Corso di laurea
in
Economia e Statistica
per le
organizzazioni

12 novembre 2018

Poster Competition ISLP 2018-19

Dipartimento
Economia e Statistica
Cognetti de Martiis

Campus Luigi Einaudi ■ Lungo Dora Siena 100/A, 10153 Torino, Italy ■ www.est.unito.it

UNIVERSITÀ
DEGLI STUDI
DI TORINO

Il concorso

- **Sponsor**: Istat e Società Italiana di Statistica
- **L'iniziativa** è rivolta agli studenti delle scuole e delle università di tutto il mondo ed è finalizzata ad accrescere nei giovani la percezione della statistica ufficiale come strumento di conoscenza della realtà quotidiana (cfr. International Statistical Literacy Project, **ISLP**).
- **Prodotto**: poster statistico a tema libero.
- **Scadenze**:
  - Domande di partecipazione (all'indirizzo islp2018@istat.it) entro il **14 dicembre 2018**.
  - Elaborati online in inglese (all'indirizzo islp2018@istat.it) e in italiano (Istat – via Balbo n. 16, 00184 Roma, ai referenti italiani ISLP) entro il **18 gennaio 2019**
- **Premio**: I poster vincitori a livello nazionale saranno presentati al 62esimo World Statistics Congress dell'ISI (International Statistics Institute), Kuala Lumpur (Malesia), agosto 2019.

Informazioni disponibili e link utili

Sito ISLP:

https://iase-web.org/islp/Poster_Competition_2018-2019.php

(concorsi precedenti, poster vincitori, nazioni partecipanti, ecc.)

Sito ISTAT:

https://www.istat.it/it/archivio/219934

- locandina
- regolamento
- linee guida per la creazione dei poster
- (informazioni per gli insegnanti)
- criteri di giudizio

Facebook: islp.project

Dipartimento di Economia e Statistica Cognetti de Martiis

www.clest.unito.it

Informazioni pratiche

Sono previste **tre categorie di partecipanti**:

a) studenti nati nel 2002 e più giovani

b) studenti nati nel 1999 e più giovani

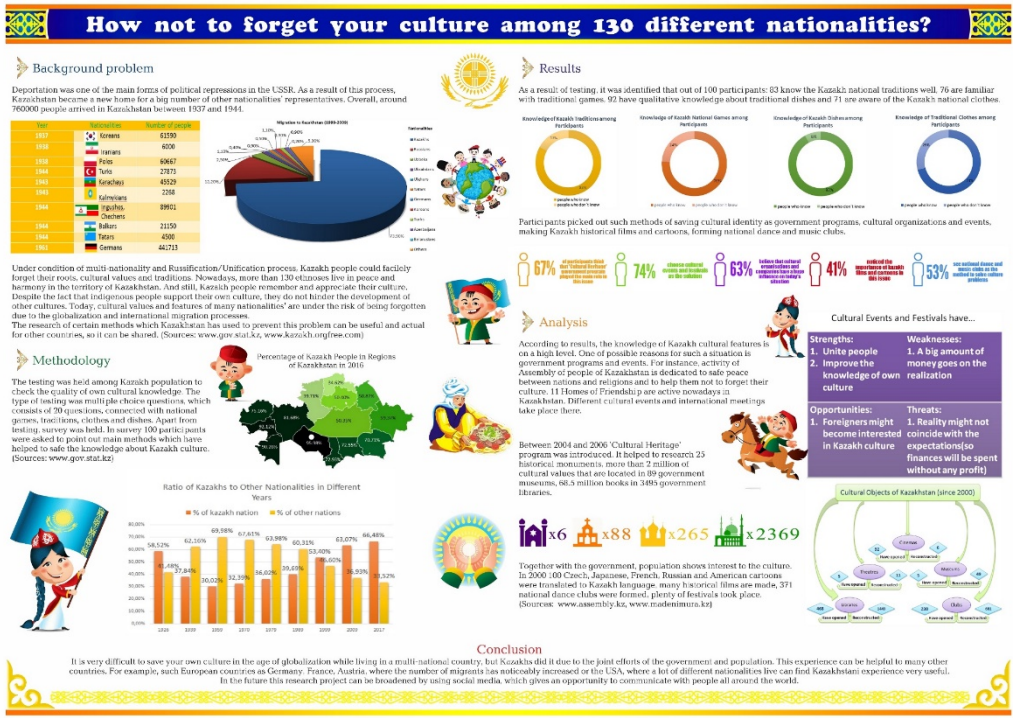
c) studenti di corsi di laurea triennale

