MICHAEL: Let's take one of the poorest countries in our sample of 10 countries, which is Uruguay, and Latin America. They have very limited pedagogy. They're a country that's a democracy, they want to use education development, economic development together. They have three hundred schools out of their three thousand schools doing NPDL. And students -- and we have films on this, but students are saying, for example, "I'm supposed to help humanity, so I think I'll start with my own neighbourhood." And so they start to, because their pedagogy allows this, invent things. So three of the things that they did, a group of students, a simple thing -- birds were eating vegetables from their local garden, so they invented a robot that vibrated when birds came near it, and it scared them away. A family got struck by lightning on the beach, there's lots of beaches in Montevideo in Uruguay, so they created something that set off an alarm when lightning was imminent, so people could get off the beach. Another group developed a robot that would detect land mines, because they were studying the Second World War. So this is natural stuff. And they're very conscious of, we are making a contribution to our local community and our local country. But we're also aware that this is part of the world. And if you look at what's going around the world now, and all the problems, this has enormous potential for students kind of moving up. Imagine en masse students graduating from practical deep learning work, 12 be it years, or 14 years, or experience, in their part of the world.

Another way to put this is that this experience is the greatest guidance counsellor you can find. That's an analogy. In other words, students are saying, "I have an idea of what I might want to do now. I'm more committed to finding my niche. How can I make a contribution?" It may not be crystal clear, the job market's not clear. But they are very aware that as a 10-year-old -- I just use that as a figure -- that I'm thinking about the future. I'm thinking about my future, and I think about a collective future. And I'm thinking about the world, and I want to be part of shaping it and reshaping it. So this is where the radical transformation, the potential of this project resides.