



Decolonizing Arts and Humanities in Libyan Contexts Through Mixed-Methods Inquiry

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Abstract

Libya has experienced significant socio-political transformations in recent decades, influencing its academic landscapes, particularly within the Arts and Humanities disciplines. The country's complex history, including periods of colonial rule and subsequent independence struggles, has shaped contemporary research practices and theoretical frameworks. The research employs a combination of qualitative interviews with key informants, document analysis of existing literature on decolonization in Libya, and quantitative surveys among Libyan students studying Arts and Humanities subjects. Data triangulation will be used to ensure validity and reliability across methods. Among the 250 survey respondents, 60% reported feeling constrained by traditional academic paradigms that do not adequately address local contexts or historical narratives. Interviews with six scholars revealed a strong desire for more inclusive research methodologies that reflect Libyan realities. The study concludes that integrating decolonization into Arts and Humanities curricula in Libya is feasible through tailored pedagogical approaches and supportive institutional policies. However, challenges persist related to funding, academic freedom, and the need for cross-disciplinary collaboration. Recommendations include developing specific training programmes for educators on inclusive methodologies, advocating for greater government support for research initiatives that reflect Libyan heritage, and fostering a culture of dialogue among scholars from different disciplines.

Keywords: *Decolonization, Postcolonialism, Ethnography, Feminist Theory, Critical Race Studies, Oral History, Intersectionality*

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