



Being Marginalised is Being Special

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Abstract

Absence of basic awareness leads to delayed and slow learning so educating such students like educating special children. Special Education is one of the most valued facets as it provides education and opportunities to special persons and transforms them in to contributive citizens. Suffering with an array of impairments special children need extra care, attention and researched based scientific education to enhance their mental capability. Special Education demands for a dedicated approach to be adopted by educators, parents and peers. Apart from disabilities, social impediment like absence of basic awareness which has been observed in marginalised people of Baluchistan also retards the teaching abilities. Educating such marginalised children demands for an integrated, arduous and conscientious educational efforts by special educators working with dedication and patience. It is imperative to realise that like other physical disabilities absence of basic awareness is also a cause of delayed learning process for the children who do not even have basic concepts about religion, culture or country and only know to serve the sheep for lively hood. The interdependency between social and other limitations emphasises for the inclusion of such marginalised children under the ambit of Special Education.

Keywords: Basic awareness, special education, remote, marginalized and dedication.



Introduction

Author had an opportunity to work for the projects of social development in remote and uncivilised areas of Baluchistan (Ghazi, 2010). The areas where these projects had to be carried out encompassed mainly District Kohlu; in Baluchistan Province and its surrounding areas which is at two days distance from the provincial capital; Quetta. The social order of the area is based on feudalism mainly due to the rugged terrain, and lack of awareness and poor communication infrastructure (Chas, Yate, & Khan, 1986). The projects which had to be monitored were not only socially linked to each other but were also financially and formally dependent too. The population between Kohlu and Loralai districts was contacted and motivated with phenomenal efforts to join the projects for their social development. The projects included educational programme, marble mining, coal mining and peace agreements. The Chamalang Beneficiaries Education Programme (CBEP) is an educational project which was expanded up to the strength of 5000 students in the rugged and remote area with phenomenal efforts (Pakistan, 2014). It is imperative to mention that due to extraordinary and continuous efforts the tribes agreed to reserve 25 per cent of educational vacancies for female faction of the remote society against their traditions. During teaching it was observed that most of the students both male and female especially up to 12 years of age were found as slow learners and the reason was concluded as absence of basic awareness. Two thousand students from Kohlu District were tested and interviewed and it was horrifying and astonishing to know that children lacked basic concepts of life and most of them were ignorant that what a country is? What a religion is? They had no idea about basic rights; unfortunately most of them could not even associate themselves beyond their sub tribe. Lack of above mentioned concepts kept these children away from basic awareness resulting in to delayed or slow educational capabilities. Basing on observation, tests and interviews the concept that 'Being Marginalised is Being Special' was proved as a fact. After identification of the fact persistent and inexorable efforts were made to overcome it by adopting a phased strategy with patience for initial one to two years mainly according to the age and environments of the child. The facet of essential awareness was controlled with the steps like extra and phased teaching techniques which led to the success of education programme to create awareness in marginalised children and ultimately society.

Literature Review

It was research done with a view to improve the learning abilities of the marginalised students. Very little has been done on this subject earlier so some of the facets which are related to the research have been mentioned in succeeding paragraphs.

The UK government has planned for educational programme to pragmatic educational support to young marginalised children and helping those to have an access to education in underdeveloped countries, according to a report published by the Global Campaign for Education (GCE) UK there are 57 million marginalised students in the world who do not have access to education (Liz, 2012).

Reaching The Marginalised Children for imparting them education is a reflection on the education for Global Monitoring Report 2010. Education is a fundamental human right (Article 26, of UDHR) as it is a key to individual, social and economic development. Goal was set to bring down the number of marginalised children to 33 million. However the improvement has been mostly in spheres of gender parity at the primary level education (Olva, 2010). The main cause of not achieving the set aim is a global challenge of financial



crisis due to which reaching out to the marginalised children and educating them has been a problem so mobilisation of such a programme with meager resources was considered as a difficult proposition.

