



a civic initiative by
Libysche Gemeinde in Deutschland e.V.

Report

Libya 2030 Future Lab

Findings from 905 survey responses

Design Thinking Workshops in East, West, and South Libya

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Executive Summary

This report presents findings from the Libya 2030 Future Lab survey of 905 young Libyans and the first phase of Design Thinking workshops held in East, West, and South Libya. The results highlight recurring challenges: weak citizen–institution relations, lack of civic education, widespread mistrust and misinformation, and barriers to inclusion for women and minorities.

At the same time, participants emphasized priorities beyond politics, including skills training, social innovation, healthcare, and infrastructure. Workshops confirmed these concerns, revealing frustration with outdated education and underemployment, but also strong resilience and grassroots initiatives to improve digital access.

The findings show that political participation for young Libyans is inseparable from socio-economic empowerment and trust-building. Elections and governance reforms will only gain sustainable legitimacy if paired with investment in civic education, skills development, and equal access across all regions. The Future Lab demonstrates that youth are not only aware of these challenges but are willing to engage in solution-oriented dialogue, offering a valuable model for participatory approaches in Libya's transition.

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1. Introduction

The *Libya 2030 Future Lab* was launched as an innovative platform to empower young Libyans to reimagine their country's democratic future. Against the backdrop of political stalemate, institutional fragility, and growing public disillusionment, the initiative focuses on capturing the perspectives of youth: the demographic that makes up the majority of Libya's population and its largest potential voting bloc.

The overarching vision of the Future Lab is not only to identify challenges to political participation, but also to develop concrete solutions that can serve as incentives for broader democratic engagement. By equipping young people to design and propose initiatives, the programme seeks to demonstrate how civic innovation can help rebuild trust, strengthen participation, and ultimately create a citizen-driven demand for elections.

The insights generated are intended to feed into practical projects and initiatives that can be supported, scaled, and sustained by national and international partners. In this way, the Future Lab bridges immediate youth aspirations with long-term strategies for democratic consolidation and peacebuilding in Libya.

This report draws on two complementary sources: a national survey and the first phase of Design Thinking workshops held across East, West, and South Libya. Together, they provide both quantitative and qualitative insights into the priorities, frustrations, and aspirations of young Libyans, offering a grassroots perspective on how political participation can be re-energised.

The purpose of the report is twofold:

1. To document and analyse the data collected through the survey and workshops, offering both quantitative and qualitative insights into youth perspectives on civic participation, governance, and development.
2. To translate these findings into actionable recommendations that can inform ongoing political processes and support a more inclusive and legitimate path toward democratic governance in Libya.

2. Methodology

This report is based on two complementary sources: a national survey and a series of Design Thinking workshops.

1. A total of 905 young people aged 18–35 from Tripoli (West), Benghazi (East), and Sebha (South) registered for participation. Although some applicants outside this

age range also applied, the analysis and workshop selection were limited to the youth demographic.

- a. The survey combined closed-choice questions, analysed through binary coding (1 = theme present, 0 = not present).
 - b. Open-ended responses in Arabic and English were thematically categorised.
 - c. Key areas of focus included motivations for participation, civic and political concerns, challenges faced by women, minorities, and children, and technical readiness (availability of laptops and stable internet).
 - d. Technical readiness was further coded into three categories: yes (both available), no (neither), and partial (one but not the other).
2. The workshops were held Online for East, West, and South Libya, with between 30 and 40 participants per region selected from the youth pool to ensure gender and regional diversity. Phase I focused on empathy mapping and problem identification, allowing participants to articulate frustrations and unmet needs in their own words. This process not only diagnosed barriers but also laid the foundation for the development of practical, solution-oriented initiatives to be pursued in later phases.
3. The data were analysed through a mixed-methods approach. Quantitative analysis highlighted frequency patterns across coded survey responses, while qualitative analysis of open answers and workshop discussions distilled narratives, motivations, and contextual factors. Although the approach is not representative of the entire Libyan population, it offers valuable participatory insights from engaged youth, capturing not only which issues are most frequently raised but also how they are experienced and framed.

Limitations: While the findings provide important insights, several limitations must be acknowledged. The sample is not representative of the wider population and reflects the perspectives of engaged youth. Respondents self-selected into the process, which may exclude more disengaged or marginalised groups. Technical challenges, particularly in the East and South, limited full participation in online workshops. In addition, some participants may have over-reported technical readiness in order to secure selection. Despite these limitations, the data present a robust snapshot of youth perspectives across Libya's three main regions.

3. Data Overview

The Libya 2030 Future Lab attracted a diverse pool of 905 applicants, predominantly young adults within the 18–25 age range (48%), followed by participants aged 26–35 (41%). This age distribution reflects the engagement of Libya’s largest voting bloc and underscores the program’s relevance to youth civic participation.

