

Research on the Current Situation of Female Higher Education

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Abstract. With the development of science and technology, more and more people enter the artificial intelligence industry for development and research. However, the proportion of women in researchers is not high, and the relevant artificial intelligence products developed also have certain gender "stereotyped behaviors". This paper thinks that the reason is that when receiving higher education, women's education has more cultural preferences. At present, the education industry neglects the higher education training of women in science and technology, making it difficult for women to enter the field of cutting-edge science and technology development. This paper aims to analyze the problems encountered by women in receiving higher education and put forward relevant suggestions to improve the integration of artificial intelligence technology and higher education. The right of women to have a voice in the digital industry. Granting women increased opportunities to delve into and actively engage with nature and society fosters their cognitive transformation, subsequently augmenting their ability to contribute to shaping the world and cultivating a more enriching life. Consequently, this process optimizes societal values, introducing a perpetual flow of vitality and dynamism into the world.

Keywords: Female; higher education; age of artificial intelligence.

1. Introduction

With the development of science and technology, more and more people enter the Artificial Intelligence (AI) intelligence industry for development and research. However, the proportion of women in researchers is not high, and there is a certain inequality between men and women in the relevant artificial intelligence products developed. For example, the generation of information about women by AI systems is mostly limited to keywords such as family and children. In addition, according to some survey data, in the context of artificial intelligence, the number of female employees participating in training is significantly lower than that of male employees. This means that there is an unfair phenomenon in the development of female employees [1].

This paper thinks that the reason is that when receiving higher education, women's education has more cultural preferences. At present, the education industry neglects the higher education training of women in science and technology, making it difficult for women to enter the field of cutting-edge science and technology development. Education is the driving force of social progress and development, and it is also the basis of women's development, and women's quality determines the future. In the era of artificial intelligence, women receive higher education, so that their knowledge level and skills have been comprehensively improved. Women have more opportunities to explore the practice of nature and society, improve the level of cognitive transformation, participate in transforming the world, and create a better life. Women who receive higher education can achieve a career in the field of artificial intelligence, and the social value is more optimized, bringing endless vitality and vitality to the world [2]. Alleviating gender stereotypes in "AI" technology from a female perspective.

This paper aims to analyze the problems encountered by women in receiving higher education and put forward relevant suggestions. National research institutions advocate for increasing the proportion of women in technology-related research and development teams. This behavior needs to be led by female teachers in the higher education industry, so as to better cultivate relevant outstanding talents, improve female researchers in the artificial intelligence industry, and improve the better integration of artificial intelligence technology and higher education. Well-known institutions of higher learning

should take the lead in training female teachers to study digital majors to drive other institutions in society to carry out related activities. The right of women to have a voice in the digital industry.

2. Current situation of female education

2.1. History of Female Education

The "rise of women" or "new female advantage education gap", a transitional change in social education, refers to the rapid improvement and even gradual surpass of male education in developed countries in Europe and the United States in the middle and late 20th century, which is different from the phenomenon that male education is superior to female education in traditional society. At that time, many scholars discovered this phenomenon. They collected data that confirmed this reversal process. Graham's research examines the evolution of women's education in the United States from the mid-19th to mid-20th centuries [3]. Before 1837, women were not allowed to study in higher education institutions [3]. But the dearth of male students during World War I opened a window of opportunity for women to enter higher education. In 1870, only 20 percent of women entered higher education. By 1919-20, the percentage of women enrolled in higher education had reached 47 percent, equal to the percentage of women in the general population [3]. Buchmann and other scholars further studied the changes of female higher education in the United States in the later decades of the 20th century and found that female education caught up with and exceeded male education [3]. In 1992, 53.1 per cent of university enrolments were female. The change in female education in Europe was slightly later than in the United States, and in 1985 the sex ratio for female higher education enrollment in most European countries exceeded 50% [3]. With the exception of Switzerland, all European countries show the predominance of women in higher education. In addition to the developed countries in Europe and the United States, female education in other countries has also shown a rising trend, but has not realized the reversal of the gender gap in education.