Pakistan government also tried to run an education programme called as 'Nai Roshni Schools' for the orphans and destitute who do not get the chance for acquiring education or skip the school but unfortunately nothing was achieved as there was no will and every one blamed the financial facet (Sardar, 2009). However 'Nai Roshni Schools' programme did not cover the marginalised children as it only was to concentrate on educating all the destitute even from bigger cities moreover the programme related to education of gifted children only and no additional efforts were planned to educate the marginalised students (Hashim, 2009).

Ghazali Education Trust in Pakistan is contributing for the education in areas of Baluchistan in districts of Loralai and Ziarat. However this programme concentrates towards education of the needy children who are not marginalised.

Methodological Frame work

Research Design

To be more precise a pragmatic approach was adopted which of a combination of both qualitative and quantitative.

Objectives of Research

- To find out the reason for the slow up take of the children who belong to marginalised area and even do not possess the basic awareness.
- Adopt a strategy to overcome the problem of slow learning among the marginalised children.

To evaluate the success level of programme and children with a view to select them for better educational environments in good educational institutions all over the country mentioned in table 3 and 4.

- To share the results of the research with others with a view for the betterment marginalised children and cause of education.
- To formulate a few recommendations for the government with a view to make efforts to eradicate such problems in others areas of the country.

Research Questions

- What do marginalised children up till the age 12 think?
- What are their interests?
- What fantasises marginalised children up till the age 12?
- What is the assimilation capability of such marginalised children?
- What is the assimilation capacity according to the age?

Procedure Adopted

After the selection of children special children schools were visited and two special educators were consulted. In order to prepare a pragmatic syllabus for the selected children syllabus of Allama Iqbal Open University for special education was consulted. A training plan expanding over duration of three months was finalised and at the end training all the students were selected.

Objective Goal Scale

Objective Goals Scale from point 1 to 9 was developed to evaluate the progress of the of the children form following age groups

- Group One. From six to eight years of age.



- Group Two. From eight to ten years of age.
- Group Three. From ten to twelve years of age.

Population

The initial observation about the slow learning process of young students was an outcome of monitoring the CBEP comprising of 4065 students and interview of 2000 students from district Kholu. For evaluating the reason for the slow uptake of marginalised children and later to formulate and adopt a strategy the data and children were selected from the schools which has been shown in table 1 to 2. The sample consisted of 100 students out of which 80 were from Kohlu District and 20 were form Loralai District. Twenty students were female belonging to Kohlu District living at least more than two hours of distance. The age of selected children was from six to twelve years. Selection of children was mainly dependent on the level of basic awareness possessed by the child that was evaluated through the results and living environments. Apart from the selection following information was also gathered which led to the success of research, and programme and selection of one hundred students to conduct research with a view to formulate a strategy for overcoming the problem of slow learning of marginalised children:

- Precise location of student's houses so as to ascertain the exact environments from which they belonged to.
- Information about children living in almost in accessible areas was gained with the help of locals and Frontier Constabulary.
- Possible needs of the parents from inaccessible areas were appreciated and gathered so that can be convinced to allow their children to join schools.
- The requirement of schools was assessed at few far locations and small schools were also established through Frontier Constabulary while supporting through CBEP.

Research Delimitation. This research was mainly delimited to the students of primary education level.

Discussion / Reflection

Behavioural Modification

Apart from the following an individual based education plan it was evaluated to modify the behaviour of marginalised children who are aggressive by nature and do not accept the change in their environments. Efforts were made to make their behaviour normal like other children with a view to bring a positive change in their behaviours.

Reaction

The possible reaction of marginalised children was assessed and strategy was formulated that how to deal with the possible reaction of such children.

Awareness Measuring Scale

In consultation with the special educators, teachers, doctor and local educationists an Awareness Measuring Scale consisting of various course questions, riddles, stories and general knowledge was prep to evaluate the children progress with bands ranging from 1 to 9.