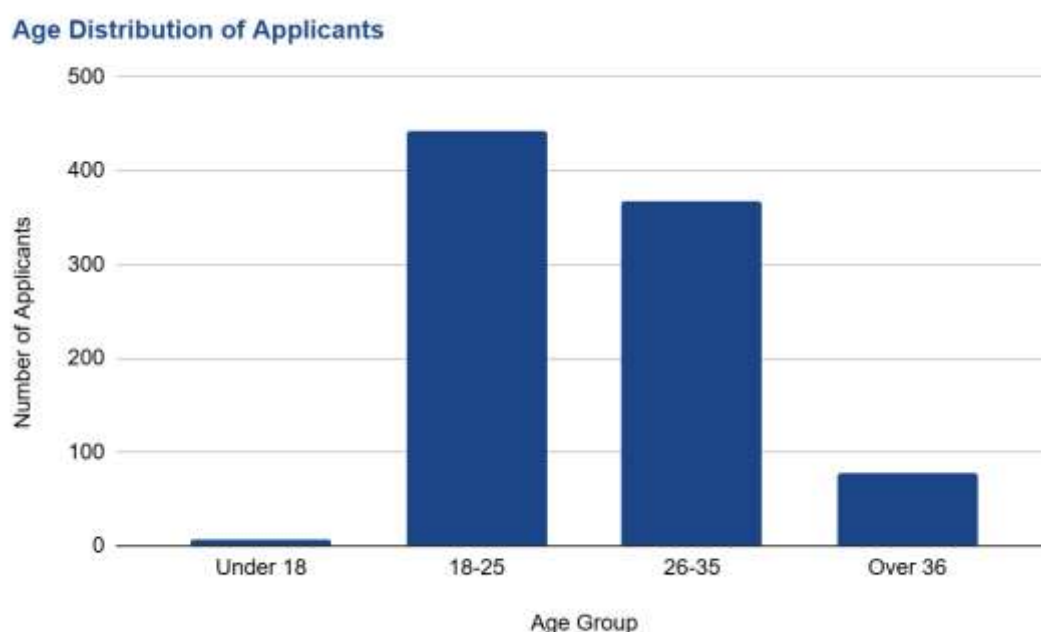


Figure 1: Age distribution of applicants (N=905)

Gender representation was relatively balanced, with 41.8% female and 58.2% male participants, highlighting a strong interest from women despite well-documented barriers to political engagement. While women registered in significant numbers, not all attended, with female participation particularly underrepresented in the East and South.

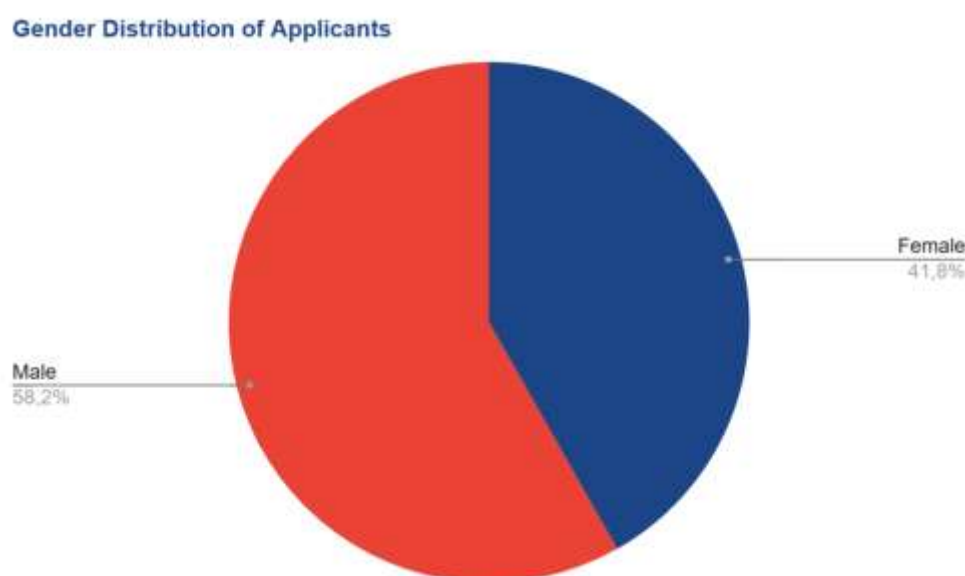


Figure 2: Gender distribution of applicants (N=905)

Geographically, over half of the applicants (53.1%) were from the West, while the East (23.8%) and South (23.1%) were equally represented. This distribution ensures that perspectives from all regions, including historically underrepresented areas, are incorporated into the Future Lab’s deliberations. The final participant selection reflected these registration patterns, with 41 participants chosen from 480 applicants in the West, 31 from 215 applicants in the East, and 29 from 209 applicants in the South. Selection was based on motivation, adequacy of responses to the registration questions, and the quality of proposed visions.

Regional Distribution of Applicants

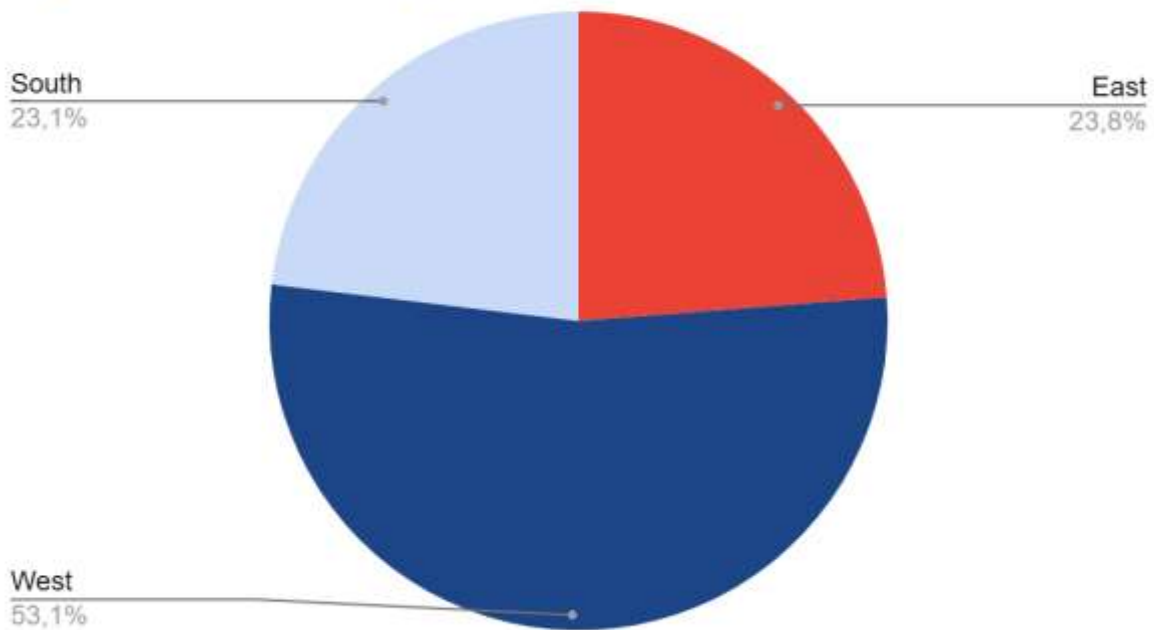


Figure 3: Regional distribution of applicants

4. Key Findings

As outlined in the methodology, all survey responses were coded to allow comparison and integration into the workshop process. The key findings in this section are derived from a binary coding analysis of three survey questions posed during the *Libya 2030 Future Lab* participant registration process. Respondents could answer freely in either Arabic or English. The questions were:

1. Why are you interested in joining the Libya 2030 Future Lab? (*open-ended*) capturing individual motivations, perspectives, and aspirations. (Q1)

2. Which issues are you most interested in working on during the workshop?
(multiple choice + “Other” option) – offering predefined thematic areas (*Lack of Civic Education, Citizen–Institution Relationship, Misinformation & Trust, Women’s Rights, Minorities’ Rights, Children’s Rights*) alongside the possibility to propose additional topics. (Q2)
3. Within the group you selected (e.g. women, minorities, children), what is the biggest specific challenge you see for political or civic participation? (*open-ended*) identifying key barriers within participants’ chosen focus groups. (Q3)

For all three questions, responses were transformed into binary variables (1 if a theme or challenge was mentioned, 0 if not) to enable quantitative comparison across the dataset. The multiple-choice question (Q2) allowed participants to select more than one theme, and in some cases to add custom topics under “Other.” Open-ended answers from Q1 and Q3 were qualitatively analysed and then assigned to thematic categories, ensuring both the quantitative breadth and qualitative depth of the dataset.

These questions were intentionally designed to serve as the foundation for the workshop’s Design Thinking process. In Phase 1 (*Empathise*), participants used *empathy mapping* to understand the experiences, needs, and frustrations of those affected by the issues they identified. In Phase 2 (*Define*), they engage in *problem identification*, refining broad challenges into clearly articulated problem statements. Based on these shared priorities, participants will be clustered into thematic working groups for example, those focusing on civic education, digital access, or minority rights.

Subsequent phases of the process will guide these groups through *Ideation* (generating potential solutions), *Prototyping* (developing tangible concepts or project models), and *Testing* (refining solutions based on feedback). The goal is for each group to develop feasible civic initiatives or project proposals that address the challenges they identified, creating a direct link between the survey insights and actionable outputs.

While the dataset does not represent Libya’s entire population, it offers a valuable snapshot of the perspectives of politically and socially engaged young Libyans. It provides an evidence base for understanding how this demographic perceives current challenges and where they see opportunities for change.

4.1. Key Themes (*multiple mentions possible*)

The chart below shows the distribution of key themes identified by participants in response to the survey questions. It highlights how often each issue was mentioned, allowing for a comparison of their relative importance.

Distribution of Key Themes (Q1, Q2, Q3)

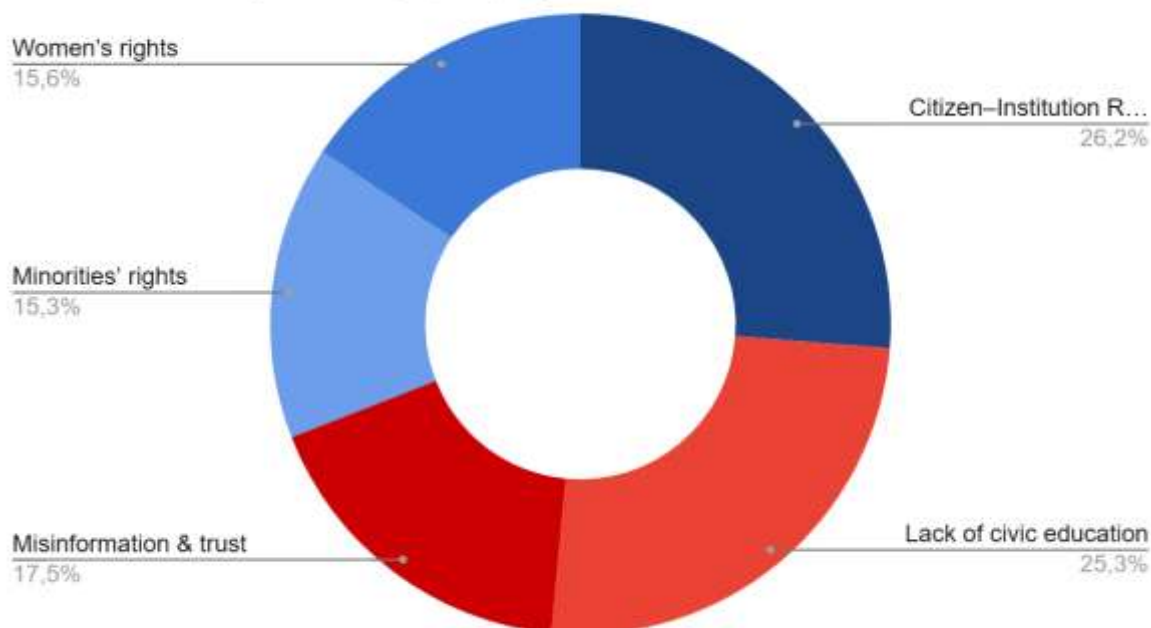


Figure 4: Key Themes (Q2 – multiple mentions possible)

Distribution of main thematic priorities identified by participants in response to the survey questions

The binary-coded responses across all participants show that the five main thematic priorities were selected with relatively similar frequency, indicating that these issues are perceived as interconnected and equally pressing. The top two themes, weak state-citizen connections and limited civic education, together represent just over half of all selections, underscoring the central role of trust-building and knowledge of rights in participants' priorities. Misinformation and trust deficits, as well as the rights of minorities and women, also received substantial attention, pointing to a shared awareness of inclusion and the information environment as critical factors for change.

4.2 Key Themes by Region

While the overall distribution of key themes highlights the shared concerns of Libyan youth, it is also important to examine how these priorities vary across regions. This breakdown allows for a better understanding of regional contexts and helps ensure that solutions developed in later phases are responsive to local realities.

