

student
support
program
Impact Report
2019-2020

Dear Reader,

When you think of EPFL, what springs to mind? A labyrinth of laboratories? The rolling Rolex Learning Center? A bright red logo?

When I think of EPFL, I think of its students. They are the personification of EPFL. Their insatiable hunger for knowledge and understanding, paired with their cosmopolitan approach to life ensure that EPFL remains the vibrant, modern and resourceful institution it has grown into over the past 50 years. The dynamism that we hold dear is also the result of the privileged relationships that EPFL and its committed partners have cultivated over the past five decades.

As Margaret Mead once said, "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed it is the only thing that ever has."

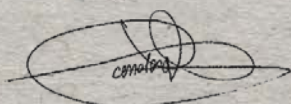
At EPFL, we recognize that our students – the future engineers, architects and scientists who will graduate from our institution – have a responsibility that extends beyond the technical know-how they acquire here. They belong to the next generation of citizens who can, and who must, contribute not only to changing the world, but to making it better for each and every one of us.

As part of EPFL's 50th celebrations, we decided to launch a new program; one that would provide an opportunity for our partners to contribute to enhancing the student experience at EPFL. And so was born the Student Support Program.

In the following pages, you will discover how the founding donors of this significant Program have positively impacted the lives of our students. From Viktor, whose professional ambitions were transformed by a Croatian competition, to Camille, who discovered that EPFL held the key to combining culinary arts with science, the ensuing portraits and testimonies provide a fascinating insight into the many forms that excellence takes here at EPFL. Excellence that has been supported by a myriad of donors that I would like to personally thank for their vision and commitment to our students and to EPFL. The Student Support Program's success to-date is indeed our shared success.

With the first year of the Program now over, my hope is that it will continue on its journey of fostering excellence by uniting EPFL's dedicated partners with the talent that makes our school the unique and pioneering institution that it is – the talent that is our students.

Happy reading.



Pierre Vandergheynst
VICE-PRESIDENT FOR EDUCATION

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Am- bassa- dors



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CHAIRMAN OF THE BOARD OF DIRECTORS,
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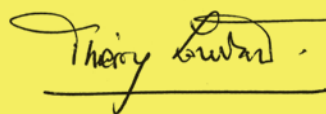
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Scho- lars

Lara Orlandic

Basil Panzer Trust Excellence Scholarship



LARA ORLANDIC, 24, is an American-Croatian-Montenegrin student in her first year of Master in Electrical engineering. After completing her high school and undergrad studies in the United States, which included a one-year exchange at EPFL, Lara decided to pursue her Master's degree here because she "loved it". The Excellence Fellowship was instrumental in her choice.

"I came to EPFL in 2018 for an exchange for my 3rd year of undergrad studies and interned in Professor Atienza's laboratory – the Embedded Systems Laboratory – which is one of the best in the world in its field. I loved it so much that it convinced me to come back to complete a Master's degree. The lab is like a big, crazy family where people come from all over the world. We all go hiking together – Swiss people are really mountain gods, how could it be otherwise with such beautiful landscapes? – and go out for a drink after work where we talk about our undergrads, cultures, and share all sorts of stories. It is a great community with smart and talented people. I have not had the time to join any association yet because of the workload the Master's involves, but once I start my PhD I will take the time to get involved with clubs like the EPFL Club Montagne or the EPFL-UNIL running club. It seems like students here have a much better balance between work and other activities such as sports, which I believe is definitely healthier.

Speaking of health, I am currently working with other researchers on an app called CoughVid. There was a lack of available tests at the start of the outbreak. My mother, who is a doctor in the US, once said that the COVID-19 cough was a dry, very distinctive one that comes from an upper respiratory infection instead of a lower one. Later that day, I was studying my deep learning class and it occurred to me that computers should be able to tell the difference between regular coughs and coronavirus coughs. With the Embedded Systems Laboratory, I launched a project to analyse cough sounds with machine-learning features so as to tell coronavirus coughs from other pathologies such as allergies, pneumonia or asthma. We launched a website to collect sound samples from people around the world. We had extensive coverage in media outlets in the US, Spain, Switzerland and other countries, which really helped in the collection. We continue to test AI-based models to analyse cough sounds and we are collaborating with doctors and hospitals. It has been a very exciting project and Professor Atienza greatly supported us.