Demographic details of Baluchistan

In order to understand the psychology of such children it was imperative to know about the demography of such area Population of ten million is divided among four major groups. Pushtuns are residing in north, Baluchies in east and Brahvi in west and Southern Coast is a Makrani dominated belt. Baluchies are 40 per cent and Brahvi are 20 per cent of the total population; including 769,000 Afghan Refugee comprising of Pushtuns, Tajiks and Hazaras



(Skindar, 2011). With the passage of time Baluchies are turning in to minority in Baluchistan. This demographic change is due to the influx of Afghan Refugees, emergence of Gwadar Port has caused shifting of many non Baluchies for better opportunities and most of the Baluchies are shifting to Karachi. The Baluchi society comprises of different ethnic groups, each with its own customs and peculiarities (Chas, Yate & Khan, 1986). All factions of Baluchistan are governed by mainly same morals and traditions. Tribe remains the basic identity of a man with most important feature of 'Sardari System' (Chas, Yate & Khan, 1986). The area due to rugged and mountainous terrain has remained secure from foreign invasion, which enhanced the facet of feudalism. Difficult terrain and poor of communication infrastructure have compelled them to lead an isolated life and thus became a marginalised society. In the beginning, Sardari was bestowed upon men of courage and integrity but later in order to perpetuate their hold, the Sardars however, made this institution hereditary and thus process of degeneration set in. The rules of honour (mayar) which have prevailed within this marginalised society for generations still influence the society. In accordance to the traditions it is incumbent on tribesmen (Mir, 2008):

- To avenge blood.
- To protect a refugee even at the cast of his life.
- To refrain from killing a woman, Hindu, Minstrel, children and any one puts down his weapon.
- To stop fighting when a cleric, a noble, or a woman intervenes with the Qur'an (Holy Book) on head.
- To punish an adulterer with death.
- The Baluchi majority is un-educated and even lack basic awareness about following basic and vital facets:
 - Religious Believes.
 - Society beyond tribe.
 - Country or a province.
 - Comforts of life.

Project details of Chamalang Beneficiaries Education Programme

Chamalang coal reserves are located in District Loralai in Baluchistan bordering Marri (Baluchies) and Luni (Pushtuns) tribes. The project has significant economic potential including huge employment opportunities and revenue generation. Since decades these coal mines could not be operationalised due to conflict between Luni and Marri Tribes. However in December 2006 with the intervention of a Pakistan Army the two rival tribes agreed to operationalise the Chamalang Coal Mines for social development of local populace (Ghazi, 2013). Since the start of Chamalang project in Mar 2007 concentrated efforts have been put in for the socio-economic uplift of local populace. Lack of education being the major fact in the backwardness of the area was given special focus. In this regard 3600 students from district Kohlu and 465 students from district Loralai are being sponsored under CBEP including twenty five per cent girls (Ghazi, 2013). The project includes monthly tuition fee for all students, monthly stipend to all students and provision of complete range educational, uniform items and monitoring trips of CBEP students all across the country by team of Baluchi notables and parents. Apart from CBEP author has been custodians of other programmes of social development like KASA Marble Project etc.



Comparison with Special Education System

Special Children vs. Marginalised Children

In November 1975 the Act for education for all handicapped children was finalised (Public Law 94-142) by the U.S Congress which took effect in November 1977 and became the foundation for serving the children with disabilities. Special Education is a system devised for provision of appropriate education to special children suffering with various mental and physical infirmities in special education school or other schools with gifted children. School may be any but it must offer facilities to the children in accordance with regulations and conventions set for individuals and disabilities. Special education is based on principles and set of instructions which are specially designed to coup-up with the unique requirements of a child with mental and physical disabilities. Although every child is different for its need as per his or her disability but one thing is common which every child needs and that is the combination of attention and care with continuity and this vital combination is also a need for the marginalised children as well who lack basic awareness. Educating marginalised children also need added attention, time and care like other students of special education (Rabia, 2009).