Distribution of Key Themes by Region (Q1, Q2, Q3)

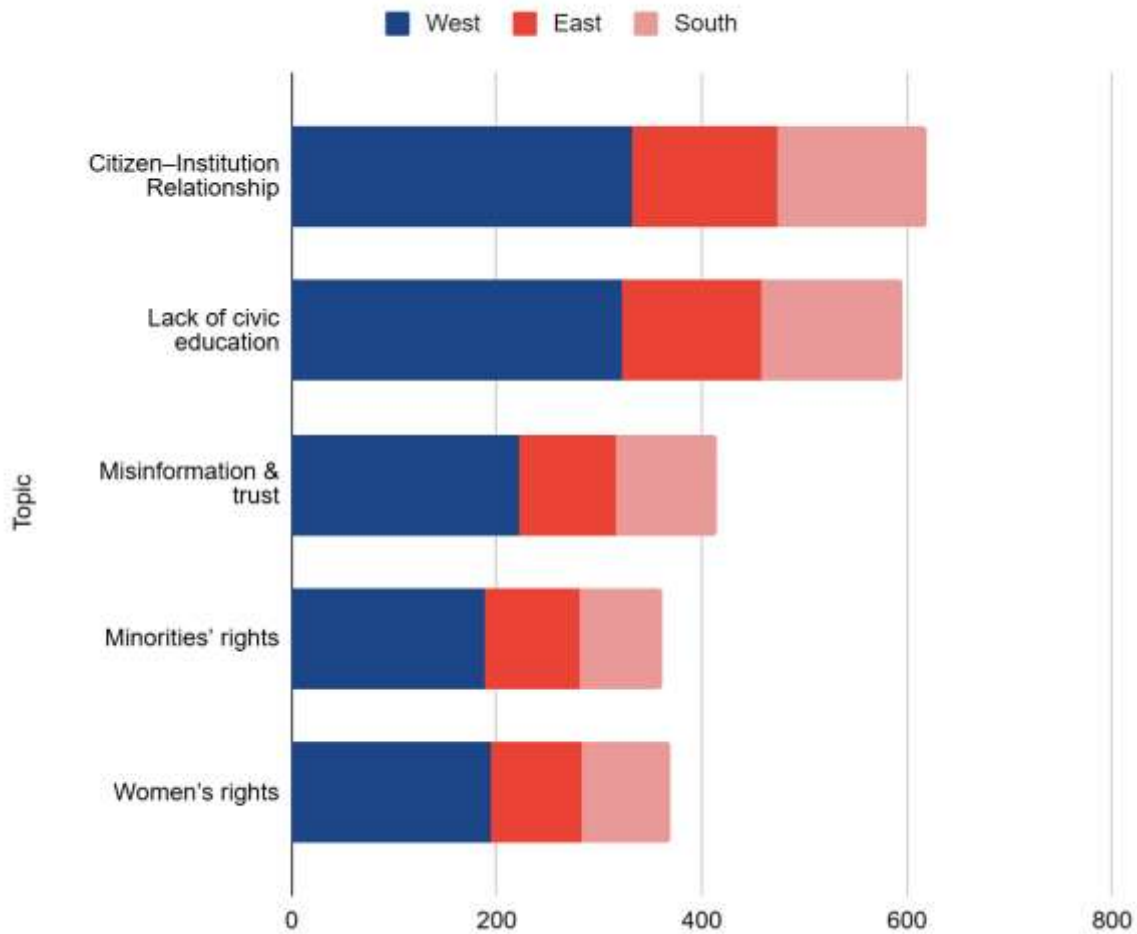


Figure 5: Key Themes by Region (Q2 – multiple mentions possible)

Regional distribution of thematic priorities. Percentages reflect how often each issue was mentioned by participants from West, East, and South Libya.

When broken down by region, the distribution of thematic interests remains largely consistent. Participants from the West, East, and South expressed similar levels of concern across the five key themes, with only minor variations in emphasis. This alignment suggests that despite differing local contexts, young people across Libya identify a common set of structural challenges that need to be addressed.

4.3. Technical Readiness – Data Basis

Beyond political and social themes, participants were also asked about their technical readiness, since the workshops relied on online participation. This dimension was critical for assessing inclusivity and feasibility of engagement across Libya's regions. Technical readiness was assessed in the registration form through two questions:

1. Laptop availability for breakout sessions (*Yes, No, but I will make sure to have one, No*).
2. Stable internet connection for online sessions (*Yes, Sometimes, No*).

Responses were recoded into three combined categories:

- Yes: “Yes” to both laptop and stable internet.
- Partial: “Yes” to one, and “Sometimes” or “No, but I will make sure to have one” to the other.
- No: “No” to at least one of the two.

This binary and combined coding makes it possible to measure not just the presence of equipment but also the reported reliability of internet access.

Including this analysis in the report is important because technical readiness directly shapes the quality and inclusivity of participation, influences regional equity, and explains variations in workshop engagement. It also identifies a structural barrier that, if addressed, for example through initiatives like the digital access project proposed by some participants, could unlock much greater potential for youth-led civic participation.

Self-Reported Technical Readiness (Laptop & Internet Availability)

