Technology Consultation

Towards a strategy for inclusion, innovation and growth

Contents

Scotland is at a turning point

We can choose to embrace technology and make our economy and public services fit for the future, or risk Scotland being left behind other parts of the world and missing out on opportunities, jobs, and the ways that technology can enhance our quality of life.

Scottish Labour sees technology as a force for good. It can drive economic growth, improve our quality of life, help address global challenges in an increasingly interconnected world, drive innovation and public service reform, improve accessibility, and foster communication and cooperation.

The UK Labour government has already committed to a new way of doing government that harnesses technology including maximising on the potential of AI to improve public services. Scottish Labour will put technology at the heart of government and work in partnership with business and with our local communities to ensure the benefits of technology – to our public services, economy and people - are felt across the country.

"However," Scotland's investment in and application of technology is being held back by a range of factors from enterprise support to skills. Indeed, the Scottish Government commissioned the Scottish Technology Ecosystem Review (STER), published in 2020.

Its author Mark Logan emphasised the crucial role that education and talent, infrastructure, and funding play in the technology ecosystem, using targeted support to reach a "tipping point" (when the ecosystem becomes self-sustaining and "hosts a critical mass of viable start-ups and scale-ups"). [1] Scottish Labour supports the recommendations made across all areas, focusing on the network of Tech Scalers, building a pipeline of talent, the International Market Square, and ecosystem funding. The Scottish Government has failed to act on them with the urgency required. However, we also believe the government must take an even more ambitious approach to technology.

We propose this is done through the following five interconnected areas:

- **Developing Scotland's technology ecosystem**
- **Addressing digital exclusion in Scotland**
- **Driving uptake of technology across the economy**
- **Enhancing digital education and skills development**
- **Infusing technology into government and public sector reform and delivery.**

These five areas will provide our framework for analysing current barriers to success, examining best practice across the UK and world, and consulting with stakeholders to inform Labour's short- and long-term proposals, and outcomes on technology.

As the use of tech, in particular AI, expands, Scottish Labour will also work closely with the UK Labour Government and international stakeholders to push for and influence a framework that answers legal, ethical and moral questions that arise. This must be done in partnership with colleges, universities, educators, the public sector, and business.

1   https://www.gov.scot/binaries/content/documents/govscot/publications/progress-report/2022/11/scottish-technology-ecosystem-review-towards-tipping-point2/documents/scottish-technology-ecosystem-review-towards-tipping-point/scottish-technology-ecosystem-review-towards-tipping-point/govscot%3Adocument/scottish-technology-ecosystem-review-towards-tipping-point.pdf

Growing Scotland's technology ecosystem

Scotland's technology ecosystem is vibrant and growing. It encompasses sectors including software development, life sciences, gaming, healthcare, and renewable energy.

Supporting this ecosystem through skills development, investment, and infrastructure is paramount to driving innovation, collaboration, job creation, and further investment, and attracting and retaining top talent. AI is becoming more central to Scotland's technology ecosystem and we need to have a full understanding of the infrastructure and energy needed to support its role.

Currently, the industry contributes around £6bn to the economy. [2] Edinburgh, Glasgow and Dundee, with distinct areas of specialism and close proximity, have the potential to form and lead a powerful tech hub. Scotland's technology strengths have their foundations in our world-leading universities and the large research and development (R&D) investment potential that comes from being part of the UK. We have key research strengths in data science, video games, advanced engineering, and life sciences. As a result, we have a strong record in spin-outs and start-ups in these areas.

However, as STER outlines, a lot of work is required to take Scotland's ecosystem to "tipping point" and on its current trajectory, Scotland will find it hard to compete globally. If fully implemented, STER's recommendations will make Scotland's ecosystem significantly stronger and internationally competitive. However, this will only be possible through robust evaluation of progress, learning, and guidance from those operating best practice, along with a better understanding of the barriers to implementation. These barriers include an education system that isn't harnessing the potential of digital and tech, a cluttered landscape of business support, a lack of strategic investment, gendered stereotypes in subject and career choice, and significant skills shortages.