But the advantage of female education is not optimistic. Although women have achieved equality in some aspects of education, they still lag behind men in others. For example, the rate at which women graduate from higher education lags behind the rate at which they enroll. From the 1940s to the 1970s, women's college graduation rates remained lower than men's. It wasn't until 1982 that women's college-degree attainment rates matched men's. By 2005, women earned 58 percent of bachelor's degrees [3].

This series of phenomena seems that female education is gradually improving, but it can also be seen that it is far from the goal of "ensuring inclusive and equitable quality education" proposed by United Nations Educationnel, Scientific and Cultural Organization. Especially in the case of uneven global economic development, the difference of female higher education level in some economically backward regions is greater.

The study found that there are varying degrees of gender segregation at all levels of Science, Technology, Engineering, Mathematics (STEM) education worldwide. The difference becomes more pronounced as boys and girls move into the stage where they are free to choose the subjects they study. Gender bias in the teaching process has led to men enjoying certain advantages in the learning process. Under the influence of early learning experience, more men choose to study advanced courses in mathematics and physics. Entering higher education, women are a minority in STEM-related majors such as engineering and computer science.

These issues are making it increasingly difficult for women to access higher education support in science and technology, as well as to enter cutting-edge technology industries such as artificial intelligence.

2.2. Employment Situation

In the age of artificial intelligence, the digital industry is increasingly segregated by gender. Because male decision makers are more likely to hire or promote people with similar backgrounds, it is harder for women to enter the digital industry. The less female-friendly career environment in the

digital industry has led to it being identified as a "male-dominated" workplace. This also leads to the limitation of digital industry education resources available to women in higher education. Influenced by society as a whole, women will also actively deny their confidence in learning higher education in the digital industry.

According to LinkedIn, the world's largest online job search platform, only 22% of global data and AI related occupations in 2019 were women [3]. In cloud-related occupations, only 12 percent are women.

Currently, far fewer women participate in digital information sharing than men. The number of women involved in digital technology development and decision-making is even lower. Women often lack the right to speak, resulting in paternity consciousness still appears from time to time. As far as the information generated by artificial intelligence is concerned, the words around women are mostly limited to traditional thinking about female traits such as family and education. The development of artificial intelligence lacks full consideration of the development of social reality. There is still a certain gender bias in the design and writing of algorithmic models. This further exacerbates the problem of gender inequality and produces digital sexism.

Women's employment is closely related to their higher education. It is the current support for female workers in the digital industry that is not optimistic, which leads to women themselves not willing to take the initiative to choose this industry. It will also lead the education industry to neglect the support and development of higher education for women in the digital industry. This paper hopes to alleviate the gender inequality in female higher education.

3. Policy suggestion

3.1. Global Dimension

In its United Nations Educational, Scientific and Cultural Organization (UNESCO) Science Report 2021, UNESCO noted that as of 2018, women made up just 33 percent of the global research workforce, with 40 percent in computer science, 28 percent in engineering and 22 percent in artificial intelligence [4]. UNESCO believes that if women are given the opportunity to learn, they will be able to acquire relevant scientific knowledge. Including mathematics, physics and chemistry. However, most women often find it difficult to gain access to STEM subjects due to the cultural limitations and prejudices of the era in which they live. This causes most women to abandon careers or research in STEM fields, dropping off the last link in STEM education. Policies and regulations can restrain public behavior and serve as an effective safeguard to promote women's participation in STEM education [4]. At the same time, long-term policies can have a lasting and profound impact on public culture and play a leading role in values [4].

The United Nations is an intergovernmental international organization. Its core purpose is the maintenance of international peace and security and international cooperation. It is the most universal, authoritative and representative inter-governmental international organization. The United Nations Organization should actively engage countries in addressing the issue of women's higher education.

