiltered, a short-form video series; Friesland Student Guide, an location based interactive review platform; and a blog series on the Study in Friesland website.

Hero content, such as The Friesland Diaries videopodcast, is designed to deliver in-depth, high-value storytelling that creates a strong emotional connection and provides a comprehensive understanding of student life in Friesland. Hub content, including short-form video content distributed through platforms such as Instagram and TikTok, is published on a recurring basis to maintain engagement and extend reach. These short-form formats are highly adaptable and can be repurposed across platforms, allowing content to appear in different formats (e.g., reels, clips, highlights) and remain visible within the audience's daily media consumption. In this way, Hub content plays a key role in continuously attracting attention and guiding users toward more in-depth content. Hygiene content, such as the blog and the Friesland Student Guide, provides always-available, searchable information that supports exploration and informed decision-making.

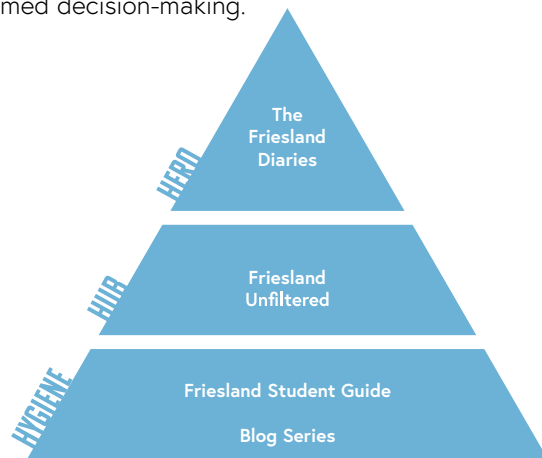


Figure 1, 3H model, own work, 2026

PESO model

To further structure the prototypes (and strategy) the PESO model was used, combining owned, shared, paid and earned media (ANP, 2021). Owned media includes the Study in Friesland website, where more detailed and structured content is available. Shared media refers to platforms such as YouTube, Instagram and TikTok, where content is discovered and interacted with. Paid media is used to promote selected content and reach specific target groups, while earned media is generated through organic sharing and engagement, particularly through student participation.

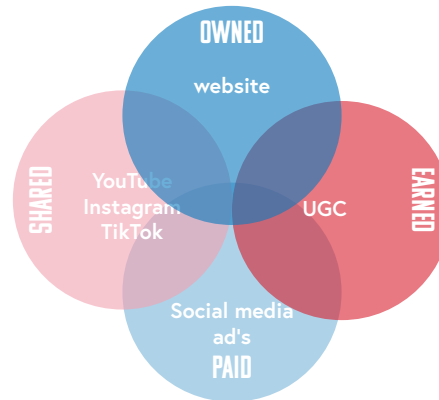


Figure 2, PESO model, own work, 2026

Amplification and atomization

According to Macnamara et al. (2016) the traditional PESO model is shifting toward a new priority order: SOEP, where Social and Owned Media are becoming dominant. Drawing on the principle "don't build your house on rented land" (Pulizzi & Rose, 2015), we recommend that Merk Fryslân establish the Study in Friesland website as its central hub. After all, social media algorithms shift, platforms change and what works today may disappear tomorrow.

Since the target audience is primarily active on social media (Creative Brief 2026), a transmedia approach is advised. Transmedia storytelling is defined as a narrative technique that spreads a single story across multiple media platforms, engaging audiences in diverse ways (EBSCO, n.d.). Within this approach, each piece of

content should ultimately direct users back to the main hub: the website.

The content strategy is thus based on the integration of the principles of atomization and amplification, with the aim of maximizing the value of each piece of content in terms of both efficiency and impact. In this context, micro-content is not only used to promote main content, but also works as valuable content on its own. It helps increase the number of social media posts, keeps platforms active and supports higher engagement through a continuous presence.

Each platform has a specific role: TikTok and Instagram are mainly used to spread content and create awareness through simple and engaging formats, while the website works as a central hub where content is more structured and detailed.

The proposed prototypes are designed so they can be turned into flexible resources that create multiple outputs in different formats. This makes production more efficient in terms of time and cost, while also building a connected content system that supports the audience throughout their consideration process, offering different entry points and levels of depth. The main goal is to guide users from initial curiosity to a better understanding of studying and living in Friesland.

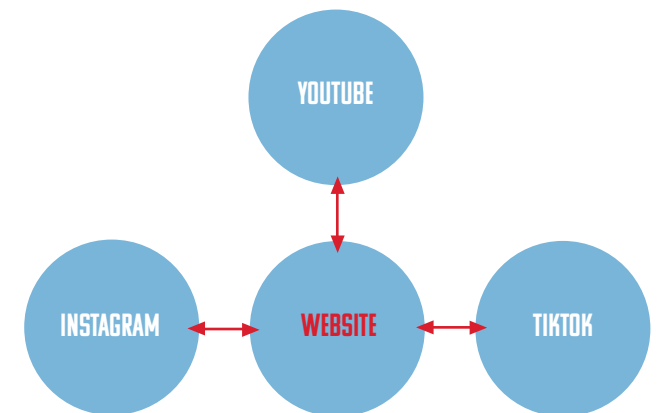


Figure 3, Hub-and-Spoke (transmedia) model, own work, 2026

Creative guidelines

All content produced within this strategy is guided by a shared set of creative principles that ensure consistency, authenticity and relevance across formats and platforms. The voice across all content is that of real students. This means unscripted, honest and conversational in tone, avoiding institutional language or overly polished messaging that feels produced rather than lived. Photography and videography taken in realistic student environments is used throughout, with no stock imagery or staged scenarios.

Friesland functions as the background to student life rather than the subject of it. The landscapes, cities and spaces appear naturally as part of everyday routines rather than being presented as selling points. Similarly, content should not shy away from the quieter, more ordinary, or uncertain moments of student life, as these are often what prospective students relate to most. Visually, all content follows a consistent identity across formats, maintaining the same fonts, colours and logo placement so that everything feels like part of one coherent brand regardless of the platform it appears on. See photograph 1 and appendix 2 for suggested branding. All video content includes subtitles for better accessibility. Language is kept simple, direct and conversational throughout, written with an international audience in mind for whom English may not be a first language. The tone is warm and grounded, never promotional.

STUDY IN FRIESLAND

Photograph 1, Study in Friesland logo, own work, 2026

Key Performance Indicators

Since Study in Friesland is a new brand with no existing data or historical benchmarks to draw from, the KPIs in this strategy are not built around fixed numerical targets. Instead, they are framed around meaningful behavioral indicators that reflect whether the strategy is actually working for the client. The three areas we advise measuring are awareness, engagement and community building.

Awareness measures whether the target audience is being reached and exposed to the idea of studying and living in Friesland. Since Friesland is not currently on international students' radar, visibility is the logical first priority. Awareness is tracked through metrics such as views, page visits and referral traffic from social media to the website, which together indicate whether content is successfully functioning as a gateway to the brand (Chaffey & Ellis-Chadwick, 2022).

Engagement measures whether the content is resonating with the audience, meaning whether it is relevant, relatable and valuable enough to prompt an active response. High engagement signals that the content is reducing uncertainty and sparking genuine interest. This is tracked through metrics such as average watch time, time spent on page and interactions such as likes, saves and shares, all of which reflect a level of investment that goes beyond passive consumption (Brodie et al., 2011).

Community building replaces conversion as the third measurement area, as direct conversion cannot be meaningfully tracked for a brand that does not yet exist and whose impact on enrollment decisions plays out over a longer period. Instead, the focus is on whether the content is building an active and involved audience over time. This is tracked through indicators such as returning visitors, repeat engagement and participation in interactive features such as polls and question boxes. These behaviors signal that students are moving from casual interest toward a genuine connection with Friesland as a place to study and live (Muniz & O'Guinn, 2001).

While no benchmarks specific to Study in Friesland exist, industry data can serve as a directional reference point during the launch phase. Research by Rival IQ (2025) shows that the median Instagram engagement rate for higher education institutions is around 5.89%, making an engagement rate above 2% a realistic starting point for a new account in this space. For YouTube, an average watch time percentage between 35% and 50% is considered solid performance for longer-form content (Uppbeat, 2026), providing a meaningful reference for evaluating whether the podcast is holding audience attention. For metrics such as page visits and returning visitor rates, no directly comparable benchmarks exist given the absence of an established platform and performance will therefore be evaluated against the brand's own developing baseline data over time.

Overall, the distribution strategy follows a funnel approach (figure 4), moving from awareness to engagement and ultimately to connection and community building. This can also be visualized as a content pyramid, where short-form content drives initial interest and leads users toward more in-depth exploration on the website. This framework applies across all content prototypes within the strategy, with new locations and content added weekly to ensure the platform remains up to date and relevant.

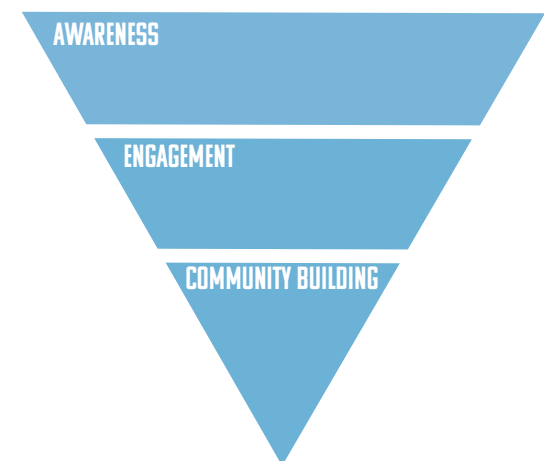


Figure 4, funnel approach, own work, 2026

PROTOTYPE 1

FRIESLAND

STUDENT GUIDE

The Friesland Student Guide is an interactive platform integrated into the Study in Friesland website, functioning as a central hub that answers the question of what students can do in Friesland in their everyday lives.

