

THE FIRST 30 YEARS

OF THE ENGLISH LANGUAGE
MEDICAL EDUCATION IN PÉCS



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‘Chance favours the prepared mind’

Let me extend a warm welcome to our Alumni, to our Professors and Colleagues of the Medical School.

Our Medical School has educated several internationally acknowledged and excellent scientists despite the often hindering circumstances. Many influential experts of their fields have emerged from among our professors in the national scene of medical science. The Faculty borrowed its motto from Louis Pasteur: ‘Chance favours the prepared mind’ thus emphasizing that the quality of education above all has always been of major concern since the foundation of the Medical School. Our School has been accredited Centre of Excellence by the Hungarian Accreditation Committee, reaching top rankings on the national

ranking list of Hungarian universities. Besides our medical, dental programs the pharmaceutical and medical biotechnology programs have also achieved the highest standards in all comparisons. The degrees issued by our Medical School are accepted and honoured across the European Union and the United States.

Within the University this faculty has had a traditional leading role in basic and applied researches. Even today we still have several excellent researchers and research-groups; in the scientific field we can boast about being the far most productive unit of the university. It is a tradition of ours that is much older than the university itself and its roots reach back to the time of transferring the medical training to the town of Pécs.

Last year our faculty was ranked the 2nd place on the standard-setting competence list of the 167 Hungarian faculties and gained top ranking for the quality of educators’ work. We are aware that statistics may distort figures. We know that we can still develop. We know that there is a lot to be done. However, it is reassuring that our professors’ board at the Medical School is still firm and robust. The graduating doctors, dentists, pharmacutists and the graduates from the biotechnology program can face challenges that will lie ahead. As our programs develop, we also look forward to further governmental support to bolster the Hungarian health-care schemes.

Our human resources have always been exceptionally well-equipped and committed to our institution. Despite the rapid technical development and the accelerating rate of specialization for the different fields of science, the medical science and its related





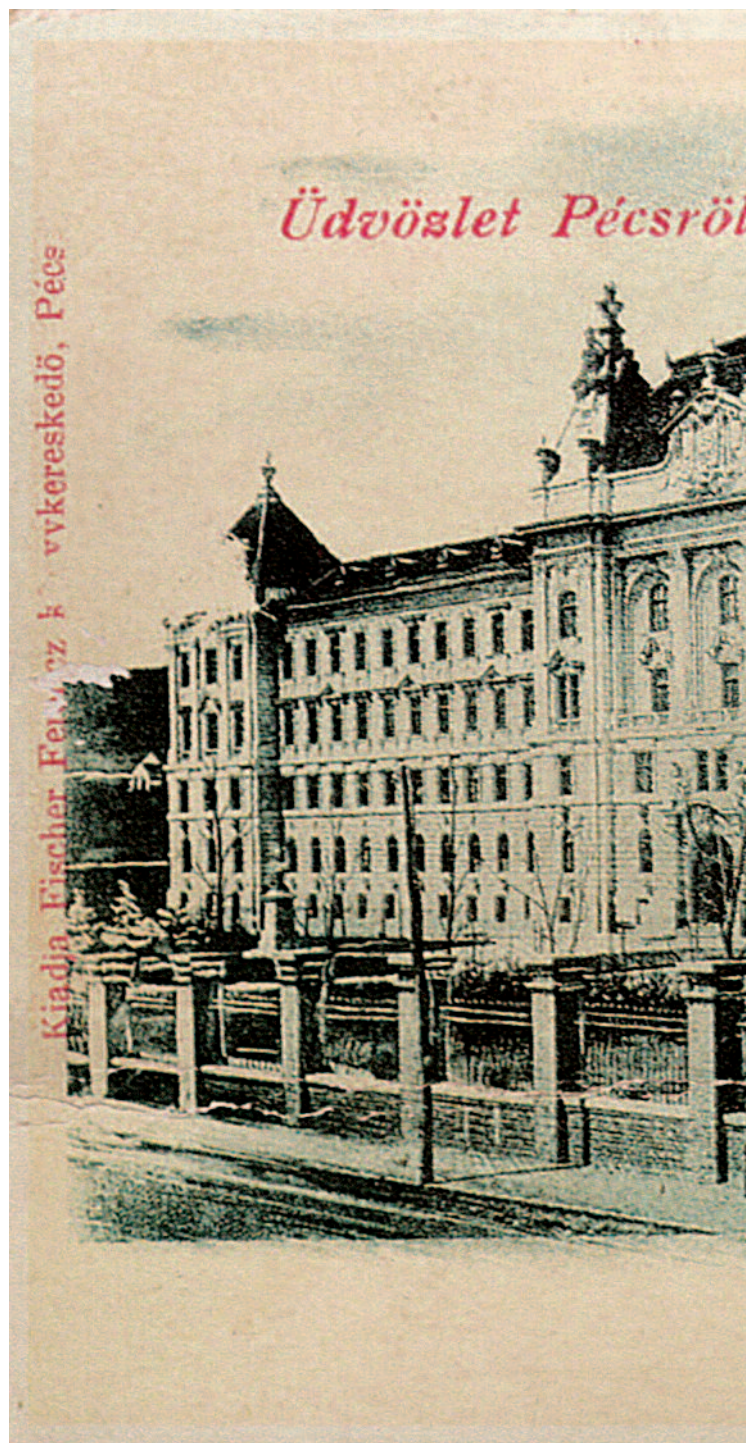
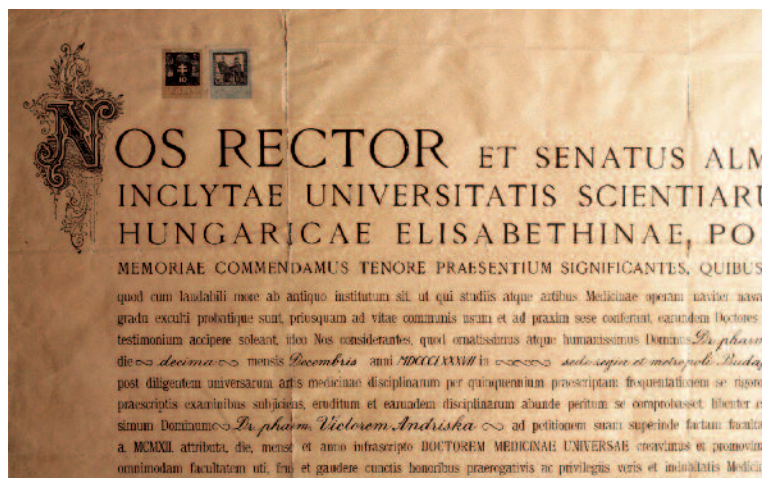
sciences have maintained the closest contact (tutor-student, patient-doctor) as for the basis of interpersonal relationships. A typical feature (and a pre-requisite) of the medical profession is to show 'esprit de corps'. I wish that the relationships that have evolved either between tutor and student or among peers remain stable and fruitful, supporting one another's jobs and professional careers. Although there is a possibility for reunion every 5th year, the bonds will reunite the old group-mates and peers sooner and our faculty is more than glad to welcome Alumni students anytime.

Last but not least, let me tell you as to our previous students why you are the most important for us: in spite of communion, differences of opinion and professional debates YOU are the rudiments of health care. Though separated in space and time, one element of it is that we have all been students of this same Alma Mater. For this reason let us do all what we can to surmount the standard of the quality of the education, develop our scientific research activity and to enhance the good will of clinical treatment. We intend to support anybody who is willing to go ahead with bearing these aims in mind.

I wish you good health and good luck in the name of the University of Pécs Medical School. Let us ask your help to convey the message that the University of Pécs Medical School has remained and is still continuing to be the strict, but high-quality profile institution it used to be.

Cordially yours,

Attila Miseta, M.D., Ph.D., D.Sc.
Dean of the University of Pécs Medical School





Hadaprod iskola

1890
44. l. sz.