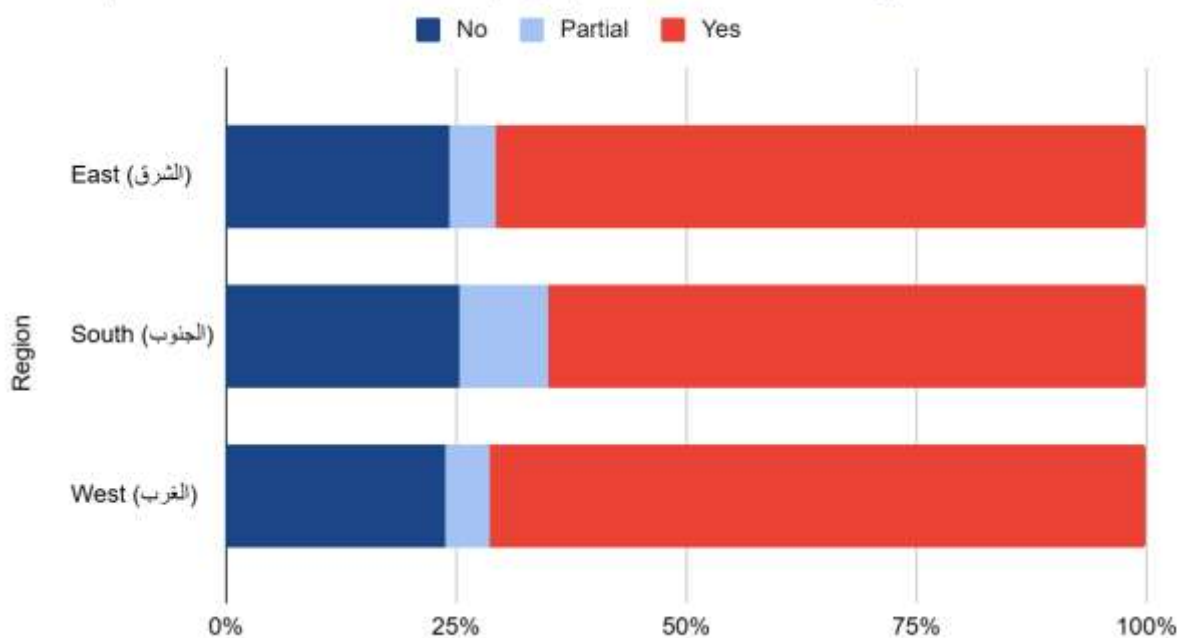


Figure 6: Technical Readiness (Q4 & Q5 – recoded)

Assessment of participants’ access to laptops and stable internet, based on two registration questions.

Beyond the numbers, participants' open responses provide crucial context for understanding the lived realities behind the survey data. While binary coding highlights which themes were most frequently raised, qualitative analysis reveals the motivations, frustrations, and aspirations that shape how young Libyans experience these challenges. These insights add depth to the quantitative findings and show not only what issues matter most, but also why they matter and how they are framed by those directly affected.

5. Key Findings (Qualitative Insights)

The qualitative insights presented in this section are drawn from four complementary sources within the *Libya 2030 Future Lab* process:

1. Motivation for participation (Q1): Open-ended responses to “*Why are you interested in joining the Libya 2030 Future Lab?*” provided personal perspectives, ambitions, and underlying drivers for engagement. These answers revealed recurring values, such as a desire to contribute to societal change, address specific local challenges, or gain skills for civic action.
2. Additional issues suggested by participants (Q2, “Other”): While most respondents selected predefined thematic priorities, many used the open field to highlight concerns not listed in the multiple-choice options. These included economic conditions, unemployment, environmental issues, training and skills development, and infrastructure gaps.
3. Main challenges within chosen focus groups (Q3): Open-ended answers describing the biggest barriers to political or civic participation for groups such as women, minorities, and children. These responses were coded into categories such as lack of rights/protection, lack of awareness/education, institutional exclusion, discrimination/social barriers, economic barriers, and security threats.
4. Workshop Phase 1 insights: During the *Empathy Mapping* and *Problem Identification* stages of the Design Thinking process, participants explored the lived realities of affected groups. This exercise deepened the understanding of the survey responses, surfacing recurring pain points: young people with advanced degrees unable to find relevant employment, outdated curricula, lack of recognition for qualifications, low motivation and trust in educational institutions, and a perceived absence of future prospects.

5.1. Motivation for Participation (Q1)

The following sections present qualitative insights derived from open-ended survey responses and workshop discussions. These provide context to the quantitative findings, capturing motivations, emerging priorities, and the lived experiences of participants. In the open-ended question “*Why are you interested in joining the Libya 2030 Future Lab?*”, participants articulated a broad range of motivations, expressed in both Arabic and English.

Many emphasised a strong desire to contribute to positive change in Libya, seeing the Future Lab as an opportunity to actively shape the country’s future through civic engagement, community development, and problem-solving. Others linked their interest to specific local challenges, such as unemployment, insufficient infrastructure, gaps in the education system, or persistent social inequalities. A considerable number sought to expand their own knowledge and skills, particularly in leadership, communication, and project management, while also valuing the chance to exchange experiences with peers from different regions.

For some, the appeal lay in building networks and collaborations that could transcend regional and cultural divides. Several respondents also expressed a clear commitment to advocating for underrepresented groups, including women, minorities, people with disabilities, and youth. Together, these motivations paint a picture of a participant base that is both mission-driven and eager to transform individual aspirations into collective action.

5.2. Additional Insights from Open Responses (Q2)

In addition to the predefined issue categories, open responses across both the “Other” field and the motivation question reveal consistent priorities. A strong emphasis was placed on *capacity-building*, particularly *Training & Skills* development (247 mentions), as well as *Social Innovation & Projects* (100), reflecting a readiness to implement concrete community initiatives. Many participants expressed interest in translating ideas into practice through entrepreneurship, civic engagement, and local problem-solving.

Environmental protection (40), improved *Healthcare* access (33), and *Infrastructure & Public Services* such as roads, lighting, and solar energy (27) were also recurring themes. Economic concerns surfaced through calls for *Small Business & Entrepreneurship* support (14), measures against *Inflation and rising prices* (12), and addressing *Unemployment* (11). While less frequent, *Housing* needs (2) were still mentioned.

Across motivations, participants repeatedly framed these priorities as essential preconditions for sustainable governance, trust-building, and meaningful political participation underscoring the need for development and empowerment alongside electoral processes.

