

UNIVERSIDAD PANAMERICANA

CITY HUMAN POTENTIAL RANKING 2023





The first ranking of the leading cities of BRICS+ countries by the level of potential of their population

The City Human Potential Ranking (CHPR) evaluates the human potential of the 100 largest cities of the developing world (BRICS+).

The ranking is based on the criteria that allow to assess the connection between the human capital concentration and the capacity for the socio-economic development.



**Omar Guillermo Rojas
Altamirano**

Professor, Department of
Economic Studies, Panamerican
University, Guadalajara, Mexico



Panamerican University has brought together international experts to create the City Human Potential Ranking of BRICS+ cities because it sees great potential in this area of development.

The underlying comprehensive assessment approach that covers such areas as education, labor market and advanced digital technology development, characterizes the cities – leaders in the development in their counties – in terms of their modernity, prospects for the citizens, and focus on their well-being.

Scope

The **BRICS** countries and states aspiring to join this group aim for rapid development by capitalizing on the size and quality of their populations.

BRICS is expanding and gaining strength as a promising interstate association focused on addressing pressing issues on the global agenda, one of which is undoubtedly the development and strengthening of human potential.

The ranking represents a wide range of cities from many countries, not only actual BRICS members, but also those interested in expanding such dialogue and cross-country cooperation.

3
continents

32
countries

100
cities



Approach

The formation of large cities and urban agglomerations, accompanied by an increase in the concentration of population potential, can be considered as one of the most significant actual socio-economic processes.

By concentration we refer to saturation as a qualitative-quantitative characteristic of the population potential of cities, which is considered as a key predictor of their prospective development.

This approach makes possible to assess the level of concentration of the **potential of the population** (hereinafter referred to as "PoP") of cities and characterize how human potential is formed and realized through their institutional and infrastructural capacities.



María Dolores del Río

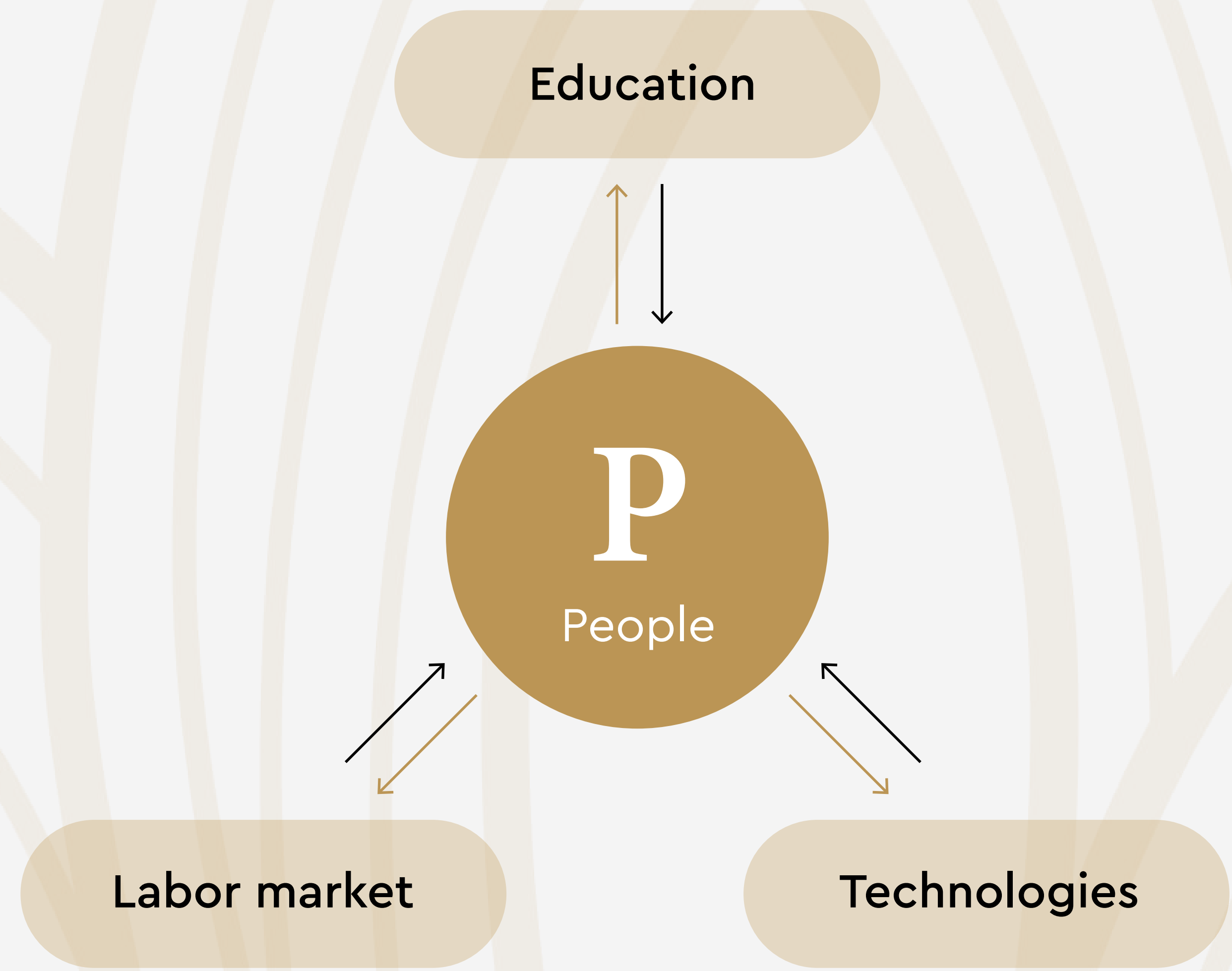
Associate Professor, University
Austral, Buenos Aires, Argentina