We endorse STER's calls for an overhaul of Scotland's digital skills provisions. The STER recommendations on improving the Foundation Talent Pipeline need to be fully implemented by the Scottish Government to ensure the future workforce has the skills needed to support Scotland's technology ecosystem.

Scottish Labour has already committed to growing every stage of the skills pipeline to ensure enough young people are able to pursue a career in tech. This starts from a young age, where we need to make sure both girls and boys see technology as 'for them'. It involves increasing the number of computer science teachers in schools and ensuring learning in tech and business skills, such as finance and project management, are offered in combination to boost entrepreneurialism. We will also simplify Scotland's enterprise agency landscape so that it is better aligned to deliver innovation, upskill workers, and attract investment. We must take a more strategic approach to investment, drive retention and relocation of tech graduates who have left or are thinking of leaving Scotland, and ensure we are drawing maximum benefit from Scots abroad.

At present, there is also a disconnect in turning start-ups into scale-ups or mature specialists due to a lack of access to capital. Educational institutions need support to develop spin-outs and promote them as tech incubators while we build on our reputation for strong R&D. We must also expand the physical infrastructure for tech adoption and start-ups beyond Edinburgh, Glasgow, and Dundee to other Scottish areas. That requires looking outwards, in Scotland's internationalist tradition, and learning from successful ecosystems elsewhere so that we can promote Scotland as a tech destination.

UK Labour has already committed to scrapping short funding cycles for key R&D institutions in favour of ten-year budgets that allow meaningful partnerships with industry to keep Scotland and the UK at the forefront of global innovation. The UK Labour government will also work with universities to support spinouts, and work with industry to ensure start-ups have the access to finance they need to grow. Specific actions will be required to create a strong artificial intelligence ecosystem and make Scotland a leader in artificial intelligence development. This will also include ensuring that ethics in AI remain a key focus of its development.

2 https://www.gov.scot/publications/scotland-technology-nation-innovation-minister-speech/
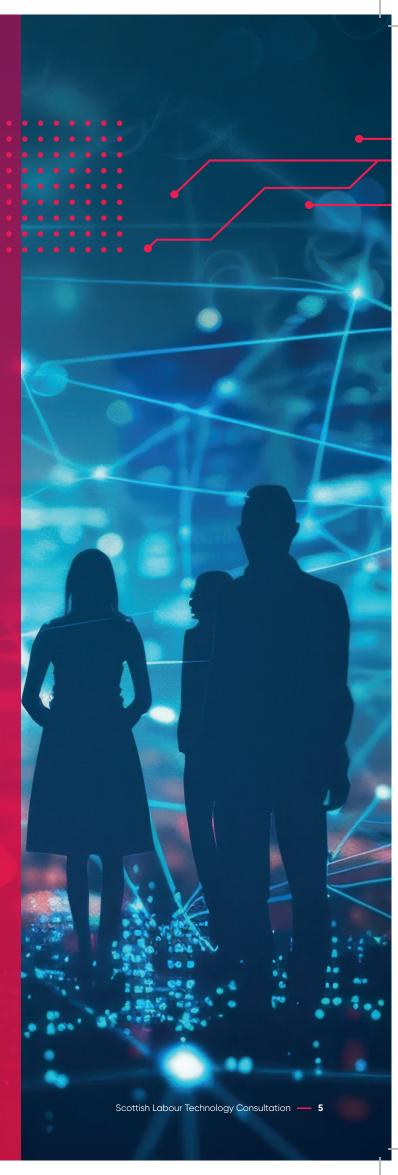
Consultation questions

Short term:

1. Do we have a clear picture of what technologies Scotland has expertise and competitive advantage in to drive focus and maximise growth?

2. What steps can be taken to attract and retain global talent?

3. Are there steps that could improve the "tech readiness" of school, college and university leavers?

4. What programmes and agencies are most effective in supporting technology companies in Scotland?

5. What is working from STER and what is still to be implemented?

6. What are the barriers to collaboration between tech start-ups, universities, schools, and large technology firms?

Long term:

1. Capital: Are the sources of investment in Scotland the right ones and how can we improve access for Scottish technology innovations to global capital while retaining location here?