(nessun limite di età)

Il concorso è aperto a **squadre da 2 a 5 studenti**.

Le squadre devono essere iscritte dagli insegnanti.

Il tema del poster è libero.



2 Concorsi (nazionale e internazionale)

- I poster verranno giudicati dal Comitato organizzatore nazionale, che comunicherà all'ISLP i poster vincitori a livello nazionale **entro il 15 marzo 2019**
- I poster vincitori a livello nazionale rappresenteranno il proprio Paese nella fase internazionale del concorso

Dateci un'occhiata...

Linee guida per la creazione di poster statistici

Linee guida per la creazione di poster statistici

Cos'è un poster statistico?

È una pagina di presentazione che illustra e commenta un set di dati.

Il poster deve:

- essere semplice e avere uno sviluppo logico
- riportare: l'obiettivo, l'impostazione di lavoro seguita, i risultati più importanti e le principali conclusioni che si possono trarre dall'analisi di tali risultati
- includere/inserire grafici e sintesi descrittive dei dati
- contenere commenti sul significato dei dati
- essere esaustivo (i lettori non devono avere necessità di informazioni

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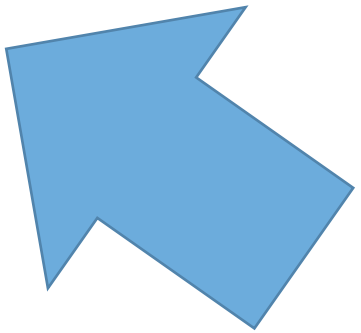
Dateci un'occhiata…

Criteri di giudizio

Criteri di giudizio

1. Chiarezza del messaggio
   a. Il poster è comprensibile anche senza informazioni aggiuntive?
   b. Gli obiettivi, il problema conoscitivo da risolvere, l'argomento della ricerca e le ipotesi sono chiare?
   c. I risultati e le conclusioni sono chiare?
   d. Il poster è organizzato in modo chiaro e logico?

2. Raccolta dati
   a. I dati raccolti permettono di rispondere in maniera appropriata al quesito che ha dato origine alla ricerca?
   b. I metodi di raccolta dei dati (ad es. indagine cartacea, telefonica, via web ecc.) o l'elaborazione dei dati raccolti da altre fonti (database, ricerche ufficiali ecc.) sono definiti in modo chiaro?



Il concorso e gli studenti CLEST

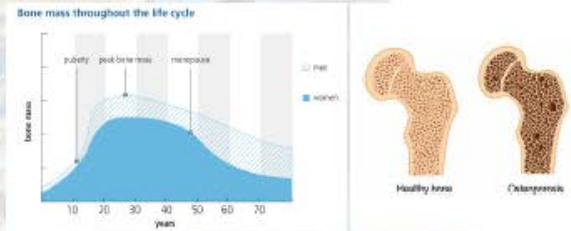
1. Data l'importanza degli sponsor, **è bene partecipare**
2. E data la visibilità dell'iniziativa, **sarebbe bene vincere** (a livello nazionale)
3. **Gli interessati**…
   - Sapendo che dovranno lavorare in **squadre** da 2 a 5 studenti…
   - Scrivano **un'email ai docenti** di riferimento dell'iniziativa (Alessandra **Durio** e Mario **Cedrini**) entro **lunedì 19 novembre**;
   - Comincino a immaginare un **tema** sul quale lavorare.
     - Ci attendiamo che si lavori su un tema di attualità/rilevanza economica; i dati utilizzati possono essere raccolti direttamente dagli studenti o tratti da statistiche già diffuse (in tal caso vanno citate le fonti).
   - **Saranno ricontattati** via mail per un **incontro** preliminare con i docenti di riferimento da tenersi in un giorno della prossima settimana.

