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Editorial Foreword

The first issue of Volume 2. of *Social Analysis* contains six articles grouped in three sections. The first section opens with the article written by Alissa Tolstokorova titled *On Women's Bondage: Socio-economic Effects of Labour Migration on the Situation of Ukrainian Women and Family*, in which the author summarises some of the findings of her qualitative research in connection with the process of Ukrainian labour migration. The author concludes that in Ukraine, similarly to other countries of the region, labour migration results in transnational families and multi-generational migrant dynasties, in whose cases women are also more and more present and active, however, their low-status labour migration contributes – in the author's view – to the further disempowerment of Ukrainian women, and has a number of destructive outcomes for the family as a social institution.

The case of women, however, from a different perspective, is then investigated by Hajnalka Fényes in her study titled *Social Mobility of Graduate Men and Women*. By taking the case of Hungary, the author concludes, as a result of a quantitative investigation, that women, while they are in a more favourable position compared to men in the education system, are disadvantaged later on, on the labour market, both in terms of vertical and horizontal segregation, so that women seem to benefit, after all, less from higher education than men.

The second section of the issue comprises a discussion article written by Marta B. Erdős and her colleagues, in which the authors present and discuss some theoretical as well as measurement issues in relation with active citizenship in a post-transitional context, namely Hungary. The authors highlight several conditions and difficulties of practicing active citizenship in the form of volunteering in the broad context of globalisation and information age.

The third section, titled *Media Education and Online Tools in Education*, comprises three articles, out of which the former, written by Csilla Herzog and Réka Racsko under the title *A Quantitative Analysis of Hungarian Media Education* presents the outcomes of an empirical research realised in Hungary, during the year 2009, with the aim of summarising the most typical educational practices when teaching media education in Hungarian schools. By using a diverse methodology, the authors conclude that there is a considerable gap between the goals and effective practices of media education, which, after all, can result in several shortcomings related to children's media literacy. The other two articles of this part can be regarded as two specific case studies. In her paper, *Teaching Generation Y*, Réka Nagy explores the cases of Web 2.0 usage, while Piroska Biró takes an even more specific ground, and explores the case of teaching Mathematics with the help of interactive whiteboards.

The issue ends with the book review section, in which two books are outlined: one dealing with several socio-historical problems of Central and Eastern Europe in the form of a conference volume, and an other presenting various facets and applications of the social media.

The Editors