2. How do we grow the presence of large technology businesses and technology-dependent businesses in Scotland?

3. What changes do we need to undertake across early years, primary, secondary, and tertiary education to improve base line technology awareness and skills? What interventions are needed at each point in the skills pipeline?

4. How do we incentivise tech graduates to stay in Scotland or return to Scotland later in their careers?

5. Does our national infrastructure and connectivity support our technology ambitions?

6. Are there opportunities created by the energy transition and Scotland's strengths in renewable energy sources for powering the future of technology, such as data, and how do we secure them?

7. Do Scottish technology businesses have the right physical spaces to setup and grow, and are they connected to the markets and people on which they rely for growth?

Case Study 1

'Volg Innovatie'
[Follow Innovation] database

The Volg Innovative, or the 'Follow Innovation', database is a Dutch government economic initiative that allows the government to ensure that any financial expenditure on innovation from the Ministry of Economic Affairs and Climate (EZK) is transparent and accessible.

The database collaborates with all Dutch Government subsidies and financing to help the public and businesses create tailor-made financial support plans and arrangements.

The publicly accessible website allows users to view which projects have received financial support or contributions from the Dutch government website.

Located on open data platforms directly funded and run by the Netherlands Enterprise Agency (RVO), it aims to make information about innovation and development spending easier to access, utilise and understand.

Case Study 2
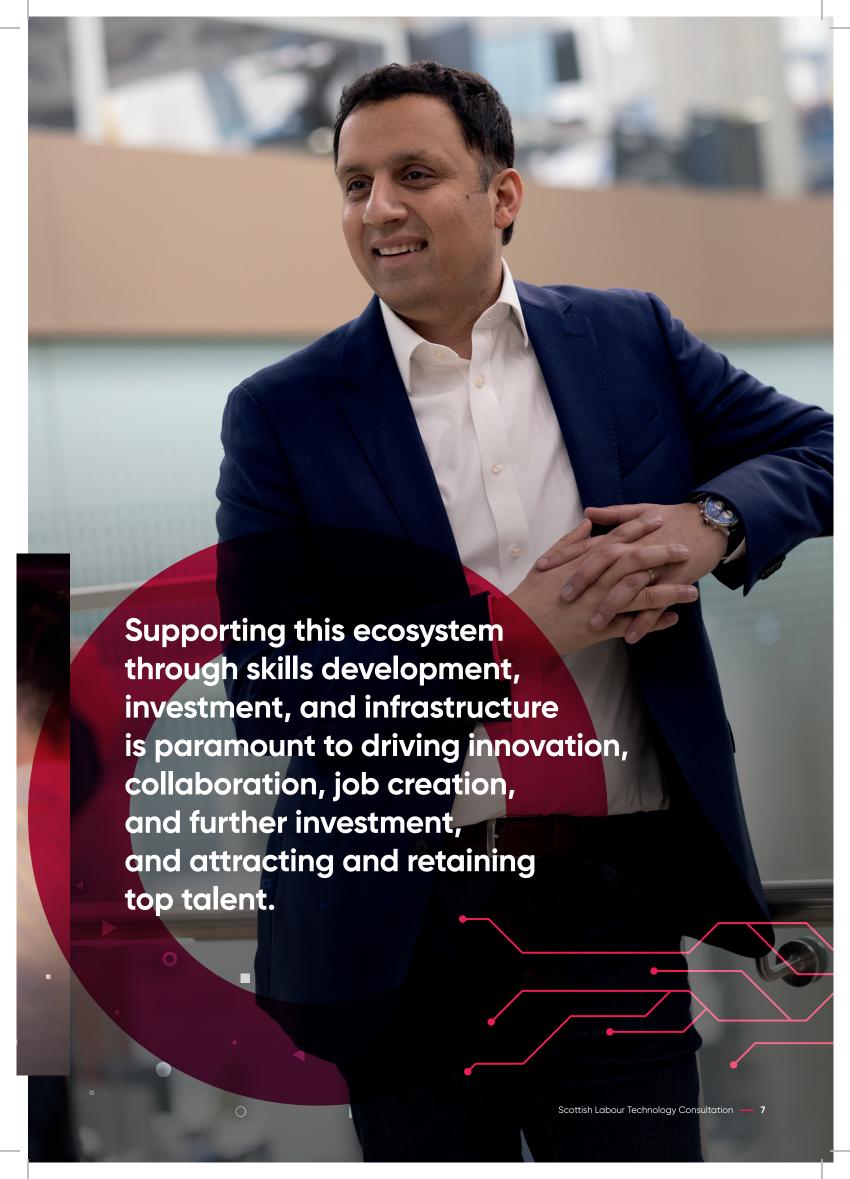
'Sweden Tech Ecosystem'
platform