Don't Ditch your Dairy

Why Teenage Girls need to be Bone Health Aware

INSPIRATION FOR OUR PROJECT

We first became inspired to pursue the topic of Osteoporosis, bone health and Calcium and Vitamin D intake after a Home Economics class on the topic. We became really interested in the topic, however we felt that the information we received was not comprehensive enough and left us with a lot of unanswered questions. We decided to take this a step further and look at our own Calcium intake for a day and were shocked to discover that we were consuming less than half the recommended daily amount! This had a strong and lasting impact on us, making us worry for our bone health now and in the future. We reckoned that we were not alone, and that many other teenage girls were also consuming an inadequate amount of Calcium and Vitamin D, increasing their risks of developing Osteoporosis. An amazing one in three women over 50 will experience osteoporotic fractures making bone health a big concern for teenage girls. This led us to ask why we had not heard more about this major issue affecting the lives of so many women? Why has it not been talked about and promoted more amongst teenagers? Why was our Calcium intake so low and what might improve it? From this we felt inspired to investigate this issue further and examine what we could do to improve the situation. We were eager to see if more education for adolescent girls is a solution for better bone health in women.



EXPERIMENTAL METHODS

Our experimental methods consisted of four stages:

- Stage One: Distribution of a questionnaire containing 16 questions aimed at assessing teenage girls' knowledge of Osteoporosis, bone health and Calcium and Vitamin D consumption.
- Stage two: Distribution of first food logs to a research group of 100 girls from 1st to 5th year pre intervention recording their intake of Calcium and Vitamin D over a 5 day period.
- Stage three: Stage an educational intervention
- Stage four: Distribute second food log to research group after the intervention

Intervention

Aims of the intervention:

- To inform teenage girls about Osteoporosis and the risk that it poses to them
- To inform teenage girls how to improve their bone health with a focus on the importance of consuming dairy products
- To highlight the importance of Vitamin D in absorbing Calcium and the sources of Vitamin D.
- To promote the health benefits of dairy and reduce the stigma that is fattening and unhealthy.

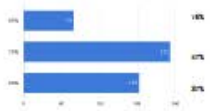
This intervention consisted of 2 Educational talks to students by Dietician Dr. Claire MacSharland and Dr. Niamh Murphy, Production of an Information Booklet, Product Giveaway and a Facebook page "Project C".

QUESTIONNAIRE RESULTS

We distributed a questionnaire through google forms to a wide variety of teenage girls from all over Leinster. We received a total of 509 responses, which generally showed that teenage girls are lacking in their knowledge of this topic.

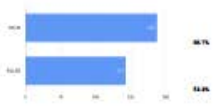
Approximately what % of adult bone is already built by the age of 17? 183 / 496 correct responses

Answer : 90%



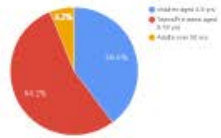
More Calcium is found in full fat milk than in low fat milk. 215 / 497 correct responses

Answer: False



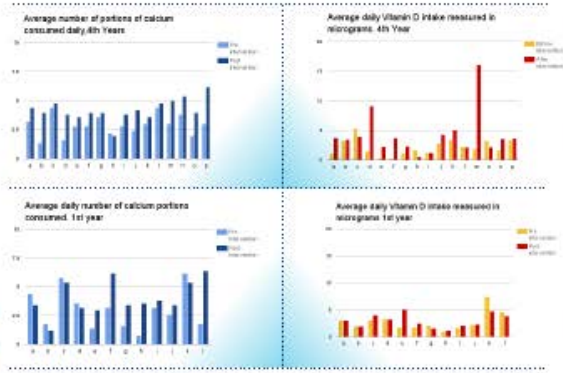
How many glasses of milk (skimmed/low or full fat) do you consume each day on average? (496 responses)

