Abstract
This article presents a review of the main perspectives of educational planning in Latin America: the Traditional Planning, the influence of the Strategic perspective and the proposal of the Situational Participatory Strategic Planning, outlining the essential components of the more influential trends in the region and stating the rationality notions involved in each one from an epistemological view. The perspective proposed by the Chilean thinker Carlos Matus (the Situational Strategic one) is focused on in order to advance with the analysis of the possibilities and constraints that this option brings to the construction of an inter-subjective and democratic proposal of planning in the educational context (in Habermas’s terms). Finally some issues able to carry on the discussion here presented are proposed.

Keywords
Education, educational planning, school democracy.