The basic purpose of gender equality policies should be equal protection rather than special protection. People should not only oppose symbolic protection, but also avoid giving special protection to women as a vulnerable group.

Crisis and opportunity always accompany each other. The United Nations should take a fresh look at women's access to higher education worldwide. Specific analysis of the social problems faced by different regions. On this basis, digital industry research teams in various countries are encouraged to set up necessary female consultant positions to publicize the importance of female thinking in digital industry design. There are serious gender stereotypes in the current "AI" technology. Female consultants can promote women and men to participate equally and fairly in the development and research of "AI" technology and other projects, and alleviate gender stereotyped behaviors in "AI" technology from a female perspective. It is proposed to increase the proportion of female teachers in technology-related R&D teams and set aside a certain proportion of existing research funds for female

teachers. The right of women to have a voice in the digital industry. In addition, UN organizations can call on leading women in the digital industry to conduct relevant lectures and pro bono classes for female teachers. Global economic development is uneven, and there are large differences in funding for female education. This article suggests that the world United Nations organization encourage countries to use international exchanges and cooperation to invite elite women related to "AI" technology to open relevant online education. This calls on female teachers in various countries to participate in experiencing "AI" technology and expand the influence of female teachers in the "AI" industry. Use technology to bridge the digital gender gap with education in this open and inclusive digital age. Let more organizations and individuals pay attention to female teachers and digital technology, and obtain more financial donations.

Feminists believe that the gender orientation and value stratification manifested in disciplines are the implications of social gender division of labor and occupational gender segregation in disciplines [5]. If some objective conditions change, the existing occupational gender barrier is overturned [5]. Therefore, the subjective reasons for the change of women's career choice tendency will inevitably change the subject choice tendency of women in the higher education stage of career preparation. This will contribute to the easing of professional segregation of women in disciplines. This paper also puts forward relevant policy suggestions based on this way of thinking.

3.2. Education Industry

Well-known institutions of higher learning should take the lead in training female teachers to study digital majors to drive other institutions in society to carry out related activities. When female teachers choose their career majors, they are mostly "liberal arts" majors due to various factors. This paper suggests that universities and other education industries introduce relevant policies to encourage the training of female teachers to pursue digital-related majors, and subsidize scholarships for women to study digital technology or other scientific research projects. Achieve more women's participation in STEM subjects, and give women the opportunity to choose to study digital industries.

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The change and development of female education has a long-term impact on marriage, family and labor market [3]. Colleges and universities need to pay attention to the broader social impact of changes in women's education. This paper suggests that married women with children should also be provided with relevant policy protection to support their study of science and technology industry subjects.

4. Conclusion

This paper reviews the research on the change of female education and the related phenomena of gender segregation in higher education. Female education is gradually developing in the direction of gender equality, but there are still many problems. Gender segregation in higher education stems from the lack of educational resources for women in related science and technology industries due to unequal economic development. At the same time, due to traditional ideas, women themselves lack confidence in STEM subjects and are not confident in their employment prospects.

Based on the current social situation, this paper presents policy recommendations, both from a global perspective and from the education sector. The UN should encourage national digital industry research teams to create the necessary women advisers to promote the importance of women's thinking in digital industry design. Changing the root causes of occupational gender segregation and its impact on educational gender segregation. In addition, the United Nations organization can call on cutting-edge women in the digital industry to conduct relevant lectures and public welfare classes for female teachers to publicize and encourage women to enter the digital industry, and cultivate women's confidence in learning digital industry disciplines. Well-known institutions of higher learning should take the lead in training female teachers to study digital majors to drive other institutions in society to carry out related activities. Further implement policies and monitor their implementation.

Finally, the promotion of women's education is related to women's liberation and empowerment, and the promotion of gender equality. Therefore, female education should not only pay attention to some data indicators, but also pay attention to the construction of gender discourse. A thorough analysis of what policies can truly break gender inequality.

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