The field of telemedicine is becoming huge. It would be fantastic to develop some sort of "smart stethoscope" with a smartphone. It would be of great help in low and middle-income countries where specialists such as pulmonologists are often remote. This would be a very exciting project for my future PhD."

Viktor Škorjanc**Basil Panzer Trust Excellence Scholarship**

Twenty-two-year-old Croatian VIKTOR ŠKORJANC is completing a Master in Chemistry at EPFL. As a child, construction, excavation, and even garbage collection fascinated him. It was a chemistry teacher in middle school who changed his life however, when she detected his huge potential and motivated him to take part in a national competition. Viktor came in sixth and so began his journey.

“Thanks to this competition, I discovered that I was actually quite good at chemistry. Before that, I did not have a clear idea of what I wanted to do. From that moment on, I knew that I wanted to enrol in a high school that was chemistry-oriented since I was definitely into natural sciences. After completing my Bachelor’s degree in Zagreb, I did some research on countries where I would like to study – studying abroad was always part of my plan – and Switzerland became an obvious choice. I was fond of the country and EPFL was a renowned university with a high level in science. I was specifically inspired by its solar cells laboratories. But the truth was that I could not afford to study there and I did not want to be a burden for my parents, despite their encouragement to go if I was accepted. Fortunately, I benefited from the EPFL Excellence Scholarship and I would not be at EPFL today without it. It means a lot to me and I can focus on my studies without worrying about the finances.

I have always been quite ecologically conscious; early on I wanted to orientate my research towards sustainable development and renewable sources of energy – and solar cells are one of them. I am even more interested in them since they combine several disciplines such as chemistry, material science, and physics. Now that I am at EPFL, I can work on high-level ones, known as perovskite solar cells. They are quite promising because they are cheap to produce and could be done on a large scale. I study how the voltage supply and conditions during the rest period (e.g. when there is no light during the night) influence the way the cells can regenerate.

Entrepreneurship does not attract me so much; I always pictured myself in academia. I like to investigate things. Researching a subject you are passionate about – in my case solar cells and renewable energy – makes it even more exciting. In this respect, I am particularly inspired by Vladimir Prelog and Lavoslav Ružička, both chemists and the only Croatian Nobel Prize winners. We share some similarities in that we started out in Croatia and spent a part of our career in Switzerland. I would love to pursue mine by carrying out a PhD at EPFL.”



Tu- tors

JULIETTE ARMANET, MARIE MARIN, PAUL MAYORAZ, CHARLES VIENNOIS and CAMILLE VINCENT all served as tutors during their degree programs at EPFL. Each of them developed his or her own way of helping students during exercise sessions – and they all learned something in return, both about the subject matter they were teaching as well as about life in general. Although tutoring may be somewhat different from teaching, it is also complementary in many regards. Tutoring is focused more on building personal relationships with students; tutors are often close to the same age as their students and have faced similar challenges and experiences, and this can help them earn students' trust. In addition, with a little patience and a touch of psychology, tutors play an important role in breaking down complicated subjects so they are easier to understand. By presenting things calmly and clearly, tutors help students get through class exercises and give them the confidence they need to manage their stress when it comes to exam time.

The tutors' hard work and devotion is even more noteworthy when you consider that they have to squeeze their tutoring activities – which include a considerable amount of preparation and class time – into their own curriculum, as there are no exceptions regarding the requirements of their own degree programs.

However, they all agree that what they do is important. A lot of students ask for their help and do much better as a result. There is no greater satisfaction for a tutor than to see a student's face light up when they grasp a difficult concept. Proof that a little patience can go a long way.



Juliette Armanet
MSc in Architecture
dual French and Swiss nationality
25 years old

*For Juliette, the choice to go into architecture was an obvious one after seeing the pride her parents took in renovating an old building. It was an emotional experience that inspired her. “What I like about architecture is that it encompasses everything – painting, sculpture, design and much more. I became a tutor because I wanted to give students a solid technical foundation that covers all these fields, but also to give them something I wish I’d had when I was starting out: a helping hand. I remember feeling a little panicked in my first year, like all my classmates. We’ve all been there. Half of a tutor’s job is to reassure students that they have the capacity to succeed. I loved being a tutor, even though sometimes (but fortunately not often) it showed me how much I *don’t* know. Students expect you to have all the answers and it’s hard when you have to tell them that you simply don’t know something. Whenever that happened, I would first try to find the answer together with them, and then I would ask for help. As a tutor you also have to be humble. After all, it’s about the journey, not the destination. When I first got to EPFL, I didn’t think that my years here would change me so much, and open my eyes to so many things. Today I’m really happy with the path I’ve taken,” she says.*