Fischer F. és Schwariz Zs. törv. védve



Elisabeth University Catering, late 1920s



Hotel Palatinus Mirror Room, Professors' dinner



Faces from the Past

◄ *Ferenc Oláh, Elisabeth University*

◄▼ *László Radnai, student*

► *Árpád Szűts, student*

►► *Lili Partos, student*

►▼ *Dr. Balogh, Elisabeth University*

►►▼ *Erzsébet Farkas, student*









Fallen Heroes Plaque, 1930

Clinical staff



Reunion of the '58 graduates in 1993



Professors' board



30 Years of English Medical Education in Pécs: A Personal Account (József Szeberényi)

The program starts

At the time when the idea of starting an English language medical education program for foreign students came up (1983), I was working at Washington University in St. Louis. I was among dozens of young researchers from Pécs who had the chance to work as postdocs for 1 or 2 years in high level American or Western European laboratories. We were trained in state-of-the-art research and practiced the language of science: English. Most of us were also heading home at the end of our terms to use our experience and skills acquired during these study trips, and to try to do meaningful research under much less optimal conditions. Not coming back to Hungary in due time would have severed all our family and friendship connections. This was the so called “communist era” when leaving the country without permission from the authorities usually meant a long period of exile.

Still, the Hungarian system was definitely more liberal than the regimes of the other countries of the “Eastern Bloc”: very few scientists were allowed to visit Western labs from the German Democratic Republic, Czechoslovakia or Romania at that time. This was an important factor in starting the English Program: all departments in Pécs had at least 2-3 lecturers with appropriate language skills to start teaching. This was probably not the case at most of the medical schools in the surrounding countries.

I got the news from my predecessor and boss at

that time, the late Professor András Tigyi. He was very excited. Initiation of the program was decided at the level of high politics, but several Professors from Pécs played an important role in it (József Tigyi, Professor of Biophysics and Béla Flerkó, the Rector and Professor of Anatomy among them). Hungarian emigrants living in the US (mostly medical doctors) helped to advertise the program and to recruit applicants. The program started in the academic year 1984/1985 and it was the first English Program not only in Hungary, but in all Central Europe.

While English programs started at the other medical schools in Hungary (Semmelweis, Debrecen, Szeged) in 1 or 2 years, such medical education programs became possible in other East-European countries only after the political changes in 1990. We had the edge. By that time I had already returned from the States and was among the teachers of the first English Program class. András Tigyi became the first President of the English Program, his work was helped by Lajos Tima from the Department of Anatomy, as Secretary of the Program.

Waves of different nationalities

The first small classes mostly consisted of students from Iran and kids of emigrant Hungarian/American families. Then, in the 1990s, came a strong Greek “invasion”. This was probably facilitated by the visit of Greek Prime Minister, Andreas Papandreou, to Pécs. He must have liked the place and the medical school, and the news spread: more and more students from Greece enrolled into the program.

The next strong wave was produced by Norwegian applicants at the turn of the millennium. The key



player in this process was Sveinung Lunde, the Director of Björknes High School in Oslo. He visited our Medical School at the end of the 1990s and developed an excellent relationship with the leadership of the university. Together with College International of Budapest, Björknes High School/ College did (and still does) an excellent job in recruiting Scandinavian students for Pécs. Appreciating his outstanding efforts, Lunde was presented with an Honorary Doctorship by the Rector of Pécs University in 2010.

An extremely important year in the history of our English Program was 2004: Hungary became member of the European Union resulting in the automatic acceptance of our medical diploma in EU countries (and countries like Norway and Israel). There was an immediate boom of applications: the number of students in the freshman year quickly increased to over 200 and it has stayed that high ever since. The increased interest toward Hungarian medical education made the English Program classes more heterogeneous: while the number of students from Iran and the Scandinavian countries remained high, we now have many students from Spain, Nigeria, Korea, Japan, the UK, Germany, Israel, the US, Canada, Ireland, and other countries as well. This cultural colorfulness contributes to the lively nature of our program. Importantly, youngsters of various nationalities seem to get along well: very few inter-ethnic clashes happened during all these years. Besides the General Medicine program, we were able to start programs in Dentistry (2005), Pharmacy (2009) and Medical Biotechnology (2010) as well.

My activities in the English Program

Since I was asked by Professor Miklós Nyitrai, the Head of the English Program to give a personal account of the last 30 years, I have to briefly summarize my activities in the program. Except for four years I worked in Boston (1987-1991), I have been involved in the program throughout the whole period. First as a group instructor and then, after 1992, as the course director of the compulsory subject Molecular Cell Biology and several other elective courses in medical biology. The students found our courses important and appreciated the teaching efforts of the staff of our department. In 1994 I became member of the English Program Committee, and served as the Head of the Program between 2001 and 2006, together with Lajos Tima, the Secretary of the Program. Although this period gave a heavy load of work for both of us and our hands were full of everyday administrative duties, there were exciting aspects as well. We organized and participated in entrance examinations, handled academic and out-of-school problems of students, negotiated with real and would-be recruiting agencies (trying to avoid being outsmarted) and worked together with the medical school leadership to improve our English Program. In the first part of my term we had to struggle to collect sufficient numbers of students to keep the program running. After 2004 we had to deal with the opposite: the rush of increasing numbers of applications. Being a witness and sometimes in charge of all these events made this period an important and interesting phase of my academic career. I liked it.



I consider the so called “1+5 program” as the main achievement of my period as Head of the English Program. This is a joint educational effort of the University of Pécs Medical School, the University of Oslo and Björknes College that starts in Oslo and brings every year about 40 well-trained Norwegian students to the second year to Pécs. The main subjects of the first year (chemistry, biology, biophysics, epidemiology), Hungarian language and a few facultative courses are taught at the University of Oslo and at Björknes College. Then the students move to Pécs, take Anatomy and Histology/Embryology as a summer course, and those who successfully pass all the courses, enroll into the second year in Pécs. The program was initiated by Sveinung Lunde and the details were worked out by the two of us, with the help of the course directors and the leaders of the Medical School. The 1+5 program is in its 9th year now and has brought many excellent students to our Medical School. I still serve as the Pécs coordinator of this program.

I spent quite a bit of time and effort to organize another project as well that looked very promising at the beginning, but may turn out to be an unsuccessful endeavor at the end of the day. This program would mean the export of our medical education to Norway: in collaboration with Björknes College, an out-of-town (even out-of-country) University of Pécs Medical School would be established in Oslo using our curriculum, know-how and personnel. The program was originally designed with the first two years to be taught in Oslo (except for Anatomy; dissection classes would be held in

Pécs). In the long run, preclinical and clinical subjects would also be transferred to Oslo with the participation of local professors, lecturers and teaching hospitals. The Hungarian Accreditation Committee – after several rounds of fierce fighting – finally approved the extramural medical education program. Unfortunately, by then the Norwegian rules became stricter and the permission of their Ministry of Education is now also required. The Norwegian accreditation of the program is still pending, and it is up in the air whether this ambitious plan will be realized or not.

The future

The perspectives of our English Program look quite bright: we have had a large number of applicants in the last couple of years. Having students from more and more countries all over the world makes the program more diverse. Bringing different cultures together improves the atmosphere at our school, makes it more and more attractive to future applicants. Medical doctors graduating from our Medical School are well-respected in their home countries and they spread the word among friends about a nice small town in Central Europe and its good medical school. Considering the steadily increasing number of our competitors in the neighboring Central European countries our best weapon to survive and prevail is the satisfaction of our graduates and their patients. We need to maintain the quality of our medical education and thereby cherish the precious recruiting power of our present students and alumni.

Interview with Professor József Szeberényi

Was the English program started in Pécs for the first time in Hungary or you had adopted from other examples?

The idea came up in 1983, the only event preceding may have been that in Budapest the German program had started a year earlier.

However, the English Program launched in Pécs was not only the first time in Hungary but also in Central Europe. As far as I know the English Program in Budapest started one year after ours. Although they overtook us in the German training but the English program started here in Pécs.

I have already been working for the Department of Medical Biology, however at that time I was working abroad. I came home from the States in 1984, so I don't really have any first-hand experience of the beginnings, only what I have heard. You could acquire excellent information from Dr Tima about this, he was the secretary of the English Program from the beginning and he contributed to the organization of the whole thing. What I have heard that some of the professors initiated it here at the university, I think mainly Professor József Tigyi. He was an academician and the Professor of the Biophysics Department and earlier he had been the rector of the university. Actually, it was a political decision in the Kádár era that the program could start in 1984, a decision made very high up, probably because some of the leaders of the University were on good terms with György Aczél (a cultural politician of the time). I think these connections and

the contributions made by Béla Flerkó – the Rector of the University back then – made it possible. The first chairman of the English Program was András Tigyi, he had been my boss.