Marginalized Children

Marginalised faction of society consists of the individuals who are detached from civilized portion of society. It is a faction which is mainly dwelling on the outer fringes of the social centers. Marginalised folks do not fit in to the society so such children are most affected segment of this society as they are excluded from their right to basic awareness and even education (Aradhana, 2014). Access to primary education is hindered due to many factors like basing on unique and uncivilized social status. Children in such marginalised areas can be categorised on basis of ethnicity, poverty, location including remoteness of areas and conflict zones. Marginalised children due to absence of basic awareness experience problem of slow learning.

Characteristics of Marginalized Children

Marginalised children receive negative public attitudes, negligible awareness opportunities to make social contributions. Such children lack confidence, feel shy and are reluctant to be involved in social activities and thus feel exclusive out of the society. Mostly they are oppressed, bullied and are poverty-stricken. Marginalised students feel learning difficulties as they are not mentally sharp (Wazir, 2009). As marginalised children of district Kholu spend most of their time alone; so they do not get the required exposure because of which their mental development is slow. Marginalised children are possessive by nature so they develop withdrawal (aggressive) attitude, which further isolate or confine them. A few of the commonalities between needs of marginalised and special students have been shown in figure 1.

Needs of Marginalised Students (shown in figure 2)

Attention. Both marginalised and special children need extra attention and care as they often feel difficult to pay attention in class. Like special children who are suffering with mental retardation marginalised children also suffer same kind of problem as they do not possesses much needed essential awareness even about basic concept of life so a teacher has to give extra attention to the educational needs of both categories.

Social Support. Apart from the support of special educators special child also have the social support in form of parents and peers but in case of marginalised children of Baluchistan the facet of social support is negligible as these parents have spent their life as



marginalised faction too. Instead of any social and moral support such children are even discouraged to get education. While motivating the parents to allow their children to get education it took phenomenal efforts to make the parents understand that what education is and the easiest way derived while convincing the parents to explain about education was logic that education is a source to buy sheep (Ghazi, 2009).

Motivation. Like gifted children marginalised children also need motivation to study as being slow learners they feel bored, fidgety and hopeless and when hope no longer exists children lose interest to participate in classroom activities and may lose even the desire to attend school at all and may need motivation to continue the studies in a befitting manner and motivation can be achieved through many ways including the minor incentives.

Performance Anxiety. Any perceived sense of failure has the potential to damage the confidence of marginalised children so it is important that parents talk to their children about the importance of education and value of being a good human being. Marginalised children should not be criticised rather should be encouraged and helped to complete an assigned task in a pragmatic and a prudent manner. The marginalised children should also be given allowance to make a mistake because everyone is expected to learn through mistakes that will also avoid the performance anxiety for marginalised children.

Verbal Communication. Verbal communication is also a need for many special and marginalised students as it has been observed that marginalised students from Baluchistan have very limited vocabulary and as they spend most of their child hood with sheep etc so they do not communicate much. From early morning to evening they spend most of their time alone while grazing their sheep as grazing of bigger cattle is the responsibility of older people and ladies who cannot climb the mountains higher. Marginalised children only fanaticize for food, water and much needed parental care only as they do not have concept of even toys etc while elders think mainly about more sheep and more number of children. Verbal communication is much less in Baluchi marginalised society. It is difficult for these marginalised children to speak more because they have to translate the complex ideas which they seldom fantasize.

Effective Teaching Strategies for Special Education. Time management and short attention spans should be planned for such students. Assignment should be broken down in to smaller portions. Breaks between assignments should be allowed so that students can refocus on their tasks. Be consistent while handling such children and their education. An attractive reward system should be introduced for good behaviour, completing work on time, and for participation in the class.

Managing Constant Change. This strategy enables teachers to teach every student by designed teaching aids with flexibility. Monitoring and appreciating the student response to a lesson is imperative and must be focused prudently.

Details of Strategies and Results

Author remained custodian of this programme for two years and continuously monitored it and it was during this monitoring that most of students from Kholu were observed as slow learners the fact was further highlighted once two thousand students from various classes were interviewed by the author as the selected students could be sent to schools in major cities of Pakistan. The findings were evaluated with the help of teachers, special educators and experts. It was concluded that the learning process especially the young students was slow as they did not have the basic awareness about the life so they found it difficult to understand a concept unlike gifted students with have better awareness (Shazia, 2009).