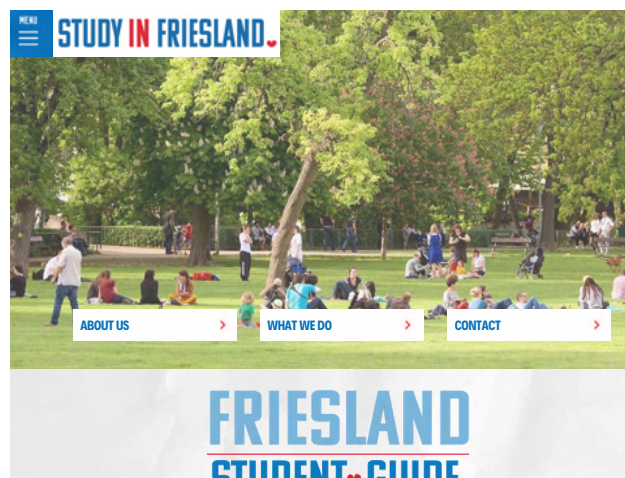
In its full implementation, the guide will function as a platform where users can browse and be directly redirected to places such as cafés, cultural locations, nightlife, sports activities and outdoor spots through a scrollable feed. A filter or dropdown menu allows users to sort locations by occasion and need, such as relaxation, fun, distraction or focus, making it easy to find the right place for the right moment. In the last client pitch, the client communicated plans to implement an interactive map of Friesland on the Study in Friesland website. We therefore recommend integrating the Student Guide directly into this feature, as its structure around places and student-generated content would bring the map to life with recommendations and peer perspectives.

All content is created by students, who provide short informal reviews including ratings, "vibe checks" and personal descriptions supported by student made photos. Research by Cialdini (2007) shows that people are most strongly influenced by those they perceive as similar to themselves, making student authored content particularly persuasive for a prospective student audience. Locations are framed through specific situations such as focusing, relaxing, or socializing, helping users imagine how these places fit into their daily routines.

The platform follows a consistent structure, ensuring usability and scalability, with new locations, reviews and perspectives added weekly to maintain relevance.

It is also designed to expand over time through multiple student perspectives, thematic content such as sports and local activities, geographic coverage across cities like Leeuwarden, Sneek, Harlingen and Dokkum and day-trip guides to cities such as Amsterdam or Utrecht.

Most university websites organise content by category, such as housing, courses, or facilities. The Student Guide takes a different approach, organising content by how a student really feels in a given moment and filtering by need rather than topic. This navigation helps prospective students answer a more personal question: "where do I go when I need to focus?" rather than simply "what is there to do?".



Photograph 2, prototype Friesland Student Guide, own work,

Rationale

The Friesland Student Guide directly addresses the key challenge identified in the brief, namely the lack of concrete and relatable examples of everyday student life in Friesland (Study in Friesland Creative Brief, 2026). By showing where students go and how they use different places in their routines, the platform transforms abstract ideas like lifestyle and balance into tangible experiences. The concept aligns with the preferences of the target audience, who value authentic peer-generated content over institutional communication (Study in Friesland Creative Brief 2026). Research shows that consumer

reviews are more influential in shaping perceptions of trustworthiness than an organisation's overall reputation and that online peer communities meaningfully empower decision-making (Utz et al., 2011). Cialdini (2007) reinforces this, noting that testimonials are most persuasive when the reviewer and the reader share similar circumstances, which is exactly the dynamic the guide aims to create.

Framing locations through specific needs rather than presenting them neutrally allows users to connect the content directly to their own lives. The filter function strengthens this further by letting users search by occasion or need, supporting them to evaluate whether Friesland fits their personal preferences. Bigne et al. (2019) add that positive and specific online reviews, combined with growing familiarity with a destination, enhance its digital image and increase intention to visit, meaning every student review contributes to building a more realistic image of Friesland as a place to study and live.

Finally, the Friesland Student Guide contributes to the overarching creative concept "Balance is a Treasure" by showing how different places support studying, socializing and relaxing. Within the overall strategy, it functions as a central hub that helps users translate inspiration into a realistic and confident perception of living in Friesland.

Distribution strategy

The Friesland Student Guide is primarily distributed through the Study in Friesland website, which acts as the central hub where users can explore structured, location-based content about student life in Friesland. This owned platform enables in-depth exploration and helps students better understand everyday experiences.

To support visibility, social media platforms such as Instagram and TikTok are used as entry points that guide users toward the website. These platforms are effective due to their algorithm-driven discovery and high engagement rates, allowing content to reach and attract

new audiences. Within the PESO model, the website functions as owned media, while Instagram and TikTok represent shared media. Earned media is generated through student interaction, such as sharing locations and engaging with content.

The strategy focuses on organic growth through engaging content and student participation. There is also the option to support this with paid promotion on social media if needed.

Promotion tactics

Promotion focuses on translating content into practical, saveable recommendations. Short-form videos and carousel posts highlight specific locations (e.g. "Best study spots in Leeuwarden"), encouraging users to save the content for later use.

Each post includes a clear call to action directing users to the full guide on the website, while captions frame locations around specific needs (e.g. "Where do you go when you need to focus?"), increasing personal relevance and click-through.

To improve discoverability through search, guide entries are structured around relevant keywords that reflect how students search for locations, such as "study spots in Leeuwarden," "cafés to work in Friesland," or "student-friendly places in the Netherlands." This allows the guide to function not only as a platform but also as a searchable resource that supports organic traffic.

Students actively contribute by tagging locations, sharing their own experiences and leaving short reviews of places, generating earned media through peer-to-peer recommendations, which increases trust and visibility among similar audiences.

Amplification and atomization

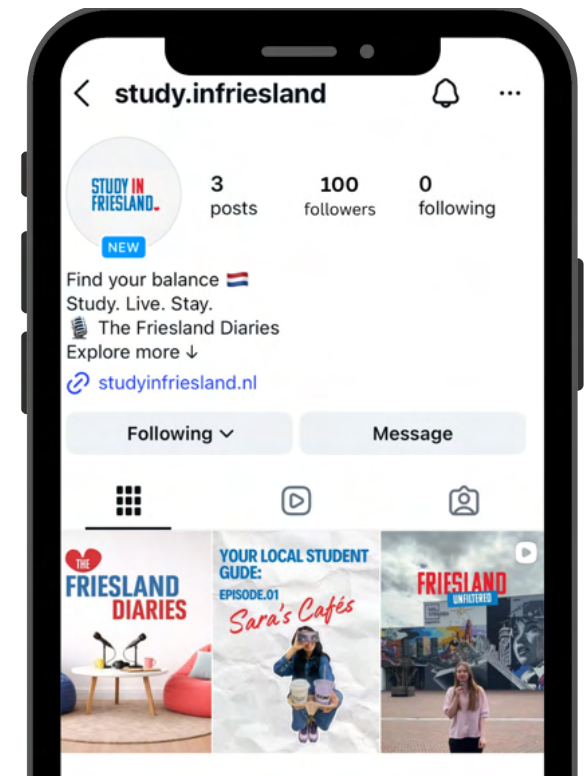
The main content consists of articles published on the Study in Friesland website, which also serve as the foundation for a transmedia content approach. From each article, images and text can be extracted to create

Instagram carousel posts and short-form videos for TikTok, with every piece of derived content focusing on a single element of the original article and including a call to action that directs users back to the full version on the website. This creates a continuous flow between discovery and deeper exploration, as illustrated in photograph 3,4,5,6. The approach demonstrates how, with minimal time and cost, it is possible to significantly amplify the reach and value of a single content piece simply by adapting it across platforms.

In addition an Instagram Mock-Up page (photograph 7) has been made, to show how the content could look on Instagram in a clear and simple way.



Photograph 3,4,5,6, Instagram carousel Student Guide, own work, 2026



Photograph 7, Instagram Mock Up page, own work, 2026

Metrics

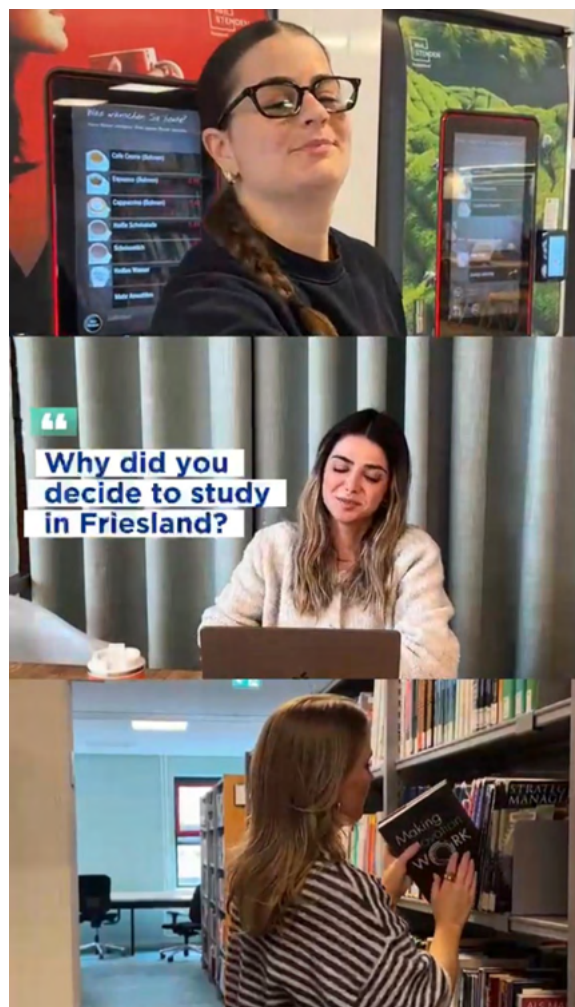
The primary objective of this format is to support informed decision-making by giving prospective students a practical and relatable sense of everyday life in Friesland. We advise tracking page visits to measure whether the guide is being discovered, calculated as the total number of sessions on the page recorded in Google Analytics. Average time on page is calculated by dividing the total time spent on the page by the number of pageviews and assesses whether the guide is genuinely useful to visitors. Returning visitor rate is calculated as the percentage of total sessions from users who have visited the page before and indicates whether students are using it as a resource in their decision-making process. Referral traffic from Instagram and TikTok is tracked to measure how effectively social media content is driving users toward the guide on the website.

