



From Safe Handling to Live Fire: Structured Marksmanship Training in **Hungarian** Military Secondary Schools



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Abstract

This presentation outlines a structured, legally compliant training pathway used in Hungarian defence-oriented secondary education to move students from basic weapon safety to supervised live-fire exercises. The module combines progressive, low-risk training tools - rubber training rifles, laser training systems, airsoft, and air rifles - culminating in controlled live-fire with firearms under strict legal, administrative and safety conditions. Emphasis is placed on the national legal framework, layered risk control, instructor responsibilities, and operational safeguards that ensure both educational value and participant safety.



Objectives

- ✓ Present the Hungarian legal and institutional context for cadet marksmanship training.
- ✓ Describe a stepwise training progression that builds competence and risk awareness.
- ✓ Highlight safety governance, roles and responsibilities, and emergency procedures.
- ✓ Share practical recommendations for replication and quality assurance.



Legal & regulatory context



- ✓ **Primary legal reference:** 253/2004. (VIII. 31.) Government Decree on Firearms and Ammunition – Collection of Effective Legal Regulations (in Hungary)
- ✓ School-based firearms activities require institutional authorization, qualified supervision, and alignment with range regulations.
- ✓ Parental/guardian consent and documented risk assessments are standard prerequisites for minor participants.



Legal & regulatory context

Primary legal reference: 253/2004. (VIII. 31.) Government Decree on Firearms and Ammunition – Collection of Effective Legal Regulations

- ✓ **In Hungary**, defence-related training in certain vocational schools or institutions maintained by the Ministry of Defence may include supervised live-fire shooting.
- ✓ **Permitted equipment:** firearms and ammunition that are **standard** issue to law enforcement or the **Hungarian Defence Forces** (or the same type).
- ✓ **Condition:** weapons and ammunition can only be used by students under the direct supervision of the person responsible for the shooting exercise.



Principles of the training model

Layered progression: start with non-projectile, low-risk tools before introducing projectiles.

Competency gates: documented mastery at each stage before progression.

Continuous supervision: qualified instructors + safety officer present during all drills.

Clear emergency protocols and “cease-fire” authority.



Training sequence - overview

1. **Rubber training rifle** (dry-handling drills) — safe manipulation, loading/clearing demonstrations (no projectiles).
2. **Laser-based training systems** — live aiming feedback without projectiles.
3. **Airsoft** — dynamic movement, use of cover, team drills (PPE required).
4. **Air rifle** (legal, regulated) — precision, stance and range discipline, controlled projectiles.
5. **Firearm live-fire** — final step; only after documented competence, full legal and institutional clearance.





Competency gates

Example in live-fire training:

- 1. Gate 1:** Correctly demonstrates loading/unloading with a rubber training rifle.
- 2. Gate 2:** Shows muzzle discipline and trigger control with a laser system.
- 3. Gate 3:** Maintains safe behaviour under stress in an airsoft drill.
- 4. Gate 4:** Accurately engages targets with an air rifle while following range commands.
- 5. Gate 5 (final):** Allowed to handle and fire a real firearm under supervision.

So, **competency gates = mandatory safety and skill milestones that control access to higher-risk stages.**



Safety controls and prerequisites

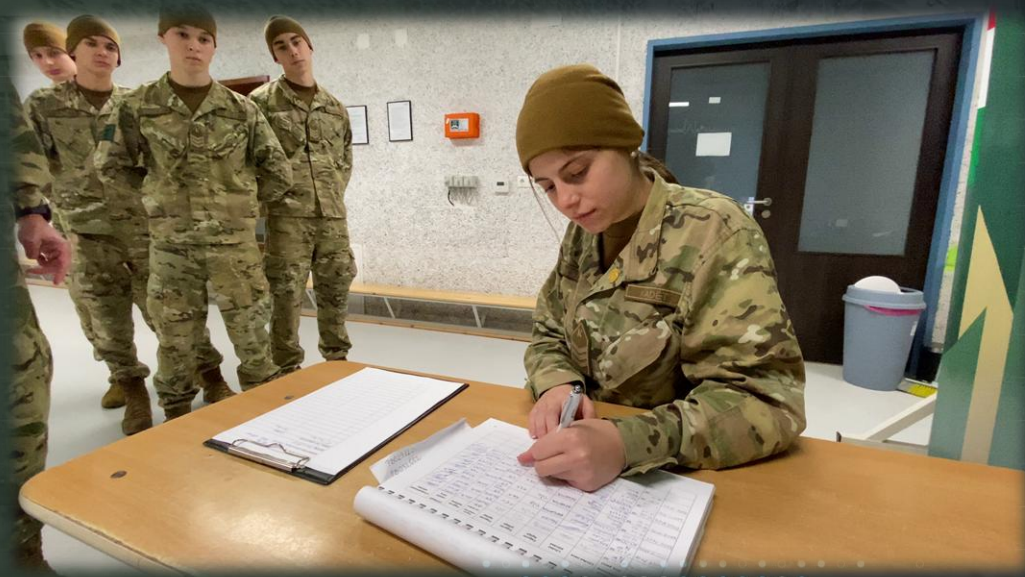
- ✓ **Written permissions: institutional + parental/guardian where applicable.**
- ✓ **Instructor qualification and safety officer assignment.**
- ✓ **Personal protective equipment (eye + hearing protection where relevant).**
- ✓ **Range boundaries, target and backstop verification, and safe ammunition storage.**

“Cease-fire” signal procedures and emergency response plan (first aid access, contact list).



Roles & governance on a shooting range

- ✓ **Safety officer / assistant instructor:** continuous monitoring of range discipline.
- ✓ **Range manager:** ensures environment and backstops meet standards.
- ✓ **Medical/first-aid resource:** available or on-call for all live-fire sessions.
- ✓ **Administrative owner:** keeps records, permissions, and incident reports.





Educational design and pedagogy

- ✓ **Short modules, measurable objectives for each stage (e.g., handling checklist mastery).**
- ✓ **Use of immediate feedback tools (laser systems, electronic targets) for rapid correction.**
- ✓ **Demonstrations + coached practice + assessment under realistic conditions.**
- ✓ **Incremental increase in complexity and risk exposure.**





Emergency and incident management

- ✓ **Immediate actions on any safety breach: declare “CEASE-FIRE”, secure weapons, account for persons.**
- ✓ **Activate medical/emergency response as required; document and report incident.**
- ✓ **Post-incident review to adapt procedures and prevent recurrence.**



Implementation challenges & mitigations

- ✓ **Legal/regulatory complexity** — mitigate by early liaison with authorities.
- ✓ **Community perception and parental concerns** — mitigate via transparency and open communication.
- ✓ **Equipment standardization and maintenance** — mitigate with procurement and inspection schedules.
- ✓ **Instructor training capacity** — mitigate via certified instructor development programs.



Conclusions

- ✓ A staged training pipeline (non-projectile → simulated → soft projectile → regulated projectile → live-fire) provides a defensible balance of training value and safety.
- ✓ Legal and institutional compliance is non-negotiable and **must be documented.**
- ✓ Continuous instructor competence and clear emergency procedures are core enablers.



Q&A

