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DECOLONIZING SPACE: A CALL FOR EQUITY AND INCLUSIVITY IN THE FINAL FRONTIER

Abstract

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Decolonizing Space: A Call for Equity and Inclusivity in the Final Frontier

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Abstract

In the halcyon days of space exploration, a benevolent facade often veiled the ineluctable truth: the sector's history is steeped in colonial legacies that continue to shape its landscape. Gender barriers persist in the construction and testing of space tools, from ill-fitting clothing to ingrained biases. Language barriers further exacerbate disparities, hindering access to knowledge and opportunities for marginalized communities. University and fiscal peer preferences perpetuate exclusionary practices, reinforcing hierarchical structures that favor certain demographics over others.

This exploration seeks to cogitate upon the interplay between historical contexts, decolonial praxis, and contemporary space activities, urging the international space community to confront the ersatz narratives that obscure systemic injustices. Decolonial praxis challenges the centering of colonizers in space endeavors, advocating for the re-indignation of space exploration to include diverse perspectives and knowledge systems.

Grounded in critical pedagogy, our approach empowers stakeholders to critically analyze and challenge oppressive structures within the sector. Postcolonial theory informs efforts to center marginalized perspectives and challenge dominant narratives, while feminist pedagogy guides advocacy for gender equity and inclusivity. These pedagogical theories shape specific educational interventions aimed at dismantling colonial hierarchies and fostering a more inclusive space community.

Through community-based learning initiatives, we engage with diverse stakeholders, including Indigenous communities and grassroots organizations, to co-create educational interventions that address local needs and perspectives. Collaborative efforts advance the understanding that humanity's progress in space should not be driven solely by militaristic or economic motives but by a collective aspiration to advance as a species.

Cultural-historical activity theory (CHAT) informs our understanding of learning as a situated and socially mediated process, guiding the design of interventions that resonate with diverse cultural backgrounds and experiences. Quantitative and qualitative data gathered through evaluations and surveys highlight the tangible impact of these interventions, demonstrating the efficacy of our endeavors to dismantle colonial structures and cultivate a more equitable space ecosystem.

The intended audience spans the globe, inviting reflection on the universal imperatives of equity and justice in the final frontier. In conclusion, this exploration presents a coherent narrative of decolonial praxis in the space sector, urging stakeholders to embrace a more inclusive vision of humanity's cosmic journey.