Who needs the most Calcium in their diets? (497 responses) Answer: Teenage/Preteens aged 9-18 yrs



How many daily servings of milk, cheese or yogurt are recommended for teenagers? (490 responses) Answer: 3

FOOD LOG RESULTS



STATISTICAL ANALYSIS

To correctly evaluate our statistical data we used a one sided criterion test. We found this to be the best way to study our paired data and effectively lay out our final results. We calculated a level of significance of 0.05, giving us a 95% confidence level in the results we received. Although we received 86% of the food diaries back from Stage 1, we received 65% back from Stage 2, resulting in our total number for this paired test being 65. The aim of our statistical analysis was to disprove our two null hypotheses, the educational intervention does not make a difference in the intake of Calcium and Vitamin D by all the students and secondly the educational intervention does not make a difference in the intake of Calcium and Vitamin D by students in different years.

We used a normal distribution table to analyse both the total Calcium results and the total Vitamin D results, because there were over 30 food diaries in each. Firstly we got the averages of 1.29 for Calcium than 1.19 for Vitamin D against the expected average of 0, which means there was already an increase in intake levels for Calcium and Vitamin D. We filled this data into the formula to get the Z- score of 9.3 for Calcium and 3.67 for Vitamin D. We analysed each year group separately using the formula giving us the T-scores. The normal distribution table gave us our critical values for Calcium and Vitamin D, which we put against the z-score. If the Z- score was higher than the critical value, that means that our educational intervention had been a success as the result was statistically significant. The Z- score of the total amount of Calcium food logs was 9.3. The critical value was 1.665. For Vitamin D the Z-score was 3.66, considerably lower than the Z - score of Calcium. The critical value was also 1.665, seeing as both Calcium and Vitamin D have the same significance level and would end up on the same line in the normal distribution table.

This clearly shows that, as a whole, increased education on the topic of Osteoporosis and the importance of dairy in the diet will increase the intake of Calcium and Vitamin D in teenage girls. An interesting observation is the fact that although both Calcium and Vitamin D had the same Critical Value, Vitamin D had a considerably lower Z -score. We used another table called the t-table to analyse the Calcium and Vitamin D results for each individual year. We used this table since there was less than thirty food diaries from each year. These results were more varied. Results from the test showed an overall increase in Calcium intake for all year groups and an overall increase in Vitamin D intake for 3 out of the five year groups.

Summary Statistics from Food Logs

Test Group	H_0	H_1	α	n	Test/Statistic	Deg/Vals	$\bar{x}$	μ_0	s	Z-Score	t-score	Critical Value	T Value	Significant ?
Calcium Intake	$\mu_0 =$	$\mu > \mu_0$	0.05	65	$Z = \frac{\bar{x} - \mu_0}{s/\sqrt{n}}$		1.29	0	1.12	9.50		1.645		Yes
Vitamin D Intake	$\mu_0 =$	$\mu > \mu_0$	0.05	65	$Z = \frac{\bar{x} - \mu_0}{s/\sqrt{n}}$		1.19	0	2.62	3.66		1.645		Yes
Calciumintakeyear1	$\mu_0 =$	$\mu > \mu_0$	0.05	12	$t = \frac{\bar{x} - (\mu_0)}{s/\sqrt{n}}$	11	1.03	0	1.79		1.84		1.796	Yes
Calciumintakeyear2	$\mu_0 =$	$\mu > \mu_0$	0.05	12	Ditto	11	1.45	0	0.88		5.66		1.796	Yes
Calciumintakeyear3	$\mu_0 =$	$\mu > \mu_0$	0.05	15	Ditto	13	1.17	0	1.07		3.84		1.761	Yes
Calciumintakeyear4	$\mu_0 =$	$\mu > \mu_0$	0.05	16	Ditto	15	1.55	0	0.83		8.70		1.753	Yes
Calciumintakeyear5	$\mu_0 =$	$\mu > \mu_0$	0.05	12	Ditto	11	1.83	0	0.82		8.30		1.796	Yes
VitaminDintakeyear1	$\mu_0 =$	$\mu > \mu_0$	0.05	12	Ditto	11	0.08	0	1.62		0.16		1.796	No
VitaminDintakeyear2	$\mu_0 =$	$\mu > \mu_0$	0.05	12	Ditto	11	3.01	0	1.84		5.76		1.796	Yes
VitaminDintakeyear3	$\mu_0 =$	$\mu > \mu_0$	0.05	15	Ditto	13	(0.11)	0	1.50		0.28		1.761	No
VitaminDintakeyear4	$\mu_0 =$	$\mu > \mu_0$	0.05	16	Ditto	15	3.08	0	5.80		2.10		1.753	Yes
VitaminDintakeyear5	$\mu_0 =$	$\mu > \mu_0$	0.05	12	Ditto	11	3.77	0	3.87		3.38		1.796	Yes
	Null Hypothesis	Alternate/ Research Hypothesis	Significance Level	Sample Size			Average Intake		Standard deviation of intake	Calculated From sample	Calculated from sample	From Normal Distribution Table	From T-test Table	