Marie Marin
MSc in Management, Technology
& Entrepreneurship
French nationality, 22 years old

When Marie was growing up, she initially wanted to be a florist, and then a history teacher. She later realized that Management was her true calling. She completed a preparatory program in mathematics and physics in Paris before coming to EPFL, which helped her in her tutoring. “My teachers back in Paris explained things a little differently, which in turn allowed me to describe concepts to the students in a way they hadn’t seen before, using alternative methods. For them it was interesting to see a different approach from their Professors’. Of the four tutors for that class, two of us had done a preparatory program and the other two had always studied at EPFL, so it was a good balance,” she says. It should come as no surprise that Marie lives according to the philosophy of Albert Einstein, her role model, when he stated “we cannot solve our problems with the same thinking we used when we created them.” Marie goes on to explain: “I can’t just give up on someone who doesn’t understand. I generally use examples from daily life, like planes and trains for a physics class, because they’re easier for students to conceptualize. With most students you can see it immediately when they’ve understood – a huge smile lights up their face. It’s all the feedback you need. Once a student said she absolutely wanted to be in my exercise sessions because I explained things well. That was really touching.”



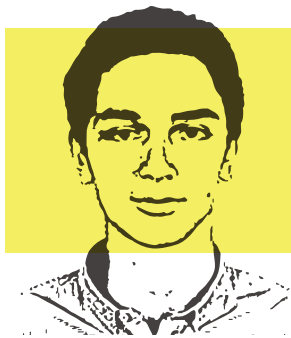
Paul Mayoraz

BSc in Communication systems

dual French and Swiss nationality

24 years old

Paul developed an avid interest in telecommunications after completing his military service in this field and obtaining an amateur radio license. “I would’ve liked to have lived back when intercontinental communication systems were first being developed, with the first cables being laid and transmissions being sent,” he says. Since he was already considering the field of teaching, Paul, also a boy scout leader, decided to give tutoring a try. “Not only did I get to help students develop their skills, but I improved mine as well. Even if I’ve already explained an exercise numerous times, I always learn something new. When you’re a student, you learn the subject matter just well enough to sit the exam, but when you’re a tutor, you have to know it inside and out so you can explain it in detail,” he says. Although it was demanding – and required a great deal of time in his already full semesters – the tutoring experience was an enjoyable one. Paul’s hard work was amply rewarded. “A lot of students gave me positive feedback, and I was happy to see that I made a difference,” he says. “Sometimes new tutors, who had less experience, asked me for advice. I took that as a compliment and a sign I was doing something right!”



