EPFL

student support program

Impact Report
2024-2025

Philanthropy

Excellence for a brighter future

Dear Reader,

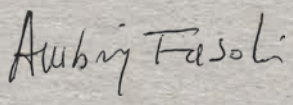
Each year, the Student Support Program reminds us of the extraordinary journeys that begin when talent meets opportunity. Behind every fellowship, workshop, or mentoring session is a student with a story—of resilience, discovery, or daring ambition.

Among the many stories in this report, you will discover Amélie, a Bachelor Excellence Fellow who balances electrical engineering with dancing, and who found both community and purpose through her fellowship and student projects. You will be inspired by Maëlle's journey with the MAKE initiative, where her leadership helped launch a hybrid solar-hydrogen boat across Lac Léman—a symbol of what creativity and teamwork can achieve. You will also read how the PhD Excellence Program equips researchers with leadership skills that extend far beyond the laboratory, and how the Blaze program gives aspiring entrepreneurs the confidence and support to turn ideas into ventures. You will see how the Euler Course and Coding Club for Girls spark curiosity at an early age, opening doors to science for a new generation. You will also discover how Hardship Fellowships provide students with not only financial relief, but the strength to continue their studies with confidence.

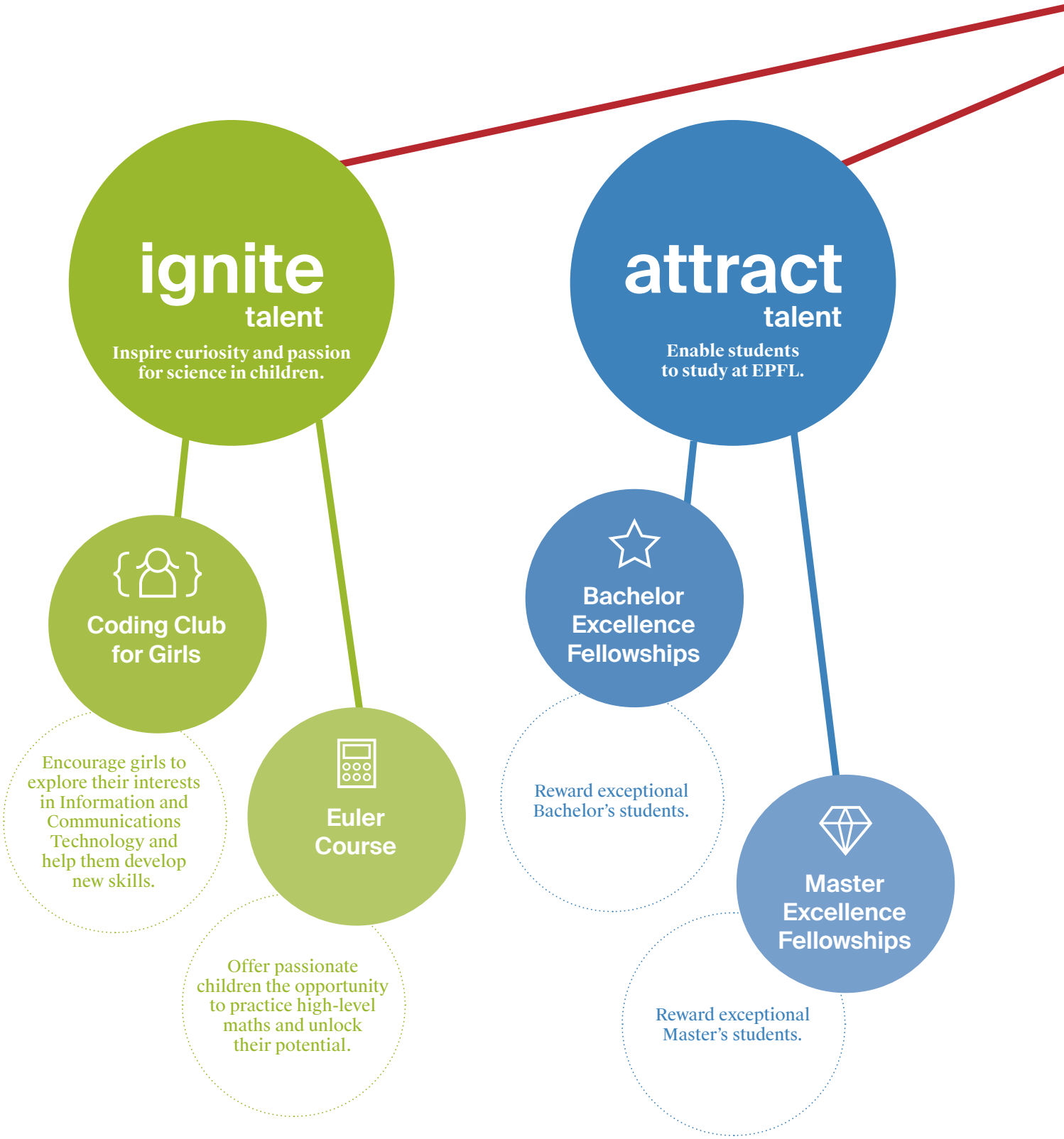
Taken together, these stories highlight more than academic success. They show us how support transforms potential into possibility, and in turn to impact.

I invite you to read on and discover how the Student Support Program continues to open doors, nurture excellence, and build excellence for a brighter future—not only for an ever-growing number of beneficiaries, but for society at large.