PROTOTYPE 2 | FRIESLAND UNFILTERED

"Friesland Unfiltered" is a short-form video series published on TikTok and Instagram in which real students, alumni and employees share their answers to one key question about life in Friesland. The name "unfiltered" has been chosen because this format aims to show spontaneous and unscripted reactions to a question about Life in Friesland. Each episode revolves around a single relevant question, such as why they chose Friesland, whether it is as boring as people assume, or how easy it is to make friends. These questions are answered through a sequence of quick-cut responses from different participants including students, alumni, teachers and employees, filmed in everyday environments such as campuses, cafés and public spaces.

The videos are approximately 60 seconds long and produced in a casual, authentic style. The editing is fast-paced and includes subtitles for accessibility. Each episode follows a consistent structure, opening with the host introducing themselves by name, stating their location and posing the question, while the Friesland Unfiltered logo appears on screen. Each video closes with the Study in Friesland logo, reinforcing brand recognition and connecting the series back to the wider platform. To extend engagement, the caption invites viewers to comment with what they are curious about or what questions should be asked next, encouraging an ongoing conversation for each post. A call to action in the caption also directs viewers to the Study in Friesland website, where they can explore student life in more depth through the Student Guide and other content. This creates a continuous loop between social media discovery and deeper exploration on the platform.

What makes "Friesland Unfiltered" different from current content published by universities in Friesland is that it brings together voices that university communication typically leaves out. Where most institutions feature only current students, this format places students, alumni and employees in the same video, all answering the same question. Hearing contradictions and agreements across these different perspectives in sixty seconds is what makes it spontaneous and interesting.



Video (screenshot) 1, Friesland Unfiltered, own work, 2026

Rationale

"Friesland Unfiltered" directly responds to the uncertainty many international students experience when considering Friesland as a place to study and live as addressed in the Creative Brief (2026). Rather than presenting a polished or promotional image, the series offers concrete, unscripted perspectives from people who have actually made that choice, making the decision feel less abstract and more approachable.

Presenting multiple voices within a single video is key to this. Students value openness and self-direction, meaning they respond better to content that invites their own interpretation than to content that tries to persuade them (Study in Friesland Creative Brief, 2026). By avoiding a single dominant narrative, the format builds the kind of trust that institutional communication rarely achieves. This is reinforced by Parisi (2025), who finds that short-form video is most effective with Gen Z when it emphasizes authenticity and avoids overly polished or promotional styles.

The inclusion of alumni, employees and long-term residents also connects the series to a broader question: what does life after studying in Friesland actually look like? Episode questions such as "Would you stay after graduation?" or "Was it hard to find a job here?" directly address the long-term dimension, helping Friesland position itself as a realistic study place option to consider. This supports Merk Fryslân's wider ambition to attract and retain young talent in the region.

The format itself draws on the proven appeal of street interview content. Dimeji (2024) describes how these videos thrive because of their raw and genuine qualities, generating strong engagement through honest, unfiltered responses. "Friesland Unfiltered" applies this directly, placing real people in real settings and letting their answers do the work.

Finally, the concept contributes to the overarching creative concept "Balance is a Treasure" by showing how balance is experienced in real life rather than

communicated as a slogan. Through everyday voices, it demonstrates how study, social life and well-being coexist in Friesland, making the idea of balance tangible and believable.

Distribution strategy

"Friesland Unfiltered" is primarily distributed through TikTok and Instagram. TikTok serves as the main awareness channel, as its algorithm distributes content based on performance rather than follower count, making it particularly effective for reaching new audiences (Dash Social, 2023). This makes it an effective platform for introducing Friesland to new audiences. Instagram Reels supports engagement by reinforcing visibility among users who prefer slightly more curated content.

These platforms act as the main channels for continuous content distribution and audience engagement. The content is designed to be flexible and easily repurposed into formats such as trends, clips, or highlights, ensuring ongoing visibility. Where relevant, posts include references to the Study in Friesland website, guiding users toward more in-depth information and connecting short-form content to the central hub.

Within the PESO model, TikTok and Instagram function as shared media, while the website serves as owned media for additional context. Earned media is generated through organic reach, interaction and sharing. Although paid media is not currently implemented, it presents a future opportunity to amplify high-performing videos and expand reach.

Content is published on a consistent weekly basis to maintain visibility and support ongoing engagement.

Promotion tactics

Promotion focuses on grabbing attention in the first few seconds of each video, as this is key to how platforms like TikTok and Instagram distribute content. Each episode starts with a question-based hook (e.g. "What surprised you the most after coming to Friesland?") to spark curiosity and encourage viewers to respond.

Captions invite people to share their thoughts and join the conversation.

Audience responses are then used as input for follow-up videos, creating a natural content loop that keeps the conversation going. This makes the format feel interactive and community-driven, while also increasing engagement and reach over time.

Content is also designed to be easy to save and share, especially when it focuses on practical or relatable topics such as making friends or finding a job. These interactions signal that the content is valuable, helping it reach more people organically.

Amplification and atomization

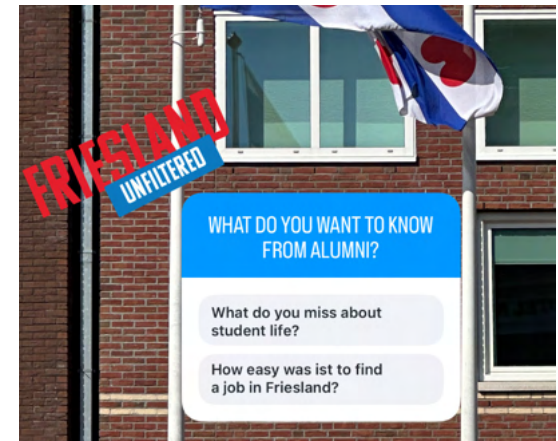
This short-form format is designed from the outset to capture attention and drive awareness. Since the target audience is primarily active on social media, it serves as the gateway that leads them toward the deeper content available on the Study in Friesland website. Every piece of content therefore includes a direct reference to the website, keeping the user journey intentional and connected.

Community involvement is a core part of the strategy. Through polls and question boxes on Instagram Stories and TikTok (see photograph 8), the host gathers input from the audience directly, bringing them into the creative process and building a stronger connection with the brand. This strengthens engagement on social media while actively increasing interest in the fuller content available on the website.

Questions recommendations for potential future episodes;

- "Why did you choose Friesland?" - First impressions and decision making
- "What surprised you most?" - Expectations vs. reality
- "Is it actually boring?" - Addressing the biggest misconception
- "Was it hard to make friends?" - Social life and belonging

- "Was it hard to find a job here?" - Practical living and career
- "What's your biggest struggle here?" - Honest, balanced storytelling
- "What do people get wrong about Friesland?" - Challenging stereotypes
- "What do you love most?" - Positive emotional connection
- "Would you stay after graduation?" - Long-term perspective



Photograph 8, Instagram poll Friesland Unfiltered, own work, 2026

Metrics

The primary objective of this format is to generate awareness and sustain engagement by reaching as wide an audience as possible through short, relatable content. Track views to measure discoverability on TikTok and Instagram, calculated as the total number of times a video has been played. Likes, saves and shares are tracked collectively as an engagement rate, calculated by dividing the total interactions by the total views and multiplying by one hundred and assess whether the content is resonating and being actively circulated. Follower growth is measured as the net increase in followers over the three month period and indicates whether viewers are choosing to stay connected to the brand. Referral traffic from Instagram and TikTok to the Study in Friesland website is also tracked to measure how effectively the short-form content is directing audiences toward deeper content on the central hub.

PROTOTYPE 3 | BLOG SERIES

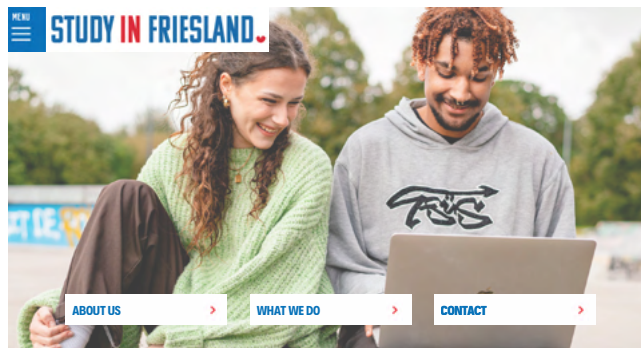
The blog series is a content format hosted on the Study in Friesland website, serving as a structured and accessible collection of articles that give prospective students a realistic understanding of what it means to study, live and potentially stay in Friesland after graduation.

The blog consists of recurring formats such as "10 Reasons to...", "A Day in the Life of..." and "A Working Day of a...", each covering a different aspect of life in Friesland, from daily student routines to career development and long-term living. Each article follows a clear structure with concise, easy-to-scan text, visual elements and a reflective closing section that answers the question "So... why Friesland?". Research by Oak Interactive (2024) supports this approach, finding that short-form content under 1000 words is more easily digestible, performs better on mobile and encourages active engagement, particularly among users who consume content on the go.