Charles Viennois

BSc in Mathematics

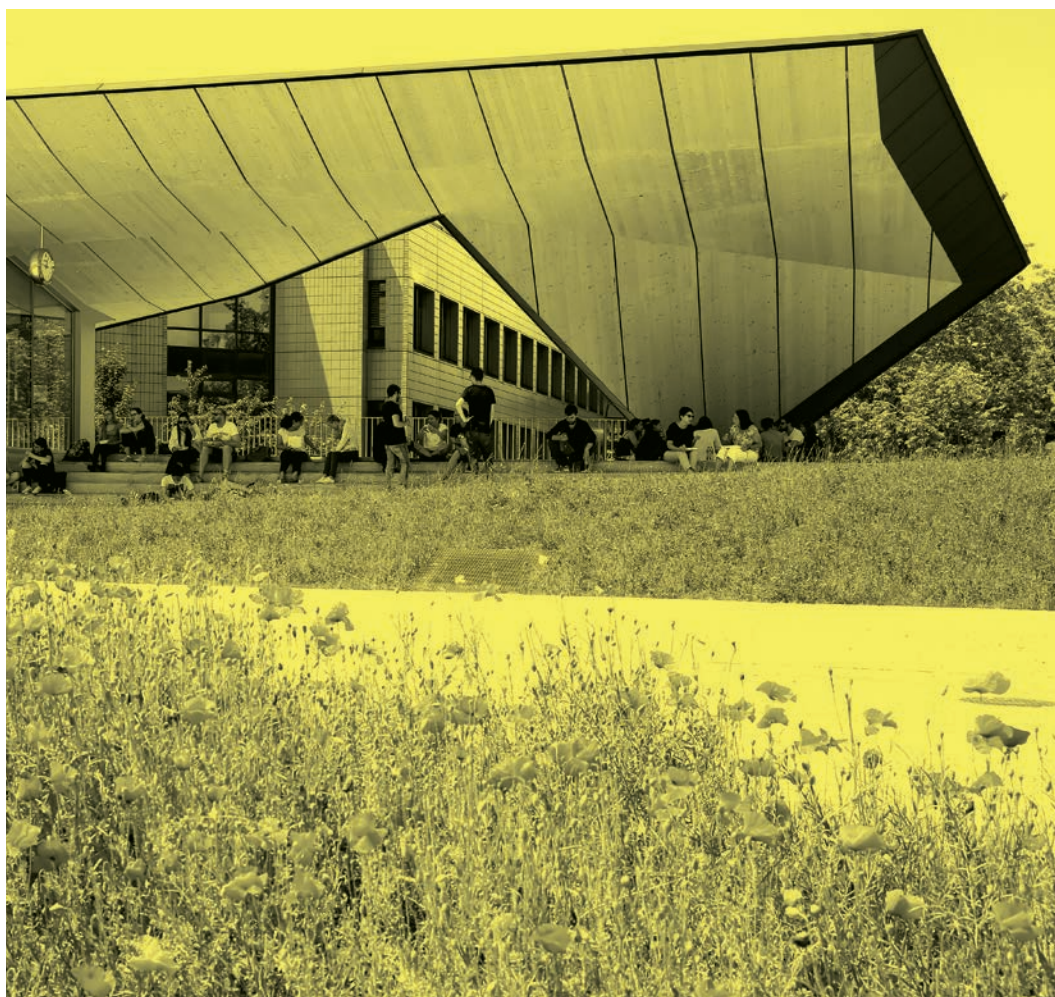
French nationality, 22 years old

After receiving valuable support from a tutor in his first year at EPFL, Charles decided to become one himself during his second year. “I was lucky to have a great tutor who gave us lots of good advice, on top of showing us how to do math exercises,” says Charles. “He was an important source of support when we were new to EPFL and felt alone. For me that was fantastic, and I wanted to do the same thing. I believe tutoring is one of the best ways to learn. If you can explain something to someone else, that means you really know it, which is a nice feeling. But you also have to keep an open mind. Sometimes I may think I know the best way to explain a problem – but my approach might not work for a particular student. So I have to find another way, no matter how long it takes.” Energetic by nature, Charles, who is also an experienced sailor, is involved in Forum EPFL – one of Europe’s largest recruitment fairs. “I’m a copywriter for the fair and manage its branding in official communications, as well as coordinate the publication of its two magazines and handle press relations. I like it because it’s a nice break from math.”



Camille Vincent
MSc in Chemistry and Chemical
engineering
Swiss nationality, 24 years old

Camille had a hard time choosing between studying science or culinary arts. In the end she chose chemistry because she felt it offered more career opportunities. “I really liked the lab experiments, chemical reactions, color changes and various chemical and physical properties,” she says. “At the same time, I wanted to work in the food sciences, so I found a way to combine my two interests: science and cuisine.” Highly motivated and dynamic, Camille tutors students in several classes: Analysis 2, Chemistry, Algebra and Geosciences. “I enjoy sharing what I know, and I’ve always liked helping people. For me it’s a pleasure to watch the students progress. If they fail a test I feel like I haven’t done my job properly, even though I know it’s the students’ responsibility to work hard and study. I wish I could do more though.” Camille already does quite a bit – in addition to tutoring, she is also involved in student organizations. “I helped coordinate the Festival Romand des Saveurs food festival. I like this kind of activity because it’s important to do something other than study all day long.”



