

# Women's empowerment in tourism: a comparative study between Cuba and Mexico

Empoderamiento de la mujer en el turismo: un estudio comparativo entre Cuba y México

**Félix Díaz-Pompa\***

University of Holguin. Holguin, Cuba  
felixdp1978@gmail.com  
ORCID: 0000-0002-2666-1849

**Lianet Suárez-Cuba**

University of Holguin. Holguin, Cuba  
lianetsc02@gmail.com  
ORCID: 0009-0001-4348-0521

**Rosa María del Consuelo Rivera-Villegas**

Autonomous University of Puebla. Puebla, Mexico  
rosa.rivera@correo.buap.mx  
ORCID: 0000-0003-3036-1950

**María Guadalupe Ávila-Zambrano**

Autonomous University of Puebla. Puebla, Mexico  
guadalupe.avilaza@correo.buap.mx  
ORCID: 0009-0003-7318-2837

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**Citar como:** Díaz-Pompa, F. et al. (2026), Women's empowerment in tourism: a comparative study between Cuba and Mexico. *Desde el Sur*, 18(2), e0050.

## ABSTRACT

This study explores women's empowerment in tourism, comparing Cuba and Mexico. Data from 328 women were collected using a 5-point Likert-scale questionnaire, analyzing education, cultural challenges, innovation, and leadership. Non-parametric tests (Mann-Whitney U) revealed significant differences ( $p < 0.05$ ). Cuban women scored higher in empowerment (average rank = 225.34) and education ( $p < 0.001$ ), while Mexican women faced greater cultural challenges ( $p = 0.039$ ). The findings highlight the need to address cultural barriers and promote education and innovation to enhance women's empowerment. This research offers insights into empowerment processes in

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\* Autor corresponsal: Félix Díaz-Pompa, University of Holguin. Holguin, Cuba. Correo: felixdp1978@gmail.com

diverse contexts and provides actionable recommendations for policymakers.

#### **KEYWORDS**

Women managers, women and development, human species, tourism, sustainable development

#### **RESUMEN**

Este estudio analiza el empoderamiento de las mujeres en el turismo, comparando Cuba y México. Se recopilieron datos de 328 mujeres mediante un cuestionario con escala Likert de 5 puntos, para evaluar educación, desafíos culturales, innovación y liderazgo. Las pruebas no paramétricas (Mann-Whitney U) revelaron diferencias significativas ( $p < 0.05$ ). Las mujeres cubanas mostraron mayores niveles de empoderamiento (rango promedio = 225.34) y educación ( $p < 0.001$ ), mientras que las mexicanas enfrentaron mayores desafíos culturales ( $p = 0.039$ ). Los hallazgos subrayan la importancia de abordar barreras culturales y promover la educación e innovación para fortalecer el empoderamiento femenino. El estudio contribuye a la comprensión de estos procesos en contextos culturales y políticos específicos, ya que ofrece recomendaciones prácticas para los responsables de políticas.

#### **PALABRAS CLAVE**

Empresaria, especie humana, mujer y desarrollo, turismo, desarrollo sostenible

## **1. Introduction**

This study examines women's empowerment in tourism, comparing Cuba and Mexico, two Latin American countries with shared histories but distinct political and socio-economic structures. By analyzing differences in education, cultural challenges, innovation, and leadership, this research aims to identify gaps and inform policies promoting gender equality and sustainable development.

Empowerment, understood as the process by which individuals gain control over their lives and decisions, is a crucial factor for individual and collective development. Gender equality, education, and innovation are key dimensions that influence empowerment and societal development. Understanding the differences in these aspects between neighbouring countries like Cuba and Mexico can provide valuable information to

identify gaps and design effective interventions to promote equality and sustainable development in the region.

Despite the importance of these topics, comparative research between Cuba and Mexico on empowerment, cultural challenges, education, and innovation is scarce. This study aims to fill this gap by providing a comprehensive analysis of the factors influencing women's empowerment in the tourism sector, using a robust empirical approach.