I am not sure about the exact numbers but I think the program started with approximately 25-30 students. Many students of the first years were the children of Hungarian parents living in the United States. In other words they were the descendants of those who moved to America in '56 or earlier. On the other hand there were many Iranians, because there had been a major political change in Iran in 1979, the regime of previous shah was overthrown by the revolution of Khomeini ayatollah. Many of the wealthy families had to move because of that and some of their children became students in the first year. For example, there was a student who was related to Reza Pahlavi shah, so basically he was a political refugee, otherwise a good student, he graduated without any problems. On the one hand, a brave political decision was made, which were undertaken by the university, on the other hand the Hungarian state was close to bankruptcy in the early '80s, so the financial difficulties helped to push the start of the program.

From the university point of view, only the financial reasons were the game changer or prestige was also taken into account?

I am sure that the financial reasons were very important, as foreign currency was very limited for research or even for educational matters. So the system for grants as it exists today, which can provide significant amount of money for research was totally



unknown. So the money was little, however chemicals or instrument could only be purchased for foreign currency. Of course the prestige of the program was exquisite. A foreign language medical training in the heart of Europe, in a small country in an even smaller town, I believe it is and it was a great thing. There was another important aspect to it, which explains why the medical training in English started in Hungary. We keep saying that we were the happiest barrack. It was also true for other matters. In the '70s but even more in the early eighties many Hungarian researchers could go to western countries and to the US mainly and they could work there 1-2-3 years. After these years they came home, as I did. Most of us came home because if we stayed it would have been defection back then and it meant that you lose all your connection at home. It would have been a final decision to leave the country and not many of us could undertake that final decision. The majority, who returned came back with the appropriate English knowledge and experience from a country, the USA, which were leading in the fields of sciences. In other words, we were more prepared for university training than the instructors in the neighbouring countries. As the program and the instruction started, and we got the swing of it, obviously it affected the performance of the instructors as well. We had to look for things we wanted to teach in books from the US, and I am sure it had a positive effect on the Hungarian program and education as well. I think we should greatly respect the bravery of those who started the whole thing against all odds, because it could have been a great failure. It was impossible to predict whether it will work or not. But

it had a very positive impact on our university. In the following years, three other Hungarian Medical Universities started their own English program.

How did you compile the teaching material for the foreigners? Same as for the Hungarians or did you follow a totally different structure?

The structure was the same, we followed the same curriculum and taught the same subjects except the political subjects – back then we still had political subjects – but the scientific subjects were synchronised, same number of teaching hours. And from the very beginning our goal was not to have differences between the Hungarian and the English education that applied to the established set of requirements as well. It was tough to fulfil it at the beginning since the Hungarian teaching materials were available but we had to obtain the books in English. Obviously we have used the English books earlier as well when compiling the Hungarian teaching material, but when the English Program started all the institutes were forced to order more English books. I think what happened in case of every subject from the beginning is that the English education gradually became more and more similar as time passed, and by now the two are identical.

How did Pécs get on the map of the students coming here?

Amongst the American-Hungarians there were some whose parents graduated from here or had some other connections with the city. And also those, who had connection in the States told their friends and the oral tradition went on. Of course this is no



explanation to the Iranians, I don't know where they got the information, but they were present from the beginning. Also around the start the Greek minister visited Hungary and came down to Pécs as well. He was shown the university and the city and it's interesting, because after the first few years there was a kind of Greek invasion. It was in the beginning of the '90s and we had a year/grade where 70-80 % of the students were Greek. They were informed about the program through quasi-official channels. Then, at the end of the '90s something changed in Greece, probably they got tired of too many doctors coming back from Hungary and they framed a law that they only recognise medical diplomas if the language of instruction was on the official language of the country concerned (Greece). If you think about it, it may sound nonsense but may not, since you can only get an appropriate training if you can talk to the patient of the given mother tongue. If the instruction wasn't on the language of the given country, it is impossible. Hungarian patients are neither likely to speak English nor Greek in particular. Therefore, if the medical student during his medical education cannot make contact with the patient then it's unacceptable. This Greek decision almost had a catastrophic impact on our program, by the millennium the Greeks basically disappeared and we ended up with certain years/grades where the number of students dropped to 20-25. We had the same numbers at the very beginning, but in between in the '80s and '90s we had years/grades of 60-80. At that point we thought it was all over.

And what happened next? Was there some kind of fluctuation between nations? Was there a trend that some nations always appeared in exquisitely high numbers?

Yes, exactly like that. We survived this crisis when the Norwegian students started coming. The background was that there is a private college (Björknes College) in Oslo recruiting students for Hungary. The former dean and the leadership had and still have a very good relationship with this school, and also a Hungarian recruiting company called College International helped us out and filled up the English Program. That's how the Norwegian dominance started from 2000 on and it's still on. Looking at the entire program the number of Norwegians is the highest but there are many Swedish as well. The next remarkable step was when we joined the European Union and from this point on the Hungarian medical diploma became widely recognized. It was a huge fore. Up until 2004 we had maximum 60-80 students on each year. Nowadays we have more than 200 students on the first years and if it was merely a matter of applications we could start with even higher numbers. Back to the original question, right now we are experiencing a Spanish invasion; we also have a high number of South Koreans and a growing number of Nigerians. Smaller waves are always observable. I believe it's a good thing to have students from so many countries, on the first year more than 30 nations are represented.



In the beginning to whom could the English Program students turn to with their everyday difficulties?

They always had their group leaders and the English Program Office was there from the beginning, so they could turn to our colleagues with all their problems from flat finding to finding a GP.

In the beginning did teaching in English cause any difficulties? Stage fright maybe?

Of course. As for me, I just came back from St- Louis after a two-year period and the English instruction started in September, I was involved in it right from the beginning. It was a stressful situation since we spoke English with a “Somogy county” accent. There is nothing wrong with it in itself but on the oral exams some students turned it to their advantage. If they sensed that the examiner’s English might not be the best they could start talking very fast making the examiner real uncomfortable. It may have happened a few times but for those teachers who spent 2-3 years abroad teaching in English it is not an extremely big deal. Not all English Program students have English for mother tongue, therefore they also bring a kind of broken Englishness. We all had to get used to it and I think we manage it well these days.

What’s the reaction of the English Program students to lectures? Is it different from that of the Hungarians?

They act differently from Hungarians. One reason of that might be that the majority of the first-year Hungarians are 18-19 years old and they are more likely to accept the “feudal” subordination that is

perceivable in certain aloofness. For a Hungarian student a 50-60 year-old professor is a person of consequence and they behave accordingly. In everyday life it can be realised in not daring to ask speak up or ask questions during the lectures. On the contrary, the English Program students would interrupt you to ask for clarification if they don’t understand something. I think it’s normal. And also during the Hungarian lectures it seldom happens that someone takes out a sandwich and eats it, which is totally common. Many lecturers find it disturbing. In addition, the average age of the English Program students is relatively higher, the Norwegians are 21-22 when they start. There are more mature students as well, our eldest student – who is still here studying – was older than me when he started med school. It might feel strange at the beginning but there’s nothing wrong with it. By the way he was a very good student in Biology.





















Interview with Professor Júlia Szekeres

What was your role in the implementation of the English Program?

The program started 30 years ago with 20-25 students. I didn't have a role at that time since I was still very young. When I took over the leadership the student enrolment was still 30-40 per year. The small number of students had the advantage of more personal relationships and the management also applied a very different methodology. We knew every student personally and the students also knew their teachers. It was a nice period in a familiar atmosphere.

Was the aim of the first English Program students to finish all six years here?

Of course, however, the composition of the years differed. We already had Norwegians but in the early years there were many Iranian students, the majority of whom emigrated from the changed Iranian regime due to political reasons. It was a very intelligent, hardworking group of people. In addition, we had students from the US whose parents originated from Hungary.

Were there initial difficulties?

The difficulties mainly arose from the fact that we had little experience with English instruction, and we didn't have enough colleagues who could teach in English. And this was not only related to Micro-biology, but to the whole university in general. Of course many of us spoke the language but we did not have the experience of teaching in the English

medium. Fortunately, the theoretical institutions quickly rose up to the challenge. We faced the next problems when the first students reached the clinical years where, besides the linguistic competence of the teachers, the Hungarian knowledge of students' would have also been necessary for communication with the patients. The latter has not yet been reassuringly solved.