Sweden Tech Ecosystem is the new digital hub supporting Sweden's flourishing technology ecosystem, where any user can find up-to-date data on start-ups, scaleups and funding.

Partly funded by the Swedish Institute and Business Sweden, two government bodies, the platform is built on Dealroom.co – one of the foremost data providers specialising in early-stage and growth company ecosystems in Europe through combining machine learning and data engineers with user-submitted data.

The platform's data can be used by:

- **Entrepreneurs and founders**
- **Investors**
- **Incubators and accelerators**
- **Talent identifiers**
- **Media and academics**
- **University alumni networks.**

Supporting this ecosystem through skills development, investment, and infrastructure is paramount to driving innovation, collaboration, job creation, and further investment, and attracting and retaining top talent.

Addressing digital exclusion in Scotland

Scotland already has high rates of digital exclusion and any further moves to digitisation risk leaving people who don't have access to technology unfairly disadvantaged.

We must build a fair and inclusive digital society through affordable access to the internet, and devices, and digital skills training targeted at those who need it most. This has the potential to not only empower individuals but also unlock economic opportunity across the country and reduce inequality.

It is Scottish Labour's view that addressing the digital divide must be at the heart of any strategy to build the tech ecosystem and make technology central to our economy and public services.

According to Inspiring Scotland, around 800,000 Scots face digital inequality (disparities in knowledge, access, and ability to use digital and information technology based on different demographics, socioeconomic backgrounds, and information technology experience and competencies).[3] Rural areas in Scotland are substantially lagging on digital infrastructure, with rural residential gigabit capability at 43% and urban residential gigabit capability at 85%. [4]

Audit Scotland reports that 69% of Scottish households with an annual income below £10,000 have internet access, compared with 99% of households with an income over £40,000. Of people who do not use the internet at home or elsewhere, 51% report a disability, 55% are in the most deprived socioeconomic group, 47% are in receipt of benefits, and 72% are retired and aged 65 and over. [5]

The Covid-19 pandemic irreversibly changed how we use technology to work and communicate. As we become more reliant on technology to lead our lives and access public services, it is Scottish Labour's view that everyone should be able to access digital skills and technology. Without prioritising action to end digital exclusion we risk further excluding large groups of people from society. Without considered intervention, the expansion of AI risks imbedding existing inequality. This cannot happen.

Scottish Labour is committed to a review of the Scottish Index of Multiple Deprivation to include a 'lack of digital access and skills' as an indicator for levels of deprivation. While we believe in a digital-by-default approach, all services must also be accessible by non-digital pathways.

Consultation questions

Short term:

1. What immediate actions can be taken to provide temporary internet access and devices to excluded individuals and families in Scotland, particularly during times of crisis such as the COVID-19 pandemic?

2. How can community hubs, libraries, and other public facilities be equipped with adequate digital resources and training programs to serve as access points and learning hubs for digitally excluded populations?

3. What specific solutions are needed for rural areas?

4. What specific solutions are needed for disabled people?

5. How can partnerships be forged with local businesses, nonprofits, and educational institutions to provide digital skills training and mentorship programs, helping individuals gain the necessary knowledge and confidence to participate in the digital world?