With my warmest regards,



Prof. Ambrogio Fasoli
VICE-PRESIDENT FOR ACADEMIC AFFAIRS


ignite
talent
Inspire curiosity and passion for science in children.
Coding Club for Girls
Encourage girls to explore their interests in Information and Communications Technology and help them develop new skills.
Euler Course
Offer passionate children the opportunity to practice high-level maths and unlock their potential.
attract
talent
Enable students to study at EPFL.
Bachelor Excellence Fellowships
Reward exceptional Bachelor's students.
Master Excellence Fellowships
Reward exceptional Master's students.

EPFL Student Support Program

equip talent

Provide students with the necessary skills to succeed in their careers.

Summer in the Lab

Offer students their first immersive experience in the world of research.

MAKE Projects

Encourage project-based learning within interdisciplinary teams.

Peer-to-Peer

Share knowledge and coach younger students.

Entrepre-neurship

Nurture emerging entrepreneurs and support their aspirations and projects.

PhD Excellence Program

Instill transversal and leadership skills in PhD students.

maintain talent

Help students facing unexpected financial difficulties to continue their studies.

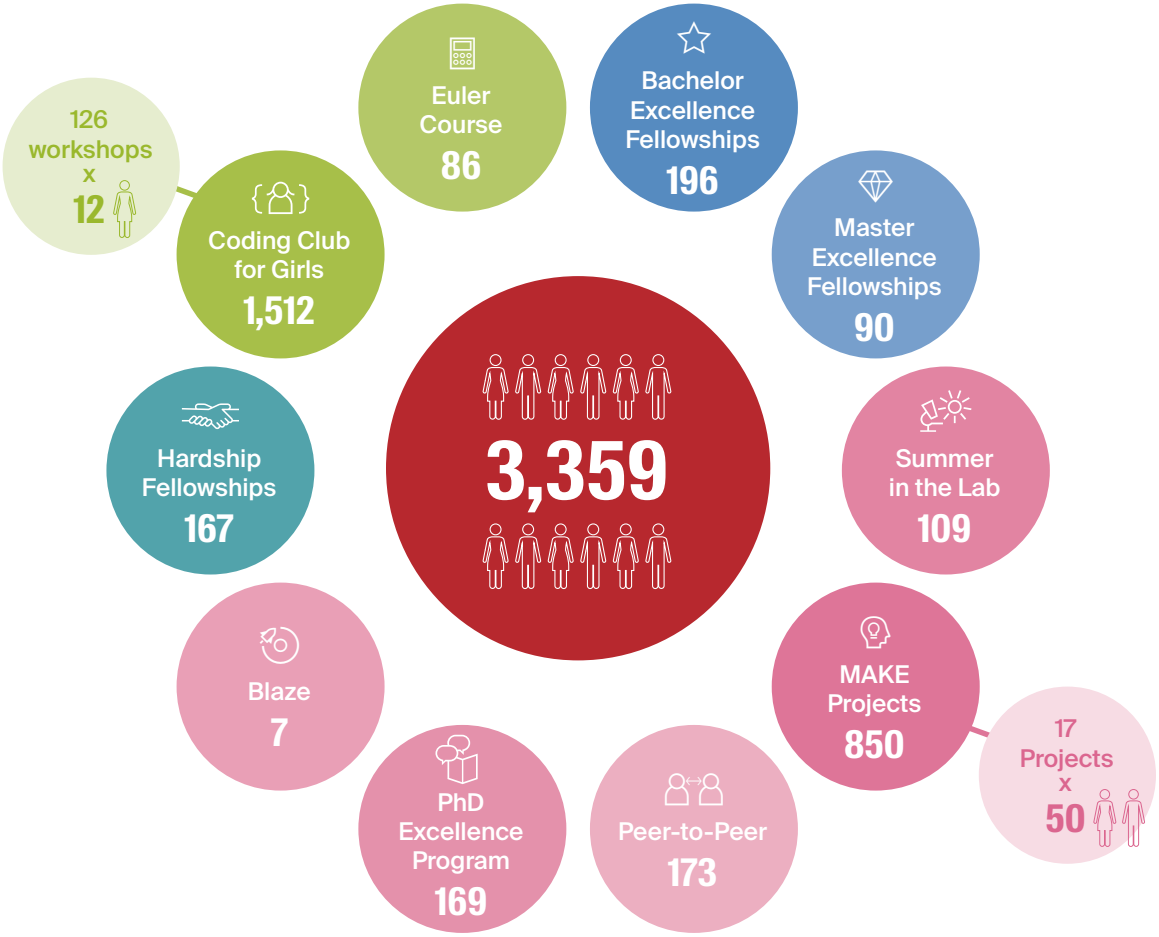
Hardship Fellowships

Accompany students facing hardships to continue their educational journey and reach their full potential.

