

# DECOLONIZE UGENT

## INTRODUCTION

The decolonization of our education is yet to come. Higher education is trapped within colonial Eurocentric paradigms, which complicate qualitative teaching practices and leave many students unsatisfied. The following letter presents the problems within the policy and education of Ghent University, and how these can be resolved. Through this open letter we reach out to Ghent University, we indicate what changes need to be made concerning policy and we suggest ways of achieving these. Decolonize UGent!

This year in May, a shockwave swept across the United States after the gruesome murder of George Floyd. Outrage was palpable among the whole world, as well as in Belgium and at Ghent University. The murder of Floyd is yet another addition to the long list of people of African descent who are targets of structural racism. Police violence is also a bitter reality in Belgium. Although many cases remain unnoticed, current campaigns, such as #Justice4Mawda and #JusticePourLamine, show the lived reality. Not only major lawsuits, but also discrimination in the form of ethnic profiling are commonplace in our society. Moreover, according to a report by Amnesty International<sup>1</sup>, the documentation of ethnic profiling in Belgium is inadequate due to a lack of data collection. The actual figures for police violence against racialized minorities are, in all likelihood, higher.

After more than a decade of fighting against racism with a focus on decolonization, it felt appropriate to talk about the current coloniality of power structures. Some students feel powerless, others feel a pressure to undertake something. For a great many, these events cut deep, for they hit close to home, to their own existential realities and lived experiences. Unia, the Interfederal Equal Opportunities Centre, received 8,478 different reports of complaints of discrimination, hate messages and hate crimes in the year 2019. No less than 13.1% of the files that were opened based on these facts took place within the education sector.<sup>2</sup> Numerous are affected and demand change. The question arises; what can a university do?

A university is a societal institution. Through its action and statements, it has a definite impact on society and its students. Nonetheless, a great deal of UGent students felt unheard these past months. Due to UGent's unclear and incomplete response, the trauma surrounding the aforementioned events was not recognised.

Students did not remain silent. A first open letter was distributed, addressed to the institutions of higher education in Ghent. On 2 July, the student association Umoja Ghent<sup>3</sup> called for a genuine change towards an inclusive higher education. On the one hand, they demanded recognition of racism, on the other, they asked to make inclusivity a priority, through concrete plans of action. This open letter pursues the first, but aims to define the concepts of "recognition of racism" and "inclusivity", to clearly point the way for our university, and to state a clear demand. Because action and recognition are absolutely necessary.

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<sup>1</sup> [https://www.amnesty-international.be/sites/default/files/bijlagen/amn\\_rapport\\_etnisch\\_profileren\\_web\\_ok\\_1\\_0.pdf](https://www.amnesty-international.be/sites/default/files/bijlagen/amn_rapport_etnisch_profileren_web_ok_1_0.pdf)

<sup>2</sup> <https://www.unia.be/nl/publicaties-statistieken/publicaties/cijfersverslag-2019>

<sup>3</sup> Umoja Ghent is an African student association that promotes African diversity in Ghent as well as represents the interests of an underrepresented group of **students**. The association strives to promote intercultural solidarity among all Ghent students.

# DECOLONIZATION

Decolonization is the process of undoing the epistemic injustices embedded in colonisation, perpetuated by coloniality, and its influences in all levels of our society, as well as in our minds. In education, this translates to confronting our colonial past, to allow us to better understand its current influences on our educational practices and frameworks. Within education, this means confronting colonialism, including Belgium's colonial past, for a better understanding of the current influences on our educational practices and frameworks.<sup>4</sup> This means that the term diversity does not sufficiently cover, which imposes the use of the term decolonization. Our higher education all too often starts from a Eurocentric / Western framework, and **themes such as colonization, discrimination and racism do not always receive the necessary attention and context.** There is, for example, still a lack of reflection on the history of the various learning disciplines. Education should aim to deliver critical students who dare to look beyond their own environment and are aware of structural inequalities in society.

