Abstract
This article discusses the methodology known as systematic review, which forms part of the heart of evidence-based policy and practice (ebpp); however, like any methodology of a pragmatic type, systematic review is controversial. This text discusses such problems, as well as the merits of the focus. The central argument is that ebpp tends to construct knowledge in an open, plural manner as it encourages changing policy. Yet the adoption of such methodology seems complicated in Mexico due to the barriers previous studies have detected with regard to the use of knowledge in processes of educational policy.

Keywords
Educational research, educational policy, management of knowledge, critical analysis, methodology, Mexico.