Each article also includes clear calls to action, inviting readers to explore more content on the website and follow the brand on Instagram and TikTok. This positions the blog not only as an informational format but as a gateway into the broader content ecosystem. One new article is published per week, ensuring a steady and manageable flow of fresh content.

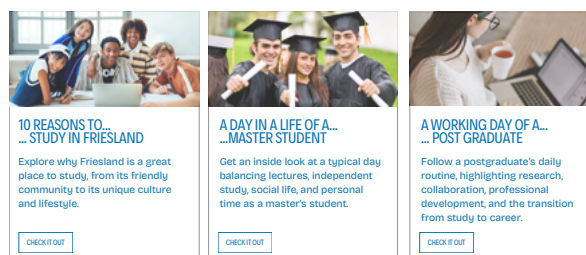
Most blogs in the higher education space read like brochures. The Study in Friesland blog is built for a generation with limited time and high expectations for relevance, with a scannable structure, real visual moments rather than stock imagery and content that is explicitly

designed to help someone answer the question "should I actually move here?" rather than simply inspire them.



STUDY IN FRIESLAND

BLOG SERIES



Photograph 9, blog series, own work, 2026

Rationale

The blog series serves all three strategic objectives mentioned in the Creative brief (2026): making everyday student life in Friesland more visible, reducing uncertainty in international students' decision-making processes and strengthening the perceived connection between studying in Friesland and long-term life prospects. This matters because decision-making about where to study is rarely impulsive. Research shows that the process

involves multiple stages of evaluating countries, cities, institutions and programmes and can span anywhere from several months to multiple years (McNicholas & Marcella, 2024). Prospective students need concrete information and a sense of what life after graduation could look like.

The format and structure of the blog is deliberately chosen to support students in an active consideration phase. Research by Kowalska (2020) finds that blogs are a positively received source of information among young people and have become a meaningful tool for shaping attitudes and decision-making behaviour. This is further supported by the Elaboration Likelihood Model (Petty & Cacioppo, 1986), which suggests that concrete examples and structured information support rational evaluation, making the blog format particularly well suited to an audience weighing up a major life decision.

Finally, the blog contributes to the overarching creative concept "Balance is a Treasure" by showing what balance can look like besides student life, to working and living in Friesland long-term. It provides the structure and depth that helps users move from initial interest to an informed and confident decision.

Distribution strategy

The blog is primarily distributed through the Study in Friesland website, where it provides informative content that supports students in their decision-making process. As part of the central hub, it strengthens the platform by offering deeper insights into studying and living in Friesland.

To increase visibility, key insights and highlights from the blog post series are shared on platforms like Instagram and TikTok, guiding users toward the full content. These platforms are effective due to their ability to distribute short, engaging content to broad audiences and drive traffic toward more in-depth information. In addition, search engine optimization (SEO) ensures that the blog can be found by students actively searching for information about studying in Friesland.

Within the PESO model, the website represents owned

media, while social media platforms function as shared media. Earned media is generated through organic search visibility and content sharing. Although paid media is not currently implemented, it offers a future opportunity to promote selected blog posts and further increase reach among relevant audiences.

Promotion tactics

The blog focuses on content such as "10 Reasons to Study a Bachelor's or Master's in Friesland" or "10 Reasons to Study in Leeuwarden as an International Student." These posts remain relevant over time and help improve visibility through search engines, supporting a steady flow of organic traffic to the website.

To make the content easier to find, blog posts include keywords that reflect what prospective students are actively searching for. This includes long-tail keywords, such as specific questions like "is Friesland a good place to study," "what is student life like in Leeuwarden," or "pros and cons of studying in a small city in the Netherlands," which target users with a clear intent. In addition, short-tail keywords, such as living in Friesland, studying in Leeuwarden, student life in the Netherlands and international student Netherlands, are used consistently to support broader visibility.

Where relevant, blog posts include insights from current students to make the content more relatable and trustworthy. Key blog content can also be repurposed into short-form formats, such as Instagram carousel posts, to reach a wider audience and guide users back to the website. These posts are designed to be easily shareable and saveable, increasing visibility across platforms and reinforcing the connection between social media and the blog, while also signaling value to platform algorithms.

The focus of this strategy is on organic growth through search and content. There is also the option to support this with paid promotion, such as Google Ads, if additional visibility is needed during key moments. New blog posts are published on a weekly basis to ensure a consistent flow of fresh and searchable content.

Amplification and atomization

Because the blog series follows clear and recognizable themes, each article is easy to break down into short-form content. Each article can be turned into carousel posts and short videos for Instagram and TikTok or even into longer form YouTube videos, keeping a consistent narrative and visual style across platforms. Just like the other content formats, these posts are meant to catch attention and bring users to the website, where the full article is waiting. Themes of the Series can be expanded to "Why to choose this study program" (to highlight the variety of study programs in Friesland) or "10 reasons to take a day trip to X" (highlights cities, nature, culture). The possibilities are endless, making the blog series one of the most scalable and adaptable formats in the content ecosystem.

Expanded topic recommendations blog posts:

10 REASONS TO.....STUDY IN FRIESLAND

- 10 reasons to study in Friesland as an international
- 10 reasons to choose Friesland over bigger cities
- 10 reasons why studying in a small city might be better
- 10 reasons students stay in Friesland after graduation
- 10 reasons Friesland might surprise you

All these blog posts recommendations can be personalized by using student opinions.

A DAY IN THE LIFE OF.....A STUDENT IN FRIESLAND

- A day in the life of an international student
- A day in the life of a bachelor's student
- A day in the life of a master's student
- A day in the life during exam week
- A day in the life of balancing studying and social life

Students from various nationalities, across both bachelor's and master's programmes, can be selected to give prospective students a realistic picture of what studying that programme is actually like. Reading about someone from the same background makes it easier to relate and feel personally connected to the experience.

LIFE AFTER STUDY.....AFTER GRADUATION IN FRIESLAND

- A day in the life of a postgraduate in Friesland
- From student to postgraduate: what changed?
- What life after graduation actually looks like
- Working remotely from Friesland as a graduate
- How I built my career after studying in Friesland
- Why I decided to stay (or leave) after graduation

Graduates from different backgrounds and programmes can be followed after finishing their studies, giving a realistic picture of what life after university actually looks like. Reading about someone who faced the same choices, whether to stay in Friesland, start a career locally, or move on, makes it easier to relate and helps turn an uncertain next step into something more tangible.

Metrics

The primary objective of this format is to reduce uncertainty and support students in the consideration phase by providing structured, searchable and relatable information about studying and living in Friesland. We advise tracking page visits to measure whether articles are being found through social media or organic search, calculated as the total number of sessions recorded in Google Analytics. Average time on page is calculated by dividing the total time spent on the page by the number of pageviews and assesses whether readers are engaging with the content in depth. Returning visitor rate is calculated as the percentage of total sessions from users who have previously visited the page and indicates whether students are actively consulting the blog across multiple sessions. Referral traffic from Instagram and TikTok is tracked to measure how effectively short-form content derived from the blog is successfully directing audiences back to the full articles on the website.



THE FRIESLAND DIARIES

"The Friesland Diaries" is a podcast and video series that provides deeper, more reflective insights into student life in Friesland through honest conversations between students. While the other formats in the ecosystem focus on quick impressions, this format explores how life in Friesland is experienced over time, making it the most in-depth format in the strategy.

Each episode follows a consistent and recognizable structure. It opens with the same branded introduction every time, including music and a short welcome by the host, exactly as shown in the prototype. The host then introduces the guest, whether a current student, employee or graduate and poses the central question of that episode. From there, the conversation unfolds naturally and unscripted, guided by bullet points the host prepares in advance to keep the dialogue focused and engaging. Every episode closes with the same outro, as seen in the prototype, followed by the host inviting listeners to submit their own topic suggestions via Instagram Stories. This closing moment turns each episode into an ongoing conversation with the audience and ensures future topics stay relevant and audience-driven.

Episodes are recorded as video podcasts and published monthly on YouTube and the Study in Friesland website as owned media. To ensure a consistent and professional look, it is recommended to set up a small in-house podcast studio in the office, consisting of two chairs, a simple table with microphones and a branded wall featuring the The Friesland Diaries logo, as shown in photograph 10. This setup can be realised at a relatively low cost (see budget paragraph). The role of the host

is recommended to be structured as a student job in collaboration with local universities, ensuring continuity, an authentic student voice and a steady flow of new guests and perspectives over time.



Photograph 10, podcast set up, ChatGPT, 2026

"The Friesland Diaries" fills a gap that most university content leaves open. Rather than presenting student life as polished and problem-free, it gives students the space to speak honestly about the harder parts of their experience like doubt, adjustment and the question of whether to stay after graduation. It aims to connect with current and potential students.



Video (screenshot)2, The Friesland Diaries podcast trailer, own work, 2026

Rationale

"The Friesland Diaries" directly responds to all three strategic objectives outlined in the brief. It makes everyday student life more visible through personal storytelling, reduces uncertainty by offering honest and reflective accounts of what living in Friesland is actually like and strengthens the perceived long-term appeal of the region by featuring graduates and employees who chose to stay (Creative Brief, 2026).

What sets this format apart from the others in the ecosystem is depth. Where "Friesland Unfiltered" captures spontaneous reactions and the blog posts and the Student Guide provide structured information, the podcast creates space for reflection on topics that cannot be covered in 60 seconds, such as adjustment, belonging, doubt and long-term perspective. This depth is particularly relevant for prospective students in the later stages of their decision-making process, when surface-level impressions are no longer enough and they need to hear from people who have genuinely lived the experience (Cubillo et al., 2006).