That reminds me of a Greek committee that visited the university to oversee the education of Greek students. At that time a vast number of Greek students were studying at Hungarian medical schools and the Greek Medical Chamber being afraid of medical unemployment tried to make the conditions of diploma recognition from abroad more strict. We showed them around and they had an insight into Professor Szeberényi's famously good lectures and they were fascinated by it. With regards to the clinical practices the delegates were really curious about how could the students communicate with the patients. The students were aware of their limitations, and therefore arranged for their best Hungarian speaking fellow to do the patient examination. The examinations were more or less carried out with enthusiastic attempts and were seemingly smooth in the eyes of the committee even though they didn't understand the rest of its content. On the contrary to all this, the Greek Chamber came out with a decree that they only and exclusively recognise diplomas from their own mother tongue education. For obvious reasons the Greeks then disappeared from the Hungarian medical education.

Since joining the European Union the Hungarian medical diploma became recognised in all EU countries, therefore the number of applicants increased

significantly. Our German Program was launched in the same year. Semmelweis University, which already had an established German Program, had exceeded their applicant quota. Since the demand still existed, I asked Professor Ohmacht – who has not been involved with the foreign language education – to join College International for a recruiting tour in Germany and try to accept those applicants to our English Program who could not get in to Semmelweis. To our surprise there were so many potential applicants that Professor Ohmacht came up with the idea of starting our own German Program. Due to the unsettledness of the German teaching staff the idea met with resistance in the beginning, but later, during the deanship of Balázs Sümegi this program was successfully launched and continues to develop.

Has the entrance criteria changed in the recent years?

The growing demand improved the quality of the program. These days we do not have to admit all the applicants, we have the opportunity to take the best ones. The method of the entrance exams hasn't really changed: we meet the candidates for an oral interview. Here we don't primarily focus on the scientific background, however important the basics are in order to start medical studies. We put a great emphasis on the applicants' good command of English, it is important since they come from many different countries. Other aspects are the applicants' ability to think, being motivated, therefore being teachable. What has changed is that in the past we may have made small exceptions here and there, but we don't do that anymore as it's no longer necessary.

Do you have any feedback on what this town meant for the foreign graduates?

I'm still in contact with many of my old students especially from the years where small numbers graduated. They had a great time here. They were in good company, loved the city and the personal contact they had with their professors.

How well can they utilize the diploma they got from here?

In the United States and in Israel they have to take a physician licensing exam in order to practice. The American exam has several steps. Our graduates perform pretty well on the first two steps (theoretical and preclinical subject) but they are facing problems at the clinical step due to the fact that the Hungarian medical education (moreover, the European medical education except England) emphasizes theory more than practice during school. I'm sure you have a picture in mind of what a freshly graduated medical doctor or dentist is capable of. They are poles apart. Dentists receive a hands-on training so by the time they graduate they are capable of carrying out certain tasks on their own. But a graduate doctor from Pécs or Europe begins to learn how to heal after receiving his diploma. The Anglo-Saxon medical education is far more practical, those students acquire a lot more clinical skills during their university years and after graduation they are approximately on a same level with "our" graduate dentist: when facing a patient they won't start screaming and crying for a doctor.

At the same time, according to the Norwegian graduates, the practical training they have from Pécs is not bad at all, hospitals are satisfied with them. The feedback is generally good and as I can see our graduates can cope with the challenges.



What changes would you think appropriate?

What we should change is the teaching of clinical skills. I had a student who was looking for a job in the UK. During the interview he was shown five different pathological fundi that he should have recognised. The poor thing was just standing there since he has barely seen a healthy intact fundus more than once.

This is why I am glad that our Skills Lab is finally completed this year. The Skills Lab will develop the clinical skills of our students and it would even prepare them for such a case I mentioned above. Due to the growing number of students it is necessary; imagine how many students will listen to the cardiac murmur of a patient? By the time all members of the group listened to the murmur and finally heard that the patient would have a nervous breakdown. Students would need more patients and opportunity to practice, and the Skills Lab could partly make up for that. It will facilitate both the Hungarian and the foreign language programmes.

But of course in order to improve the clinical education a significantly higher number of clinical instructors would be indicated and these teachers should be off loaded from all other duties for their teaching hours.

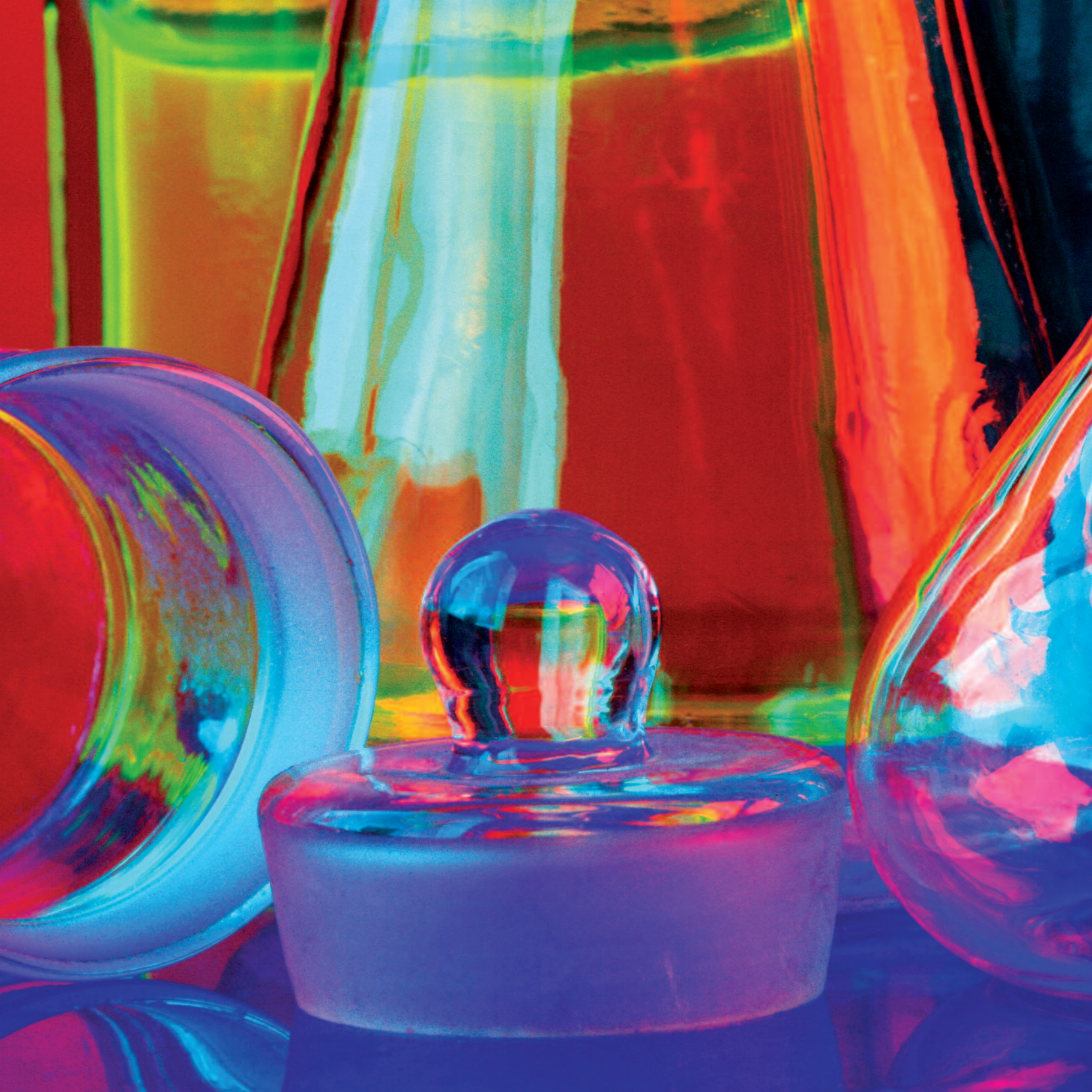
Besides the growing numbers of students do the individual problems of students get enough attention?