Both "Sustainability" and "Diversity" were chosen as so-called university-wide policy choices, challenges to which Ghent University wants to commit itself fully in the coming years. While sustainability is (rightly so) explicitly present in programme evaluations, diversity remains absent. Consequently, we ask Ghent University to put word into action and draw up guidelines to fully achieve her decolonization, at least through the following channels:

- Start up research and coaching within the faculties concerning how study programmes can decolonize their programmes, and provide sufficient support for coaching. Identify current initiatives for decolonisation of training courses and communicate them transparently.
- Evaluate the used frames of reference. Different voices, including non-Western ones, ought to be used within the programme. This is possible by re-evaluating the courses and / or reworking the themes that are discussed within these courses. It is clear that there are biases<sup>5</sup> within research and education: find out how and where they are expressed in their respective courses and / or disciplines. Name them, too. Two examples are:
  - Facial recognition in computer science. Several studies<sup>6</sup> have shown that non-white faces are more often given a false positive than others.
  - Diseases with dermatological symptoms are less readily recognized in dark-skinned patients. Medical students do not receive enough information about this and only see white example patients.<sup>7</sup>

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<sup>4</sup> Decolonization is a concept that has no fixed definition and is still developing in the literature. We would like to refer you to the following source for more information

bv. <https://www.uvic.ca/research/centres/youthsociety/assets/docs/briefs/decolonizing-education-research-brief.pdf>.

A resolution has already been submitted in the Flemish Parliament on the decolonization of education. Although primary and secondary education are the main focus, some suggestions were made for academia here too.

<http://docs.vlaamsparlement.be/pfile?id=1566970>

<sup>5</sup> Biases are prejudiced perspectives. In this case, prejudices from a eurocentric, colonial framework.

<sup>6</sup> <https://nvlpubs.nist.gov/nistpubs/ir/2019/NIST.IR.8280.pdf>

<sup>7</sup> [https://www.jaad.org/article/S0190-9622\(05\)04720-1/abstract#back-bib17](https://www.jaad.org/article/S0190-9622(05)04720-1/abstract#back-bib17)

Such biases should be given a place within the course content, so that the student is aware of the problematic biases within their discipline. In addition, the problematic and possibly racist background of a researcher must have a place within the course content, all the more so if it had an influence on his theories and research.

- Introduce societal courses to programmes where something similar is not yet offered. It is important here that the courses are relevant and that they establish a connection with the respective programme. It is also important to include such themes in university-wide elective courses.
- Organize university-wide transfer of knowledge about decolonization and related themes.
- Set up training sessions and workshops for professors and assistants so that they too can come into contact with decolonisation as an analytical framework to address issues such as white privilege, discrimination, and structural racism. Teachers should be encouraged to participate.

## REPRESENTATION

Students with diverse origins and in particular those of African descent can rarely identify with the mainly white workforce of Ghent University. The importance of representation for the learning performance and mental well-being of the student cannot be underestimated. All students benefit from a university's workforce being a reflection of its students.

Therefore, we propose the following points:

- Be proactive in promoting ethnic diversity among academic staff at all levels, both assistants and professors. This can be done in various ways, including by examining and removing barriers to a PhD as well as for further promotion. These barriers are also related to the limited intake and progression of students with diverse origins and in particular those of African descent.
- Be proactive in focussing on diversity among staff such as student psychologists, student doctors, social services, disability services, monitoring services, etc. It is not easy to talk about highly sensitive and personal topics such as discrimination with people who do not have the same experiences, or who have difficulty relating to the experience of students being stigmatized. This contrast creates barriers to the necessary social care among students. It goes without saying that this change cannot just happen overnight as these positions are often already filled. That is why we ask for inclusivity to be given more weight in the appointment procedures for the aforementioned services.

# INTAKE AND PROGRESSION

In addition to decolonization of the personnel corps, the auditoriums should also be a reflection of our society. Currently, many students with diverse origins and in particular those of African descent are unable to take the leap to higher (university) education. If they do take that step, they are still hampered by many factors that prevent them from reaching the finish line, more so than white students. Structural barriers are still present within higher education and we demand structural solutions.