Facts & Figures*

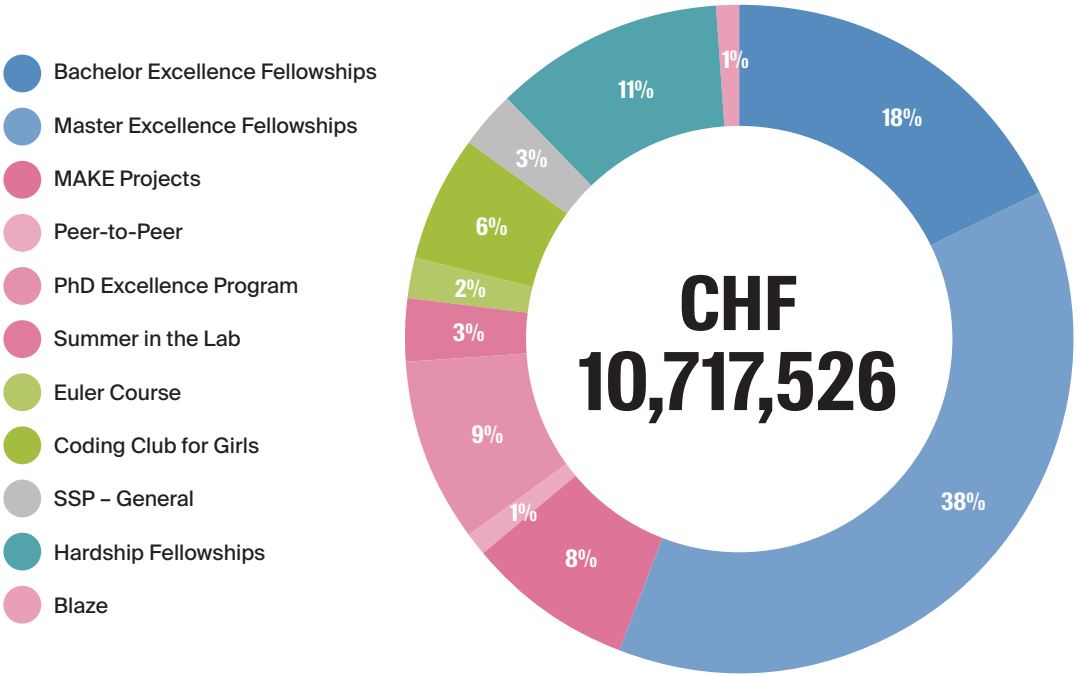
Our donors and partners support more than 3,300 beneficiaries through the Student Support Program initiatives.

Beneficiaries

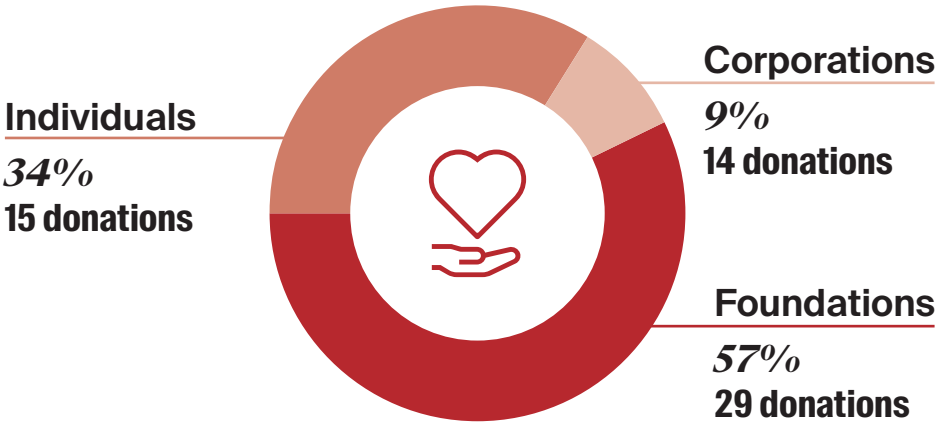


* until September 2025

Donations received to date



Donations



Alumni

>1/3 of the donations are linked to alumni and account for 41% of the total amount raised to date.

Do-nors

We extend our heartfelt gratitude to our loyal donors and partners whose generosity continues to enrich our students' journeys. Our warmest thanks go to the donors listed below, as well as to those who wish to remain anonymous, for their invaluable support.

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Squarepoint Foundation

Swiss Life Asset Managers

The Basil Panzer Trust

We also wish to express our sincere appreciation to the numerous online contributors, parents of Euler students, and those who prefer to remain anonymous for their support since the launch of the Student Support Program.

Alain Giraud
ALUMNUS COMPUTER SCIENCE '89

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ALUMNA COMPUTER SCIENCE '09

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ALUMNUS ENERGY MANAGEMENT AND SUSTAINABILITY '16

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PHD STUDENT IN BIOTECHNOLOGY AND BIOMEDICAL ENGINEERING

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Pauline Baumgartner Harris
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SCIENCES AND ENGINEERING '75

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ALUMNUS MATERIAL SCIENCE AND
ENGINEERING '89

Thierry Lombard
CO-PRESIDENT OF FONDATION
DU DOMAINE DE VILLETTE

EPFL

ignite talent

Coding Club for Girls

NAOMI FIAUX

AGE
12

COUNTRY OF ORIGIN
Switzerland

YEARS IN THE CLUB
3+

INTERESTS
Portrait drawing, guitar, pop vocals, Taylor Swift

CAUSES
Protecting nature and fighting climate change

LUCIE AÏT-MANSOUR

AGE
16

COUNTRY OF ORIGIN
Switzerland

YEARS IN THE CLUB
4+

INTERESTS
Classical music, piano, science, history

CAUSES
Women's rights and access to science education

Naomi and Lucie joined EPFL's Coding Club for Girls at a young age, driven by curiosity and a desire to try something new. Designed for girls aged 11 to 16, the club offers a welcoming, girls-only space where they can explore programming, build confidence, support one another and experience the joy of creating.