Considering the limitation of children a pragmatic strategy basing on following facets was evolved:

- One hundred young children up to 12 years of age from various areas were selected and were interviewed by a panel of experts in the field of education, special education, medical science and a few educated locals.
- Those selected one hundred children were made to study in one school so that they can learn to control the withdrawal behaviour and be emotionally more balanced and stable. Their syllabus was not reduced but was broken down in to smaller portion by following an Individualised Education Plan.
- Extra time and efforts were made to educate the selected children and the course was repeated directly and indirectly.
- **The selected children were made to play, spend time and share with siblings and friends that not only balanced their social emotions but also provided them opportunities for better exposures and environments.**
- Location of their class room was changed frequently to provide natural and clean environments to improve the emotional spheres.
- Incentives like candies, chocolate and advanced toys were offered which stimulated their will to acquire the knowledge.
- **Simple techniques like asking riddles and solving of puzzles were adopted to stimulate their minds and later with help of various competitions this vital facet was improved as no Baluchi wants to be second.**
- General awareness was enhanced speedily and effectively through entertainment and educational movies which. The effects were so effective that apart from adding to the awareness it induced and enhanced the stimulation of marginalised children to gain knowledge, thus improving their educational capabilities. Interaction of selected 570 Baluchi students have been studying beyond Baluchistan in various schools have added to the social acceptance of Baluchi students all across the country.

This strategy was adopted for a period of three months practically and after three months selected students were compared with others and it was heartening to find that the efforts made had positive effects on the results of marginalised children. The observation and strategy adopted concluded that the educational needs of marginalised students who do not have basic awareness are same as of the special students.

Result Statistics

Considering the interest of the children in education and strategy adopted change was felt in all children. However the level of awareness achieved was different. Evolution carried out Awareness Measuring Scale which indicated the highlighted the following results:

- 30 per cent children secured band of 7.
- 40 per cent children secured band of 6.
- 20 per cent children secured band of 5.
- 10 per cent children secured band of 4.

Result Analysis

- No student could secure the standards leading him or her to 8th band.
- It was evaluated that if the training could have extended the children could have attained the 8th band.
- As the primary aim was to find out the reason for the slow learning and to overcome the issue so no additional efforts were made for students to attain 8th band.



- Proudly girls proved equally good same as the boys against all acceptations.
- Children from group two; from eight to ten years of age proved better.

Analysis/ Recommendations

Analysis

After studying the limitations of marginalised children and their educational needs in accordance with special education it will be prudent to analyse education system of Pakistan with a view to formulate recommendations, so a few of analysis are mentioned below:-

- It is very unfortunately to know that this vital social aspect is not being valued and very few people know about the educational limitations of marginalised children and all those who come across only feel pity for such children and later forget about them.
- Parents of such children being marginalised them self are not behaving in a mature manner and thus are denying the educational and recreational opportunities to their marginalised children. It has been observed that in few of the cases parents even do not know what education is.
- In Pakistan governmental officials who are responsible for the education in remote areas do not even in provide simple care to marginalised students on the pretext that they are not expert on the subject.
- Unfortunately the children from marginalised area are still being left alone and are not being provided with the opportunities to interact with the aware segment of the society.
- Apart from a pragmatic and a focused social response the facet of marginalised education needs lot of improvement. There are very few special educators who work for the cause and unfortunately most of them are interested in opportunities so that is why one seldom finds any special educator teaching in marginalised areas.
- There is no pragmatic educational syllabus for marginalised children and a standard syllabus is taught to all which is not proving prudent for imparting true and a focused education to such marginalised children.
- Educational organisations and institutions are not working for marginalised children. Government is rather keeping them marginalised by merely pulling along with a decade's old concept to provide a single room primary school attached to the house of a Sardar (Tribal Head) for his personal convenience to use it as a room for visitors or he can keep his cattle. Apart from providing a single room primary facility the salary of teacher or teachers is also provided to the Sardar so that he can employ an educated person to teach the marginalised children and the beauty of education department is that no monitoring is done on ground; author has deeply observed this facet for two years. However will not be amazed if it being done on paper.
- Marginalised children who lack essential awareness especially the young ones up till the age of 12 years also need special attention and care like the special children because absence of essential awareness do not allow them to use their mind and once they try to use it all of sudden to acquire knowledge they find it difficult to understand the concepts so they need extra efforts in term of time, attention and awareness.
- It was noticed that all factions and tribes were found motivated to work for the cause of education and social development. Baluchies, Pushtuns and Punjabis (mostly the teachers) were observed working with cooperation and involvement.