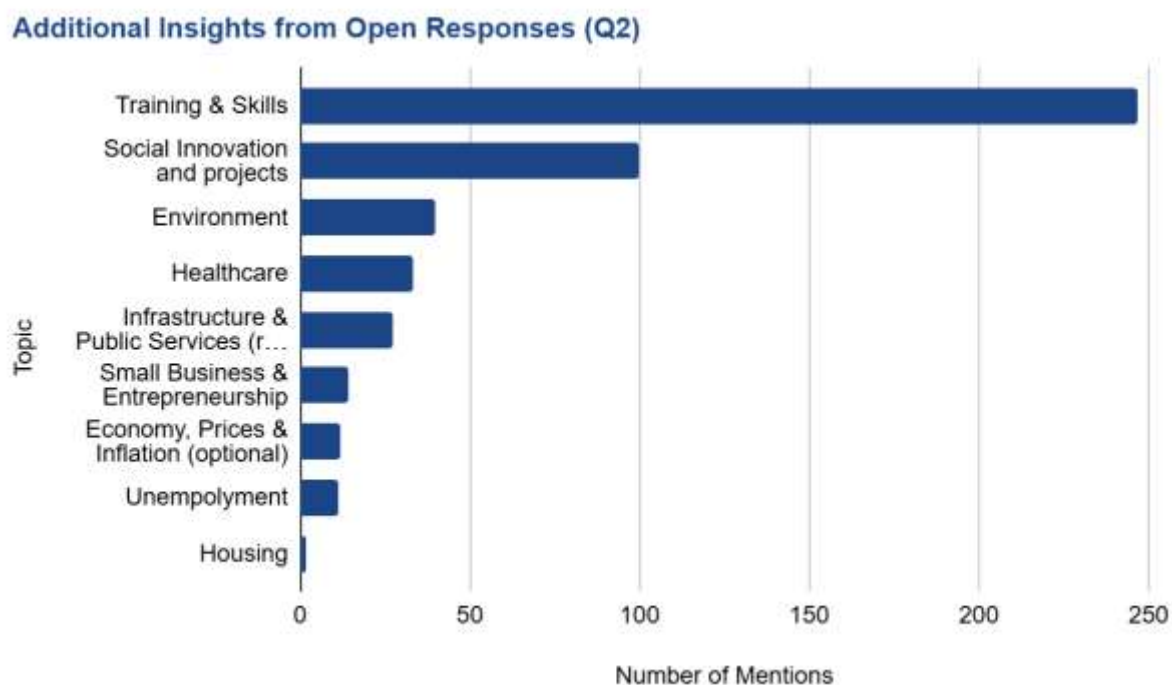


Figure 7: Frequency of additional themes mentioned in open responses (Q2).

These priorities highlight how participants view development and empowerment not as separate from political participation, but as preconditions for it, a theme that also resonates in their identification of key challenges (Q3).

5.3. Main Challenges (Q3, from open responses)

In addition to predefined categories, participants were asked to describe the main obstacles facing specific groups (e.g., women, minorities, children). These qualitative responses were coded into six categories, highlighting both structural and social barriers. When participants were asked to identify the most significant challenge facing their chosen focus group such as women, minorities, or children, their open-ended responses in Arabic and English were coded into six main categories. The two most frequently mentioned obstacles were the lack of rights and legal protection (138 mentions) and the lack of awareness or civic education (136 mentions). Both were seen as foundational barriers, limiting individuals' ability to understand and exercise their rights effectively.

Institutional exclusion (124 mentions) was also widely reported, reflecting perceptions of systemic barriers within governance and decision-making structures. Discrimination and other social barriers (97 mentions) further highlight the persistence of restrictive societal norms, especially affecting women, minorities, and children.

Economic barriers (31 mentions) and security threats (17 mentions) were less frequently cited but remain relevant in contexts where instability and economic hardship disproportionately hinder participation. Overall, the responses illustrate a clear link between political inclusion and the combined need for legal safeguards, educational empowerment, and societal change with economic and security conditions acting as additional, though secondary, constraints.