Why did you decide to join the Coding Club for Girls?

NAOMI I started at 10, just before the official age, after I'd taken part in a video game workshop at EPFL that I absolutely loved. When I found out there was a club for girls like me who enjoy coding, I asked to join early.

LUCIE My father's a physicist, so I've always been surrounded by science, but I had never tried programming before. The Coding Club gave me a calm, welcoming space to explore it. My coach helped me build little games using Python—which I already enjoyed doing at school.

What do you like most about the club?

NAOMI For me, I love using the programming language Scratch! It's like playing a game, and you're the one who gets to make the rules. I also really enjoyed a pixel art workshop where we drew using color grids. I like it when I can mix drawing and coding.

LUCIE The club gave me a whole new way to express myself. I learned how to create games and organize my ideas better. For me, coding is a bit like music or math—there's structure, but there's also a lot of creativity.

What would you say to a girl who's not sure whether to join?

NAOMI I'd tell her, "I'm really glad that I gave it a try." Because it truly is fun. You learn how to solve problems, and since it's all girls, it's easier to help each other and share ideas.

LUCIE I'd say, "Even if you're unsure of yourself—go for it!" The club gave me confidence. Even when I doubt myself, I know I can try… and keep trying.

VIDEO-INTERVIEW NAOMI AND LUCIE

https://youtube.com/watch?v=vp2_siSlaMA&si=hu2l8W9YYZZPBCuA

ignite talent

Euler Course

HAVIVA TOLSTONOG

AGE
18

COUNTRY OF ORIGIN
Switzerland

NEXT STEP
Bachelor in Mathematics at EPFL

STANDOUT MOMENT
Turned early doubts into brilliant success, all the way to EPFL

ANDREJ SEVERA

AGE
17

COUNTRY OF ORIGIN
Slovakia

NEXT STEP
Bachelor in Mathematics at EPFL, MIT, or Cambridge

STANDOUT MOMENT
Silver medalist at the International Mathematical Olympiad in Australia

Haviva and Andrej both recently completed the Cours Euler, a five to six-year enrichment program for mathematically talented students from across French-speaking Switzerland. Meeting every Wednesday at EPFL, they explored university-level mathematics from a young age while forming friendships, sharing train rides, and supporting one another through rigorous problem sets.

Why did you join the Euler Course?

ANDREJ I've always loved math. Even before joining Euler I used to read math books I found at home—my dad's a professor.

HAVIVA I had already taken part in EPFL activities when I was younger, like "Maths en jeu", and one of my teachers noticed how motivated I was and encouraged me to apply. I didn't get in the first time, but I tried again a year later and was accepted.

What did the program bring you?

HAVIVA More than anything, it made me realize I wanted to study mathematics at university. It also taught me how to approach problems in a structured, logical, and rigorous way.

ANDREJ Yes, the structure and rigor were key. The Euler course taught me how to write proper proofs and helped me get a sense of what university lectures and exams are really like.

What was the group dynamic like?

HAVIVA I made so many friends. The annual summer camp was definitely a highlight—being in the mountains all together, doing math, playing games, just having fun.

ANDREJ I loved the camp too. Every year, we held a big *Jass* tournament—it became a tradition. And the train rides to and from Geneva gave us time to build friendships.

What matters to you outside of math?

HAVIVA Music is always present. I studied violin, and I also play electric guitar and sing. I also identify as a feminist. There are a lot of societal issues I care about, but that one feels personal.

ANDREJ As a citizen, I often reflect on inequality in the world and make a conscious effort to value fairness.

☆ Bachelor Excellence Fellowships

attract talent

Dancing to Her Own Rhythm

Amélie Tan moves gracefully between worlds—Greco-Roman classics and electrical engineering, swing dance and high-voltage systems. This former Euler Course student and enthusiastic MAKE Project participant is getting the most out of her time at EPFL.

AMÉLIE TAN

AGE
21

COUNTRY OF ORIGIN
France, USA

BACHELOR
Electrical and Electronic Engineering

PROFILE
Like clockwork—precision in motion

FONDATION DU DOMAINE DE VILLETTE EXCELLENCE BACHELOR FELLOWSHIP

It's lunch break at the heart of EPFL campus, and most students are sitting outside, eating and chatting away about exams on the Esplanade. Amélie Tan is doing something else entirely. She's dancing, along with other students, to a tune all her own.

Amélie is a second-year bachelor's student and about to begin an exchange year in Denmark. She'll spend the next year in Copenhagen, a city she's grown familiar with for reasons both academic and personal. "I really like that I'll have the freedom to build a tailor-made curriculum focused on renewable energy. It's something that really matters to me," she says.

Amélie's decision to study at EPFL came after participating in the early advanced math program *Cours Euler*. The experience left an impression. "EPFL felt like a place where I could belong." Eager to get her hands on some real electronics, she joined the Swiss Solar Boat project through the MAKE program. "The courses are great, but still very theoretical at this stage." At only 21 years old, she's curious, aware of knowledge gaps and driven to learn more.

The Bachelor Excellence Fellowship was vital in her landing a room at a near-campus residency hall, just ten minutes away by bike. "That changed everything. I could take part in events, join projects, meet people. Really be part of campus life." It also gave her time and energy to take on a leadership role as co-president of Dance Square, a student commission that promotes partner dancing on campus.