Ghent University already took initiatives in the past. An example is the role model project in which young people from racialized minorities are encouraged to take the step from secondary education to higher education. Despite these initiatives, the intake and progression of students with diverse origins and in particular those of African descent remains problematic. Secondary education is partly responsible for the lower intake of those students in university education. However, this cannot be the reason for a university not to assume its own responsibility and not to take structural measures that improve their progression.

Improving the progression is a layered problem that does not have one solution. Nevertheless, there are a number of initiatives that can be launched already:

- Students with diverse origins and in particular those of African descent are less likely to be reached by the offered services and supports. This was also visible in the Mental Well-being survey of the Ghent Student Council, in which the awareness about certain services was asked. It is good that Ghent University offers such services, but the University must focus even more on the visibility and awareness of these initiatives among the groups that truly need this help. Limited access to psychological aid, study aid, financial aid, etc. can form structural barriers in higher education. It is in itself not evident to share a trauma, let alone when the student has to justify themselves for this to staff who have no experience with this issue. Again, the importance of focusing on a representative workforce shows.
- Continue to focus on student counseling. Good examples of this are the study sessions organized on Wednesday by the Policy Unit Gender and Diversity.
- Communicate with secondary education to investigate the barriers to intake and to remove barriers in a targeted manner.

A continuous critical approach to an ever-evolving educational policy and practice must be a structural part of Ghent University. In addition, Ghent University must remain wary of increased barriers for racialized minorities, in order to safeguard the inclusiveness of educational policy at every level. Sufficient research and reflection from different perspectives into how changes in policy can affect various groups must be performed.

## RACISM CONTACT POINT

Many students currently do not know where they can go when they experience (structural) racism. Daily racism is also present in the university environment.

- In addition to aggression, bullying and undesirable sexual behaviour, racism must also be explicitly included as a form of transgressive behaviour in the operation of the Trustpunt. Of course, this also means that the necessary expertise is essential to the proper provision of services. As such, the representation within the counsellor corps is a must, so that students can identify themselves with trusted persons.
- Make sure that the Trustpunt is provided with sufficient resources so that it is not hindered in its functioning.
- Provide clear communication about the existence of the Trustpunt and the follow-up procedures used. It is important that students find their way to the Trustpunt easily, even students who are less likely to be reached.

## COMMUNICATION

There is a common perception that themes such as Black Lives Matter and the possibility of a headscarf ban in higher education<sup>8</sup> are not reacted to quickly, nuanced and adequately enough. Therefore the following is suggested:

- Have a response ready when topics about discrimination and inequality are discussed in the media and could relate to UGhent students.
- Involve students with diverse origins and in particular those of African descent in communication policy, especially for broad campaigns. By giving students a say, nuances and sensitivities can be better taken into account.
- Students with diverse origins and in particular those of African descent should not be presented in a clichéd manner and should not only be involved in themes of diversity.

## LACK OF POLICY CULTURE

Current policy plans and initiatives<sup>9</sup> are too optional, non-binding and non-committal. Decolonization should be an inherent part of the overall policy culture and policy making, it should not merely be an option. An example of this are University-wide Policy Choices (UPC): faculties had to choose at least three UPCs and Diversity could be chosen as one of the UPCs. Only five faculties chose Diversity as their objective. However, decolonization (not merely diversity) should be an objective for every faculty and in every policy domain.

