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Abstract For many years all over the world there have been discussions on the validity and the essence of media education understood as a subject in the education system. The publication entitled 'Media and Information Literacy. Curriculum for Teachers' undoubtedly constitutes an interesting voice in this debate. This publication, which in its essence is a curriculum for teachers, is addressed most of all to the member states of UNESCO and constitutes the continuation of the guidelines included in the Declaration of Grünwald (1982), Declaration of Alexandria (2005) and the meeting in Paris (2007). This document is ground-breaking for two reasons (p. 11). The first reason concerns the holistic conception of all existing modern mass media whereas the second one refers to the recipients – teachers for whom this document, by principle, is designed to be the subject of systematic education and, as a consequence, to change the mentality of millions of students.