The focus of countries and cities on the Sustainable Development Goals is important as evidence of an understanding of the importance of efforts to improve the well-being and welfare of all inhabitants.

Human potential, the basis of which is quality and accessible education, as well as opportunities for its realization in the labor market and with the support of modern digital technologies, is an obvious priority of the modern society, and its development is a significant benchmark for a successful future.



Basic model



Analytical optics

The analysis of PoP concentration of cities as a basis for their socio-economic development is conducted in two dimensions:

[1] People for the city

Evaluating the quality and prospects for the development of population's potential as a basis for socio-economic development of cities.

[2] City for the people

Evaluating the opportunities provided by the urban institutions for the development and realization of population's potential.



Maria Socorro L. Romabiles

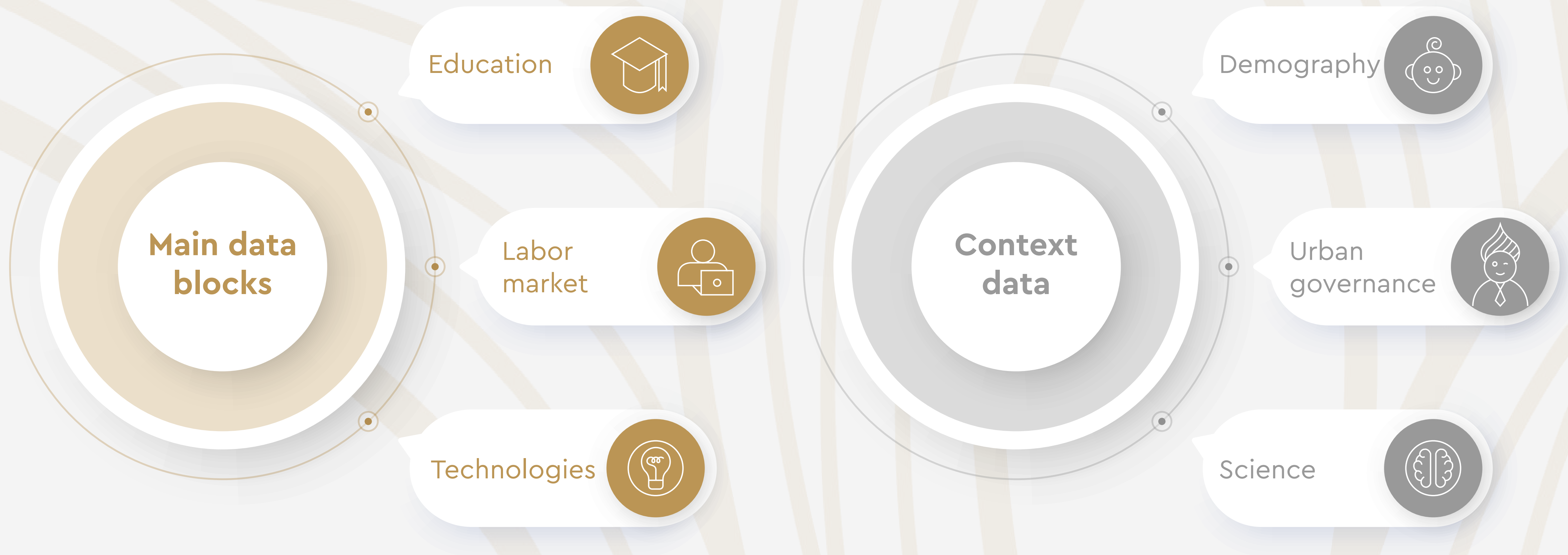
Associate Professor, Department
of Management, Asian Institute
of Management, Manila,
Philippines