MAKE pro- jects

CHIC

developing a prototype of a connected device from scratch

Robotic competition

designing, building and programming a cleaning robot

EPFL Racing Team

conceiving a single-seater, electric-powered Formula race car

EPFL Rocket Team

developing and launching a rocket

EPFL Spacecraft Team

developing satellites for scientific research

GrowBotHub

growing and harvesting vegetables in extreme environments

iGEM

tackling global issues through synthetic biology

Lab in a tube

developing a sensory tube (smart catheter) for biomedical purposes

SensUs

developing biosensors for healthcare

SP80

developing a boat to break the sailing speed record

Swiss Solar Boat

developing a solar-powered boat



TO FIND OUT MORE
ABOUT MAKE PROJECTS
<https://bit.ly/3jGLABG>

All the students we spoke with who took part in MAKE projects agree that the financial support provided by the MAKE fund was essential in transforming their ideas into concrete inventions. The students – bright, hard-working and appreciative of the MAKE opportunity – enjoyed the months they spent working on the projects, some of which are still ongoing. Along with the blood, sweat and maybe even tears, there was also a great deal of pride, excitement and personal satisfaction.

MAKE projects are intended to encourage students to roll up their sleeves and see how the theory they learn in class can be applied in practice, thus allowing them to discover the workings of professional life. By leading or taking part in these ambitious projects, students experience real-world problems first-hand and work together to resolve them; building up confidence in their capabilities along the way. The feedback is decidedly positive, and the skills students acquire can be applied universally, whether they decide to become entrepreneurs or project leaders. These competencies echo many of today's most sought-after skills: project management, team leadership, communication, brainstorming, open-mindedness, decision-making, delegating, scheduling, hiring the right people, fundraising, managing budgets, public speaking, marketing and resilience.

The students proved themselves capable of juggling all of these elements, which are an integral part of a successful project, on top of their coursework and other extracurricular activities.

Read on to learn more about four of the MAKE projects: Swiss Solar Boat, SensUs, iGEM and EPFL Spacecraft Team. They reveal what the next generation of EPFL graduates look like: high-tech, motivated and enthusiastic.

Swiss Solar Boat



ADRIEN PELTIER, 23, is in the last year of his Master's degree in Mechanical engineering and has been President of the Swiss Solar Boat student association since 2019.

Over 60 students from EPFL and HEIG-VD are involved in the Swiss Solar Boat project, which aims to build the cleanest, best-performing boat possible, powered by solar energy. The team's innovative design combines solar panels with hydrofoil technology – that is, an airplane-wing-shaped device placed vertically under the boat's hull that lifts the boat just above the water once it reaches a certain speed. Their design needs no additional power source and is more energy-efficient than other models, meaning the boat can travel a longer distance with a given power load. It can also reach higher speeds with less energy. The team plans to enter their boat into the Monaco Solar & Energy Boat Challenge in 2021.

"I always enjoyed fixing things and finding solutions to problems. So it was an obvious choice for me to go to EPFL and get an engineering degree. It was also no surprise that I signed up for the Swiss Solar Boat project, since I love sailing – I'm also head of communications for LUC Voile, a local sailing club for university students. MAKE projects like the Swiss Solar Boat are ideal for building things with your hands and on a large scale – that's one of the reasons I joined. The projects also help you better understand the theory you learn in class. For example, I took an aerodynamics class where I spent a lot of time studying hydrofoils, then applied what I learned to design the ones on our boat. That helped our team move faster in the design process. Working on this project taught me skills in fields I initially knew little about, like electricity, electronics and composite materials, since I was able to interact with experts in each of these disciplines. I'll never forget how great it felt when we finished building the biggest components of our boat and saw them come out of the hangar. In terms of soft skills, I learned how to better communicate and negotiate – those are things you have to do on a daily basis throughout your career – and I improved my teamwork skills, which are essential. This past year was unforgettable, with both highs and lows. I experienced the full range of emotions: joy, stress and then disappointment when they announced that the 2020 Monaco Challenge was canceled. But it was still a great year, and we're really motivated for the Challenge in 2021!"

SensUs



RALUCA CUCU 24, in the last year of her Master's degree in Life sciences engineering, and ALEXANDRE DĂNIKER, also 24, in the last year of his Master's degree in Microengineering, are two of the eleven EPFL team members who took part in the 2019 SensUs competition.

This international competition challenges students to develop medical biosensors that can measure the blood concentrations of specific compounds used to treat various diseases. Every year, the disease targeted by the competition changes; in 2019 it was rheumatoid arthritis (chronic inflammation of the joints). The teams' biosensors are evaluated by a panel of judges from universities, businesses and the healthcare industry. The EPFL team performed admirably in the competitive, yet fair play, race for the prize.

