Abstract
This article aims to analyze the socio-historical conditions of educational policies in Brazil, the understanding of participation as one of the channels of the democratic process and democratic administration of the school since the 1990s. We used as a methodological path historical and dialectical materialism in order to question the applicant unveiled elements of the object held in three axes, namely a) educational policies in Brazil: consensuality and naturalization; b) participation and democracy in the induced and the school in Brazil; and c) democratic management: views and readings of the world. The study showed the need for emancipatory and political processes of the school in Brazil is not conditioned by its reduction to the market logic, but on the process of ongoing construction of collective consciousness and emancipation in the ratio of liberation of man.

Keywords
Educational policies, democratic management, participation