

**Abstract:** The present thesis compares geographical education in Argentina, Ecuador, Honduras, Mexico and Spain. The main subject is the concept of the geographical education of level ISCED 2, presented in binding curriculum of the forementioned countries. Content analysis of the curriculum aims to find out whether general geographical education is being unified or not. This thesis seeks to verify or falsify the hypothesis of bases of the elementary general geographical education being consistent in globalised world. This hypothesis is justified by the fact that educational potential of geography (certain basis of maternal discipline) is very similar across the world, as are main educational needs of today's society. Undoubtedly, the needs determine the goals, topics and content structure of geographical education. The structure of the thesis is congruent with the forementioned goals. The first part gives broader background of the subject. The second part is the research, its methodology and results. The concept of geographical education in curriculum was assessed through quantitative and qualitative content analysis. Quantitative analysis focused on the frequency of key words (indicators of content unification) in educational goals and main topics. If the given indicator had been found to be present in at least three out of five national curriculum, it would have been considered as a proof of educational unification. All of the framed indicators have met this condition. The qualitative analysis (repeated reading) served for assessment of the indicators in broader context. We were aiming to find conjunction between the indicators themselves and also their importance in the framework in general. It was found that other aspects than the most frequent ones were stressed in some countries. However, there were no completely distinct curriculum in terms of content. We might conclude from the quantitative analysis that certain level of educational unification is present but the qualitative analysis challenges this finding. There are moderate differences in the geographical curriculum of the forementioned countries as the indicators of content unification are incorporated differently into the broader context which often co-creates the educational tradition and educational conditions of the given country.