6. What steps can be taken to raise awareness about digital exclusion and its impact on individuals and communities in Scotland, fostering public support and engagement in addressing this issue?

Long term:

1. How can Scotland develop a comprehensive and sustainable strategy to ensure access to affordable high-speed internet for all its citizens?

2. What measures can be taken to bridge the digital divide between urban and rural areas in Scotland, ensuring equal access to digital resources and opportunities?

3. How do we ensure the expansion of AI and other technologies brings benefits to people across Scotland and does not risk embedding inequality and discrimination?

3 Inspiring Scotland: Digital Exclusion in Scotland. June 2020.
4 https://www.ofcom.org.uk/siteassets/resources/documents/research-and-data/multi-sector/infrastructure
   -research/connected-nations-2024/connected-nations-scotland-report-2024.pdf?v=386504
5 https://audit.scot/uploads/2024-08/nr_240822_tackling_digital_exclusion.pdf

Denmark's Digital Inclusion Policy

Since 2015, the Danish Government has passed legislation to make digital self-service mandatory via the national citizen's portal.

As part of this drive for total digital self-service, Danish law stipulates that businesses and local authorities must offer alternative ways of applying where required. In effect, a citizen should contact the responsible authority, and they will offer guidance. If this is not enough, the Danish authorities must provide an alternative way to connect.

A massive targeted campaign with an outreach programme to groups has accompanied this digital drive, partners included:

- **Elderly organisations and charities**
- **Disability organisations and charities**
- **Immigration organisations and charities**
- **Social housing groups.**

It also established the Network for Digital Inclusion to identify relevant digital issues and generate ideas and initiatives to maintain digital inclusion and self-reliance.

Digital Inclusion Agenda for Change for Greater Manchester

The Greater Manchester Combined Authority (GMCA) launched the Digital Inclusion Agenda in August 2020 to help Manchester achieve its goal of being a 100% digitally enabled city.

GMCA's digital agenda is not a city-wide policy. Instead, it is a series of collaborative projects introduced in all ten councils through a combined authority-led digital inclusion task force to help drive a coordinated focus on digital inclusion.

The task force framework focuses on five key areas:

1. **Digital inclusion, insight and evidence**
2. **Local and central government engagement and policy**
3. **Digital skills and capabilities for work, life and business**
4. **Access to spaces, devices, connectivity and data**
5. **Social responsibility and responsible business.**

As part of this plan, the GMCA has started to provide the necessary coordination to guarantee a free internet-enabled device for individuals identified at a local authority level. This coordination is in the early stages; however, it is a step forward in making this policy a reality.

Driving uptake of technology across the economy

The importance of increasing technological uptake across the economy cannot be overstated. It can drive innovation, productivity, and growth, with AI in particular having the potential to turn economies of scale on their head. A growing economy must embrace innovation and technology including AI, adopting a broad and deep approach to rolling out technology and supporting businesses across the economy.

The scale of the challenge is vast. Skills Development Scotland highlight that only three in 10 SMEs are fully equipped with cyber security skills, one in three SMEs engage in e-commerce, and one in five businesses feel fully equipped with digital technology skills. [6]

However, if we embrace this opportunity, the benefits are significant. While no data is available for Scotland alone, Sage's economic modelling suggests that SME tech adoption matching the top 20% of SMEs in the UK, would result in an output of £448 billion per annum, an increase of £232 billion per annum across the UK. [7]

We must create an environment that promotes research and development, collaboration, and strategic investment, and support individuals and businesses to develop the right skills. The recent DigitalBoost Development Grant is a good example of how we must improve. While in principle, the grant was designed to help SMEs invest in improving their digital capabilities and become more competitive, productive, and resilient, the program lacked clarity, wider knowledge and a capacity to address demand. Applicants faced difficulty hearing about the scheme and applying. The reality is that driving technology uptake is complex and must be driven by partnership and local, business-stage, and sectoral understanding.

The Scottish Government has a role to play in boosting B2B activity and supporting small businesses to increase efficiency and establish firm foundations for scaling up, such as transitioning to cloud-based bookkeeping and services. Scottish Labour is already committed to simplifying Scotland's enterprise agency landscape so that it is better aligned to deliver innovation, upskill workers and attract investment.