CONCLUSIONS

We have concluded that education on osteoporosis and the importance of consuming adequate Calcium and Vitamin D during adolescence is critical. While teenagers had a good basic understanding of Calcium and bone health, they are not putting this into practice in their daily lives. These are our main conclusions:-

- Our statistical analysis concluded that we disproved our 2 null hypotheses. We reject the null hypotheses of our campaign making no difference to Calcium and Vitamin D intake as the results were statistically significant. The educational intervention results were statistically significant overall , deeming it to be successful.
- Teenage girls need to be better educated on all causes of osteoporosis and the importance of consuming adequate levels of Calcium and Vitamin D during adolescence. Ongoing education is vital.
- While our educational intervention increased Calcium and Vitamin D intake generally, a large % of teenage girls are still failing to reach the recommended intake and this is concerning.
- Teenage girls are not consuming enough dairy food to meet their daily requirements and are largely unaware that they require 5 portions of Calcium rich foods per day.
- Teenage girls are generally unaware of the importance of Vitamin D and weight bearing exercise as factors in the prevention of osteoporosis.

RECOMMENDATIONS

- All milk and yoghurt products should be fortified with Vitamin D.
- Greater emphasis needs to be placed on "nutrition education" for teenagers. Consideration needs to be given to incorporating distinct nutrition modules into the school curriculum, perhaps by expanding the current SPHE curriculum.
- Advertising campaigns for dairy products need to be targeted specifically at teenage girls consumption of dairy products, reinforcing the message that dairy food is a low fat, healthy option, rich in Calcium and Vitamin D.
- More teenage girls should be seen in TV and media advertising for dairy products..
- Packaging of Calcium rich foods should be compulsorily labelled as " 1 of your 5-a-day for Teens" promoting the need for teenagers to consume 5 portions of Calcium daily.
- Teenagers must be encouraged to eat more oily fish, such as salmon or tinned sardines, and fortified breakfast cereals, especially in cases where teenagers are consuming little or no dairy food. More non- dairy foods should be fortified also.
- Education of parents is vital to establish good eating habits at home and to purchase more Calcium and Vitamin D foods as part of the weekly food shop.

DECLINE IN RAINFALL

by Bernise & Berdine

Aim

The aim of the study is to identify which state/territory in Australia is most affected by climate change by choosing 14 weather stations, 2 for each state/territory, and analysing the rainfall patterns from 1950-2015.

Hypothesis

We hypothesise that the weather stations in the hotter climates of Australia such as Western Australia and Northern territory will experience the most significant drop in rainfall measurements. With the colder climates experiencing little to no drop in rainfall.

