

Between Sanction and Re-Education: Exploring the Venezuelan Adolescent Criminal Accountability System from a Human Rights Perspective.

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ABSTRACT

This study addressed the Venezuelan Adolescent Criminal Accountability System from a human rights perspective, exploring the delicate balance between sanction and re-education. The main objective was to analyze how the principles of specialization, the best interests of the adolescent, proportionality of the sanction, and restorative justice are realized both within the regulatory framework and in the institutional practice of the Venezuelan juvenile criminal justice system. The methodology adopted was qualitative, based on the interpretive paradigm and implemented through documentary and bibliographic research. Techniques included exhaustive review, thematic categorization, and content analysis of regulations, doctrine, and comparative studies, complemented by a rigorous selection and triangulation of academic and official sources. Among the results, it is noteworthy that, although Venezuela has made progress in incorporating regulations that declare the exceptional nature of custodial sentences and the educational purpose of the measures applied, significant difficulties persist in their effective implementation. Re-education programs, although designed with integrative intent, frequently face a lack of resources, insufficient training, and structural weaknesses that hinder their true reach. Furthermore, restorative justice emerges as the most promising paradigm, but it remains poorly established in the Venezuelan context. It is concluded that to achieve a system that not only sanctions, but also effectively re-educates and reintegrates, it is essential to strengthen public policies, inter-institutional coordination, and the training of legal practitioners under a genuinely restorative approach that respects human rights.

Keywords: Sanction, re-education, system, responsibility, criminal justice, Venezuelan adolescent, human rights.

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