From e-commerce to digital point of sale technology, AI and advanced machine learning technology, has huge potential to boost productivity across the economy. However, it will also cause disruption.

Consultation questions

Short term:

1. What are the barriers and issues preventing better tech adoption by SMEs and what needs to be done to understand them better?

2. Are there examples of successful technology adoption programmes focused on SMEs and mature businesses, in Scotland or elsewhere?

3. What would be the best ways of driving e-commerce take up for consumer-focused businesses?

4. Do there need to be more sectoral-focused or locally-based approaches to drive tech take up?

5. Where has AI been used successfully in Scotland's wider economy to boost productivity and what can we learn from these examples?

Long term:

1. How can Scotland's enterprise agencies best drive up technology uptake, including AI, as innovations continue?

2. What approaches could be adopted to improve understanding and uptake of emerging and future technologies, such as block chain and AI, across all sectors?

3. How have other countries secured full fibre and gigabit+ connections to remote and rural areas?

4. What role can universities and governments play to promote greater cross sectoral collaboration and learning to drive up technology uptake?

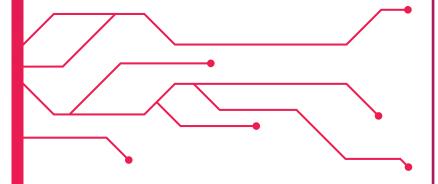6 digital-economy-skills-action-plan.pdf (skillsdevelopmentscotland.co.uk)
7 Sage: Digital Britain – How small businesses are turning the tide on tech. June 2022

Ooni pizza ovens

Ooni became Scotland's fastest-growing private company by expanding the business online and optimising the user's online shopping experience.

Edinburgh-based Ooni now has 360 staff and sells in over 90 markets worldwide. Its turnover in 2019 was £13.5 million. In 2020, it rocketed to £55 million. In 2021, it increased to over £200 million.

Traveltech for Scotland

Traveltech for Scotland is a cluster organisation focusing on ensuring tourism technology works for the community; unlike current models which operate on high margins, extracting value from Scotland

Traveltech connects SMEs in Scotland in the tourism and hospitality sector and workshop program.

Traveltech identified that SMEs need to catch up on productivity and profits from digital adoption in front and back offices. To address this, they have provided dedicated resources, opportunities and skills to help boost productivity by supporting;

• **Shared resources for technology adaption**
• **Collective distribution platform**
• **Trust in data use**
• **Technology trials**
• **Community contribution.**

Traveltech funded 20 tourism and hospitality SMEs in Inverclyde through its Traveltech for Inverclyde program, with a grant to help them utilise new technology. The Traveltech community network then supports these SMEs. Their next project, Traveltech for Tay Cities, will be focused on tourism and hospitality businesses across Angus, Dundee, North East Fife, Perth and Kinross.

Digital education & skills development

Digital skills are becoming necessary for working, studying, civic participation, and even maintaining relationships. If we want Scottish public sector organisations to meet the challenges of tomorrow, and for businesses to grow and innovate using technology, we need to provide Scotland's workers with the necessary skills. Developing a highly skilled workforce, with opportunities for skills development across the country also has the potential to boost wages, tackle poverty, and attract investment.

We need to build digital capability at every stage of the skills pipeline. Technology can also enhance digital education and skills development. It can help deliver innovative accessible and personalised learning and reach a wider audience than fully in person methods. AI-powered systems already tailor learning experiences to individual needs, allowing for customised progress.

If we are going to meet the demands of a growing economy, it is essential that we develop a new model for schools with digital learning as a core education principle.

As well as implementing STER's recommendations, we must learn from governments with effective digital skills development. Estonia is one of the world leaders in digital adoption, the process by which users learn to leverage new technology to its fullest potential. A significant focus is also placed on digital solutions to improve the accessibility and efficiency of its education system. Finland uses digital skills as a key competence as part of lifelong learning.