## 2. Literature review

The achievement of gender equality and women's empowerment is a topic on the international political agenda, established as the fifth goal of the United Nations Sustainable Development Goals (SDGs) (Afenyo-Agbe and Adeola, 2020). In line with this, women's empowerment has become fundamentally important in the context of sustainable tourism development in tourist destinations (Abou-Shouk et al., 2021).

Women represent a significant portion of the workforce in the tourism industry, both in formal and informal roles. Their empowerment ensures equal opportunities and rights, contributing to improving working conditions, quality of life, and the overall well-being of women working in the sector (Alsawafi, 2016). It drives gender equality and promotes social inclusion (Afenyo-Agbe and Adeola, 2020; Martínez-Salgado et al., 2021). By providing women with equal access to resources, training, and leadership, barriers are broken down, and equitable participation in decision-making and tourism business management is fostered (Nassani et al., 2019). Moreover, it has a positive impact on local communities and sustainable development in general (Efthymiadou and Farmaki, 2023; Irawan and Nara, 2020; Vukovic et al., 2023). Empowered women are agents of change who contribute to economic growth, social development, and the preservation of cultural and natural heritage in tourist destinations.

The analysis of definitions of empowerment by different authors reveals several common aspects and complementary perspectives. Although it is difficult to find an exact definition, there is consensus that empowerment involves acquiring power, control, and meaningful roles in decision-making at both individual and collective levels (González Domínguez et al., 2021; Reyes-Vargas et al., 2022). The importance of developing capacities, having public policies that foster the growth of potentials, and overcoming gender barriers is highlighted (Abou-Shouk et al., 2021; Bagheri et al., 2023). Furthermore, the relevance of economic empowerment as a means to achieve independence and equal opportunities for women is recognized (Pando Ezcurra et al., 2022).

Empowerment refers to the process by which individuals gain control over their lives and decisions, enabling them to actively participate in society and reach their full potential (Hao et al., 2021). Previous studies have shown that empowerment is closely related to individual and collective well-being, as well as the economic and social development of communities (Erazo Caicedo et al., 2014). As empowered women become leaders by being agents of change, their actions impact others more than their own actions, making them leaders par excellence (Erazo Caicedo et al., 2014). Women's empowerment is an essential part of any sustainable development strategy to foster more inclusive economies and societies (Khalil, 2018).

Regarding cultural and normative challenges related to gender equality, this is a relevant issue in the pursuit of fairer and more inclusive societies. Various studies have shown that women often face inequalities in terms of access to education, job opportunities, and participation in tourism (Scheyvens, 2000). Having equal treatment for both men and women in the workplace in terms of rights, benefits, commitments, and promotion opportunities is important (Alshareef and AlGassim, 2021). For many countries, established social norms are the main factor limiting women's empowerment (Alsawafi, 2016), creating a negative perception in this regard.

Training and education play a fundamental role in individual and social development and are considered key factors in overcoming poverty and promoting social mobility (Porto Castro et al., 2015). Studies such as those by Paredes Hernández et al. (2019) indicate that the majority of women entrepreneurs have a high level of education. Additionally, Porto Castro et al. (2015) highlight that training and education for women entrepreneurs provide them with the opportunity to create innovative professional projects, reinventing traditional activities. Thanks to the knowledge acquired and their commitment to continuous learning, these women can continue to innovate and adapt to future challenges. Moswete and Lacey (2015) highlight in their research that women who receive training have transitioned from passive involvement to active participation in tourism businesses in Botswana. Studies have pointed out that factors such as lack of training and education, limited access to education, lack of initial capital, low levels of education, among others, affect women's empowerment (Alshareef and AlGassim, 2021; Moswete and Lacey, 2015; Nassani et al., 2019).

The capacity for innovation and creativity is crucial for the economic growth and sustainable development of countries. Hayashi (2015) states that companies with gender diversity exhibit better economic results and

indices. In the same vein, Hayashi (2015) adds that women bring an additional dimension to innovation. According to Porto Castro et al. (2015) this is possible because women are perceived as more creative, curious, willing to undertake new projects, hardworking, and positive. Previous studies have analyzed the factors that influence innovation capacity in different contexts, including aspects such as the business climate, investment in research and development, and collaboration between the public and private sectors (Hayashi, 2015; Porto Castro et al., 2015). Caamaño-Franco et al. (2020) state that empowered women in the tourism sector have a wide capacity for innovation. The study by Dadvar-Khani (2015) in two villages in Iran found significant differences between the two groups under study while also noting that these differences depend on the level of tourism development and women's participation in this activity.