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<sup>8</sup> Ghent University was one of the last higher educational institutions to respond to the much-discussed ruling of the Constitutional Court, which ruled at the beginning of June that the ban on wearing visible religious badges, such as a headscarf, is not in conflict with freedom of religion or the right to education. In other words, it would be possible for a higher educational institution to ban the wearing of a headscarf from now on. [https://www.nieuwsblad.be/cnt/dmf20200705\\_95514732](https://www.nieuwsblad.be/cnt/dmf20200705_95514732)

<sup>9</sup> [https://www.ugent.be/nl/univgent/waarvoor-staat-ugent/diversiteit-en-gender/beleidscel/beleidsplan-diversiteit-2019-2023/at\\_download/file](https://www.ugent.be/nl/univgent/waarvoor-staat-ugent/diversiteit-en-gender/beleidscel/beleidsplan-diversiteit-2019-2023/at_download/file)

# CONCLUSION

This letter aims to reach out to the academic community on one hand and to the university administration on the other. Getting rid of structural racism and a decolonization of (higher) education are not evolutions that can happen overnight, but that does not make them any less urgent.

A number of structural reforms are needed to achieve these goals. It is important that Ghent University's workforce is a microcosmic reflection of society, students must be able to identify with their environment. Furthermore, it is necessary to remove the current structural barriers in order to optimize the intake and progression of students, as the auditoriums are often not a microcosmic reflection of society. In addition, students must also be able to consult accessible support that takes their experience with (structural) racism seriously. The instance that currently exists, Trustpunt, must be made more visible, so that students can find their way to the contact point more easily. Clear and nuanced communication about socially relevant themes is also crucial. Finally, current policy culture that considers (what is up until now named as) diversity as "optional" should adapt to a contemporary image of society, where decolonization should be an all-encompassing general objective in every policy domain at every faculty.

These themes are not separate from each other. Decolonization is an intersectional process that manifests itself in different domains of our society, including our education and policy. Cherry picking is not an option: we demand that all cited and future action points are to be carried out equally and fully within a general change of mentality of the University that considers decolonization to be inherently necessary. Our role, as students, within this dialogue has been depleted. While students should undoubtedly be consulted, it is not the responsibility of students to organise the initiative that addresses and upholds this dialogue. Such a working point cannot be limited to solely a student initiative. This is mentally exhausting. We expect Ghent University to actively get to work, that a budget will be made available to implement these policy changes in a qualitative way and that the efforts shown by employees will also be honored. The implementation of action points is the responsibility of Ghent University.

Of course, we recognize the efforts already made by the institution, and we realize that turning inclusivity into actions does not happen automatically. However, that is no reason to stick to the status quo, on the contrary, it must change. Complexity should not be a reason to adopt a bystander attitude. In addition, decolonization is an important instrument with which we have to get to work at this very moment. Nowadays, decolonization seems to be everywhere in our society. We ask Ghent University not to regard decolonization merely as a buzzword, but to actively focus on structural change. The students need an answer, a need for recognition that the status quo is no longer sufficient, **a need for action.**



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Black Speaks Back  
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Hand in Hand tegen Racisme vzw  
Kifkif  
Wel jong niet hetero vzw  
Platform stop etnisch profileren  
BOEH!  
Furia  
Rainbow House  
OverKop  
Girls Go Boom  
Minderhedenforum  
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Hanane El Kadouri	Student
Koen Vanderschelden	
Rabia Kilinc	Student
Britt	Marketing intern
Lucie Detaille	
Samet Bildirici	Student
Steven Arents	Student
Mariska Creten	
Lora De Baeremaeker	Student
Selen	
Randy	Student
Cédric Fosse	Student
Yoshua Duyols	Ambtenaar
Natacha Vandeweghe	Student
Sana El Kadouri	Student Conflict and Development Studies
Kestrin Xhiha	Simp
Lisa Decock	
Shana Kay De Pauw	Student IBM
Jadr	Student
Oshin Ghiotto	Student
Anaïs Filiz	
Besar Jukaj	Student Burgerlijk Ingenieur
Adel Khelifi	Student
Elias Moyson	
Kaat Emmery	Student
Lara Grasso	Student (Thomas More)
Muriel	Vertaler
Hendrik De Bie	Professor, Faculteit Ingenieurswetenschappen en Architectuur - Vakgroep Elektronica en Informatiesystemen
Gerwin van der Linden	Student
Margot de Smaele	
Charlotte Gram	Student diergeneeskunde
Amina Betko	Studente
Ina Devos	Master student
Ina	Student
Fabio Morales	Projectmedewerker Diversiteit en Inclusie
Marie-Laure Mulayi	Student van het leven
Luna Vanhaecke	Student
Anna Paeshuyse	Student Master Conflict & Development
Melanie De Troyer	Student
Do be	Studente
Kaat Van Royen	Student
Laura Van Beveren	Onderzoeker Vakgroep Sociaal Werk en Sociale Pedagogiek
Gert Husken	Doctoraatsstudent Universit� libre de Bruxelles - UGent
Florence Leysen	Student
Sergeant No�l	
Luis Yary	Student

