

Review of: "Bridging Empirical Evidence and Diverse Epistemologies in Public Policy: Evidence-Based Policy and the Issue of Subjugated Knowledges"

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Potential competing interests: No potential competing interests to declare.

- The paper makes an important contribution in the context of decolonisation of education / syllabus by challenging the noncritical acceptance of the assumptions/truths of the dominant discourses in society.
- The irony of the paper is its acknowledgement of the asymmetrical power relations between the global South and global North (i.e., the lack of diversity of knowledge due to global North dominance in knowledge production), yet it continues to privilege the global North voices by giving them a lion's share in shaping the paper.