The format is well suited to the media habits of the target audience. Research by Markteffect (2024) shows that 76 percent of people under 35 with higher education listen to podcasts, with key factors for choosing one being an interesting topic, a strong host and relevance to their own lives. "The Friesland Diaries" is designed with all of these in mind: a consistent and relatable host, topics directly tied to the audience's questions and concerns and a tone that is honest rather than promotional.

The storytelling format also has a measurable effect on brand perception. Hong et al. (2021) find that consumer brand storytelling, meaning stories created and shared by real people rather than institutions, leads to more favorable brand attitudes and deeper cognitive engagement. By letting students and graduates tell their own stories in their own words, the podcast builds the kind of trust and emotional connection that produced content rarely achieves.

Overall, "The Friesland Diaries" contributes to the overarching creative concept "Balance is a Treasure" by giving that idea a human voice. Through honest conversations about adjustment, belonging and life after graduation, it shows that balance in Friesland is not a marketing claim but a lived experience.

Distribution strategy

"The Friesland Diaries" is distributed as a video podcast through YouTube and the Study in Friesland website, where full episodes provide in-depth, narrative-driven content. As part of the central hub, the website connects this content with other formats and supports deeper exploration of student life in Friesland.

To increase visibility, shorter clips and highlights are shared on platforms such as Instagram and TikTok, guiding users toward the full episodes. These platforms are effective due to their algorithm-driven discovery and strong engagement potential, allowing short-form content to reach new audiences and stimulate interest in longer formats. This allows the content to function across different levels, from quick discovery to deeper engagement and emotional connection.

Within the PESO model, YouTube and the website represent owned media, while Instagram and TikTok function as shared media. Earned media is created through audience interaction and sharing. Although paid media is not currently implemented, it offers a future opportunity to promote key episodes and expand reach. Episodes are published on a monthly basis, with shorter clips distributed consistently in between to maintain visibility and engagement.

Promotion tactics

The Friesland Diaries uses a video podcast format to tell more in-depth stories and create a stronger, more personal connection with prospective students. Full episodes are shared on YouTube and the website, while promotion happens through platforms like Instagram, TikTok and the website itself.

Key moments from each episode can also be turned into short videos, such as clips or teasers, to grab attention and guide users toward the full episodes. This helps keep the content visible and connects the different platforms.

To reach a wider audience and build credibility, episodes can include guest appearances from current students, alumni, or university representatives. Collaborations with universities or student organizations can also help share the episodes through their own channels.

The focus of this strategy is on organic growth, driven by engaging content and student involvement. There is also the option to support this with paid promotion on social media if needed.

Amplification and atomization

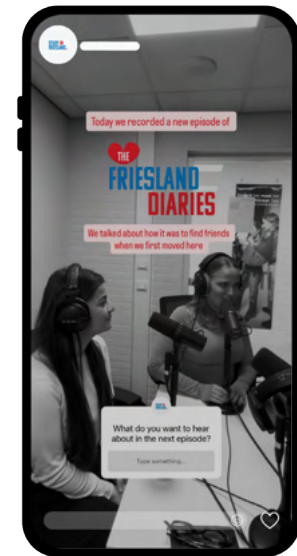
This video podcast format offers strong transmedia potential and multiple opportunities for reuse. Each episode can be turned into a short trailer for Instagram and TikTok with a call to action inviting users to watch the full version, while key moments, quotes and statements can be clipped into multiple short videos that increase posting frequency, maintain engagement and amplify the visibility of the main episode.

Community involvement strengthens the format further. Through polls and question boxes on Instagram Stories (see photograph 11) and TikTok, audiences can actively shape the series by submitting topic ideas and influencing the creative direction. This brings listeners closer to the content, increases long-term relevance and drives overall engagement across platforms.

Topic recommendations for future episodes:

- "The balance I didn't know I needed" - Personal growth and lifestyle
- "Why I stopped missing big city life" - Reframing expectations
- "Why I didn't leave after my studies" - Retention

For the full list see appendix 1.



Photograph 11, question box Instagram podcast, own work, 2026

Objective & metrics

The primary objective of this format is to build deep engagement and long-term connection with the audience through honest, reflective storytelling. We advise tracking views to measure reach, calculated as the total number of times an episode is played on YouTube and the Study in Friesland website. Average watch time is calculated by dividing the total minutes watched by the total number of views, expressed as a percentage of the full episode length and indicates whether the storytelling is compelling enough to hold attention throughout a longer episode. Subscriber growth is measured by tracking the net increase in YouTube subscribers over the three month period and serves as an indicator of audience commitment to the series over time. Additionally, tracking responses to the open question on Instagram Stories, as well as views, saves and shares on the short clips and trailers published on Instagram and TikTok, gives insight into how actively the audience is engaging with the series beyond the full episode itself. Finally, referral traffic from Instagram and TikTok to the website and YouTube is tracked to measure how effectively the short-form content is converting social media audiences into podcast listeners.

CONTENT CALENDER

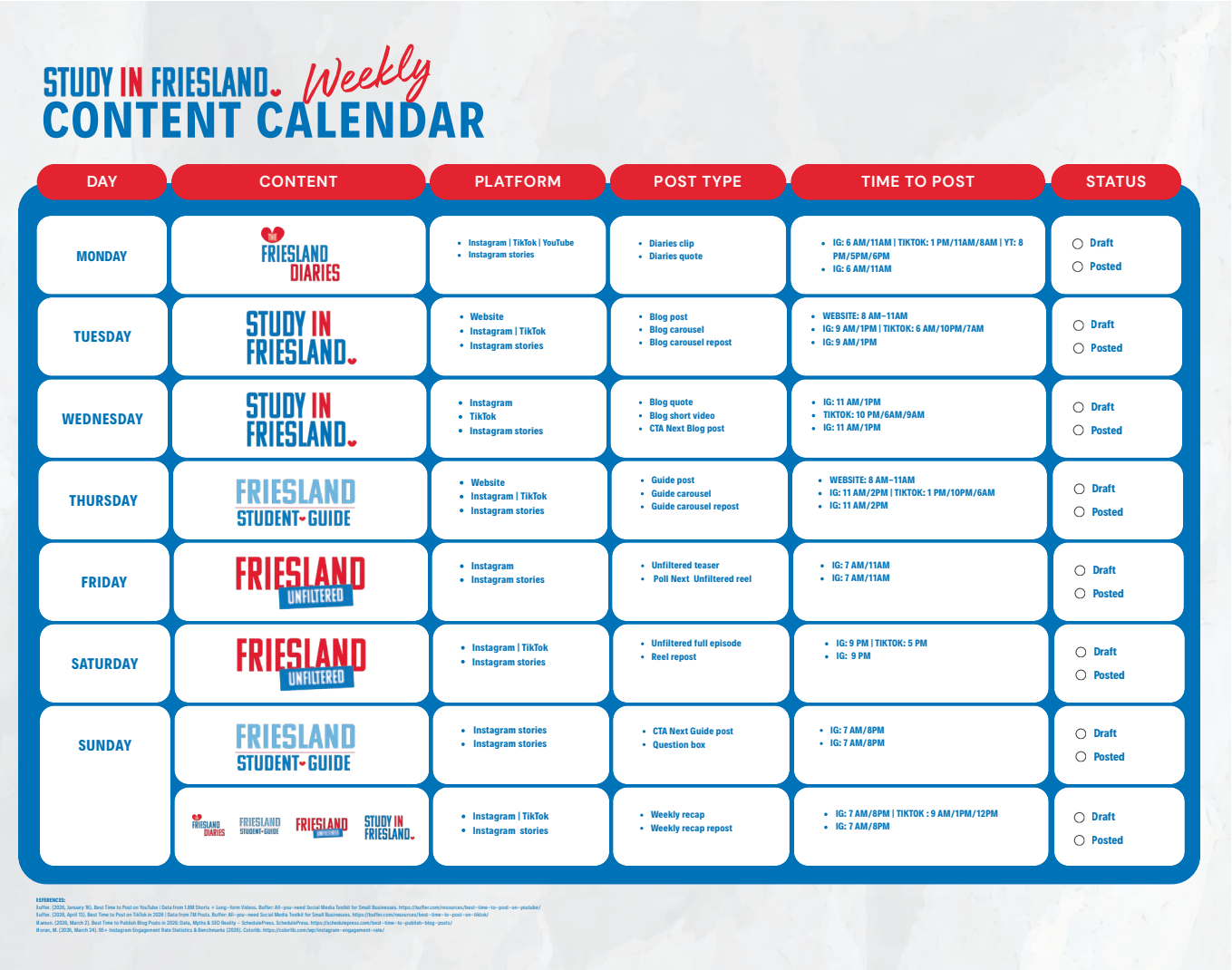
To ensure consistency and coherence across all formats, the content strategy is built around a content calendar that coordinates output across the Student Guide, Friesland Unfiltered, the blog series and the Friesland Diaries, as visualised in photograph 12.

The posting schedule is grounded in platform-specific data on optimal engagement times. For TikTok, research by Buffer (2026a) based on 7.1 million posts identifies Monday, Saturday and Sunday as the strongest days for engagement, with early morning and evening slots consistently outperforming afternoons. For Instagram, Wednesday and Thursday evening hours are identified as optimal for Reels, with weekdays consistently outperforming weekends (Buffer, 2026c). For YouTube, Monday evening is identified as one of the strongest slots for long-form content performance (Buffer, 2026b). For blog publishing, Tuesday morning is recommended as the optimal time for organic traffic and discoverability (Mamun, 2026). These findings directly informed the posting schedule shown in photograph 12, where each format is assigned a day and time that maximises its chances of reaching the target audience.