## PERSONS WHO SIGNED [AFTER LAUNCH]

Eva van der Wel	Student
Marie Bouwen	Student
Britt	Student
Elise Storme	Ex-student Universiteit Gent
Vercauteren	Mevrouw
Enes	
Janus Verrelst	Stafmedewerker USOS
Janvière Bitwayiki Uwera	studente
Skenhesie Muanza	Bediende
Dolomingo	
Anasthesia Antwi	Student
Hanna Piens	student
Hegeutte Iradukunda	Student
Laurens Van Vlaenderen	Student
Charlotte Van Den Broucke	Student
Elina Volodchenko	
Gilles Mbiye-Beya	
Daan Leber	Student
Yousra Kaddaoui	Student
Amira El Yaghmouri	Student
Bella Manirambona	Student
Lina Michels	Student
Britt Werelds	Student Conflict & Development
Erika	Student
Jorn Verschuere	Student
Joppart Charlotte	Sales Manager
Vanessa Adjei	Student
Dries De Grootte	Leraar Middelbaar Onderwijs
Tymke Ton	Student Conflict en Ontwikkeling
Marthe Vercammen	
Barbara Verstraeten	Student
Nassira Imorabit	Student
Elise Maes	
Jonathan	
Stephanie Collingwoode Williams	Student
Merel Transez	Student Criminologische wetenschappen
Lennert-David Amirian	Student
Adel	/
Helena Driessen	Student
Ayan	Student
Sixtine Bérard	Studente podium- en mediale kunsten (BA3 Kunstwetenschappen)
Lien Verhaeghe	Leerkracht
Lina Zhou	
Nell Boeykens	Projectbeheerder welzijn op het werk
Angelique De Waele	
Daan Walpot	Student
Ellen Verbeek	Student
Emma Steurs	Student
Charlotte Sermeus	Student
Kate Dejonckheere	Student

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Liza Bauer	Student
Bram Arnoes	Student
Jana Valcke	Alumnus
Leen Dewalque	Student
Isciane Nimpagaritse	Student
Stijn Den Haese	Student
Faiza Osman	Studente
Henriette Van den Bossche	Student
Beersaerts Charlotte	Student
Romy De Graeve	
Sania Soltani	Student
Yanni	Studente kunstwetenschappen
Marieke	Student
Hazel Van Hove	/
Rosalie de winter	Student
Kim	Student
Han Duhou-Peters	Student
Meryem Demir	Student
Merve Özdemir	Studente
Vincent Focquet	Alumnus
Sharon Braekman	Student
Marijke Claes	Student
Ceferino Orrasco Garcia	
Marie Deserrano	Student
Aynur Kabak	Studentenvertegenwoordiger FPPW & Sociale Raad UGent
De Bruyne Joren	Operationeel leidinggevende kine/fitness praktijk
Lisa Libbrecht	Student kunstwetenschappen
Sien roelandt	
Djahid Benafila	Student
Victoria Franssen	Student
Cassandra Spataru	Student
Lukas Kestens	Student
Julien Aernoudt	Student
Margriet	
Margriet	
Gladis	Student
Lena Vercauteren	Student
Loïs Heirman	Student
Djesse-Stéphanie Booto	Student
Baondjo Bentoto	
Sixtine Bérard	Studente Kunstwetenschappen, BA3 podium en mediale kunsten
Eleanor McMullan	Student
Manou Selhorst	Studente Kunstwetenschappen
Salma	Student
Sarah Bracke	Student kunstwetenschappen
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Steff Nellis	Assistent
Amy	Student
Helena	Student
Wouter Sinaeve	Educatief medewerker musea Ieper