Accuracy

The annual rainfall was based on the monthly rainfall. However, some stations missed some of the monthly records therefore its annual rainfall was blank. When those incidents occurred we averaged the months that were collected to find the average for one month then multiplied it by 12 to get the annual for that year. We checked the previous and next year data to make sure our answer was not an outlier.

Background info

Western Australia- WA's climate ranges greatly from its tropical north and temperature areas in its south West. Perth (Capital) averages 118 clear days per year. Mean monthly max Temperature ranges from 17°C in July to 30°C in February. Even in the coldest months, minimum temperatures rarely fall below 5°C.

South Australia- SA has cool wet winters and hot dry summers. The average summer temp is 29°C, although each year brings one or two hot periods, and the average winter temp is a mild 15°C.

Northern Territory- About two thirds of NT receives less than 500mm rainfall in a year. The daily average temperature maximum in January is 31.8°C and the average minimum is 24.8°C. In July, the average maximum is 30.3°C and the minimum is 19.3°C.

New South Wales- The average maximum temperature for the NSW coast ranges from 26°C in summer and 16°C in winter with average minimum temperatures falling between 19°C in summer and 7°C in winter.

Tasmania- Hobart (Capital), has the nation's second lowest rainfall at 626mm of all Australian capital cities. The average summer temperature is a comfortable 21°C and average winter temperature is 12°C.

Victoria- In Victoria Daily summer temperature ranges from 11 to 31°C and in Winter range from 0 to 16°C. Melbourne's (capital) average rainfall is about 660mm a year, with some areas receiving more than 1000mm annual rainfall. The lowest falls average is 327mm.

Queensland- QLD has a pleasant climate with the average summer temperature of 25°C and an average winter temperature of 15°C.

Data collection

Data was collected using the bureau of meteorolgy in the climate data monthly rainfall website (HTTP://WWW.BOM.GOV.AU/CLIMATE/data/index.shtml?bookmark=136). Average Rainfall for 14 stations across Australia, 2 from each State or territory except for Act, were collected for 1950-1959,1960-1969, 1970-1979, 1980-1989, 1990-1999, 2000-2009, and 2010-2015. The stations were picked depending on the amount of data they had, atleast since 1950 and how accurate its Data was. Australian Capital Territory did not have any accurate data stations so was excluded from the

Weaknesses

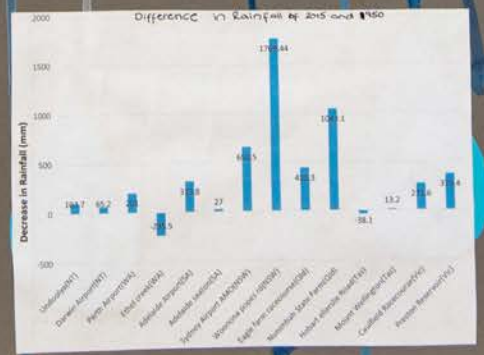
Some of the weather stations did not record all monthly rainfall. When not all monthly rainfall was not recorded the stations was unable to calculate the annual rainfall. When this happened we calculated the average rainfall for one month, for that year, using the months they did record. We then multiplied that average by 12 to get an approximation on the annual rainfall.

Conclusion

As seen in the data New South Wales saw the most significant decline in average rainfall in mm between 1950 and 2015.