Dance is more than just a hobby for Amélie—it's her way of staying grounded and connected with people across backgrounds and disciplines. "When we dance at midday on the Esplanade, people from all levels—Bachelor, PhD, even professors—join in. It's joyful. You don't need to dance perfectly; you just need to feel the music."

Looking ahead, she's open to several possibilities: a Master's in Copenhagen and EPFL's Master in Energy Science and Technology are both strong options. "We'll see. I'm going abroad with an open mind." One thing is certain: whether she's programming microcontrollers or dancing to 1930s swing, Amélie brings intention, creativity, and commitment to everything she does. "I want my work to be useful. I want to contribute to something that matters."

We extend our sincere thanks to the ***McCall MacBain Foundation***, which offers all Excellence Bachelor Fellows the opportunity to participate in its ***Leadership Development Program***.

attract
talent

Master Excellence Fellowships

Master of Focus

At first glance, Claudio might not strike you as the loudest voice in the room—but give him a set of equations or a football team to lead, and you'll see a different kind of presence emerge: calm, structured, precise.

CLAUDIO PFAMMATTER

AGE
25

COUNTRY OF ORIGIN
Switzerland

MASTER
Mathematics

PROFILE
Strategic thinker

THE BASIL PANZER TRUST MASTER EXCELLENCE FELLOWSHIP

Originally from the Upper Valais German-speaking region in Switzerland, Claudio spent his afternoons as a teenager on the football pitch, drawn to the strategy and precision of the game. After completing a Bachelor in Mathematics at EPFL, he briefly considered a Master in Financial Engineering, but soon realized that his true passion lies in pure mathematics. "Math gives me clarity," he says. "It allows me to describe the world with a kind of precision and elegance that I love."

Claudio is also fluent in French—a language he learned while playing football for the under 16s at FC Sion. He explains that he is now his local team captain and continues to return every Wednesday and on weekends for training and matches. It's his way of building self-assurance, leadership, and collaboration skills—and to take a short break from the intense world of mathematics. "In sport, just like in academics, consistency matters," he reflects. "You have to be steady, and you have to be there for your team."

A recipient of the Basil Panzer Trust Master Excellence Fellowship, Claudio also keeps a close eye on the academic ball. "The fellowship gave me confidence in my abilities. The financial freedom has allowed me to fully focus on my studies while keeping up football."

He smiles as he mentions that he is the lead teaching assistant for the Advanced Linear Algebra 2 class. As the one who designs and even grades the exams, helping teach this notoriously difficult class must be an enjoyable challenge for him. "I get a lot of pleasure out of seeing someone's face light up when they finally understand how to solve a difficult equation," he says.

His love for teaching math also shows in his decision to obtain a teaching certificate at the pedagogical school in Lausanne (HEP Vaud) during the upcoming last two semesters at EPFL. When asked about his future, "My ambition is to continue research in academia, but I am keeping both options—research and teaching—on the table for now," he answers.

A blend of equal parts down-to-earth sporty football captain, enthusiastic teaching assistant and student with a clear talent for algebra, Claudio has found his own sort of balance. Drawn to philosophy in high school by an inspiring teacher, he now splits his time between abstract reasoning and team coordination. "I might even find some time this summer for some reading—there's a book on mathematical logic I've been meaning to get to."

Summer in the Lab

equip talent

ANDIE YINGHAN SHAO

AGE
21

COUNTRY OF ORIGIN
China

BACHELOR
Mathematics

LAB
Chair of Ergodic Theory

YOUSSEF KABBAJ

AGE
23

COUNTRY OF ORIGIN
Morocco

MASTER
Physics

LAB
Swiss Plasma Center

The Summer in the Lab program brings together curious minds from across disciplines to explore the world of research, often for the very first time. We caught up with two participants to hear what they learned, what surprised them, and what stayed with them.

What motivated you to apply for the Summer in the Lab program?

ANDIE A friend encouraged me to try research after my first year, saying it was nothing like studying for exams. I joined a small project that summer, and even without much background, I loved the experience. That's what made me apply to Summer in the Lab—to keep exploring that world.

YOUSSEF For me, it was a first step into the world of research—especially in a field like plasma physics, which had fascinated me from afar. I wanted to move from theory to practice and see what lab work felt like.

If you had to explain your internship to a grandparent, what would you say?

ANDIE I studied something called combinatorial number theory—it's about finding hidden structures in sets of numbers. It's a bit like spotting patterns in a mosaic—except the pieces are numbers, and the picture they form follows the logic of arithmetic.

YOUSSEF We worked on lots of small tasks—coding, electronics, even a bit of hands-on building—all to support a much bigger experiment at the Swiss Plasma Center. The goal was to help stabilize the machine that creates plasma, the fourth state of matter. It was amazing to see how even small tweaks could speed things up—and in the end, we really did create plasma!

A challenge you managed to overcome?

ANDIE I had proposed a conjecture and wanted to prove it, but the more I struggled, the more I started to doubt myself. My supervisor suggested I work on both proving it and looking for a counterexample. That dual approach kept me grounded and, in the end, I did manage to prove it. It was the first time I felt like an accomplished mathematician.

YOUSSEF Giving a presentation in front of a full lab team wasn't easy. But I practiced, pushed through the nerves, and got through it. It taught me that being part of research means sharing your ideas, even when you're still learning.

Three skills you developed?