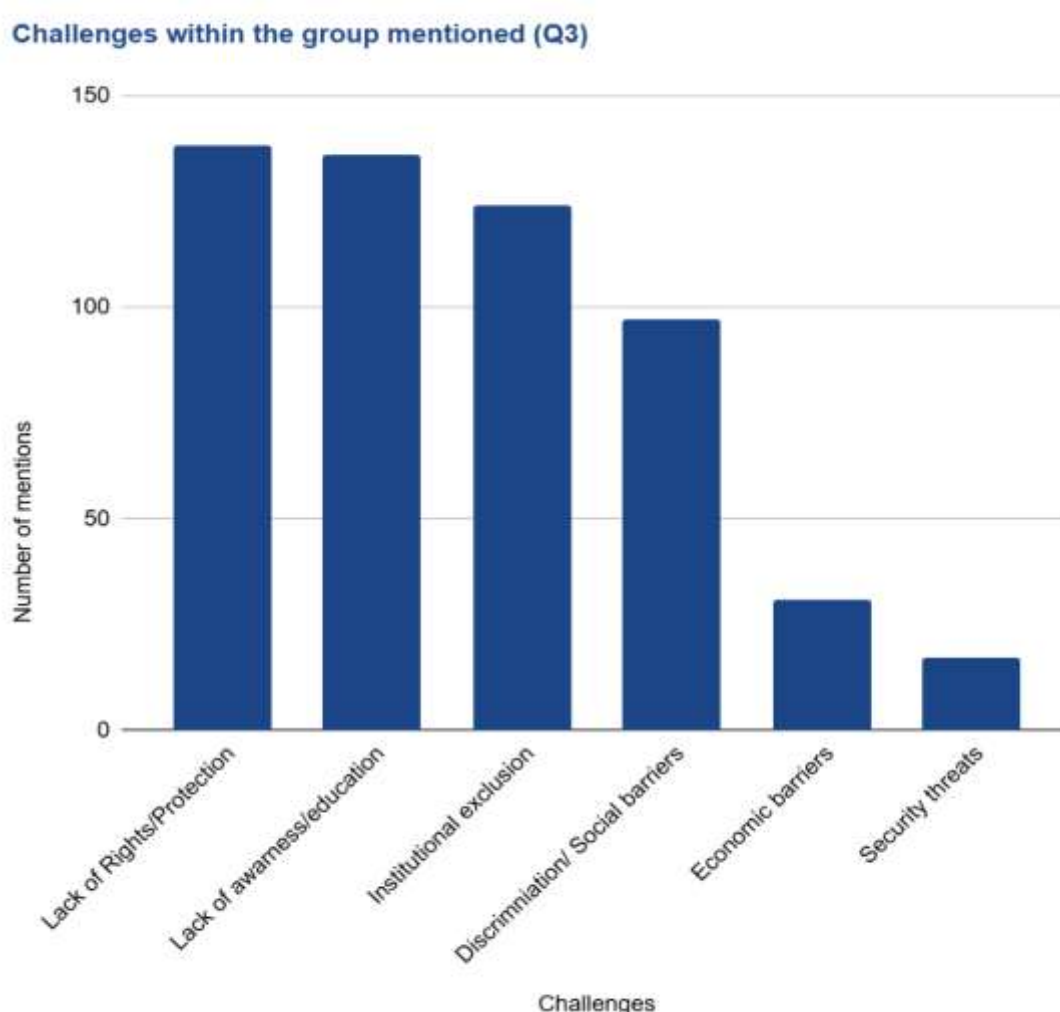


Figure 8: Most frequently mentioned challenges within selected groups (Q3, open responses).

The distribution of responses shows that the lack of rights protection, limited civic awareness, and institutional exclusion were the most frequently cited barriers. Discrimination, economic hardship, and security threats were mentioned less often, but remain important in shaping participation barriers in specific contexts.

5.4. Key Insights from Design Thinking – Empathy Mapping & Problem Identification

The workshop discussions (Empathy Mapping & Problem Identification) added depth to the survey findings, surfacing recurring patterns across all three regions. Across all three regions (East, West, and South), a recurring profile emerged: many participants are highly educated yet underemployed. Several hold academic degrees, including in engineering, that are either not formally recognized or poorly aligned with the needs of Libya's labor market. Education systems are widely seen as outdated, with curricula disconnected from economic realities. This disconnect has contributed to persistent skills–job mismatch, where graduates often find themselves in low-skilled positions for example, working as cashiers for around 1,500 LYD per month.

The cumulative effect of these conditions has been a visible loss of motivation among youth, with some expressing a sense of having no future prospects and exhibiting signs of social withdrawal. Trust in educational institutions has eroded, as many believe that schools and universities no longer offer a reliable pathway to opportunity.

Economic insecurity remains a central concern, with rising prices and unemployment consistently cited as key drivers of social and political frustration. Digital divides further compound these barriers, limiting participation in modern civic platforms and reinforcing inequality in access to opportunities.

Across the workshops, participants also demonstrated a strong sense of empathy toward vulnerable groups. This was particularly evident in the South, where weak infrastructure was frequently discussed as a barrier to inclusion. Several participants emphasized the difficult circumstances of persons with disabilities, including individuals with Down syndrome and young people who had experienced paralysis. Their reflections underscored persistent gaps in accessibility, limited opportunities for social integration, and the urgent need for tailored services that can provide pathways to a dignified life.

In the West, conversations also touched on environmental challenges, notably desertification and the shrinking availability of green spaces. Participants highlighted how urban expansion, and the steady encroachment of cities have led to the disappearance of agricultural jobs, compounding unemployment while eroding traditional livelihoods. These observations underscored the broader social and economic impacts of unmanaged urbanization and the importance of investing in sustainable land use and rural employment.

Another recurring theme came from participants with technological backgrounds, who expressed a particular interest in how Design Thinking could be harnessed for digital transformation. They saw its potential to inform projects that connect technology with civic initiatives, emphasizing the value of inclusive digital platforms as tools for participation, innovation, and bridging gaps between citizens and institutions.

5.5. Technical Readiness: Reported vs. Observed

Finally, technical readiness was analysed both quantitatively (registration data) and qualitatively (workshop observations). This dual perspective highlights discrepancies between reported access and actual conditions during implementation. Survey data indicate that the majority of respondents across all regions report having both a laptop and stable internet access. However, workshop implementation revealed a different picture: connectivity challenges were frequent, particularly in the East and, to a lesser extent, in the South, while the West experienced minimal disruption. Participants in some sessions dropped in and out repeatedly due to unstable connections.

This gap between self-reported readiness and observed conditions may partly reflect participants' desire to secure selection for the programme. Nevertheless, it underscores a critical structural barrier: while most young Libyans possess the necessary hardware, reliable connectivity remains uneven, limiting full participation in online training, civic initiatives, and international engagement.

The high reported readiness still demonstrates strong motivation and willingness to contribute actively. Notably, a participant group from the East, which faced some of the most severe technical difficulties, continued to participate actively, even in breakout sessions, and is now developing an initiative to expand digital access and improve technical equipment availability. This is a promising response to a challenge that, if left unaddressed, risks excluding large segments of youth from opportunities such as online degrees, collaborative projects, and civic engagement processes, including those facilitated by the Future Lab. Their determination illustrates both the resilience of young Libyans and the untapped potential that could be unlocked through targeted investment in digital infrastructure.

5.6. Dialogical Readiness Gap

In addition to the technical readiness gap, another important discrepancy emerged between what participants reported in the surveys and what was observed during the workshops. While survey responses suggested a strong willingness to engage openly on civic and social issues, the reality of discussions revealed a more cautious dynamic. Participants often refrained from addressing sensitive themes directly, particularly those related to press freedom or solidarity with activists facing violations.

Similarly, although the influence of armed groups and political actors in sustaining instability, corruption, and economic hardship is widely acknowledged, these issues were rarely discussed explicitly. Instead, participants demonstrated a careful balancing act: recognizing the weight of these challenges while navigating the potential risks of speaking too openly. This tendency reflected not a lack of awareness or interest, but

rather a heightened sensitivity to personal safety and the boundaries of acceptable public discourse.

Facilitators also observed the use of indirect language and creative framing, with participants finding alternative ways to raise their concerns without crossing perceived red lines. Far from limiting the value of the sessions, this demonstrated the adaptability and resilience of Libyan youth, who continue to search for safe and constructive avenues of expression.