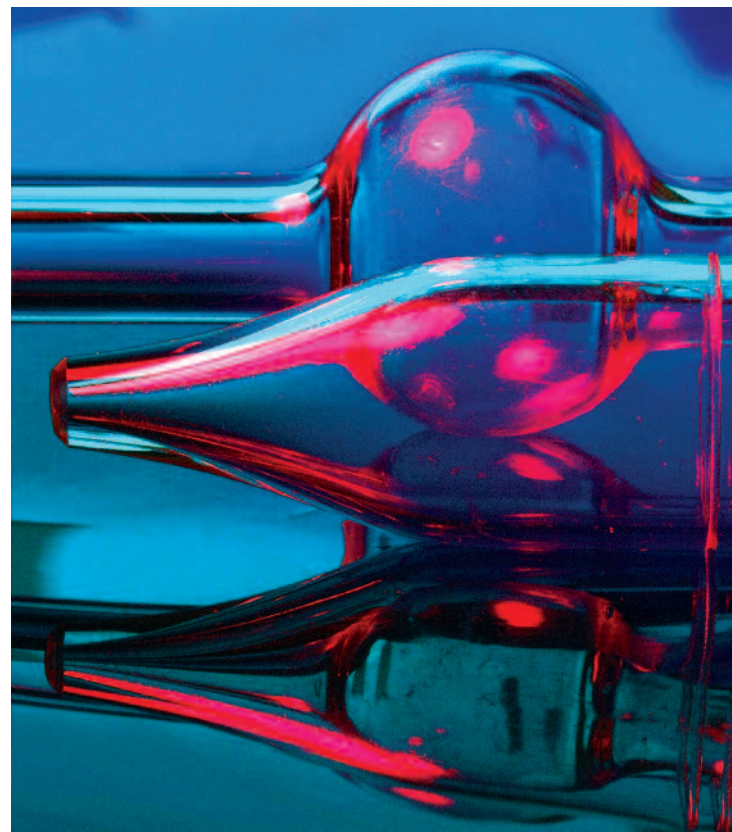
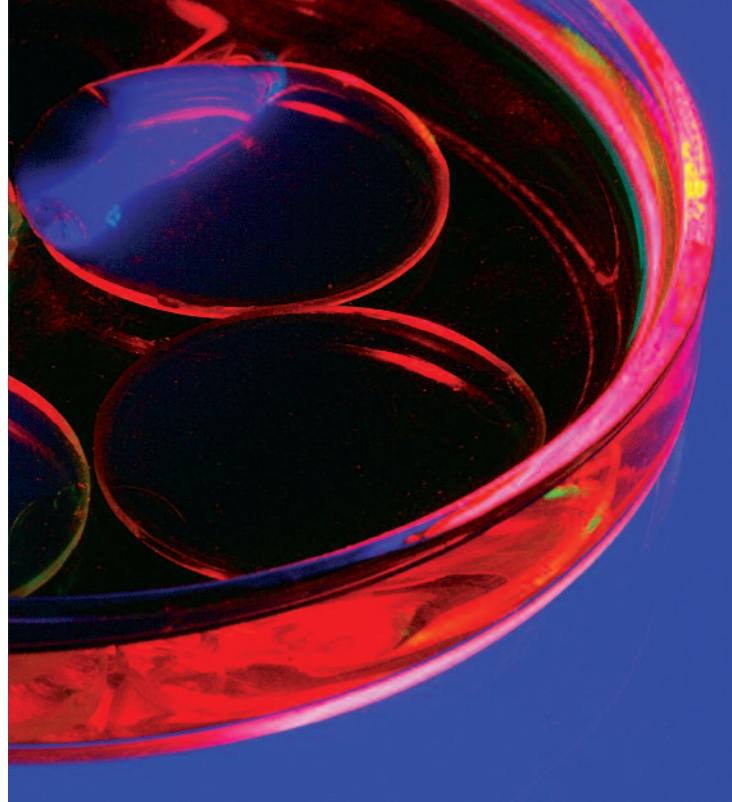
For survival it is pivotal to have a large number of students and that can make the entire training impersonal. However, it does not mean it became that. A Swiss girl from the English Program who worked in our department as a student researcher

told me about the Swiss-Pécs differences between the student-teacher relationships. Here in Pécs, when she had a problem she could talk to the teacher, or send an email and get an answer. In Switzerland if she sent an email to the teacher she got a reply in half a year if she was lucky. We managed to get a PhD position for this girl in Germany with one of my colleagues, and they are rather satisfied with the education here.

What do you think to what extent do the English Program students get involved with the cultural life of the town?

I believe they have relatively little contact with the local population. Of course they have more contact with the bar tenders, taxi drivers and other providers, but not with others really. I don't know how much it has changed but back then we made some efforts to bring the Hungarian and English Program students closer, with not much luck. They rather just live in their own community and even when selecting university they make their choice based on herd instinct. The reason why we have so many Norwegian students in Pécs is because the first five Norwegian students told their friends that it's a good place and there are Norwegians studying here. And then their friends came, and after that the friends of their friends and Pécs became a kind of Norwegian colony. It's the same with the Israelis, who do not come to Pécs or just some of them, since there is a bigger colony in Budapest and Szeged. Usually students from the same country prefer to be amongst themselves. But it's a fact that they live their lives here, party here, go to the cinema and to concerts here, and they have a good time.





Interview with Professor Gyula Tóth

What are your memories about the start of the English Program?

It was a quite difficult start. According to my best knowledge the leadership of the University, József Tigyi (rector) and Jenő Tényi, who was a party secretary, took on the task. The program seemed risky for a while, but it launched with the support of György Aczél, a dominant cultural politician of the era. What may also have facilitated the start of such a program in Pécs was that if it had failed, such failure would have happened in the countryside and not in the capital. Besides that, the Tigyi brothers, Professor József Tigyi, and Professor András Tigyi had excellent connections with Hungarians living in the United States who were encouraging the idea. Therefore, they became our first students.

And the fact that this program can be viable was widely supported?

I think it may have been the rector, Béla Flerkó who really had faith in the Faculty and he was sure of the adequacy of the teaching staff.

I have not been involved in the initial organizations but later on became chairman of the English Program.

What pattern did you follow in the organization?

Look, in the first year and maybe even in the second one the main issue was to avoid failure. I was sure that if we manage to survive the first two years, it will become solid. As a matter of fact it is a different story to speak English or to teach in English. Why was it different in the beginning? Maybe it was determined

by our inexperience. Not many of us were teaching in English before. I was teaching in the Queen Mary College in London, but it was 10 years earlier.

Later on, when I became part of the leadership I was forcing there and even in the Department of Biochemistry and Medical Chemistry that we should do it in the same way as we do the Hungarian education. We couldn't carry it out in the first year, but later on we could. It was my guide all along the way.

How did the continuous approximation of the Hungarian and English programs affect the chemistry teaching?

There were considerable changes in the teaching of chemistry. You know, I'm originally a doctor by profession and not a chemist; however I started working in the Chemistry Institute - that was the name of it back then. I always loved chemistry and Professor Cholnoky offered me a place there. Back then getting a position wasn't easy since often people didn't have a chance to choose on their own, they were told "Son, you are going to be a dermatologist, or you, my daughter, you go to Baja to be an otolaryngologist". I got away with it. But the changes were continuous. My predecessor at the institute was Professor József Szabolcs. He was responsible for the English education. We were aiming at satisfying the interests of medical students, thus for example we were not teaching inorganic chemistry in detail. It was in the '90s when the structure of lectures became very similar to the one we have these days.

We used to have oral exams earlier. And on occasions we used to slightly lower the standards. We couldn't have failed 10 out of 20. Of course nothing

saved the absolutely uninformed ones. Back then there used to be A and B chances. The C chance was the so-called 'rector's chance' that happened in front of a committee. This was something similar to today's D chance (dean's).

But as I said these were the early years. Later on there was a bigger variety. There was a Greek period and once that was over the Scandinavians came. There was a bigger selection. What we had to face and overcome and what is still a problem until now is the completely different scientific background foreign students come with.

Until when were you the leader of the English program?

Until 1999. That year I was appointed vice dean and I felt I couldn't do the two together. The English Program has developed somewhat by then but due to the low number of students on each year the student-teacher relationship was more personal. It wasn't rare that we met their families as well. Once, an entire Israeli family came to visit us. Their son stayed in Hungary I think, he might be a GP in Csurgó.

If I remember well that was the time the Norwegian ambassador came to us en route to visiting the Norwegian IFOR soldiers who were stationed nearby due to the Yugoslav Wars. The ambassador called the university that he would like to meet the leaders of the English Program, including me as chairman. I was quite surprised that it just happened like this, without protocols. Many Norwegian students came through him and their number is still increasing. The students told us on the entrance exams that their parents were friends with the ambassador.