Beyond the weekly rhythm, we advise to build the calendar around key moments in the student year. Study start week, open days, exam periods, bachelor project deadlines and graduation are all moments where targeted content can meet students exactly where they are emotionally and practically. A dedicated week of content around loneliness, for example, is a deliberate choice to address something students feel but rarely see reflected in institutional communication, which directly strengthens trust and credibility (Moran, 2026). The calendar could also respond to broader cultural moments: once a year, when major European university rankings are published, Friesland Unfiltered hits the streets to ask students and alumni what they think, turning a potentially intimidating

external benchmark into an engaging and honest conversation. These reactive moments, combined with the steady weekly output, ensure the content ecosystem stays relevant, timely and connected to real student life throughout the year.

The example in photograph 12 represents a typical week, during which no episode of the Friesland Diaries is published.



Photograph 12, weekly content calendar, own work, 2026

ESTIMATE BUDGET COST ALLOCATION

The yearly estimate budget, as visualised in photograph 13, provides a transparent overview of the costs associated with the Study in Friesland content strategy for the first year of implementation. The budget is structured across five categories: personal student costs, Merk Fryslân staff costs, tools and platforms, equipment, student activities and operational costs.

Personal student costs across all four formats are €0, as content creation roles such as writing, photography, videography, editing and hosting are filled through university collaboration. Merk Fryslân staff costs are covered by the existing salary budget and are therefore marked as unknown in the overview. Tools and platforms amount to €1,300 annually, covering SEO tools and Adobe Creative Cloud. Equipment requires a one-time investment of €2,650, covering the full production setup including a camera, tripod, microphones, lighting and the branded podcast studio for The Friesland Diaries. Operational and student activity costs, including marketing, travel reimbursements, food and drinks, and optional student incentives, amount to €10,800 annually.

The estimated total for the first year is €13,450, leaving a remaining budget of approximately €86,550 from the total €100,000 available. This provides significant room for photography and videography costs handled by third parties, estimated between €25,000 and €35,000, as well as paid promotion in later stages.

STUDY IN FRIESLAND Yearly ESTIMATE BUDGET COST		
PERSONAL STUDENT	RATIONAL	COST PER YEAR
Student writers	Blog articles and student guide reviews are written by students through university collaboration, keeping content authentic and cost-free	€0
Student photographers	Students from media or communication programmes photograph real student environments through university collaboration	€0
Student videographers	Students film content for Friesland Unfiltered and The Friesland Diaries through university collaboration	€0
Student editors	Editing of video and written content is handled by students through university collaboration	€0
Student manager	A student coordinator manages contributor scheduling and content planning through university collaboration	€0
Student host	The podcast host role is filled through university collaboration, ensuring an authentic student voice	€0
Student guests	Students, alumni and employees participate voluntarily in podcast episodes and street interviews	€0
PERSONAL MERK FRYSLÂN	RATIONAL	COST PER YEAR
Social Media Manager	Already employed by Merk Fryslân, internal workload allocation required	Unknown
Text/SEO specialist	Already employed by Merk Fryslân, internal workload allocation required	Unknown
Design Specialist	Already employed by Merk Fryslân, internal workload allocation required	Unknown
TOOLS & PLATFORMS	RATIONAL	COST PER YEAR
Google Analytics	Used to track website performance, page visits, referral traffic, and returning visitor rates	€0
SEO Tools	Required for blog discoverability and organic search performance	€300
Google Calendar	Used for content calendar planning and scheduling	€0
Adobe Creative Cloud	Used for video editing, design, and content production across all formats	€1000
EQUIPMENT	RATIONAL	COST PER YEAR
Camera	Required for all video-based formats including Friesland Unfiltered and the Friesland Diaries	€1000
Tripod	Stabilization support for all video production	€100
Portable microphone	Required for street interview format of Friesland Unfiltered	€100
Podcast microphone	Required for The Friesland Diaries studio Recording	€250
Lighting	Required for consistent video quality across formats	€200
Podcast setting	Branded studio setup including table, chairs, and branded wall for The Friesland Diaries	€1000
OPERATIONAL	RATIONAL	COST PER YEAR
Marketing & ads	Optional paid promotion to amplify high-performing content in later stages	€2000
Miscellaneous	Buffer for unexpected small costs across all formats	€500
STUDENT ACTIVITIES & COSTS	RATIONAL	COST PER YEAR
Travels	Reimbursement for student contributors travelling for content production	€1,000
Food & drinks	On-set refreshments for filming days and podcast recordings	€500
Other activity related costs	Additional production-related expenses	€500
Student Incentives (optional)	Perks such as vouchers or rewards to recognise student contributors	€5000
COSTS SUMMARY	RATIONAL	TOTAL
ONE-TIME COSTS	Equipment & Setup	€2,650
RECURRING ANNUAL COSTS	To operate and support activities, including tools, marketing, travel, and participant-related costs	€10,800
ESTIMATE TOTAL FIRST YEAR		€13,450
REMAINING		€86,550

Photograph 13, estimate budget allocation, own work, 2026

CONCLUSION

This pitchbook has presented four content prototypes, each designed to make student life in Friesland more visible and realistically considered by prospective international students. Together they form a connected content ecosystem built around one principle: guiding curious students from initial discovery to genuine confidence in the decision to study and live in Friesland. The strategy is realistic in its demands, grounded in the client's ambitions for the region and designed to grow alongside the brand. With the university collaborations in place and the website as a strong central hub, Study in Friesland has the potential to become a trusted and lasting voice for international students considering the region.

Key Recommendations

Based on the strategy and prototypes presented, we recommend that Merk Fryslân takes the following steps. Establish the Study in Friesland website as the central hub of all content activity, ensuring every social media post, video and article leads back to an owned platform that Merk Fryslân fully controls. Begin recruiting student contributors early, ideally before the launch phase, as student involvement is central to the entire content model and the sooner the collaboration structure is in place, the stronger the launch will be. This means actively reaching out to local universities to identify students for roles such as writer, host, videographer and reviewer. Prioritise organic reach in the early stages through consistent posting on Instagram and TikTok, using short-form content to drive traffic toward deeper content on the website. Use community tools such as polls and question boxes to gather audience input and shape future content directions. Introduce paid promotion at a later stage to amplify high-performing content and reach new audiences during key moments in the student calendar.

Blog as center of gravity

Early recruiting of students

Prioritise organic reach

Use of community tools

Paid promotion at a later stage

Resources

As you can see in the Budget Table (see photograph 8) the campaign budget for the launch year is €100,000. Based on the yearly estimated budget, total first year costs are calculated at €13,450, divided into €2,650 in one-time equipment and setup costs and €10,800 in recurring annual costs. One-time costs cover the full production setup including camera, tripod, microphones, lighting and the branded podcast studio for The Friesland Diaries. Recurring costs include tools such as SEO software and Adobe Creative Cloud, operational expenses, student activity reimbursements and optional student incentives. The website development costs are not included in this budget as the client is already in the process of building it. The remaining budget of approximately €86,550 provides significant room for photography and videography costs handled by third parties, estimated between €25,000 and €35,000, as well as paid promotion in later stages and any additional production needs that arise as the brand grows.

Calculated cost launch year €13,450

One-time equipment €2,650

Recurring annual cost €10,800

The current Content & Creation team consists of three staff members covering design, text and social media. As Study in Friesland develops into a full brand, expanding the team will be necessary to sustain the volume of content proposed. Student contributors are a structural part of the production model, as authentic student voices are central to all four content formats. The costs associated with staff already employed by Merk Fryslân are covered by the existing salary budget and are therefore not reflected in the yearly estimate.

Tools include a custom CMS for the website, Google Analytics for performance tracking, SEO tools, Adobe Creative Cloud and the native analytics available on Instagram, TikTok and YouTube.

Merk Fryslân team expansion

Student contributors for authenticity

Website; custom cms

Google Analytics

SEO tools

Adobe Creative Cloud

Instagram, TikTok & YouTube

Feasibility

The strategy is designed with realistic production demands in mind. A key factor in its feasibility is the client's aim to collaborate with local universities in Friesland, on which all four content formats are built. The blog series requires one article per week, the Student Guide is updated with a new location weekly, the podcast publishes monthly and Friesland Unfiltered episodes are produced on a recurring basis with minimal setup, as a

single filming session can generate multiple quick-cut videos. Short-form content across all formats is largely derived from existing material through atomization, meaning one piece of content generates multiple outputs with minimal additional effort.

That said, feasibility depends on a few conditions being in place. Student contributors need to be recruited, briefed and coordinated, which requires time and a clear process, particularly in the early stages. The custom CMS for the website also needs to be operational before content can be published and tracked effectively. Additionally, while the budget of €100,000 covers production costs, the allocation between formats will need to be carefully managed to avoid overspending in the launch phase. With these conditions met, the approach is manageable for a small team while still maintaining a consistent and active presence across platforms.

Blog series; once a week

Student Guide; once a week

The Friesland Diaries; once a month

Friesland Unfiltered; multiple times a week

Required; clear proces and managing

Required; operational website

Challenges

It is important to note that the Study in Friesland website does not yet exist at the time of writing. Since the website functions as the central hub of the entire content strategy, its development timeline will directly affect when and how the strategy can be implemented. Certain details, such as the CMS capabilities, the structure of the platform and the integration of features like the Student

Guide, could not be fully accounted for in this pitchbook, meaning some adjustments may be needed once the website takes shape.

Beyond this, the main operational challenge is capacity. A team of three is ambitious for the volume of content proposed, particularly in the launch phase. Student involvement helps offset this, but coordinating contributors requires time and clear processes.