Understanding the social and economic disparities among different groups and contexts is essential to promote equity and development in societies. In this regard, the present study aims to analyze the differences in empowerment and leadership, cultural and normative challenges, education and training, and the variable of innovation and creativity between two Latin American countries: Cuba and Mexico. These two countries share a similar history and geographic location but differ in their political systems, socio-economic structures, and levels of development. Through an empirical approach, data will be collected from representative samples in both countries to obtain a more comprehensive understanding of the existing disparities and the factors that may be influencing them.

Specifically, the aim is to answer the following research questions:

Are there significant differences in the level of empowerment and leadership between the groups in Cuba and Mexico?

Are there significant differences in cultural and normative challenges between them?

Are there significant differences in the levels of education and training between the groups in Cuba and Mexico?

Are there significant differences in innovation and creativity among women in both countries?

It is expected that the results of this study will provide valuable information about the existing disparities between Cuba and Mexico. Furthermore, the findings have theoretical and practical implications as they contribute to the understanding of empowerment and development processes in specific cultural and political contexts and inform the formulation of policies and programs that promote equality and sustainable development.

### 3. Methodology

A comparative study was conducted between Cuba and Mexico to analyze women's empowerment in the tourism sector. An independent samples design was used, comparing two groups: one composed of women in the tourism sector in Cuba and the other composed of women in the tourism sector in Mexico.

The total sample consisted of 328 participants, with 167 from Cuba and 161 from Mexico. Participants were selected using convenience sampling, which was justified by the accessibility of female entrepreneurs in both countries. However, this sampling method limits the generalizability of the results, and future studies should consider random sampling techniques.

A 5-point Likert-scale questionnaire was designed specifically for this study, addressing variables such as innovation and creativity, education and training, cultural and normative challenges, and empowerment and leadership. The questionnaire was validated through a pilot test with 30 participants, and the Cronbach's Alpha coefficient indicated acceptable internal consistency ( $\alpha = 0.718$ ) and the value obtained through Cronbach's Alpha based on standardized items is 0.701 (see Table 1). These values indicate that the internal consistency of the scale used in the study is acceptable. It is generally considered that a Cronbach's Alpha value above 0.7 is acceptable and suggests good internal consistency (Hair et al., 2014). This means that the items reliably measure the construct intended to be assessed.

**TABLE 1.** Reliability statistics

Cronbach's Alpha	Cronbach's Alpha based on standardized items	Number of items
.718	.701	14

Table 2 presents the results of the Kaiser-Meyer-Olkin (KMO) test and the Bartlett's test of sphericity. The KMO measure of sampling adequacy has a value of 0.880, indicating that the sample used in the study is suitable for conducting correlation analysis among variables. A KMO value above 0.5 is generally considered acceptable (Hair et al., 2014).

The Bartlett's test of sphericity yields a chi-square statistic of approximately 1029.138, with 91 degrees of freedom and a p-value (sig.) of 0.000. This indicates that the correlation matrix among variables is significantly different from a null correlation matrix, suggesting the presence of a correlation structure among the variables in the dataset.

**TABLE 2.** KMO and Bartlett's Test

Kaiser-Meyer-Olkin (KMO) measure of sampling adequacy		.880
Bartlett's test of sphericity	Approx. Chi-square	1029.138
	gl	91
	Sig.	.000

The surveys were administered in person to the participants at their respective workplaces. Clear instructions were provided on how to complete the survey, and the confidentiality and anonymity of the responses were ensured. Participation was voluntary, and informed consent was obtained from the participants before their inclusion in the study.

The analysis of table 3 indicates the results of the normality tests using the Kolmogorov-Smirnov statistic. These tests were conducted for four different variables: empowerment and leadership, cultural and normative challenges, education and training, and innovation and creativity. In all cases, it was found that the data distribution does not follow a normal distribution.