So the Norwegian ambassador has done a lot for the program.

Yes, once a Norwegian delegation arrived in Budapest. They had a long name: Religious Educational Christian-Democratic Commission, it was a group of 15-16 people. I cannot remember the exact reason why they came, but after the official visit to the Parliament the Norwegian ambassador joined them and came down to Pécs that got good media coverage. The leader of this group was a politician, who was a baker by profession and spoke excellent English. Another member was this female teacher responsible for education who told us that it is important to them to send Norwegian students everywhere who could form a good relationship with the given country. They really sent students almost everywhere, to the UK, France, to the Czech Republic, Germany and so on.

After that visit the Norwegian Medical Chamber sent people here to check out the University. They listened to some lectures and practices, including Professor Bogár's that they really enjoyed. They took a look around the clinics and they were absolutely satisfied.

Was the structure of the education similar to what you have now?

Yes, by this time we managed to teach under the same conditions. The translations of our practice notes were ready and the material for lectures was fully available in the English translation of the book titled Organic and Bioorganic Chemistry, partly written by me. Since the number of students increased every year we became more strict. By this time it wasn't the question whether the English





Program would fail or not, the real question was whether we could provide a standard that's accepted anywhere.

Expectations often result in strange situations. Once, a student on the morning of his final exam raced in to his practice instructor saying: "Sir, I found the questions, but where are the answers?" That student didn't manage to pass biology, not to mention chemistry. But those who stay here will graduate with a valuable diploma.









▲ Pécs City Carnival 2013

▼ Grand Opening Pécs 2010, European Capital of Culture





▲ Pécs City Carnival 2013

▼ Punnany Massif concert in Est Café



Interview with Professor Lajos Tima

I also asked from my previous interviewees – Professor Júlia Szekeres, Professor József Szeberényi, Professor Gyula Tóth – how do they remember the beginnings. They, respectively, all said that this question can only and particularly be answered by you, since only you were there from the very beginning; they all joined the English Program later.

That's right, I was really in it from the very beginning. Professor Flerkó was the rector back then, who, how shall I put it, liked me and confided in me. He helped in every way he could and I am forever grateful for that.

The point is that back then he was approached from no other place than the Party Centre. György Aczél, the leader of Agitprop sent down a man to Pécs to negotiate. Time wise our English Program was preceded by the German Program launched in Budapest in 1983. Then due to the intercession of Aczél, who was always bound to Pécs, they started the English Program in Pécs. Launching the self-financed training was a big advantage to the University of Pécs. Approximately 80% of the initial income remained at the University the use of which we could decide. So, as I said, a man came down to negotiate. That man approached Professor Flerkó, who had been a cautious man. It was 1984, the walls of socialism were cracking, but the system still stood erect. We couldn't have known how they will turn it all back saying "we rather put our shoulder to the capitalists' wheel". But luckily that didn't happen.

Professor Flerkó eventually approached me saying that it looks like we have to start this program and he

would be delighted if I would be the leader of it. He trusted me because he knew if anything happened I would report it to him appropriately and he as a rector could make the necessary steps in time.

Following the Budapest example we organised a committee the chairman of which was Professor András Tigyi from the Biology Department, I became the secretary and the other members were Kreka, Professor Grastyán, and Hajnal, the head of the rector's office who was a political informant.

Did the organization take a long time?

We started in the very beginning of 1984 and didn't fuss around a lot. We quickly compiled a program booklet and submitted it to the Institute of Cultural Relations in Budapest and they forwarded it to the embassies.

We made our calculation to see from when that will be profitable. If I remember well the tuition fee was 4000 USD, and from 20 applicants that would have covered the wages of the teachers. We had 38 applicants that year, many of them came from Iran. Since the Iranian Revolution of 1979 they were scattered in Europe and the Middle East awaiting to be able to study somewhere. The first person I interviewed for admission came from England. His father had some interest there, and had been a carpet expert before in the Museum of Iran.

You mentioned that a German Program was launched in Budapest in 1983. Did you wait to see its success first?

No at all. It wasn't the University of Pécs initiating the launching of the program. It was initiated from



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high above. Professor Flerkó wasn't soliciting it, he remained ambivalent and he was also slightly worried about things going wrong.

During the recollections of my previous interviewees they said that there was fear of failure in the air and it might have been in parallel with starting the program outside of the capital.

That's not what I think. I'm convinced that Aczél wanted to help this University. It's important to know that back then there was exchange control. The only reason why the Anatomy Department managed to import chemicals from abroad was that the Hungarian Academy of Sciences supported the Department. And this support was foreign aid. So when we needed a chemical that was not traded in Hungary, we could order it to the account of this foreign aid. The USD we had due to the start of the program facilitated these purchases. Let's think about it. How could the program fail? Even if no one came from the following year on we still couldn't have sent the students away and should have continued the program till they graduate.

Have you been teaching abroad before?

No, I haven't. I've been abroad twice before, but I didn't teach. I spent a year in Italy in 1968 and another one in the United States in 1976. I did science back then.

I didn't learn English in Hungary. After graduation I had a chance to go abroad with the help of Professor Flerkó. Everyone spoke English there and they spoke an English that I think was easier to understand than if I would have been in an American environment. When I came back I could pass the

language exams without a problem and then I went to the States for another year.

How did you start the English education?

Professor Flerkó stated that he was not able to hold all the lectures. You know, that was interesting from him, since for the Hungarians he held all the lectures and it had to be a very exceptional case if he didn't. He distributed the English lectures among us. Can you imagine the preparations we needed? I used to spend six to eight hours preparing for a single lecture. There was no power point or any other aid.

I have to add that kids who came first were really studious; the Iranians have a fantastic will-power.

I had a student for example who could barely write and read in English when he arrived. Later on during the final exams we couldn't ask a question from him that he didn't have an answer for, it was an amazing accomplishment. He is a neurologist in the States today.

I have to tell about the atmosphere back then just for you to see what was the relationship like with students, that this kid came to me on the fifth year saying that he had to stop his studies. Unfortunately he ran out of money. I told him "Sir that cannot be. You are not going to discontinue your studies." Think about it, what he would do with the five years he has completed. Luckily I was in such position within the Committee that I could espouse his case. I came up with the idea that he should sign a contract in which he undertakes to pay back his final year tuition fee, even in instalments, once he starts working. It would have been inhuman to exclude



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him from the University for such reason. Everyone accepted that.

Anyway, drop-out wasn't common amongst the initial 38. One or two people transferred back to the States, the others graduated without a problem.

Didn't the numerous foreign connections catch the attention of politics? Were you able to teach without pressure?

It wasn't typical for them to sniff around all the time. They could have only reached our students through us, anyways. Now, whether I was being observed or not I have no idea, not that it would have mattered in particular.

It only happened once that the American ambassador came down to Pécs and then they bugged the entire room. By the way it was some totally innocent matter but such a man knows about these things.

Otherwise the state was absolutely collaborative in every case regarding our students. Visa extensions and other requests were being taken care of with great flexibility. There was no head wind.

Since you were the first secretary I assume the students found you with every single problem.

I've really seen everything. Once a guy came to me that he has haemospermia - imagine that! My duties ranged from finding a doctor to finding an apartment for them. I knew almost everyone by name. I must say not everyone liked that. Once they even painted "Big Brother is watching you" on the wall. You know, back then I had a very good memory of names therefore they thought I knew of everything. A funny story, there used to be this place up on

the Mecsek where they could meet girls, somewhere around Hotel Kikelet. Once they wanted to initiate one of the young boys there, who was still a virgin. Poor guy, when he was almost at the heat of the moment one of his friends told him that there were hidden cameras there and "Tima is watching you". Well, it was a bad night for him. They only told me that in retrospect, of course, guffawing.

Occasionally some diplomatic skills were also required. One of the students, presumably assisted by our autopsy assistants, has taken out joints and also a brain from the institute. This student lived nearby and his landlady called in that she is about to call the police since her tenant 'chopped up' hands and a brain with her kitchen knife. Right then I went to visit this lady to advise her against her intentions. It turned out that she worked for Dunántúli Napló (local newspaper) so it could have just been one phone call for her to ruin our reputation. I dedicated plenty of my time to such issues but I believed I was doing some good.

Did you enjoy this work?