A second challenge is platform dependency. While the strategy is deliberately built around owned media, social media remains the primary discovery channel, meaning algorithm changes on Instagram or TikTok could affect visibility.

Finally, measuring the impact on actual enrollment decisions is difficult, as the content strategy addresses awareness and consideration rather than direct conversion.

Development website

Capacity

Platform dependency

Measuring impact

Priorities

In the launch phase, we recommend prioritising the blog series and Friesland Unfiltered. Both are relatively low in production cost, quick to launch and generate content that can immediately be repurposed across platforms. Establishing collaborations with local universities from the outset is key, as student involvement is central to all formats and ensures the content stays authentic from day one. The Student Guide should follow closely, as it anchors the website as a useful destination rather than just a landing page. The Friesland Diaries, while the most impactful format in terms of depth and emotional

connection, requires more preparation and is best launched once the other formats have established an audience and a rhythm.

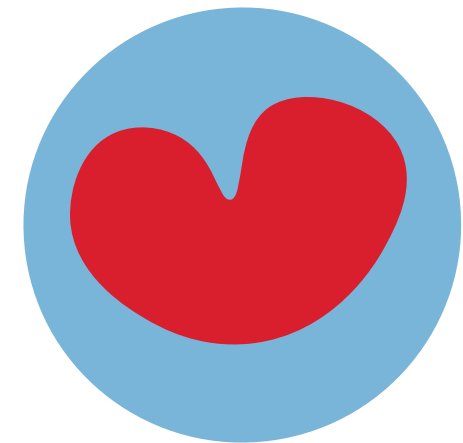
1 Blog series and Friesland Unfiltered

2 Collaborations with local universities

3 The Student Guide

4 The Friesland Diaries

Study in Friesland is built to be useful for students. The strategy is realistic about what content can and cannot do: it cannot replace a campus visit or a conversation with a current student, but it can make Friesland legible to someone who has never heard of it. With a clear structure, a modest budget and the right student collaborators in place, the platform has everything it needs to grow into something students actually trust and return to.



RESOURCES

Copilot (AI) was used to translate the text, correct grammatical errors, and shorten some parts to reach the page number. DeepL (linguistic AI) was also used to translate parts of the text.

Bigne, E., Ruiz, C., & Curras-Perez, R. (2019). Destination appeal through digitalized comments. *Journal of Business Research*, 101, 447–453. <https://doi.org/10.1016/j.jbusres.2019.01.020>

Brodie, R., Hollebeek, L. D., Ilic, A. & Juric, B. (2011). Customer Engagement: Conceptual Domain, Fundamental Propositions & Implications for Research in Service Marketing. *Journal Of Service Research*, 14(3), 252.

Buffer. (2026a, April 13). Best time to post on TikTok in 2026: Data from 7M posts. <https://buffer.com/resources/best-time-to-post-on-tiktok/>

Buffer. (2026b, January 16). Best Time to Post on YouTube | Data from 1.8M Shorts + Long-form Videos. Buffer: All-you-need Social Media Toolkit for Small Businesses. <https://buffer.com/resources/best-time-to-post-on-youtube/>

Buffer. (2026c, February). Best time to post on Instagram: 2026 data from 9.6 million posts. <https://buffer.com/resources/when-is-the-best-time-to-post-on-instagram/>

Chaffey, D. & Ellis-Chadwick, F. (2022). *DIGITAL MARKETING* (Eighth Edition). Pearson Education Limited. <https://www.pearson.com/uk>

Cialdini, R. B., Ph. D. (n.d.). *Influence: The Psychology of Persuasion* [Book]. In *Influence*. <https://ia600400.us.archive.org/5/items/ThePsychologyOfPersuasion/The%20Psychology%20of%20Persuasion.pdf>

Dash Social. (2023). TikTok algorithm explained: How it works in 2023. <https://www.dashsocial.com/blog/tiktok-algorithm>

De elf steden en vele dorpen van Friesland. (n.d.). Friesland.nl. https://www.friesland.nl/nl/ontdek/de-elf-steden?gad_source=1&gad_campaignid=19580699484&gbraid=0AAAAADi8yH_mgyWXgeOYKrMSjBa6_Y558&gclid=Cj0KCQjwkYLPBhC3ARIsAlYHi3QsM3DYUoNPu39fCGZ4D5hmYV1e0A49KYbYq_NjM9zIK8LvpJyuEuQaAppuEALw_wcB

Dimeji, M. (2024, February 15). Street interviews have taken over social media. Medium. <https://medium.com/@MoDimeji/street-interviews-have-taken-over-social-media-90a870af5205>

EBSCO. (n.d.). Transmedia storytelling. <https://www.ebsco.com/research-starters/communication-and-mass-media/transmedia-storytelling>

Earned media en het PESO-model - ANP. (2021, September 30). <https://www.anp.nl/blog/215/earned-media-peso-model#:~:text=Het%20PESO%2Dmodel%20wordt%20veel%20gebruikt%20in%20de,bepalen%20hoe%20je%20content%20en%20communicatie%20inzet.>

Facebook Visit Friesland. (n.d.). <https://www.facebook.com/VisitFriesland/>

Hong, J., Yang, J., Wooldridge, B. R., & Bhappu, A. D. (2021). Sharing consumers' brand storytelling: influence of consumers' storytelling on brand attitude via emotions and cognitions. *Journal of Product & Brand Management*, 31(2), 265–278. <https://doi.org/10.1108/jpbm-07-2019-2485>

Hosmaj, C., Jiaman, Y., & Rojas Rodríguez, P. (2026). Creative brief Merk Fryslân. Media Content and Consulting Leeuwarden.

- Kowalska, M. (2020). THE BLOG AS a COMMUNICATION TOOL IN THE ASSESSMENT OF YOUNG CONSUMERS - THE RESULTS OF EMPIRICAL RESEARCH. *Zeszyty Naukowe SGGW Polityki Europejskie Finanse I Marketing*, 23(72), 57–67. <https://doi.org/10.22630/pefim.2020.23.72.5>
- Macnamara, J., Lwin, M., Adi, A., & Zerfass, A. (2016). 'PESO' media strategy shifts to 'SOEP': Opportunities and ethical dilemmas [Journal-article].
- Mamun. (2026, March 2). Best Time to Publish Blog Posts in 2026: Data, Myths & SEO Reality - SchedulePress. SchedulePress. <https://schedulepress.com/best-time-to-publish-blog-posts/>
- Markteffect. (2024, April 10). Podcast razend populair onder tieners en studenten, aantal luisteraars stabiel Markteffect. <https://markteffect.nl/nieuws/393/podcast-razend-populair-onder-tieners-en-studenten-aantal-luisteraars-stabiel>
- McNicholas, C., & Marcella, R. (2022). An interactive decision-making model of international postgraduate student course choice. *Journal of Marketing for HIGHER EDUCATION*, 34(2), 802–827. <https://doi.org/10.1080/08841241.2022.2076276>
- Mikolajczyk, K. (2025, April 22). Average engagement rates for 12 industries [January 2025]. Social Media Marketing & Management Dashboard. <https://blog.hootsuite.com/average-engagement-rate/>
- Moran, M. (2026, March 24). 95+ Instagram Engagement Rate Statistics & Benchmarks (2026). Colorlib. <https://colorlib.com/wp/instagram-engagement-rate/>
- Mosquera, M. (2024, June 14). Short-Form blogs: Why are they so effective & How to master them. OAK. <https://oakinteractive.com/short-form-blogs-why-are-they-so-effective-how-to-master-them/#::~:~:text=Short%2Dform%2Dblogs%20are%20bite%2D-sized%20pieces%20of%20content,schedule%2C%20allowing%20for%20more%20frequent%20content%20publication.>
- Muniz, M., Jr. & O'Guinn, T. C. (2001). Brand community. In *JOURNAL OF CONSUMER RESEARCH*, Inc., *JOURNAL OF CONSUMER RESEARCH* (Bd. 27).
- NHL Stenden University of Applied Sciences. (2025). Merk Fryslân Case Study Booklet.
- OMCBase. (2020, July 14). 3H-model: Hero, Hub en Hygiene – Hoe gebruik je het? <https://www.omcbase.nl/3h-model-hero-hub-hygiene/>
- Parisi, E. D. (2025). Digital Natives and Marketing Communication: How Gen Z responds to Short Form Video content. *International Journal of Management Studies and Social Science Research*, 07(06), 20–25. <https://doi.org/10.56293/ijmsssr.2025.5903>
- Petty, R. E., & Cacioppo, J. T. (1986). The elaboration likelihood model of persuasion. *Advances in Experimental Social Psychology*, 19, 123–192. <https://richardepetty.com/wp-content/uploads/2019/01/1986-advances-pettycacioppo.pdf>
- Pulizzi, J., & Rose, R. (2015, July 28). Don't build your content house on rented land [Podcast episode]. In *This Old Marketing*. Content Marketing Institute. <https://contentmarketinginstitute.com/content-marketing-strategy/this-week-in-content-marketing-don-t-build-your-content-house-on-rented-land>
- Rival IQ. (2025). 2025 higher education social media engagement report. Quid. <https://www.quid.com/knowledge-hub/resource-library/blog/2025-higher-education-social-media-engagement-report>

Transmedia Storytelling | Communication and Mass Media | Research Starters | EBSCO Research. (n.d.). EBSCO. <https://www.ebsco.com/research-starters/communication-and-mass-media/transmedia-storytelling>

TikTok - Make your day. (n.d.). <https://www.tiktok.com/@visitfriesland>

Uppbeat. (2026). Average view duration on YouTube: 7 tips to keep people watching longer. <https://uppbeat.io/blog/youtube-growth/youtube-analytics/average-view-duration-on-youtube>