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Elena Amoah	Educatief medewerker
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Ama Kissi	Postdoctoraal onderzoeker, psycholoog
Kiara Pynebrouck	
Florien Kalamba	Student
Elias Belo	Student
Tahmina Mahjor	Student
Oussama Youssef Macnack	Student
Billy	Coach
Nathan De Sutter	Student
Silke De Pauw	Student
Mathieu Charles	Theatermaker
Bilak	Regiomanager
Joseph Ngongo	Meneer
Annelies Neels	Student
Felix Deckers	Student
Duygu Gök	Studente Eduma wetenschappen & technologie
Hannah Van Gampelaere	Student
Paula Rodriguez Sardiñas	Student
Joel	
Fleur Robbrecht	
Seppe De Schepper	Masterstudent Wijsbegeerte
Joost Dessen	Hoofddocent
Yosra	Student
Ella De Groot	Student
siggie vertommen	Postdoctoraal onderzoeker conflict and development
Bep Van Doorselaere	Student
Cyanna Thomas	
Laura Persijn	Alumnus
Jesse Kempkes	Student
Sofian El Bouazati	Docent Thomas More hogeschool
Fadima Aroua	Student
Roazad Küçüktas	Student
Robbe Michielsen	Student
Loes Van Poecke	Student
Bediako Yaw	Zelfstandige
Loes Beyens	
Esther Nkansah	/
Sidonie VH	
Firdaous	
Marie Van Liedekerke	
Marion canoot	
Karl Vandepitte	Consul
Berkay Dogan	Student
Peggy Sandyck	
Larissa Ngalula	Student
Karen Fontijn	Associate Professor Geology
Karima El-bazioui	
Michelle Geerardyn	



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Karen Buscher	Professor
João Henrique Gomes da Silva	Kritische burger
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Myriam Van Ende	
Rani Simoens	Student
Cato Mertens	Student
Dario Rens	Praktijkassistent Nederlandse taalkunde
Merel	Student
Keremcan	Student
Rafke Pijls	Student
Allyah	Student Marketing
Marit Van Renterghem	
Marijke Van Petegem	In eigen naam
Hilke De Smedt	Student master gender en diversiteit
Else Van Elst	Student
Lynn-Béline	
Sami Vos	Student
Mia Hazel Allard	Student Moraalwetenschappen
Leon Vauterin	Student
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Anna L'hoëst	Student
Lien Steyaert	Student
De Brabandere Sofie	Student
Kelly	Student
Bjora Caushaj	Student
Olivia Elisabeth	Student
Masamba Nzinga	
Elke Rogghe	Marketing manager
Noor Van den Abbeele	Studente Pedagogische Wetenschappen: klinische orthopedagogiek en Disability Studies
Anouk Rasson	Masterstudent Conflict en Ontwikkeling
Gaëlle Kapinga Muanza	Student
Vicky Arijs	Student
Ines Nedjari	Student
Lukas Janssens	Student
Nane Buysse	Student
Julia Gaik	Student
Pascal Musabyimana	student
Louise	Student
Xi Wang	Student BA2 Kunstwetenschappen
Zahra El Morabit Sghire	Student
Zakayo W.	Co-founder Right2Score Foundation
Hanna Steyaert	Student
Luna Steyaert	Student & lid dagelijks bestuur Comac Gent
Frederik De Roeck	Postdoctoral researcher
Emy Snelders	Student Pedagogiek & Onderwijskunde
Laureline	Student
Antoine Chateau-Kloots	Student
Kim Buermans	KDG Admission officer/anker lerarenopleiding EBAKO/EBALO
Amani Bisimwa	