Yes. To be honest I really liked it. My wife used to say that my students were more important for me than my own kids. Of course it's not true but I thought that one has to *show* students by example how to relate with patients, not just tell them on lecture. If I can listen and be humane – of course above a certain standard – they can profit from that later on.



Alumni Treffen 2011



Alumni Treffen 2011



Dental Clinic



Spring Concert 2011















Graduates of 1990

Amir Mahmoud Aryasheed (Mousavi)
Balogh Zsuzsanna Nóra
Banikarim Effat Kay
Dehkhodania Feidoun
Esfahani Farid Eshghi
Gaal Angelique
Gerrowe Thomas
Horváth-Dori Sandra A.
Hossaini Abdolbaghi
Jabbarian Shaahin
Khosroabadi Abdullah
Lukács Péter Mihály
Moezzi Hamid
Nazmi Peyman
Pirsa Kayhan

Rada George Alexander
Rifat Ayad Hilmi
Stephens James Court
Szabo Istvan
von Jako Ronald Andrew

Graduates of 1991

Achufusi Onyebuchi
Al-Kadiri Mohamed Ismail Ghulam
Almassi Mohammad Reza
Arjmand Fard Abdol Rassol
Biswas Purba
Csatary Christina
Dafalla Diya
Frater Susan Mary



Hanak Joseph Andrew
Hohoff Hans Gerd
Kooros Koorosh
Landa Jean-Claude
Maduka Chidi Uba
Maier Peter Charles
Mikkelsen Yngve
Patel Sanjay Chandrakant
Rigo Peter Louis
Sakhaee Masood
Sepanta Esfandiar
Siklósi Zsolt
Simon Helena
Szabo Zsolt
Badola Ruchi
Eisenhoffer John Steve

Graduates of 1992

Asgharnia Ramin
Badola Ritu
Banikarim Chantay
Curtis Klara Ildiko
Curtis Rodney Charles
El-Amin Farida Hamza
Farago Lawrence
Fazeli Jabbar
Fernandes Edel Rose
Forohar Farzad
Gharavi Rad
Hamuda Abdulmuhaimen H.
Kakoullis Kyriakos
Kyriakidis Alexandros
Makki Marjan



Maleki Keivan
Nirbhaya Amulya Kumar Saxena
Rafiei Aram Houssain
Shell Nancy
Stephanou Ioannis
Tavakoli Afshin
Amighi Reza

Graduates of 1993

Alizadeh Hussain
Biswas Neena
Dehghani Afshin
Deosaran Awardnath
Evan Bender
Fathi Khaled

Hanak George Gabor
Ibrahim / El Tahir Yassir Amir
Keshavarzian Ramin
Kontogeorgas Konstantin P.
Lehmann Robert
Makki Mojgan
Matinrazm Ali
Sadrinia Masoud
Salehi Behrooz
Sistani Viyouyeh Firouzeh
Soroksky Arihe
Varastehpour Ali
Zahiri Fard Majid
Awais Muhammad



Graduates of 1994

Abu-Kutah Salim H.
Al-Chalabi Issam
Al-Oulabi Mouhamed
Arjmand Fard Heidar
Bagheri Fariborz
Bakhtar Ali
Banan Amir
Cimino Peter
Ghajarzadeh Katrin
Grapsas Panagiotis
Kekis Panagiotis
Kolushani Kateren
Lofti Tabrizi Ali
Maharlouei Babak
Michaelides Angelos

Mikropoulos Efthimios
Moghadas Farajollah
Mórocz Éva Diana
Nassehzadeh Tabriz Abdolreza
Papacharalambous Georgia
Paziouros Constantinos
Senemar Ali Reza
Shafiei Khaled
Sharbatoghly-Asl Maryam
Site Despina
Soukias Jean-Marc
Spyrakos Spyros Bill
Weekes Noël
Zaminpeyma Abdul Razaq
Bahadori Hamid Reza



Graduates of 1995

Abou-Samra Walid
 Al-Olabi Mouhammad
 Antonaki Ourania
 Basikidis Vassilios
 Bogнар Istvan
 Choustoulakis Emmanouel
 Daskalakis Theodore
 Giannopoulos Sapfo
 Grapsa Antonia
 Hadeira / Haydarah Nasser Hassan
 Hairston Dorothy
 Haridi Rehab
 Hemmati Hila
 Jaberansari Mohammad Taghi
 Jama Adam

Kakoullis Stylianos
 Khan Afreen Bano
 Khezri Seddiq
 Lévai Levente
 Lundgren Balázs
 Michaelsen Tore
 Najjar Ali Reza
 Nowrasteh Ghodratollah
 Rozakou Anna
 Saxena Atulya Kumar
 Shooshtarizadeh Bahman
 Spyridis George
 Stanitsas Andrew
 Suad Abdi Rahman Hirsi Farah
 Sweis Majdi
 Syraki Kalliopi
 Theodorakopoulos Panagiotis



Vassilopoulos Konstantinos
Zagoreos Nikolaos
Economopoulos Vassilios

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Alaleh Gharibpour
Athanassiou Efrossini P.
El-Amin Ahmed Ali Mohammed
Gholam Abbas
Giannopoulou Myrto
Kaitsioti Helen
Karayannis / Karagiannis Stefanos Elias
Kardatos Georgios
Kartsanis Georgios E.
Leonardou Polijtimy A.

Liszka Paul Victor
Moutlias Dimitrios C.
Najjar Mitra
Nella Amalia
Nyitray Peter
Papachara(lambous) Evdokia A.
Papadakis John Karlos / Juan Carlos
Papastathopoulou Lyda-Vasiliki
Pouryazdan Panah Daryoush
Qazizadeh Salim
Radmard Mohammed
Rondanina Richard
Skouteris Basil
Spyridis Nikolaos P.
Vahdat Noushin
VossouA. Christina
Xeinis Spyridon F.



Sinifakoulis Theoharis
Hernes Andreas

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Adali Mersilena
Al Rasheed Al Nahas
Alexandrou Constantinos
Anastasakis Eleftherios
Apostolou Apostolos
Ayman Bader
Banifatemi Reza
Barlogiannis Theodoros
Benetos John
Daskalakis Konstantinos
Dehghani Babak

Fragouloupoulou Anna
Giannakouloupoulou Eleftheria
Grammenou Virginia
Haddadzadeh Bahri Hossein
Kalantzis Chrysostomos Nikolaos
Krinos Konstantinos Xenofon
Lalioti Constantina
Lianos Vangelis / Evangelos Ioannis
Michaelidu Helen / Elena
Michou Demetra
Mischke Gábor
Moezzi Mehdi
Moutlias Alexandros
Nikolakopoulos Georgios
Okorie Ernest
Pappas Vassilios
Potamitis Nikolaos



Rafiie Niousha
Ruzzo Anthony
Sahiholnasab Seyed Vahid
Savvides Ioanna
Spirako Helena / Elena
Stylianides George
Syggelos Spiridon
Tsigaridas Athanasios
Xynos Ioannis Dimitrioy
Zahos Konstantinos Athanasiou

Graduates of 1998

Adrianopoulos Efstathios (D.)
Al-Bodour Amjad
Arvanitis Panayiotis

Athanassacopoulos Michael
Barbis Stella
Bercz Peter
Darabnia Jamshid
Dilami Kamed
Giannakopoulou Maria
Hadziaslanis Antonis
Hassani Afshin
Horsch Alexandra Lara
Kalantzis George
Kambolis Ioanna
Massoura Sophia
Papandreou George
Politis Vasilis
Porianos Antonis
Prodromakis Helen
Sahiholnasab Seyed Amir



Tavernaraki Ekaterini
Tzeferakos Georgios
Chalkiadakis Ioannis

Graduates of 1999

Abu-Samaán Sandra
Abu-Zour Hassan
Ali Manal (Abdulla Moh'd)
Christodoulidis Gregory
Constantinidis Fotis
Corcondilas Michael
Dragios Theodoros
Fatsios Stavros
Georgitsis Dimitros
Ghotb Sajjadi Shahram

Halbauer Dezső István / Joshua
Hancke Christine
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Lagogianni Panagiota / Nikolau
Margari Niki
Nella Constantina
Nikokiris George
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Shaikh Shoaib
Skog Thomas Alexander
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Tokas Theodoros
Tsoutsouras Theodore
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Vilaras George
Zafiridis Tilemachos
Zarbakhsh Hossein Amir