**TABLE 3.** Normality tests

	Kolmogorov-Smirnov <sup>a</sup>		
	Statistic	gl	Sig.
Empow-lider	.216	328	.000
Cult-norms	.319	328	.000
Educat-format	.223	328	.000
Innova-creativ	.320	328	.000

<sup>a</sup>Lilliefors significance correction

As the data did not meet the assumptions of normality, the Mann-Whitney U test was chosen to compare the differences between the Cuba and Mexico groups in each of the explored dimensions. This non-parametric test is based on the ranks of the data and allows evaluating if there are significant differences between the distributions of the groups.

Finally, although this study was not submitted to an institutional Ethics Committee for review, fundamental ethical principles for research with human subjects were rigorously followed. Thus, the procedures were conducted in accordance with the ethical standards of the Declaration of Helsinki. Informed consent was obtained from all young participants, who were duly informed about the study's objectives, the use of

their testimonies, and their right to withdraw at any time without repercussions. To protect their privacy, personal data were treated with strict confidentiality, and the interviews were anonymized during the analysis and reporting process. The information collected was used exclusively for academic and publication purposes, respecting at all times the dignity, autonomy, and well-being of the participants.

#### 4. Results

Sociodemographic data:

In the present study, the sociodemographic composition of the participant sample, consisting of a total of 328 individuals, was analyzed. The aim of this analysis was to examine the distribution of participants according to their country of origin, age, and marital status.

The study included a total of 328 participants, with 167 individuals from Cuba and 161 from Mexico. Regarding the distribution by age group in Cuba: There is a higher presence of individuals in the 28-37 age group (38.3%) and the 18-27 age group (31.7%). The 38-47 age group (15%) and the +68 age group (4.2%) also have representation, although to a lesser extent. In the case of Mexico, the age groups with the highest presence are 48-57 (34.3%) and 38-47 (24.8%). The 28-37 age group (16.1%) and the 58-67 age group (13%) also have a significant proportion of participants.

Regarding the cumulative percentage, the majority of Cuban participants are found in the 28-37 age group (70%), while the rest of the age groups have relatively low participation. In Mexico, the age group with the majority of Mexican participants is 48-57 (80.2%), while the rest have lower representation.

In both countries, the intermediate age groups have a significant presence, but there are variations in the younger and older age groups. These results can be relevant for understanding the demographic characteristics and generational diversity in the context of the study.

**TABLE 4.** Reliability statistics

		Country						Total
		Cuba			Mexico			
		Frec	%	% acum	Frec	%	% acum	
Age	18-27	53	31.7	31.7	8	5	5	61
	28-37	64	38.3	70.0	26	16.1	21.1	90
	38-47	25	15	85	40	24.8	45.9	65
	48-57	10	6	91	55	34.3	80.2	65

58-67	8	4.8	95.8	21	13	93.2	29
+68	7	4.2	100	11	6.8	100	18
Total	167		161			328	

Regarding the level of education by country, in the Cuba sample, a balanced distribution is observed across educational levels. Participants with secondary education represent 26% of the sample, while those with technical education, higher secondary education, and higher education represent 34%, 47%, and 60%, respectively. Similarly, a balanced distribution is observed in the education levels in Mexico. Participants with secondary education represent 24%, while those with technical education, higher secondary education, and higher education represent 27%, 53%, and 54%, respectively. It is noted that the majority of participants have higher secondary and higher education in both countries.

**TABLE 5.** Level of education by country

		Country		Total
		Cuba Frec	Mexico Frec	
Education level	Secondary education	26	24	50
	Technical education	34	27	61
	Higher secondary education	47	53	100
	Higher education	60	54	114
Total		167	161	328

Regarding the variable «marital status» in the participant sample, consisting of a total of 328 individuals, the results revealed the presence of three representative categories in the sample: single, married, and in a partnership. The analysis shows that the majority of Cuban participants are married, representing 80% of the sample. Single participants represent 38%, and those in a partnership represent 49%. Similarly, a higher proportion of married participants is observed in Mexico, representing 103 of the sample. Single participants represent 30%, and those in a partnership represent 28%.