ANDIE
1. Explaining mathematical ideas clearly.
2. Improving my writing of proofs and theorems in LaTeX.
3. Getting better at spotting structural patterns in sets of numbers.

YOUSSEF
1. Patience.
2. Task-sharing and cooperation.
3. Did I mention patience?

An inspiration during your internship?

ANDIE A book about exploring structure and randomness by Yufei Zhao inspired me. It opened my eyes to how beauty can emerge from complexity and how even in randomness, there's structure waiting to be discovered.

YOUSSEF My lab partner, whom I met through the program, became a source of motivation. We often think of science as a solitary pursuit, but having someone to share ideas with, ask questions to, and laugh with, made everything more engaging and more effective. Working as a dynamic duo showed me how collaboration fuels discovery.

What advice would you give to future Summer in the Lab participants?

ANDIE Before you start, think about what you want to get out of it.

YOUSSEF Don't worry—everyone is super friendly. You'll learn a lot, meet new people… and hey, the lake is right there when you're done for the day!

EPFL

equip talent

MAKE Projects

Three Lives in One

If someone had to describe Maëlle in two words, they could say that she is like water. A buoyant force that both lifts what needs to be carried and pushes through obstacles that need to be overcome.

MAËLLE TRUCHEMENT

AGE
24

COUNTRY OF ORIGIN
Switzerland

MASTER
Management, Technology and Entrepreneurship

PROFILE
Force of Nature

PROJECT
Swiss Solar Boat

Standing on the shores of Lac Léman and surrounded by teammates, Maëlle watches as the hybrid solar-hydrogen catamaran rises onto its foils, powered by hydrogen for the first time. At that moment, she had been co-leading the energy division and had contributed to one of the project's most transformative phases: the transition to hydrogen. Shortly after this milestone, she was elected president for what would become a pivotal year marked by the development of a second hybrid foiling boat and a bold evolution in long-term strategy.

"This year, I'm responsible for everything from administration and finance to event planning and logistics," she explains. Along with leading the project as CEO, she's also the head of the Marketing & Communications division, working closely with the CTO to ensure fluid coordination between the technical progress and organizational needs. "It's really the team's spirit and the team's confidence that allowed me to evolve and take on more responsibility," she says.

The first boat—originally designed as a solar-powered catamaran—was adapted into a hybrid system to include hydrogen. "Applying this kind of energy mix to an asymmetric foiling boat like ours was a first," she says, "And completing the symbolic crossing from Lausanne to Evian with zero emissions was a powerful message."

And what is that message? "Our boat is more than a vessel – it shows that with the right mindset and technology, even on a small scale, we can rethink how we move across water."

Maëlle has managed a budget that has nearly tripled between project generations—an exciting challenge that involves nurturing relationships with existing partners and also securing new sponsors with the help of their fundraising team. She has also skillfully represented the association at public events. "These are all skills I wouldn't necessarily have had the chance to learn directly during my studies if it weren't for MAKE."

And all of this while balancing her Master's studies and completing a diploma in piano performance. "The last few years have been intense," she admits with a smile. "My weeks are long and full. I feel like I'm living three lives." Student. Musician. Engineering team leader. "Each part of my life takes the lead at different times, but in the end, I manage to find my balance" she adds.

Her proudest moment? "It was when I saw both boats together during the partner appreciation event in May 2025. It was a source of pride to see how, as a team, we had joined forces together to bring this project to life."

TO FIND OUT MORE ABOUT MAKE PROJECTS

bit.ly/3jGLABG

Peer-to-Peer

equip talent

For student assistants at EPFL, teaching is more than a function—it's a formative experience. Whether guiding lower-year students through tough concepts or adapting explanations to different learning styles, assistants develop patience, clarity, and confidence. In helping others grow, they deepen their own understanding and sometimes discover a passion for teaching they didn't know they had.

"Being a teaching assistant in Mathematical Analysis for over three years has been an incredibly rewarding experience. Guiding first-year students through a challenging subject like Analysis 1 means not only supporting their academic progress but also helping them build confidence and manage the stress of the transition to university. It taught me how to explain complex mathematical problems clearly, adapt to students' different ways of approaching a solution, and respond with empathy and precision. This role has also significantly strengthened my own understanding of Analysis in its finest details, which now supports me in many other subjects. It is also especially meaningful when, semesters later, students still reach out to say thank you" EMMA VICTORIA BERENHOLT

"Being a teaching assistant has truly become a passion for me. There's real satisfaction in seeing students make progress in a course and begin to understand more difficult concepts. Sometimes their questions are tricky, and they have always pushed me to think differently, broadening my own understanding of the subject. Beyond the academic context, teaching is also a human experience. Above all, what makes me happiest is seeing them grow in confidence, motivation, and independence." COLINE LETEURTRE

"Being a teaching assistant is a fantastic opportunity for any EPFL student. It's an opportunity to learn about pedagogy, build meaningful relationships with students, and gain early professional experience that can even spark a calling for teaching. But that's only the tip of the iceberg. The experience actually goes much further: it challenges us to look at problems from different angles so we can better adapt to students' needs, deepen our understanding of the subject matter, and learn to simplify, break down, and analyze complex ideas. It's also an opportunity to connect with passionate professors and PhD students. It is truly an opportunity not to be missed!" QUENTIN GALLIEN

equip talent

PhD Excellence Program

27
doctoral students
on average per cohort

Beyond the lab bench and lecture halls, the PhD Excellence Program invites PhD students to ask difficult questions—about their research, their path, and the legacy they'll leave behind. In the process, they build not only careers, but who they wish to become.