Scotland's education provision varies across the country. The number of IT teachers in schools is falling and there are 66 secondary schools in Scotland with no computing science teacher. [8] The Covid-19 pandemic meant Scottish schools have taken steps towards embracing technology. However, our schools need much more support to imbed digital skills into the national curriculum.

With use of AI growing, young people in Scotland need to learn how to work with it. We need to ensure education teaches them to use it, and to use it well, critically analysing its output and harnessing it's potential. We need to ensure subjects in STEM, not just computing science, but maths, technology, and all the sciences, have the teachers they need and that young people from all backgrounds get to study and enjoy them.

STACS – a network of computer teachers supporting computer teachers – is helping to do this and growing capacity in computing science but needs more support.

We also need to replicate this model in other STEM subjects. Recruitment drives for students in these areas are also needed to encourage them to become teachers.

There is still an unacceptable gender divide in children who study STEM subjects – we need to address this so that we harness the potential in everyone.

Without intervention, we risk allowing Scotland's young people to miss out on the opportunities and jobs of the future.

IT skills should be integrated across early years, primary and secondary curriculums, and apprenticeships, and digital skills are now relevant to subjects across the curriculum – from art and music to biology.

Scottish Labour is already committed to a greater focus within the curriculum on digital skills, and we have an ambition to make Scottish pupils among the most digitally literate within a decade. We have pledged to create a flexible, modular skills system responsive to the needs of business, innovation and the real economy, underpinned by a digital skills passport to record and track learners' progress.

8 https://www.reformscotland.com/article/scotlands-schools-are-woefully-behind-in-the-tech-revolution/

Consultation questions

Short term:

1. How can technology be effectively integrated into traditional educational models to enhance learning outcomes?

2. How can technology and digital skills training be imbedded in teachers CPD?

3. What are the most effective digital tools and resources that can be used to support computer education in the classroom?

4. How can technology be leveraged to provide real-world, hands-on experiences in computer education, such as through virtual simulations and project-based learning?

5. How can computer programming languages and development environments be made more accessible and user-friendly for students at different levels?

6. What do we need to do in the classroom to prepare young people to develop, use and harness AI?

7. How can we recruit more IT teachers who will deliver world class computer studies education or upskill our current workforce to integrate IT into the existing curriculum?

8. How can we access expertise in business and third sector to augment classroom learning?

9. How do we ensure that social and economic factors, such as gender, disability, and deprivation are not inhibiting factors for uptake of learning and skills?

Long term:

1. What are the key competencies and skills that students need to develop in computer education, and how can technology be used to foster their growth?

2. How can technology-based assessment methods be designed to evaluate students' knowledge and proficiency in computer education accurately?

3. What strategies can ensure computer education keeps pace with rapid technological advancements?

4. What does lifelong digital learning/upskilling looks like in practice?

Case Study 7

Estonian 'Digiriigi Akadeemia' [Digital State Academy]

Part of the Estonian education system, the Digital State Academy is an extra circular online course platform created to upskill and reskill its citizens.

Aimed at public sector workers but available to anyone who wishes to participate, the Digiriigi Akadeemia programme builds on existing digital literacy skills that Estonians learn throughout school and further education and covers more advanced topics and concepts on digital transformation.

A course takes 45 minutes to complete, but can be completed in shorter half modules, allowing users to jump in and out of a class at the times suitable for them.

In cooperation with the Ministry of Economic Affairs and Communications and Tallinn University of Technology, the Digiriigi Akadeemia is trailblazing where the development of knowledge and skills is offered centrally through an e-learning platform.

Case Study 8

Finnish education system

The Finnish National Agency for Education has prioritised developing its young people's ICT and computer skills through the EdTech platform at all primary and secondary teaching levels.

Digital skills and information technology skills are not included as a subject of their own; instead, they are taught as part of all subjects and study modules:

- **Mathematics and natural sciences** (e.g., the use of applications, security, and network identity issues, receiving and giving commands, saving and sharing files)
- **Communication and media skills** (e.g., information and media skills, digital communication)
- **Active citizenship and knowledge of different cultures** (e.g., social media and civic participation, e-government services and consumer skills, digital skills for job applicants).