In the total sample, the number of single participants is 68, while married participants amount to 183, and those in a partnership amount to 77. These data highlight the differences in the distribution by marital status between Cuba and Mexico. In both countries, the majority of

participants are married, but there are variations in the single and in a partnership groups.

**TABLE 6.** Marital status

		Country		Total
		Cuba Frec	Mexico Frec	
Marital Status	Single	38	30	68
	Married	80	103	183
	In a partnership	49	28	77
<b>Total</b>		<b>167</b>	<b>161</b>	<b>328</b>

The results of the comparative analysis between the Cuba and Mexico groups in terms of empowerment and leadership revealed significant differences between the two groups (Mann-Whitney  $U = 3,283.000$ ,  $p < 0.001$ ). The Cuba group showed a significantly higher average rank compared to the Mexico group. These findings demonstrate a clear disparity in the level of empowerment and leadership between the two countries.

Regarding cultural and normative challenges, statistically significant differences were found between the groups (Mann-Whitney  $U = 11,923.000$ ,  $p = 0.039$ ). The results indicate that there are significant differences in perceptions regarding cultural and normative challenges between the two countries.

In terms of education and training, significant differences were found between the groups (Mann-Whitney  $U = 2,209.000$ ,  $p < 0.001$ ). These findings highlight a significant disparity in the levels of education and training between the two countries.

Finally, the results in terms of innovation and creativity revealed statistically significant differences between the groups (Mann-Whitney  $U = 2,316.000$ ,  $p < 0.001$ ). These results highlight a clear disparity in the levels of innovation and creativity between the two countries.

**TABLE 7.** Ranges

	Country	N	Average rank	Sum of ranks
Empow-lider	Cuba	167	225.34	37632.00
	Mexico	161	101.39	16324.00
	<b>Total</b>	<b>328</b>		

Cult-norms	Cuba	167	155.40	25951.00
	Mexico	161	173.94	28005.00
	Total	328		
Educat-format	Cuba	167	231.77	38706.00
	Mexico	161	94.72	15250.00
	Total	328		
Innova-creativ	Cuba	167	95.39	15357.00
	Mexico	161	231.13	38599.00
	Total	328		

**TABLE 8.** Test statistics

	Empow-lider	Cult-norms	Educat-format	Innova-creativ
U de Mann-Whitney	3283.000	11923.000	2209.000	2316.000
W de Wilcoxon	16324.000	25951.000	15250.000	15357.000
Z	-12.557	-2.066	-13.893	-14.655
Asymptotic sig. (bilateral)	.000	.039	.000	.000

a Grouping variable: country

## Discussion and conclusions

Regarding sociodemographic variables, specifically age, internationally there are similarities with the findings found in the Mexican sample, but a significant difference is observed in the case of Cuba. Studies conducted in Poland, Sri Lanka, Australia, Saudi Arabia, and Kosovo, mentioned by Gutiérrez Cruz et al. (2020), indicate that women entrepreneurs tend to start their ventures between the ages of 30 and 50. However, in the context of Cuba, it is observed that women entrepreneurs are younger compared to these mentioned countries. This is because the creation of micro, small, and medium-sized enterprises in Cuba was only approved in 2020 (Echarri Chávez et al., 2023), which explains why the younger segment is the one mainly seeking these opportunities to obtain higher income. This disparity highlights the importance of considering the particularities of each country and its socioeconomic environment when analyzing female entrepreneurship.

Existing research reveals similarities in the characteristics of women entrepreneurs in Cuba and Mexico, within the Latin American context. According to Gutiérrez Cruz et al. (2020) the majority of empowered women have higher education. It has been observed that these women are usually married and have family responsibilities, including children and

dependents. These findings emphasize the importance of considering the cultural and social context of the region when analyzing female entrepreneurship. Furthermore, they support the idea that women seek business opportunities as a way to reconcile their family responsibilities and generate income for their households.

The study by Paredes Hernández et al. (2019) states that in the context of women entrepreneurs in Mexico, characteristics such as mature age, marital status of being married, and a high level of education are common among them. These findings support the idea that these personal attributes can play an important role in fostering female entrepreneurship in the country.

