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Moral Citizen or Autonomous Virtuous Individual? Assessing the Core Values of the Century of Türkiye Education Model through the Perspective of Parrhesia

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Abstract

The Century of Türkiye Education Model (the official institutional translation adopted by the Turkish Ministry of National Education) places the cultivation of the competent and virtuous person at the centre of its educational vision. The model conceptualises the ideal student as a competent and virtuous individual whose intellectual, moral, and personal development is grounded in core values and dispositions such as patriotism, ethical conduct, wisdom, courage, compassion, intellectual curiosity, and strength of will. While these qualities are presented as essential characteristics of the ideal learner, they also embody particular assumptions about the kind of subject education ought to produce. Drawing on the concept of parrhesia, the courageous practice of truth-telling in situations of risk, this paper examines the normative assumptions embedded in the model's construction of the learner by addressing three key questions: 1) How does the Model construct the "competent and virtuous person"? 2) What forms of selfhood, autonomy, and truth-telling are enabled or constrained by its core values? 3) Does the Model cultivate autonomous individuals capable of parrhesiastic critique, or does it primarily form morally regulated citizens aligned with predefined virtues? Using discourse analysis, the paper explores the relationship between virtue formation, citizenship education, and critical thinking within the model's official texts. By analysing the learner profile through the perspective of parrhesia, the paper contributes to ongoing debates concerning the ethical and political dimensions of educational policy.

Keywords: Century Of Türkiye Education Model; Parrhesia; Citizenship Education