Station	1950-1959	1960-1969	1970-1979	1980-1989	1990-1999	2000-2009	2010-2015
Undoolya(NT)	260.34	197.25	422.447	284.8	248.08	284.9	526.35
Darwin Airport(NT)	1517.54	3230.92	1778.81	1762.16	1908.64	3444.42	1952.92
pert Airport(WA)	830.98	844.59	741.21	747.81	765.62	683.38	645.13
Ethel Creek(WA)	211.21	296.93	248.19	214.89	302.23	325.37	360.27
Adelaide Airport(SA)	448.52	440.6	476.4	441.88	460.34	402.19	417.97
Adelaide Seaton(SA)	411.26	454.44	478.85	473.08	460.43	419.69	449.42
Sydney Airport(NSW)	1290.53	1136.21	1240.03	1092.44	1092.58	897.42	917.6
Woonona popes rd(NSW	1298.42	1098.2	1177.45	1121.59	1015.78	803.83	852.9
Eagle from Racecourse(	1176.31	922.2	1112.8	1030.7	916.5	698.42	913.8
Nunimbah State Farm(Q	1274.5	1268.3	1349.58	1164.3	1269.656	1152.497	695.655
Hobart ellerslie rd(TAS)	702.81	588.7	628.11	560.16	573.86	566.3	552.3
Mount Wellington(TAS)	1386.43	1152.6	1184.2	1173.5	1183.3	1259.8	1215.7
Caulfield racecourse(VI	859.13	758.3	824.14	709	721.23	593.58	705.8
Preston Reservoir(VIC)	749.15	677.6	761.5	701.48	727.1	561.32	667.6

Station	Difference in Rainfall(mm)
Undoolya(NT)	103.7
Darwin Airport(NT)	65.2
Perth Airport(WA)	201
Ethel creek(WA)	-235.5
Adelaide Airport(SA)	313.8
Adelaide seaton(SA)	27
Sydney Airport AMO(NSW)	656.5
Woonona popes rd(NSW)	1769.44
Eagle farm racecourse(Qld)	439.3
Nunimbah State Farm(Qld)	1043.1
Hobart ellerslie Road(Tas)	-38.1
Mount Wellington(Tas)	13.2
Caulfield Racecourse(Vic)	271.6
Preston Reservoir(Vic)	370.4



Analysis

Every weather station recorded different rainfall as some states just naturally receive more rainfall than others. The graph was used to see the trends over the years however because all stations received different rainfall levels we decided to construct a bar graph to show exactly how much the rainfall differed from the year 1950 and the year 2015.

The results showed that the average rainfall decreased between 1950-2015. All the stations saw a significant decrease in rainfall except for stations Ethel creek in WA and Hobart (Ellerslie road) in Tasmania which had an increase in average annual rainfall. Woonona (Popes Rd) in NSW had the Greatest decrease in Rainfall at a 1769.44mm decrease in average annual rainfall. The other NSW Station, Sydney Airport AMO, had the third most significance decrease at a 656.5mm decline. Second was Nunimbah State Farm in Queensland and Fourth was Eagle Farm racecourse also in Queensland. The results do not support our hypothesis as it turns out the hotter states/territories such as Tasmania as Western Australia did not see the most significant decline in rainfall between 1950-2015.

In 1960-1969 and 2000-2009 there was an increase in rainfall across all weather stations. What events could have caused this? Were there other events going on at the same time? With the decrease in rainfall what affects does this have on the number of droughts a state/territory has? Does the decline in rainfall mean there is a decline in floods and tsunamis as well?

Decline in rainfall does not only impact the environment but also the economy, how has the decrease in Rainfall affected cost of water in Australian States/territory?

References

http://www.bom.gov.au/climate/data/index.shtml?bookmark=136

https://www.ssaipostercomp.info/

https://www.about-australia.com

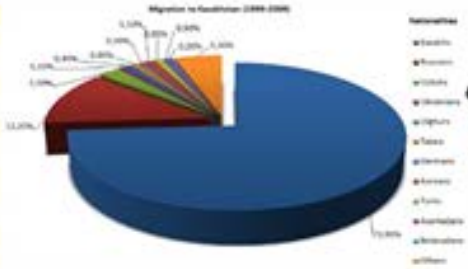
www.travelonline.com/new-south-wales/weather.html

How not to forget your culture among 130 different nationalities?

Background problem

Deportation was one of the main forms of political repressions in the USSR. As a result of this process, Kazakhstan became a new home for a big number of other nationalities' representatives. Overall, around 760000 people arrived in Kazakhstan between 1937 and 1944.