The results of our study revealed significant differences in the variables of empowerment and leadership, cultural and normative challenges, education and training, and innovation and creativity between the Cuba and Mexico groups. The statistical analysis, supported by the Mann-Whitney U, Wilcoxon W, and Z tests, as well as the asymptotic significances, shows that these differences are not merely random but are statistically significant.

There are several possible causes that could explain these observed differences. Firstly, cultural context may play a significant role. Cuba and Mexico have significant cultural differences in terms of gender roles, social norms, and educational structures, which could influence the outcomes observed in our variables of interest. In Cuba, although the advances and challenges faced by Cuban women today are part of the agenda of the Economic, Political, and Social Model (Bell Lara and Caram León, 2019), gender disparities are a relevant and understudied element when examining the various variables that contribute to a deeper understanding of entrepreneurial activity (Vila Pérez et al., 2022) where tourism is not exempt from segregation (Cotelo Armenteros et al., 2016). Similarly, the study conducted by Mendoza Ontiveros and Chapulín Carrillo (2015) in the Mexican context shows a marked segregation of labor roles based on gender. In this sense, women are mostly concentrated in low-quality and low-skilled jobs, as well as professions that reinforce gender stereotypes and are closely related to domestic work. These dynamics are particularly notable in the service sector, where a clear disparity in occupational distribution between men and women is observed.

Similar results are found in the study by Abou-Shouk et al. (2021) who demonstrate that cultural norms are a determining factor in women's empowerment in three Arab countries. Likewise, Alsawafi (2016) found significant results regarding the negative perception of cultural norms based on cultural and normative challenges, as well as the findings of Al-shareef and AlGassim (2021). Additionally, divergent government policies

and programs in each country may have contributed to these disparities. Different approaches to gender equality, access to education, and promotion of innovation may have generated contrasting results in the study groups.

Disparities in investment in education, access to training programs, availability of resources for innovation, and economic empowerment may have played a significant role in these discrepancies. These findings align with the results obtained by (Cotelo Armenteros et al., 2016; Khalil, 2018; Vila Pérez et al., 2022) who also identified a lack of training and education as a determining factor in women's empowerment in the tourism sector. This suggests that acquiring relevant skills and knowledge may be essential for women's development and autonomy in this industry.

In the context of Iran, Aghazamani et al. (2020) also found similar results, supporting the idea that training and education play a crucial role in women's empowerment. These findings reinforce the importance of providing educational and training opportunities to women, as this can enhance their ability to access resources, innovate, and actively participate in economic decision-making. The observed differences between the analyzed groups can be attributed to the influence of available resources and opportunities.

According to Pando Ezcurra et al. (2022), it is essential for women seeking empowerment in tourism to be determined, entrepreneurial, and courageous individuals. They must exude confidence when facing any situation and cleverly assume responsibility for the decisions they make in the various spaces where they operate, develop, interact, and share with others. These decisions undoubtedly shape the path that guides each individual's life trajectory, making it imperative to develop methods that allow for systematic information structuring and effective use in the decision-making process (Hao et al., 2021).

The differences in empowerment and leadership between Cuba and Mexico, from the perspective of women entrepreneurs in tourism, are influenced by patriarchal elements and gender stereotypes deeply rooted in society. According to research by (Caram León, 2001; Pando Ezcurra et al., 2022; Vila Pérez et al., 2022) women have been stereotyped and relegated to the role of homemakers, limiting their participation in the workforce and business sphere. These stereotypes have contributed to the persistence of gender inequalities and have hindered women's access to leadership positions and decision-making in the tourism sector. Nevertheless, despite these obstacles, women in both countries have demonstrated their worth and played an increasingly relevant role in the

economic realm, breaking barriers and contributing to the development of their countries. Similar results can be found in (Vukovic et al., 2023).