"The goal of the competition was to prompt students to develop a compact, lightweight device that doctors could use to analyze blood samples right in their offices, without having to send them to a laboratory. The immediate results will let doctors finely adjust patients' treatment protocols – bringing them one step closer to personalized medicine, which is a booming field, especially for cancer treatment," say Raluca and Alexandre. The pair spent months working hard, overcoming obstacles – occasionally obstinate ones but always instructive – to develop their device. "I saw that when it comes to R&D, the theory is often quite different from practice. Our experiments aimed to produce a phenomenon that occurs only under very specific conditions. Even though everything should have worked on paper, when we tried it out in the lab, we had all kinds of problems. The compounds were all mixing together haphazardly but we needed to separate them. Then one day, one of our supervisors suggested that we add powdered milk to our solutions because the fat in the milk would 'trap' the compounds we were interested in. His idea worked! We never would've thought about using an everyday item like that in our experiments," says Alexandre, still surprised and amused by the result.

Raluca adds: "I was immediately attracted by the cross-disciplinary nature of the project. I used various software programs and machines to learn more about the technical aspects. And then there was the more personal side – learning to manage a team, stay focused and ask what other people think, since they were involved in it too. All of that was important. SensUs was the most exciting project I've worked on at EPFL and clearly the highlight of my time here so far. We were a tightly knit team with a great dynamic."

iGEM

(International Genetically Engineered Machine)



LAURA KVEDARAUSKAITE, 22, and THÉO NASS, 21, both Bachelor's students in Life sciences engineering, were on the nine-person EPFL team that, in 2019, came in ahead of 80 other teams to win the iGEM, a prestigious global competition held in Boston every year.

The EPFL team developed a system called ViTest that can quickly diagnose two diseases that plague grapevines: flavesence dorée and black wood. Their device is affordable and portable, meaning winegrowers can use it out in the vineyards and begin treating sick plants immediately. ViTest successfully passed every phase of its feasibility study.

"I'll never forget the moment when the judges announced that we were among the finalists!" says Laura. "We presented our system on the last day of the presentations. When we went to the award ceremony on the following day, we brought our presentation materials with us but didn't really think we'd need them. When they called out our name, we were astonished, and we had just 20 minutes to get our ViTest presentation ready for the entire iGEM conference – some 3,500 people." Laura, who draws inspiration from Rosalind Franklin, jumped on the opportunity to be part of the iGEM team: "I knew I wanted to sign up as soon as I saw the iGEM presentation at EPFL. I was sure that the experience would teach me a lot – and I was right. I also wanted to learn how to conduct my own projects in a laboratory. That was the first time I'd led a team, and the first time I'd had to do any real public speaking. In the end I think I did OK."

Another benefit of iGEM is that students work on teams with peers from many different backgrounds. "iGEM is a synthetic biology competition, but a lot of us were chemistry or microengineering majors. We had to pool the knowledge we had of biology to be able to design our system. We eventually found the right balance and drew on each person's specific strengths," says Théo. In addition to expanding his technical skills, he also gained more confidence in his ability to understand and evaluate journal articles. "I'd never conducted searches of scientific literature before, and I didn't think I'd be able to. But today I know I can read about a topic and understand its general structure, technical terms and concepts. Now I'm a lot more efficient when I read scientific journals," he says.

EPFL Spacecraft Team



Sometimes a simple discussion can change your life, and maybe even send you over the moon. That is basically what happened to three friends at EPFL – NICOLAS MARTINOD, 23, a Master's student in Robotics engineering, TRISTAN TRÉBAOL, 23, a Master's student in Mechanical engineering, and ALFONSO VILLEGAS, 22, also a Master's student in Mechanical engineering – while they were brainstorming possible projects they could carry out alongside their coursework.

After a decisive meeting with the Director of EPFL's Space Center, the “simple” design and launch of a nanosatellite turned into a much more ambitious project, called CHESSE. The three friends ended up co-founding the EPFL Spacecraft Team Association to support their mission, which took off from there. Their scientific objective is to map the chemical composition and density of the Earth's atmosphere, as the last recorded data dates back to the 1980s. The three EPFL students brought other Swiss universities on board – the Universities of Bern and Luzern, ETH Zurich, HES-SO Sion and HES-SO Neuchâtel – and formed the CHESSE consortium, which today performs key technological R&D for the Swiss space industry.

