Libya’s Failed Transition from an Authoritarian Regime to Pluralism: Why?

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Five years after the Arab upheaval and ousting the autocrats of the three Arab North African’s countries, Tunisia, Egypt and Libya, none of these countries’ youths succeeded in achieving their ambitions of the revolutions except for Tunisia. Egypt made a slight progress toward stability, whereas Libya has made transitioning into an absolute failed state. As the focus of this paper is Libya, the question that poses itself, why Libyan could not achieve even the minimum requirements of their youths’ dreams of enjoying pluralism, prosperity and social justice? Why did Libya miss the fortuitous to build democratic government after toppling the autocrat? Furthermore, what would the types of conflicts in Libya tell us about the Libyans’ political and cultural awareness? How did the international interference in Libya’s internal affairs affect its stability? The reality is that the active players in Libya’ scene are so complicated to be handled and made it so challenging for Libya to celebrate democracy in the present time. So in this paper, I will address the difficulties that encountered and hindered Libya’s transition to democracy. Also, I will share my model, which is from my perspective, might provide the future generation with an opportunity to start practicing democracy after not less than two decades from implementing it. A big part of the model is based on John Dewey’s philosophy of democracy and education.