The findings of the study by Dadvar-Khani (2015) reveal that the tourism sector provides various opportunities for women's employment and the creation of their own small and medium-scale income-generating businesses. However, despite these advancements, gender inequality persists in this field. While tourism can be considered a tool to improve women's economic situation, the analyses indicate significant differences in the economic empowerment of women in two communities, encompassing various aspects related to their financial autonomy, creativity, and innovation (Dadvar-Khani, 2015). Although tourism offers valuable job opportunities for women, there is still progress to be made in reducing the gender gap. However, these findings support the idea that tourism development can have a positive impact on women's economic empowerment.

On the other hand, socioeconomic factors such as the level of economic development, wealth distribution, and working conditions may have played a significant role in the observed differences. These factors may have influenced access to quality employment, wage equity, and growth opportunities in each country.

In conclusion, the empowerment of women in the tourism sector in Cuba and Mexico is crucial for fostering innovation, creativity, and sustainable development. Through training and education, the necessary skills and capabilities for generating innovative ideas are strengthened. However, to achieve effective empowerment, it is also necessary to address cultural and normative challenges, promoting gender equality and facilitating the active participation of women in leadership roles and decision-making. By doing so, a more inclusive, diverse, and successful tourism industry will be promoted in both countries.

The findings support the existence of significant differences in empowerment and leadership variables, cultural and normative challenges, education and training, and innovation and creativity between the groups in Cuba and Mexico. These differences can be attributed to a combination of cultural, political, socioeconomic, and resource factors that influence each country. A deeper and more specific analysis of each variable and particular context would be necessary to fully understand the underlying causes of these disparities. These findings highlight the importance of addressing these differences and working towards creating more equitable and conducive environments for empowerment, gender equality, education, and innovation in both countries.

The theoretical implications of the research lie in contributing to the understanding of existing gaps and inequalities in empowerment, gender equality, education, and innovation in specific cultural and political contexts. These results support the importance of considering cultural, political, and socioeconomic factors when addressing these disparities and emphasize the need for developing more comprehensive theoretical frameworks to understand and address these differences.

Regarding practical implications, the findings emphasize the need for government policies and programs that promote gender equality, equitable access to education and training for women's empowerment, as well as the promotion of innovation in both countries. It is crucial to implement specific strategies to reduce the identified gaps and provide equal opportunities for all individuals, regardless of their nationality.

The study has limitations, including the use of a specific sample from Cuba and Mexico, which may limit generalizability. Additionally, self-reported data may introduce bias. Future research should use mixed methods and include other countries in the region to provide a more comprehensive understanding of women's empowerment in tourism.

### **Contribución de autoría**

Félix Díaz-Pompa participó en las fases de conceptualización, investigación, metodología, administración de proyecto, supervisión, y redacción, revisión y edición del texto final.

Lianet Suárez-Cuba participó en las fases de curación de datos, análisis de datos, investigación, visualización y redacción del borrador original.

Rosa María del Consuelo Rivera-Villegas participó en las fases de investigación, metodología, validación, y redacción, revisión y edición del texto final.

María Guadalupe Ávila-Zambrano participó en las fases de investigación, metodología, validación, y redacción, revisión y edición del texto final.

### **Fuente de financiamiento**

Autofinanciado.

### **Potenciales conflictos de interés**

Ninguno.

### **Agradecimientos**

Los autores agradecen a las mujeres emprendedoras en Cuba y México que participaron en este estudio.

## **Declaración de uso de IA**

En este documento no se utilizó ningún tipo de IA generativa.

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**Félix Díaz-Pompa** is Ph.D. in Sciences, Full Professor. Coordinator of the Holinsost Territorial Research Program at the University of Holguin, focusing on sustainable and intelligent destinations.

**Lianet Suárez-Cuba** is Bachelor's Degree in Tourism and Teaching Technical Assistant at the University of Holguin. Coordinator of the Geotourism in Gibara project and member of the Holguin Tourist Observatory.

**Rosa María del Consuelo Rivera-Villegas** is Professor in the Department of Business Administration at the Autonomous University of Puebla, Mexico.

**María Guadalupe Ávila-Zambrano** is Ph.D. in Sciences and professor in the Department of Law at the Autonomous University of Puebla, Mexico.

*Recepción: 10/2/2025*  
*Aceptación: 29/11/2025*