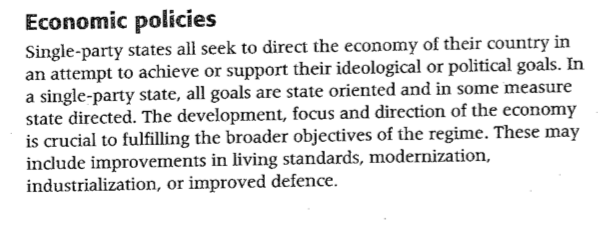
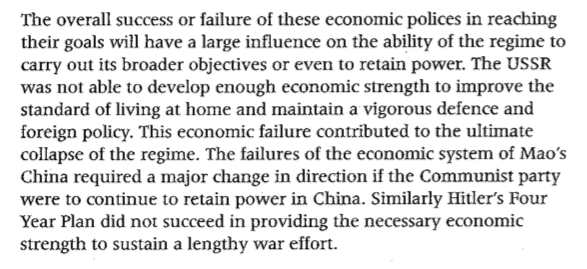
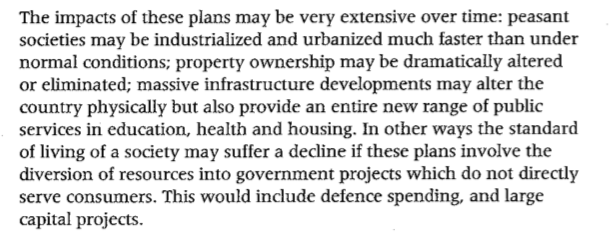
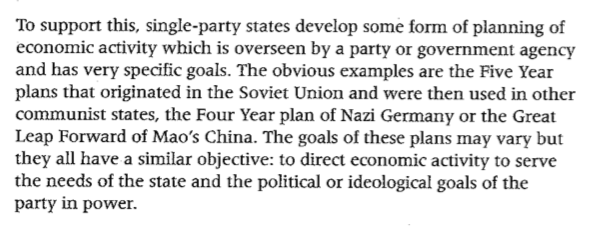
**Economic policies - Theory**

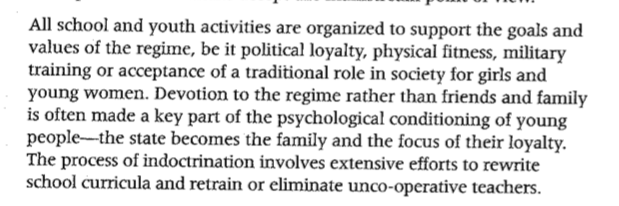
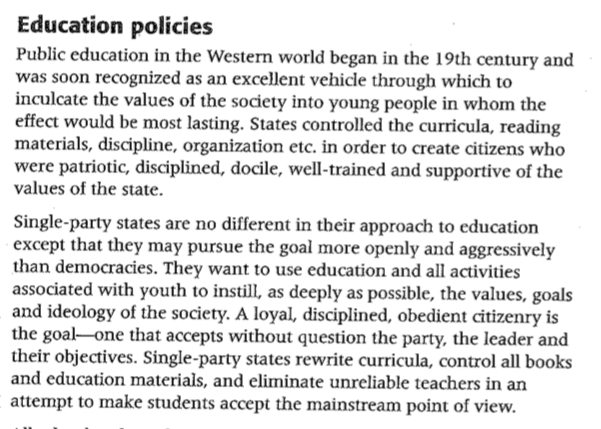
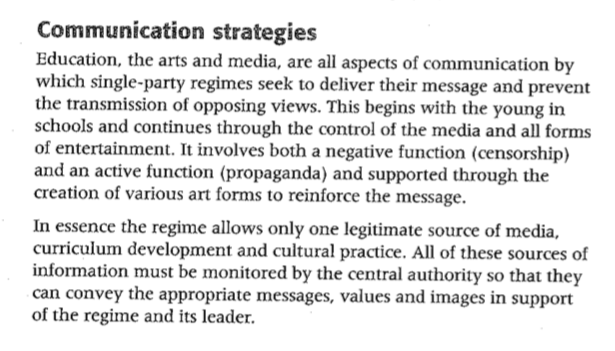


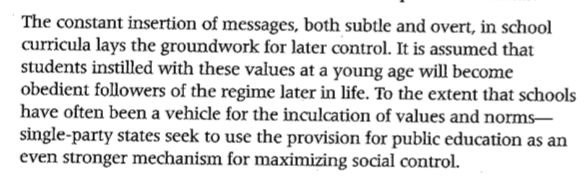


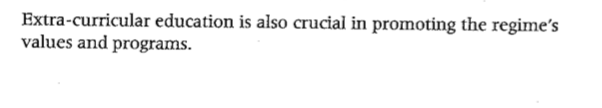


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| --- | --- | --- |
| Theory - Economy | Hitler | Castro |
| Seek to direct the economy to achieve ideological or political goals  Why control the economy?. |  |  |
| States develop economic plans - directing economic activity to serve the needs of the state.  What? What did they do? |  |  |
| Impacts may be extensive over time. They can be positive or negative.  Analysis of impact |  |  |
| The success and failure of economic policies will have an influence on the ability of regime to carry out objectives or retain power.  Evaluation of success |  |  |

**Communication of the ideology - Education Policies**







|  |  |  |
| --- | --- | --- |
| Theory - Education | Hitler | Castro |
| Education - Aims: A vehicle to inculcate the values of society. Used to instill the values, goals and ideology of society. |  |  |
| State controls curricular, reading materials, discipline, teachers and organization to create citizens who are patriotic, disciplined, docile, well trained and supportive of the vision. |  |  |
| School and youth activities are used to support the values and goals of the state.  Political loyalty  Physical fitness  Military training  Traditional role of Women |  |  |
| Loyalty to the regime over family and friends is often made a key part of the psychological conditioning of the young. |  |  |