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Anastasopoulos Elias
Andonopoulos Nikolas
Chatzilia Sofia
Christodoulopoulos Kosmas
Galanopoulos Georgios
Gentimi Fotini

Karageorgopoulou Sofia
Kavarnou Garyfallia
Kleisas Spyridon
Kouromalos Nikolaos
Michaloglou Alexandra
Nanou Vasiliki
Nastas Ioannis
Paraskevas Kosmas
Prodromakis Constadina Maria
Sofouri Evridiki
Tako Konstantinos
Tzovaras Alexandros
Ampertos Nikolaos
Bakke Eirin
Byberg Kristine Kjer
Holler Anett Christin
Johansen Roar



Khaksarian Ahmad Reza
Ly Phong Hai
Major Catherine Alexis
Sørle Andreas
Tóth Dezső
Voultsos Mavroudis
Waterbury Jude
Weekes/Gharavi Yasmin Nona
Zeynali Iraj

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Aslani Anastasia (Sotirioy)
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Ellina Olga Nikolaou

Gourtsoyianni Sofia
Hadas Dan
Johnsen Sheila Ann Mills
Kaldi Angeliki
Kandiliotis Vasileios
Kasbekar Neelesh-Sateesh
Katsimpardi Aikaterini
Konstantinopoulos Anastasios
Koutsovasili Alexandra
Lagaras Apostolos
Lampropoulos Pavlos
Lindkvist Eva Susanne
Michalopoulos Nikolaos
Monstad Iril Lovise
Papaeleftheriou Dimitrios
Pardalis Christos
Sarri Ekaterini



Stangeland F. Christina
Stathochristopoulou Irene
Takis Dimitrios
Tragotsalou Nikolitsa
Berntzen Line Sissel Dahlgaard
Block Kristin
Flouri Eirini
Ghosh Subhamay
Godtlibsen Grete
Groth Henriette
Jørgensen Jørgen Joachim
Larsen Odd
Lazaridis Christos
Nakos Athanasios
Ogne Christer
Ryen Barbro Mestvedthagen
Saber Ali

Sanderud Elin
Shafei Fereidoon
Skedsmo Anders
Søfteland Eirik
Sørli Gro
Trbojevic Nives

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Bartha Alexander Joseph
Brønn Raymond
Chlapoutaki Chrysanthi
Diamantogianni Maria
Fagerheim Siri
Lishnevski Alexia
Michail Konstantinos



Raanaa Brit Eli
 Thuestad Ola Andreas
 Tsouparopulos Vasileios
 Xenou Eugenia
 Arntz Alayne Suzanne
 Berg Tore
 Bøe Thomas
 Butt Khayam Ashraf
 Christofilopoulos Panagiotis
 Ebrahimi Ardebili Houman
 Fasting Kristine Lyck
 Ghajarzadeh Kamyar
 Korukonda Saritha
 Koufidis Charilaos
 Linszky Yukiko Csilla
 Makris Georgios
 Riple Kristin

Stokland Stine Glad
 Trbojevic Milena
 Valle Lisa

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 Ansari Janid
 Aune Camilla
 Avloniti Stamatia
 Dayantas Nikolaos
 Giannakopoulos Polyvios
 Iversen Monica Elisabeth
 Katevatis Angelos
 Kontos Dimitrios
 Lianou Maria Alexandra



Lishnevski Diana
Nansdal Cathrine
Pedersen Ron Erling
Pilskog Sturla
Porath Sharon
Rahko Anna-Mari
Skondras Ioannis
Stamatakis Ioannis
Symiakakis Michail
Tsifetakis Spyridon
Voultsos Ioannis
Zampeli Evangelia
Bader Mohammed Yousef H.
Bjørnsund/Gundersen Grethe
Garshol Trygve
Gorgas Christian André
Kafopoulos Dimtri G

Klepp Catherine Pasquale
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Larsen Stian
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Légrádi Maria Magdalena
Lysebråten Karl Raimo
Opdøhl Stig
Pettersen Kristin
Royle Joseph Judeson
Schønberg Anne
Slaattebræk Kirsten Irene
Tabár Béla Attila
Vinje Marius
Rabben Siri Brekke



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Bye Klaus
Dalamagkas Konstantinos
Diakakis Georgios
Dialoupi Ioanna
Efstratiou Ariadni
Fladby Hege
Gulbrandsen Pål Henrik
Hemmati Mohammad Reza
Herje Martin Leangen
Karkatzouli Christina
Karlsen Morten
Kavvouras Charalampos
Kechagia Maria
Kjelling Stefan

Kloster Vidar Laurits
Kontovounisios Christos
Lazaris Evangelos
Mamalis Vasileos
Moutsoudis Andreas
Papadopoulos Georgios
Paulsen Morten
Sionis Georgios
Stadtler Paul Olav
Pedersen Tank Ebru Sibel
Zampelis Vasilios
Berg Marcus Kleveland
Dimen Analissa Mapoy
Grimnes John Olav
Halvorsen Niclas Jørgen Nilsson
Hilland Magnus Steinar
Javaid Hana Iqbal



Oikonomopoulos Ilias
Røstad Signe Caroline
Skar Ane
Vrouchos Theodoros
Wangberg Axel

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Agbleze Dunyo Yaotse
Bar (Tsabary) Yael
Berget / Bjerknes Silje Kristin
Butt Ashraf Kamran
Eike Gudveig
Fagerheim Lars Kåre
Ginat Lior

Kaltvedt Marianne
Lenard Alexander
Papadakis Demetrios
Sanderud Live
Sandhu Balpreet Kaur
Seland David Johan
Spallek Sarah Bastienne
Stamoulis Dimitrios
Telnes Aage
Vlaskovits Joseph Constantine
Chondros Nikolaos
Kahn Amram
Seland Elisabeth
Stamelos Konstantinos
Ayerh George
Ørn Eirik



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Bush Ilan
 Dureja Anjali
 Eide Trine Klokseth
 Kamyab Dela
 Kristiansen Arne Kristian
 Lensebråten Anna Elisabeth
 Lian Ola Midtsæther
 Lossius William Johansen
 Lundin Erik Henrik Robert
 Mirsky Gilad
 Montelius Nina Amanda
 Murugaiah Prabhu
 Nakshbandi Abdulla Al
 Øien Ivanna
 Sætre Anders

Safi Nathkai
 Storli Per Even
 Suther Lene Kathrine
 Tiseo John Peter
 Tufto Camilla Amalie
 Dianat Nejad Ramin

Graduates of 2007

Dimitrouli Anastasia
 Halvorsen Joacim Nilsson
 Helgetun Hanna
 Hol Haakon Ramsland
 Lund Elisabeth
 Mysen Reidar Mikael
 Nemarny Hytam



Riddervold Leif Erik
 Sklavou Chrysanthi
 Sørtveit Anita
 Steier Roy

Graduates of 2008

Abbas Anan
 Areklett Asta
 Ayoub Ata
 Brokstad Jon-Eirik
 Garstad Erik
 Giyab Omar
 Kogstad Norunn Helena Lauvland
 Kohen Avi Albert
 Myklatun David

Sabbagh Peter Milad
 Sólyom Alexander Istvan
 Thune Torunn Moen
 Dor Yanai

Graduates of 2009

Bang Siri
 Fotakos Dimitrios
 Hamid Sahrish
 Hansen Lars Hadsel
 Lam Bach-Que Thi
 Marques Vinagre Joao
 Merchant Rajiv Mrugank
 Messel Pernille
 Tonsberg Jon Matzow



Usmani Saba
Zarifis Georgios
Deseez Nicolas

Graduates of 2010 (Dentistry)

Brochmann Ane Storhaug
Chang Chien-Pin
Liu I-Hsien

Graduates of 2010 (General Medicine)

Berkun Felicia Evelyn
Bratt Carl-Johan Christian
Bye Brynjar Saunes
Byklum Guro Merete

Donnér Isabella Marit Margareta
Hammer Sivert
Harbin Nicolay Jonassen
Hellerdal Ingeborg
Igoe Ann
Jacobsen Henriette Skaar
Jebsen Jens Henrik Forstoyl
Kamyab Golara
Kjolsoy Andreas Akervoll
Klepo Elma
Kohli Priya
Lauridsen Jacob Midtliid
Livingston Daniel Seth
Lunde Ole Kaare
Molina Matilde Hauge
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