The ranking accumulates data that demonstrates how cities address the reach, diversification and accessibility of opportunities in education, labor and the use of modern digital technologies.

However, the interconnections between these spheres are equally important. The ranking shows how education is connected to the labor market, and technology is becoming a significant part of these spheres of life, making them more open and attainable.

Data composition



Indicators system

9
categories

30
complex indicators

Decomposition into
143 working indicators

Calculation based on
197 primary indicators

Types of primary indicators:

- Primary statistics
- Typical indicators of international statistics
- Dichotomous variables (yes/no) that measure processes or characteristics not yet reflected in model country statistics

Complex indicators

Education



General PoP concentration in education

PoP concentration in the lifelong learning system

Diversification of PoP concentration in the education system

Special PoP concentrations in the education system

Labor market



General PoP concentration in the labor market

Diversification of PoP concentration in the labor market

Special PoP concentrations in the labor market

Technologies



General PoP concentration in the digital infrastructure

General PoP concentration in the use of digital technologies

Implementation of the indicator system

1	General PoP concentration in education	① Educational potential
2	PoP concentration in the lifelong learning system	② Involvement in advanced education
3	Diversification of PoP concentration in the education system	③ Educational potential homogeneity
4	Special PoP concentrations in the education system	④ Sufficiency of city educational infrastructure
5	General PoP concentration in the labor market	⑤ Equity and equality of educational opportunities
6	Diversification of PoP concentration in the labor market	⑥ Extent of confirmed adult development
7	Special PoP concentrations in the labor market	⑦ Developmental potential of the city
8	General PoP concentration in the digital infrastructure	⑧ Prioritization of lifelong learning
9	General PoP concentration in the use of digital technologies	⑨ Tertiary education pathways variability
		⑩ Technological equipment of educational infrastructure
		⑪ Digitalization of education
		⑫ Tertiary education demand among international students
		⑬ Synergy level between education and the labor market
		⑭ City scientific potential
		⑮ Synergy level between science and education system
		⑯ Educational potential of urban environment
		⑰ Decent work indicators
		⑱ Youth labor
		⑲ Employment promotion
		⑳ New forms of employment
		㉑ Precarious employment/precarious work
		㉒ Labor market digitalization
		㉓ Research and development work
		㉔ Innovation-related work
		㉕ Support for innovation and technology development
		㉖ Digital infrastructure configuration in the urban environment
		㉗ Digital infrastructure scale in the urban environment
		㉘ Amount of use of digital technologies in urban services
		㉙ Urban digital products&services comfort and personalization
		㉚ Authorities actions to overcome data inequalities and digital segregation



Magdalena Alejandra Gaete Sepulveda

Head of the Laboratory for Reputation
Management in Education, HSE
Campus in St. Petersburg, Russia

Methodology used for the ranking is in line with the most up-to-date scientific approaches and requirements, UNESCO's evaluation and ranking approaches, as well as the ILO's Decent Work Agenda, its principles and indicators.

This opens up broad perspectives for comparison, as well as opportunities for the formulation and implementation of advanced tools for the development and realization of human potential in leadership-oriented cities



Calculations methodology

The subrankings are compiled on the basis of **additive factor ranking method**.