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Zyara	Student
Magali Laroy	Student Ugent
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Durotimi Olawaiye	Student
Chiara Ghiotto	Begeleidster mensen met een beperking
Aiatti	Oud student Universiteit Gent
Lani Torfs	
Fleur	
Vincencia Agbanyo	Juffr
Esther Lohombo	Student
Avneet	
Lieslore VG	Student
Anaïs Jansoone	Student
Britt Peerlinck	Student
Merve	Studente
Sofie Avery	Assisterend Academisch Personeel
Van Uytsel Wout	Student
D'Aes Maaïke	Student
Tonniau Pepijn	Student
Maite Spanoghe	Student
Zoë Mommerency	Student
MIrdynn Markey	Student
Anaïs Maes	Student
Monica Fierlafijn	Student Conflict and Development
Zoë Vandenhende	Masterstudent
Josse Noynaert	Student
Zeynep Saglam	Student
Amine Chetti	Voorzitter ENGAGE, student
Remi Cosijn	Student
Nathalie Bruyninckx	
Julia Steegen	Student
Helena Du Cheyne	Alumni
Pieter Cannoot	Postdoctoraal Onderzoeker
Julie clarot	
Elien Cambie	Student
Sigrid Wallaert	PhD Researcher FWO
Elias Bouckaert	Student
Rita Vanistendael	Bediende
Ana Rita Raleira	Student (MA Conflict & Development)
Imane Ahabarouch	Studente Arabistiek en islamkunde
Manon Bénichou	Student UGent
Sehrish Raja	Student
Janne Vanoppen	Student
Maud Boey	UGent alumna 2020
Mingtje Wang	Student en facultaire studentenvertegenwoordiger PSW
Ange Baana	Student
Sannen	Opvoeder/Begeleider
Jemma Vercruysse	Student
Meridjana Jukaj	Student
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Liselotte Kasse B'nicco	Student
Anaïs Van Hoorebeke	
Sara Helsen	Student
Karo Vrints	Coordinator Global Minds
Celine Deveux	Alumni UGent
Eveline Grosjean	
Eugénie Simon	Student
Lynn Pissens	Student Conflict & Development
Julie Deberlanger	Studente
Wout Bonroy	Student
Kirsten Masil	Student
Joke	
Wannes Elens	Student
De Groote Fien	Student master rechten
Jong Groen StuGent	Studentenafdeling van Jong Groen
Nel Coppens	
Nelson	
Mich Pompen	Moeder en vrijwilliger School Zonder Racisme
Noa Jacobs	Student
Carole de Buck	
Pearl Williams	Student
Danai Deblaere	Student
Sarah Mfulu	Student
Magalie Rooms	Student
Josette	Vroedvrouw
Amina Adebisi Odofin	
Manon	Student c&d
Sofie Devos	Alumna African Studies (UGent)
Khajou Hanaa	
Rianne Van Cleemput	Student
Anna Van Suetendael	Student
Valens Izere	Student
Marjan Meganck	Onderzoek
Yolan Devriendt	Oudstudent Conflict en Ontwikkeling UGent
Manou Pijpstra	
Lena de aguirre	Student
Delphine Camerier	Student
Mariette	Student
Delphine Camerier	Student
Jenelyn Waegeman	Student Master Sociaal Werk
Marie-Rose Nsabimana	Student Commerce Extérieur Ephec
Beatrijs De Wilde	Student
Aurélie Van Baelen	Academisch assistent International Human Rights UGent
Mariska Meersschaut	Student Geneeskunde
Jana Dhondt	Student
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Gijs Lochten	Student wijsbegeerte
Violette Pouillard	Postdoctoral Researcher
Amy Janssens	Student
Keanu Colpaert	Student
Anke Steenwegen	Student/Student Assistent
Kevin T.	Student
Merryl Njimegni	Student
Nele Libbrecht	Student
Catherine	Student
Emmanuel Iyamu	Adviseur
Vandewinkel Reymbold	Student
Maya Van de Velde	
Nas De Spiegeleer	Student
Carl Van Overberghe	Systeembeheerder
Valerie De Craene	Researcher
Emma Van Iseghem	Student
Dora Turay	
Lauria Gatoni	Student
Hanna De Grave Loyson	Student
Minte Habtie	Studente
Roucel K.	Student
Anne Marie Correia	Bediende
Clara Dias Turra	Student
Jelson	Student
De Cock Atalya	
Sofie Cloet	Bibliotheekbediende
Anna Ferreira Da Costa	Student
Sarah Delputte	Professor
Lotte Pattyn	
Alessio Capobianco	Student
Margot Vandenbroucke	
Gerlinde Werdefroy	Wetenschappelijk medewerker
Simon Decat	Onderzoeksassistent
Pamela Baruti	Student
Femke	Student
Sjoeke Knockaert	Zelfstandige
Inge Bekaert	Leerkracht, ouder, burger
Sara Nyssen	Doctoraatsonderzoeker
Barry Mariama	Student
Murat Bagseven	Student
Nayenna Keunen	
Miranda Blockx	Werkloos
Rosalie Aerts	
Lisa Leroy	Student Sociaal cultureel werk
Noreen	Leraar
Lieff Mart	