Utz, S., Kerkhof, P., & Van Den Bos, J. (2011). Consumers rule: How consumer reviews influence perceived trustworthiness of online stores. *Electronic Commerce Research and Applications*, 11(1), 49–58. <https://doi.org/10.1016/j.elerap.2011.07.010>

Visit Friesland. (n.d.). YouTube. <https://www.youtube.com/c/VisitFriesland>

Visit Friesland Instagram. (n.d.). <https://www.instagram.com/visit.friesland/>

APPENDIX

Appendix 1: Recommended topics for podcast Friesland Unfiltered

question: "The balance I didn't know I needed"
topic: Personal growth and lifestyle

question: "Why I stopped missing big city life"
topic: Reframing expectations

question: "The moment Friesland started to feel like home"
topic: Belonging and adjustment

question: "I thought I'd leave every weekend... I didn't"
topic: Honest reflection

question: "What I expected vs what actually happened"
topic: Expectations vs reality

question: "Everything I got wrong about Friesland"
topic: Challenging misconceptions

question: "Can you build a career in Friesland?"
topic: Long-term prospects

question: "Why I didn't leave after my studies"
topic: Retention and rootedness

question: "From student to working here: what changed?"
topic: Life after graduation

question: "Finding a job here: easier than I thought?"
topic: Practical living

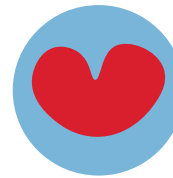
Appendix 2: Branding guide Study in Friesland (own work)

Primary logo

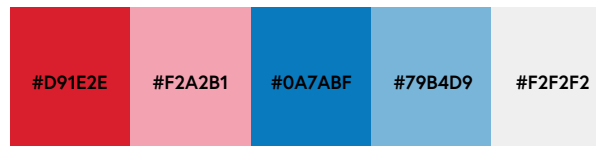
STUDY IN
FRIESLAND.

Alternative logos

STUDY IN FRIESLAND.



Color palette



Fonts

KOMU
Europa-Bold
Europa-Light

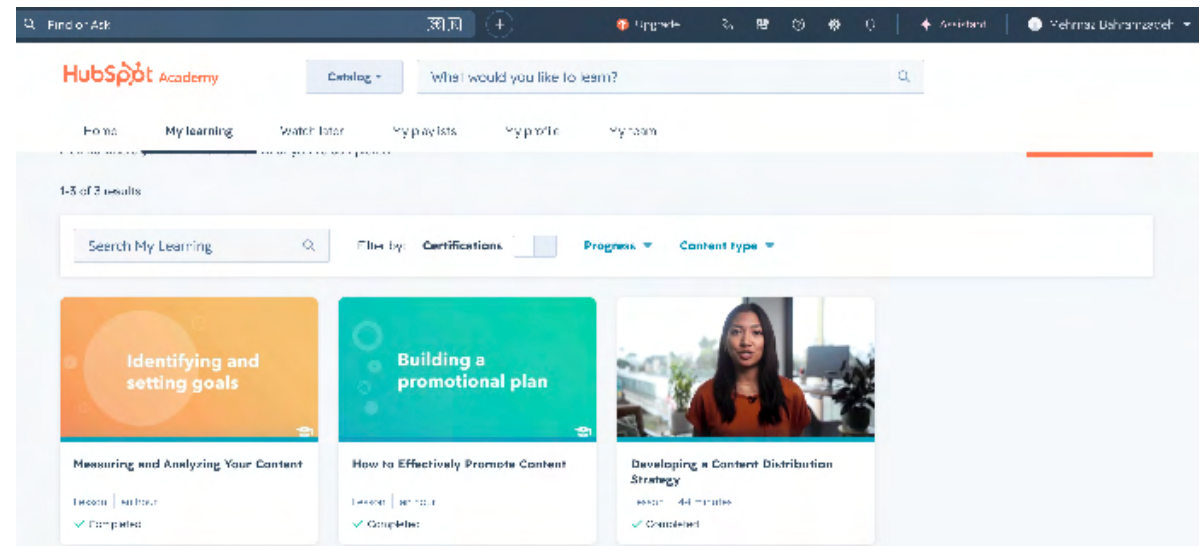
Content logos

FRIESLAND
UNFILTERED

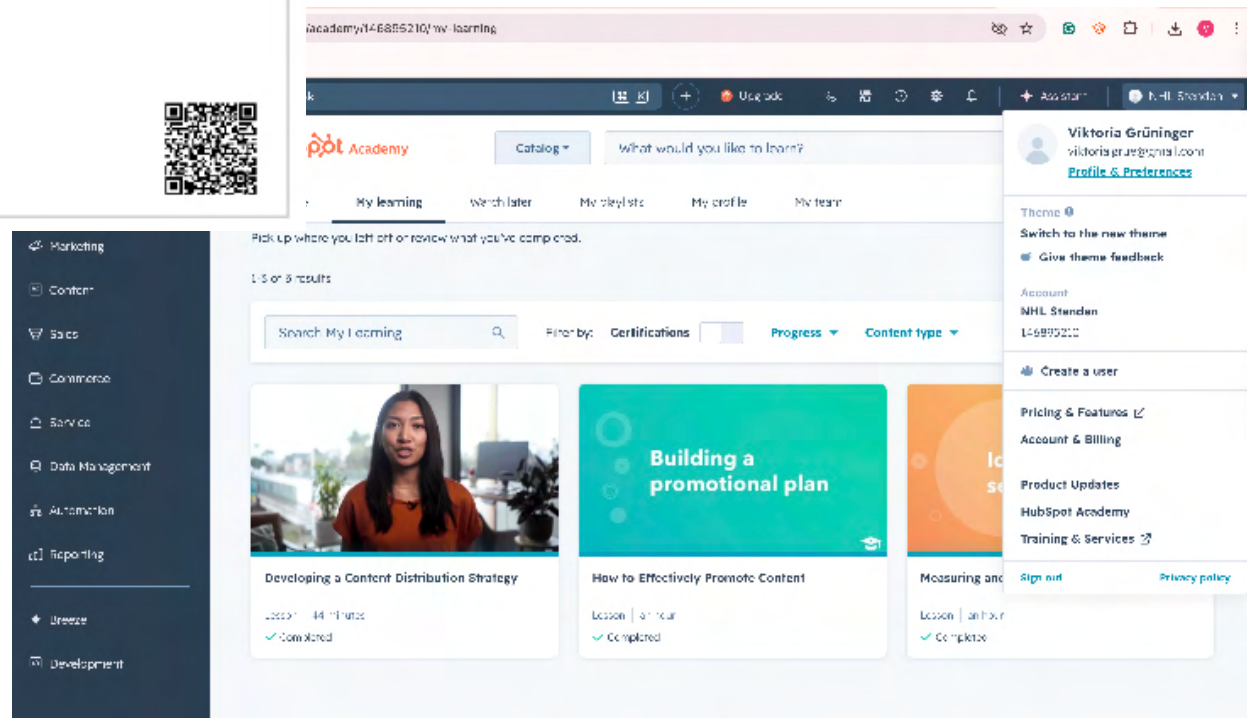
THE
FRIESLAND
DIARIES

FRIESLAND
STUDENT GUIDE

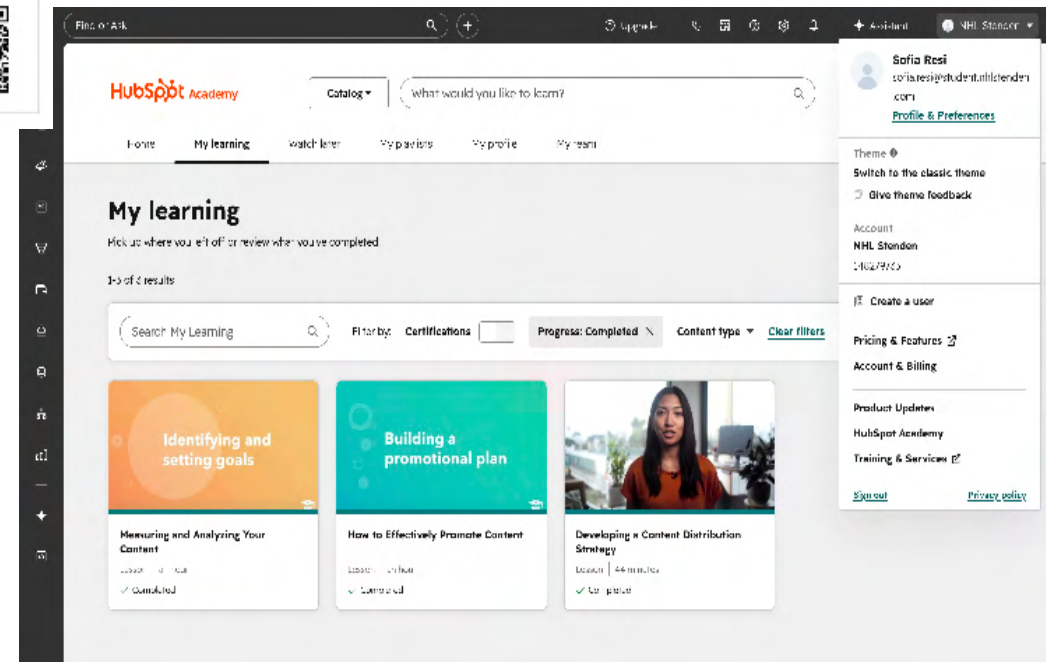
Appendix 3: Mandatory Courses Mehranaz



Appendix 4: Mandatory Courses Viktoria



Appendix 5: Mandatory Courses Sofia



Appendix 6: Mandatory Courses Nienke