Rather than an obstacle, these dynamic underscores the importance of creating secure, supportive spaces that allow for more open dialogue. It also highlights the determination of participants to engage meaningfully despite these constraints: an encouraging sign for initiatives such as the Future Lab, which seek to harness their energy and vision for collective problem-solving

6. Relevance to UNSMIL Electoral Roadmap

The Libya 2030 Future Lab findings complement the UNSMIL Advisory Committee's electoral roadmap by adding a citizen-level perspective from Libya's largest potential voting bloc, youth aged 18–35. The survey and workshops confirm many of the Committee's priorities, such as restoring institutional trust, ensuring inclusive representation, and combating misinformation, while also highlighting areas not fully captured in the formal roadmap.

Participants consistently emphasised that civic education must be treated as a prerequisite for elections, not an afterthought. They argued that voter readiness, rights awareness, and political literacy are essential for meaningful participation and sustainable legitimacy. At the same time, young Libyans linked political engagement directly to their socio-economic realities: without tangible prospects for skills development, employment, and community-driven initiatives, elections risk being seen as irrelevant.

A further grassroots concern was digital access. While most respondents reported having laptops and internet connectivity, workshops revealed significant regional disparities, particularly in the East and South, where unstable connections repeatedly disrupted participation. Misinformation and lack of clear communication were seen as greater barriers than the absence of tools themselves.

Taken together, the Future Lab findings reinforce UNSMIL's focus on legal and institutional reform while adding critical dimensions from the ground: the demand for visible improvements in everyday life, equitable access to opportunities, and education as the foundation of democratic participation. Integrating these priorities into the

roadmap could increase public buy-in, reduce apathy, and enhance both the inclusivity and credibility of Libya's electoral process.

7. Our Proposal

The Libya 2030 Future Lab findings confirm that without unified, systematic, and high-quality democratic education for both civil society and high-level actors, any election will remain merely a technical exercise, lacking sustainable legitimacy. Instead of pushing the population and institutions to simply "make elections happen," what is needed is a political rethink in which education is understood as a foundational pillar of the democratic process.

We propose that the pre-electoral phase explicitly include a National Civic and Democratic Education Program that:

1. Bridges knowledge and practice
Education should not stop at theoretical instruction. Citizens, especially youth, need practical spaces to apply democratic skills: community debates, youth parliaments, and local civic dialogues to build real participation capacity.
2. Combats misinformation and polarization
Media literacy and critical thinking must be core elements, enabling voters to identify false narratives, resist incitement, and make informed electoral choices.
3. Strengthens both citizens and institutions
Training is required not only for the public but also for ministries, and local authorities to ensure elections are implemented transparently, inclusively, and according to democratic standards.
4. Ensures equal access nationwide
Rural, marginalized, and conflict-affected communities must receive the same quality and depth of education as urban areas, closing the participation gap.

Alongside education, the workshops revealed strong motivation among youth to form initiatives and propose local solutions. We therefore recommend complementing education with support for youth-led initiatives through small grants, mentorship, and partnerships. This would empower young Libyans to address economic challenges, digital access, and social inclusion while directly linking democratic participation to tangible improvements in daily life.

By embedding civic and democratic education as a precondition rather than an afterthought and by enabling grassroots initiatives the electoral process can become a genuine starting point for national renewal, capable of producing institutions that are trusted, representative, and resilient.

8. Conclusion & Call to Action

The Libya 2030 Future Lab has shown that young Libyans are ready to engage creatively and constructively in shaping their country's future. Across the survey and workshops, participants not only highlighted recurring barriers: weak citizen–institution relations, lack of civic education, mistrust, and exclusion, but also demonstrated a strong openness to innovative approaches such as design thinking. The methodology allows them to articulate frustrations, reframe challenges, and begin developing practical initiatives, underlining their determination to move from diagnosis to solutions.

These insights go beyond numerical data. They provide a vivid picture of how young people experience Libya's political challenges and what they see as possible pathways forward. Their perspectives are crucial for peacebuilding and democratization efforts, offering both urgency and hope: urgency to address systemic gaps, and hope rooted in the resilience and creativity of a new generation.

To build on these findings, several priorities emerge. First, youth and civil society must be more meaningfully integrated into political processes, not just as observers but as active contributors. Second, investment in political education and digital skills is essential to close both knowledge and access gaps. Third, innovative and participatory approaches, including design thinking, should be promoted as tools to strengthen ownership, dialogue, and problem-solving capacity. Finally, inclusivity must remain at the core: women, minorities, and marginalized communities should be supported with tailored programs to ensure equal participation.

Taken together, these lessons point to a clear call to action: elections and governance reforms in Libya will only gain sustainable legitimacy if paired with trust-building, civic education, and youth empowerment. The Future Lab has revealed a generation willing to engage, innovate, and persevere despite obstacles. Harnessing their energy is not optional, it is indispensable for building institutions that are trusted, representative, and resilient.

Call to Action

Young Libyans are ready to engage, innovate, and contribute to their country's future but elections and governance reforms will only achieve lasting legitimacy if paired with civic education, trust-building, and socio-economic empowerment. The Libya 2030 Future Lab shows that a generation is willing to persevere despite obstacles; harnessing their energy is not optional, but essential for building institutions that are trusted, representative, and resilient.

9. Annex

Annex I: Survey Instrument

The full questionnaire in English and Arabic, including both multiple-choice and open-ended questions.

Annex II: Coding Framework

Explanation of how binary coding was applied:

- 1 = theme mentioned, 0 = not mentioned.
- Technical readiness coded into Yes, No, Partial.

Annex III: Coded Data Tables

The following tables present the aggregated survey data used in the analysis:

- Table A.1: Binary Coding – Key Themes (Q1, Q2, Q3 combined)
- Table A.2: Binary Coding – Key Themes by Region
- Table A.3: Challenges (Q3, open responses)
- Table A.4: Technical Readiness (Laptop + Internet combined)
- Table A.5: Pivot – Laptop Availability
- Table A.6: Pivot – Internet Stability
- Table A.7: Other (Q2, additional topics mentioned)
- Table A.8: Keywords (Q1 motivations)
- Table A.9: Issues (Q2, multiple choice selections)