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Elena Dua	Student
Arthur Declercq	Student
Roelstraete	
Thomas Van Nieuwerburgh	Student Wijsbegeerte
Alexander Descamps	Student
Elise Maes	Student
Pieter Present	Post-doctoral Assistant
Syrine yasmine ahnouch	Student
Nili	
Hanne Decraene	Student Grieks-Latijn 1e bachelor
Annalise Delbouille	Student Master Klinische Psychologie
Cynthia	Student
Céline	
Elena Vanthienen	Student
Zohreh	Student grieks
Gitte Samoy	Student aan de UGent
Sandra Mihali	Student
Yente Ghillebert	Studente 3BA Kunstwetenschappen
Sarah Mohamed	Student
Jonas Van der Slycken	Doctoraatsstudent ecologische economie - vakgroep Economie
Anna Bollaert	(UGent student wijsbegeerte)
Inse Dehopré	Student
Lore Hervent	Masterstudent Klinische Psychologie
Tom Van Geldorp	
Aurélie Petit	Student: Taal en Letterkunde Grieks-Latijn
Teoman Kiliç	Student
Margot Vanbosseghem	Student
Frauke Van Campenhout	Student
Renée Vos	Student
Taylan	Oud student
Daphné Elsocht	Student
Steven Van Impe	Conservator oude drukken, Erfgoedbibliotheek Hendrik Conscience
Sara Cosemans	Doctoraatsstudent Geschiedenis FWO/KU Leuven
Yan Verdonk	Student
Anne-Sophie Delaissé	Student
Lesley Hustinx	Hoofddocent Vakgroep Sociologie
Tine Brouckaert	HR adviseur inclusie
Carine Plancke	Postdoctoraal onderzoeker
Allan Souza Queiroz	Assistent bij de Vakgroep Sociologie
Felicitas Becker	Professor at the Department of History
Zeynep Akcaoglu	Alumni
Lamiya	Klinisch psycholoog
Marysa Demoor	Senior Full Professor UGent
Mireille-Tsheusi Robert	Présidente
Bamko Cran	PROJECT MANAGER BAMKO
Umut Saglam	IT manager
Gilles Vanden Bogaert	Student Taal- en Letterkunde, Studentenvertegenwoordiger FLW
Rouby w	Student ugent
Kring Moraal Filosofie	
Marthe Bulckaen	Student
Said Qnioun	Student UGent
Kyra Dierickx	Student lerarenopleiding

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Aaricia Ponnet  
Jo Van Steenbergen

Postdoctoraal onderzoeker

Opleidingsvoorzitter Geschiedenis  
Aspirant FWO Taalkunde & India-studies | Performing artist  
FLW, vakgroep Talen & Culturen, Arabistiek & Islamkunde