Transforming public services and public administration through technology

Scotland's public services are in urgent need of reform while Scotland faces a significant budget black hole. Business as usual is not an option.

Scotland's public services still treat technology as a bolt-on rather than key to delivery, but technology can play a key role in delivering better, more efficient, and person-centred public services. Digital solutions and data driven decision making could simplify and speed up access to services, drive innovation, streamline administrative services and help government better understand the needs of the population while moving to preventative methods. UK Labour have committed to harnessing the power of technologies like AI to transform the speed and accuracy of diagnostic services in the NHS, saving potentially thousands of lives.

Embedding tech in the public sector and public sector reform can also create a mutually beneficial relationship – making the public sector more efficient and driving public sector excellence across Scotland while boosting investment in new technology.

Transforming Scotland's government and public services through technology will require a new strategic approach. However, if we can harness the power of analytics and technology, Scotland can develop user-centric e-government services, enhance citizen engagement, and make informed, evidence-based policy decisions. This transformation must be underpinned by robust data governance, cybersecurity measures, ethical use of AI, and a commitment to inclusivity, sustainability, and ongoing evaluation. The benefits of reform must be felt by people across Scotland. The adoption of technology must be viewed as a means of improving lives, including the most vulnerable.

We believe that the Scottish Government must undertake work across public services to incorporate technology into their base functions. A long-term goal should be to replicate Estonia's successful creation of an e-governance public system. The Scottish Government should explore the potential benefits that AI can bring to public services while ensuring that Scotland's public bodies are equipped to deal with any emerging threats from increasing use of AI.

Consultation questions

Short term:

1. What immediate challenges do our public services face that could be addressed through technology implementation?

2. What measures can be taken to attract people with the necessary digital skills into government and the wider public sector to deliver this transition?

3. How do we train the public sector workforce more broadly to ensure their readiness to embrace and utilise technology effectively?

4. How can digital platforms and mobile applications be utilised to streamline public service delivery and enhance citizen experience? What are the barriers to this?

5. How can data analytics and predictive modelling help public service agencies make informed decisions and allocate resources effectively?

Long term

1. How can emerging technologies, such as AI and blockchain, be leveraged to enhance efficiency, transparency, and accountability in public services?

2. How can public services adapt to the increasing digital demands of citizens while maintaining privacy and data security?

3. What are the potential ethical implications of using advanced technologies in public services, and how can we address these concerns?

4. How can we ensure government is flexible and adaptable to new technologies and their potential?

Finland's Public Service Provision

The Finnish Government has successfully embedded technology across a range of its public services provision at both a national and local level.
This includes in:

- **Health care provision**
- **Social care provision**
- **Security service provision**
- **Integration service provision**
- **Citizen participation services.**

Finland has ensured public trust in its efforts to digitalise through its Open Government National Action Plan for 2019 -2023. This plan reinforces the shared values of the central government's value basis, 'openness and inclusion'. This plan has successfully made online services more citizen-friendly and ensured youth participation in government is at its highest levels.

On top of this, Finland's development of digital tools at different government levels has helped citizens participate in democracy and decision-making; health care, education, social care and security have also been made more accessible for all.

Denmarks 'MitID' [Danish National eID] provision

MitID, the Danish National eID, is the government's digital ID card that links citizens with public service provision.

In Denmark, 90% of the population uses the MitID system when it is essential to document an individual's identity electronically.

The rollout of Denmark's second-generation national eID (NemID) in 2010 enabled the switch to digital-first. This served as a communal login for public and private self-service solutions:

- **Digital posts from the public sector**
- **Applications for study programmes**
- **Tax information**
- **Pension information**
- **Health information.**

MitID results from a collaboration between the public sector and the banks. It is a shared solution across businesses, civilians and government authorities.

Get in touch

We welcome views on all the above and any other topics you think we should be considering as part of our policy development in this area.

Please send your response to scotland@labour.org.uk

Scottish Labour