DOCTORAL PROGRAM IN ELECTRICAL ENGINEERING

"I realized that good research isn't enough—you also need to lead, communicate, and collaborate. The leadership module was essentially about working with people—resolving conflicts, making tough decisions, and giving or receiving feedback. I now use those skills daily, and not just in the lab—they also come in handy at family dinners! The program also connected me with EPFL alumni, startup founders, and industry professionals. Meeting peers from other fields showed me how much we have in common and broadened my perspective. I now see transitions—into industry and entrepreneurship—as natural next steps. The program helped me grow as a scientist and as a person." EKANSH SAREEN

12
doctoral programs
on average per cohort

16
nationalities
on average per cohort

DOCTORAL PROGRAM IN CIVIL AND ENVIRONMENTAL ENGINEERING

"I joined the program to explore career paths beyond academia and connect with peers from other fields. While some sessions felt less relevant to where I am now, they offered useful insights into the kinds of leadership and communication challenges I may face down the line. They also helped me better understand how people in leadership roles think and work. The most valuable aspect has been meeting other PhD students and learning from their experiences. I look forward to keeping those conversations going and continuing to explore career development together." KANAHA SHOJI

DOCTORAL PROGRAM IN TECHNOLOGY MANAGEMENT

"The program nudged me beyond my usual boundaries: beyond my cubicle, beyond the campus, and even beyond the version of myself I thought I knew. During one discussion, someone said, "Sometimes I sit in my office and wonder about the person who sat there 50 years ago." That stayed with me. It raised deeper questions such as What are we really doing here? What will remain after us? The program created space for that kind of reflection." YANAN NIU

72
workshop hours
on average per cohort

Blaze

equip
talent

PAUL MADELÉNAT

AGE
23

COUNTRY OF ORIGIN
France

MASTER
Data Science

PROJECT
Actualia

The Blaze program supports students who are prepared to leap into entrepreneurship. Through hands-on workshops, targeted mentoring, and financial support, it offers an accelerated learning lab—a space where participants grow both their ideas and their personal skillsets.

What's your vision for the project?
To reinvent how we consume daily news: clear, personalized summaries in text or audio, based on your sources and interests, all in one mobile app.
A 10-minute podcast that covers your football club, local economy, and the latest news in AI? It didn't exist—so we built it.

What was your "Eureka!" moment in Blaze?
Realizing that you can build the best tool in the world, but if you can't launch or sell it, it's meaningless. Blaze really pushed me to understand the strategic side of entrepreneurship.

What part of the program helped you the most?
Above all, the network it offers and the doors it opens. Having the opportunity to meet experienced entrepreneurs and experts who challenge your thinking is priceless.
The coaching was also a game-changer: learning directly from those who've been there or who are leaders in their field is a rare opportunity.

What inspired you during your time in the program?
A former CTO's story: he walked away from a high-tech career to take over his family-run paper supply business and launch something new. It shattered my belief that there's only one path—the typical "tech startup" route.

Three key skills or traits you developed thanks to Blaze:
1. Prioritize
2. Communicate clearly
3. Build confidence in networking

A challenge you overcame?
Stepping out of my comfort zone to pitch my idea to strangers—and learning to welcome tough feedback.

Looking back, what would you do differently?
I'd take more time to talk with the guest speakers after their sessions. It can be intimidating, but if you want to pitch yourself and your idea, you need to push past that hesitation.

Hardship Fellowships

quotes from anonymous beneficiaires

maintain
talent

When financial instability threatens to end a student's academic journey, even a small intervention can make a life-changing difference. These fellowships offer more than relief—they restore a sense of possibility.

"Before receiving the hardship fellowship, I struggled to focus on my studies. Financial stress consumed my mental space and dominated my daily life, and this had a serious impact on my mental health, my sleep, and therefore my academic performance. Today, thanks to this invaluable support, I can move forward with piece of mind, stability and make my studies a priority."

BACHELOR'S STUDENT

202
hardship fellowships awarded

Maximum amount:
2,000
CHF per month

"After an unexpected and deeply destabilizing event, I genuinely believed that my academic journey had reached its end. The financial and emotional weight felt insurmountable, and for a time, I saw no path forward. Receiving the hardship fellowship at that moment was a turning point in my life—not just a financial relief, but a powerful signal that I was not alone. I felt once again that my academic path still had meaning. It gave me the strength and stability to refocus on my goals, to continue my studies with dignity, and ultimately to complete my Bachelor's degree. For this, I am profoundly grateful."

MASTER'S STUDENT

"I began my studies at EPFL remotely from the small, cramped apartment I shared with my mother during the lockdown due to the COVID-19 pandemic. Living together was difficult, and our financial situation was precarious. Thanks to the hardship fellowship I received in my third year, I was able to move to Lausanne. That changed everything: I was able to fully embrace student life, gain independence, and improve my relationship with my mother. Today, as I near the end of my studies at EPFL, I am deeply grateful for the financial and emotional support I received."

STUDENT WORKING ON MASTER'S PROJECT

Average amount:
7,200
CHF per academic year

Paths Forward

The impact of the Student Support Program extends well beyond EPFL—into further studies, research, or industry. More than knowledge, its recipients carry with them an experience shaped by the opportunities, mentorship, and community they discovered through its diverse initiatives.