“The idea we initially had grew into incredible proportions – it's now one of the most ambitious student projects in Switzerland” says Tristan. “Just a short while after we started, we were asked to present our consortium at the UNISEC-Global Meeting in Tokyo and meet with people from NASA and European Space Agency. It was unbelievable! Six universities and three companies joined our project. We have a budget of several million Swiss francs over five years and have applied for funds from the Swiss government. While we wait for the government's decision, which should come in January 2021, most of our costs will be covered by the proceeds from the MAKE fund. We never could have come this far without it.” Tristan had already seen the benefits of the MAKE program, when he served as president of EPFL's HydroContest team in 2017 – the year the team won the contest.

Tristan's colleague Nicolas, a fan of Nikola Tesla, adds: “MAKE projects are perfect for getting us out of the classroom, getting hands-on experience and seeing what we're capable of. They accelerate the learning process for skills we'll need in the business world. They also show us all the things involved in R&D – not just engineering but also politics, financing, legal issues, and sales and marketing. You need all that to make a project work. There's also the entrepreneurial aspect which I particularly enjoy; we're encouraged to try out new things and push our limits. For example, in the middle of preparing for our mission, we had to change our core measurement instrument. That was tricky because we had to manage

the people who were running the old version while getting our system ready for the new one – without losing the work that had already been done on the old version, so their efforts weren't wasted. It was probably the most complicated challenge I've faced."

Although learning-by-doing is what MAKE projects are all about, the students start out with a solid technical foundation. That is something Alfonso, in particular, drew on. "Without the grounding we gained in class, we would have been lost, as none of us knew much about space technology. Our courses at EPFL taught us how to tackle difficult problems and forced us to learn at every step. So when the project started, we weren't afraid to venture out into unknown territory. Knowing the theory behind what you're doing is essential. That's one reason why our team has been able to make such progress – we've got good students and great supervisors," he says. Alfonso, who was on the organizing committee for EPFL's Technology & Innovation Fair, also appreciated the opportunity to further develop his management skills. "We had to learn to delegate and not micro-manage, because we couldn't be everywhere at once. It wasn't always easy but it was definitely beneficial. At first I was intimidated by the industry professionals on our project team, since they have a lot more experience. But as we started working together I realized that we students also bring a lot to the table. That really boosted my confidence," he adds.

The trio at the head of EPFL Spacecraft Team have demonstrated a great deal of maturity alongside their contagious enthusiasm. After they graduate, the mission may well continue without them. As for their friendship – which could have been affected by the intense project work – it has not suffered at all. On the contrary, it is probably a key ingredient in the fuel that is keeping the EPFL Spacecraft Team flying high.



Do- nors

We would like to extend our deepest gratitude to the following donors and partners, as well as to those who wish to remain anonymous, for their generosity and commitment to EPFL and its student community. Thanks to them, close to CHF 4.5 million have been invested in the Student Support Program and are enhancing the student experience at EPFL.

Basil Panzer Trust

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A word from the President

I hope that you have enjoyed getting to know our students through these testimonials. This first edition of the Student Support Program Impact Report provides a glimpse of the variety of experiences that students live through at EPFL. Experiences that not only try and test them, but that also strengthen them.

From devising stratospheric projects, to discovering the scientific virtues of powdered milk, EPFL students graduate with a profound understanding that success not only depends on scientific excellence and precision but also on teamwork, humility, and determination.

According to an African proverb, "If you want to go fast, go alone. If you want to go far, go together." Our student community is going far and it is going fast, together. Together with our Professors, together with our Coaches and Scientific Collaborators, and together with you.

So thank you, to each and every one of our donors and to the members of the Ambassador Board for being a part of the EPFL student journey and supporting our students in their endeavours.

Here's to the start of the next chapter of the Student Support Program. I look forward to sharing its highlights with you in the next edition of its Impact Report.

All the best,



Martin Vetterli
PRESIDENT

EPFL

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*If you would like to know more about the Student Support Program,
please contact Catherine Janssens at catherine.janssens@epfl.ch
or check out our website:*

go.epfl.ch/philanthropy