When forming subrankings, which are the sum of several complex indicators, these indicators are normalized beforehand, which makes them comparable and ensures the proportionality of the values, which are added up.

The importance of each composite indicator of the subranking is then assessed and taken into account.

For indicators, the higher value of which is interpreted negatively, the numerator of the fraction will contain the minimum value instead of the maximum one.

Weighting coefficients of complex indicators in subrankings

Nº	Complex indicators. "Education" subranking	Weight
i1	Educational potential	15
i2	Involvement in advanced education	15
i3	Educational potential homogeneity	5
i4	Sufficiency of city educational infrastructure	15
i5	Equity and equality of educational opportunities	5
i6	Extent of confirmed adult development	5
i7	Developmental potential of the city	15
i8	Prioritization of lifelong learning	15
i9	Tertiary education pathways variability	2
i10	Technological equipment of educational infrastructure	2
i11	Digitalization of education	2
i12	Tertiary education demand among international students	1
i13	Synergy level between education and the labor market	2
i14	City scientific potential	5
i15	Synergy level between science and education system	1
i16	Educational potential of urban environment	10

Nº	Complex indicators. "Labor Market" subranking	Weight
i17	Decent work indicators	15
i18	Youth labor	15
i19	Employment promotion	10
i20	New forms of employment	10
i21	Precarious employment/precarious work	10
i22	Labor market digitalization	10
i23	Research and development work	10
i24	Innovation-related work	10
i25	Support for innovation and technology development	10

Nº	Comprehensive indicators. "Technologies" subranking	Weight
i26	Digital infrastructure configuration in the urban environment	15
i27	Digital infrastructure scale in the urban environment	15
i28	Amount of use of digital technologies in urban services	5
i29	Urban digital products&services comfort and personalization	15
i30	Authorities actions to overcome data inequalities and digital segregation	5



Guillermo Sosa Gómez

Professor-Researcher at the Faculty of Economics and Business Sciences, Panamerican University, Guadalajara, Mexico

The human potential ranking of cities relies primarily on open data provided by cities in accessible sources. We consider this to be an important value component of the proposed approach. In the modern world, information openness is an important indicator of a city's development and capabilities, as well as a demonstration of its attention to the interests and needs of citizens.



Ranking structure

City Human
Potential Ranking

Subranking 1
Education



Subranking 2
Labor market



Subranking 3
Technologies



Overall ranking – top 10

[1] Moscow
Russia

[2] Hong Kong
China

[3] Shanghai
China

[4] Mexico City
Mexico

[5] Guangzhou
China

[6] Kuala Lumpur
Malaysia

[7] Buenos Aires
Argentina

[8] Guadalajara
Mexico

[9] Abu Dhabi
UAE

[10] Beijing
China

CHPR map of the leading cities



Subranking 1 – Education

1 Moscow

2 Hong Kong

3 Shenzhen

4 Chongqing

5 São Paulo

6 Beijing

7 Shanghai

8 Mexico City

9 Abu Dhabi

10 Guangzhou



Subranking 2 – Labor market

1 Moscow

2 Hong Kong

3 Shanghai

4 Guangzhou

5 Mexico City

6 Guadalajara

7 Beijing

8 Chongqing

9 Buenos Aires

10 São Paulo



Subranking 3 – Technologies

- | | | | |
|---|--------------|----|--------------|
| 1 | Shanghai | 6 | Manila (NCR) |
| 2 | Hong Kong | 7 | Buenos Aires |
| 3 | Moscow | 8 | Dubai |
| 4 | Kuala Lumpur | 9 | Guangzhou |
| 5 | Mexico City | 10 | Abu Dhabi |



Conclusions

What determines the leading position in the City Human Potential Ranking?

- high level of education of the population, education accessibility and coverage, especially in terms of lifelong learning;
- high level of provision of digital services;
- high inclusiveness, low levels of gender, ethnic, religious and other types of inequality;
- diversity of employment opportunities, a wide range of job offers on the labor market;
- high level of knowledge-intensive urban economy;
- stability of prospects for the youth;
- high level of city data transparency that provides convenient use of the city services, as well as professional development, and allows to form a detailed database for calculating the ranking.



UNIVERSIDAD
Panamericana