Hélène Pawelczyk – Euler Course

"I've just completed the final year of the Euler Course and am now set to begin studying computer science at EPFL. The course played a major role in my decision to pursue studies in this field. It helped me build strong skills in math, deepened my interest in science, made me feel at home on campus, and introduced me to some remarkable people. I'm deeply grateful for what the program gave me. The knowledge, the friendships, and the experience will stay with me through my studies, my career, and beyond."

Lara Orlandic – Master Excellence Fellowship

"After completing my Master's degree at EPFL, I went straight into a PhD program in electrical engineering to continue the work I had begun. Thanks to the generosity of the Excellence Fellowship donors, I was able to engage in cutting-edge research on wearable biomedical devices and publish two papers before even starting my PhD. This made the transition into doctoral studies smooth and seamless. I'm truly grateful to everyone involved in the Master Excellence Fellowship for their support."

Julie Bannwart

Summer in the Lab

"My Summer in the Lab experience gave me meaningful insight into the everyday world of research. That summer led to the publication of a paper in a scientific journal—my very first step into the field—and gave me the confidence to start a PhD in mathematics in Germany, with a clear goal of staying in academia. I also formed lasting ties with the lab that welcomed me. I'm deeply grateful for the opportunity, and I hope future editions of the program will inspire many more students in the same way."

Alexandre Daeniker – MAKE Projects

"The MAKE projects and the SensUs competition were true game changers at the end of my studies. They gave me the confidence to explore opportunities beyond EPFL and the courage to pursue leads that emerged through the networks I had built. SensUs, in particular, helped me grow professionally—from hands-on teamwork to engaging with experts from across disciplines. Those experiences ultimately led me to Eindhoven, where I now work as an R&D engineer at ScioSense B.V., a company specializing in sensor technology."

Our Gratitude

"A huge thank-you to all the patrons of the Euler Course for making this exceptional opportunity available to everyone. Your support for the love of mathematics in French-speaking Switzerland is truly invaluable." ANDREJ SEVERA, EULER COURSE

"I'm grateful to you for supporting the Coding Club for Girls. Thanks to your generosity, it can promote science among young girls for free."
LUCIE AÏT-MANSOUR, CODING CLUB FOR GIRLS

"Thank you for your generosity, which gives many girls the chance to discover the world of computer science."
NAOMI FIAUX, CODING CLUB FOR GIRLS

"A heartfelt thank you to the donors of the SSP, and especially to those of the Blaze program. Thanks to you, a simple idea has turned into a real project, fueled by support, networks, and opportunities that make all the difference." PAUL MADELÉNAT, BLAZE

"I'm deeply grateful for the opportunity given to me through the Excellence Master Fellowship. Thanks to this ongoing support, I can fully dedicate myself to my studies and research in pure mathematics, in a stimulating academic environment. This fellowship gives me the confidence to pursue my ambitions, and I'm convinced that these skills and experiences will have a lasting impact on my scientific future. Thank you for making this possible!"
CLAUDIO PFAMMATTER, EXCELLENCE MASTER FELLOWSHIP

"Thank you so much to all the donors who support the Excellence Bachelor Fellowship, which has allowed me to make the most of all the opportunities offered on the EPFL campus—in my studies, in student associations, and through MAKE projects."
AMÉLIE TAN, EXCELLENCE BACHELOR FELLOWSHIP

"I am grateful to everyone who made SIL possible. Thank you so much for giving me this opportunity to work and develop as a mathematician. I had a wonderful experience."
ANDIE YINGHAN SHAO, SUMMER IN THE LAB

"Taking part in a MAKE project has been a life-changing experience, both personally and professionally. I'm endlessly grateful to the donors of the Student Support Program, whose generosity enables thousands of students like me to contribute to projects that are not only complex and concrete, but also deeply human and transformative. Thank you for everything." MAËLLE TRUCHEMENT, MAKE PROJECT

"Thanks to the Euler Course, I discovered that studying mathematics is truly what I want to do. I also gained confidence in myself, and none of this would have been possible without the teachers and partners who support this program."
HAVIVA TOLSTONOG, EULER COURSE

A Word from EPFL's President

This is my first chance, as President of EPFL, to conclude the Student Support Program's Impact Report—and I feel truly honored to do so.

The number of beneficiaries supported by the Student Support Program has grown remarkably, thanks to the generosity of our donors and partners who share the unwavering belief that talent should never be limited by circumstances.

This program is about much more than financial aid—it's about nurturing excellence, building resilience, and ensuring that every student has the chance to fully contribute to science, society, and the world at large. Its influence extends far beyond our campus, shaping lives, transforming careers, and strengthening communities both in Switzerland and across the globe.

Looking ahead, I see the Student Support Program as a cornerstone of EPFL's mission: to advance knowledge, open doors of opportunity, and prepare the next generation of pioneers and changemakers. Together, we are not merely investing in students; we are investing in a brighter, more innovative future.

To everyone who makes this possible—our donors, ambassadors, faculty, staff, and students—I offer my deepest gratitude. It is my heartfelt commitment as President to ensure that this program continues to inspire, empower, and create lasting impact for many years to come.

With profound gratitude and conviction,

Prof. Anna Fontcuberta i Morral
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

Excellence for a brighter future

Philanthropy

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