Year	Nationalities	Number of people
1937	Koreans	61590
1938	Iranians	6000
1939	Poles	60667
1941	Turks	27873
1943	Karachays	45525
1943	Kalmykians	2268
1944	Ingushes, Chechens	89901
1944	Balkars	21150
1944	Tatars	4500
1941	Germans	441713



Under condition of multi-nationality and Russification/Unification process, Kazakh people could facilely forget their roots, cultural values and traditions. Nowadays, more than 130 ethnoses live in peace and harmony in the territory of Kazakhstan. And still, Kazakh people remember and appreciate their culture. Despite the fact that indigenous people support their own culture, they do not hinder the development of other cultures. Today, cultural values and features of many nationalities' are under the risk of being forgotten due to the globalization and international migration processes.
The research of certain methods which Kazakhstan has used to prevent this problem can be useful and actual for other countries, so it can be shared. (Sources: www.gov.stat.kz, www.kazakh.osgfree.com)

Methodology

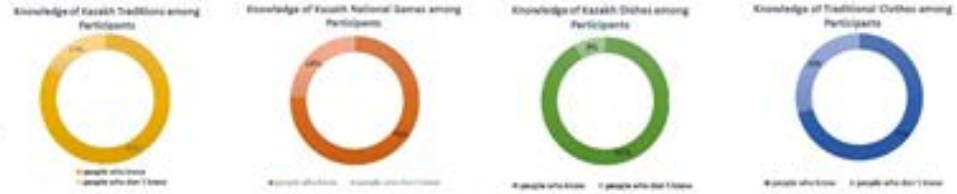
The testing was held among Kazakh population to check the quality of own cultural knowledge. The type of testing was multiple choice questions, which consists of 20 questions, connected with national games, traditions, clothes and dishes. Apart from testing, survey was held. In survey 100 participants were asked to point out main methods which have helped to safe the knowledge about Kazakh culture. (Sources: www.gov.stat.kz)

Percentage of Kazakh People in Regions of Kazakhstan in 2016

Ratio of Kazakhs to Other Nationalities in Different Years

Results

As a result of testing, it was identified that out of 100 participants: 83 know the Kazakh national traditions well, 76 are familiar with traditional games, 92 have qualitative knowledge about traditional dishes and 71 are aware of the Kazakh national clothes.



Participants picked out such methods of saving cultural identity as government programs, cultural organizations and events, making Kazakh historical films and cartoons, forming national dance and music clubs.

Analysis

According to results, the knowledge of Kazakh cultural features is on a high level. One of possible reasons for such a situation is government programs and events. For instance, activity of Assembly of people of Kazakhstan is dedicated to safe peace between nations and religions and to help them not to forget their culture. 11 Homes of Friendship are active nowadays in Kazakhstan. Different cultural events and international meetings take place there.

Between 2004 and 2006 'Cultural Heritage' program was introduced. It helped to research 25 historical monuments, more than 2 million of cultural values that are located in 89 government museums, 68.5 million books in 3495 government libraries.

Cultural Events and Festivals have...

Strengths:	Weaknesses:
1. Unite people 2. Improve the knowledge of own culture	1. A big amount of money goes on the realization
Opportunities:	**Threats:**
1. Foreigners might become interested in Kazakh culture	1. Reality might not coincide with the expectations(so finances will be spent without any profit)

Together with the government, population shows interest to the culture. In 2000 100 Czech, Japanese, French, Russian and American cartoons were translated to Kazakh language, many historical films are made, 371 national dance clubs were formed, plenty of festivals took place. (Sources: www.assembly.kz, www.madenimura.kz)

Conclusion

It is very difficult to save your own culture in the age of globalization while living in a multi-national country, but Kazakhs did it due to the joint efforts of the government and population. This experience can be helpful to many other countries. For example, such European countries as Germany, France, Austria, where the number of migrants has noticeably increased or the USA, where a lot of different nationalities live can find Kazakhstani experience very useful.
In the future this research project can be broadened by using social media, which gives an opportunity to communicate with people all around the world.