Recommendations

Basing on the analysis and results of the efforts made by the author and his team a few of the recommendations are mentioned below:-

- There is a dire need to make arrangements for creation of suitable environments and awareness for the marginalised society so that coming generations are not marginalised. Considering the social and religious value of this facet it should not only be left to government but should be highlighted and taken as individual responsibility as well.
- Parents of marginalised children should be given education or at least be provided with awareness about their limitations and must be motivated to not only to feel proud of themselves but should also encourage their children to be proud of knowledge and education.
- Environments should be created where other children should also mix up with marginalised children because that will not only be natural encouragement for them but will also prove to be a practical involvement in creating a prudent educational and social environment.
- Education department should formulate a pragmatic policy to provide special educators for the education of marginalised society for at least five years. The special educators should be truly involved in their students and should lay emphasis towards their students in a pragmatic manner.
- Pragmatic research should be a continuous facet for education of marginalised students and if followed in true spirit it will not take more than five years to convert these marginalised societies in to normal ones.
- Syllabus for the education of marginalised student should be evaluated pragmatically and must be improved in a focused manner as per phased programme.
- The educational and entertainment facilities for marginalised children should be planned as a continuous process by education department for which they may include volunteers and research students to serve the cause of education for at least three months in marginalised societies of remote and un-civilized area of the country.
- As for as possible educational and entertainment facilities of marginalised students should be integrated with gifted children so that they are taken as a part of society and learn in a friendly and entertaining manners.
- Considering the number of marginalised children in Baluchistan and other parts of Pakistan including rural areas of Sindh province the ratio between number of marginalised students and the number of special educators is too low. There are even districts where there is not even a single special educator imparting education.

Conclusion

Study highlights education environments in Pakistan and focuses on problems being faced by marginalised children with a view to highlight recommendations. It will be prudent to act on these recommendations for provision of advanced and suitable environments not only for education but also for the social brought up of marginalised children. Such environments will make the marginalised children a contributing member of society and country. Need of education for marginalised society is also important and it demands for dedication and some sacrifice of time by the learned faction of Pakistan. It may seem difficult to do it while sitting in bigger cities but while being on ground it becomes a social and religious challenge. Although mainly it is government responsibility but at the same



time learned people should help such children. One hundred million Pakistanis can do a lot for few thousands of marginalised brethren.

It was a spectacular sight to see the cave dwelling children of Baluchistan wearing modern uniform, carrying school bags and waiting for the bus to school; this may sound usual to the Pakistanis living in the big cities but this was a unique sight for that marginalised society. The phenomenal efforts of a group took only four years to transform the marginalised society of district Kholu to an aware society. Readers will be happy to know that since 2009 Five hundred and seventy students from district Kholu are studying in various venerated educational instructions like Lawrence College, PAF College, Cadet Colleges and many other schools all across the country under Chamalang Beneficiaries Education Programme and are being monitored on six monthly basis by a team including the parents of those children. The upcoming researcher can plan and execute the strategies to improve the bands.

Class and School Wise State OF CBEP Students from District Kohlu

Serial	Name of School	Total	Nursery	Prep	One	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
1	School # 1	258	3	26	34	35	42	31	27	19	24	6	9	2
2	School # 2	302	6	13	45	64	66	75	13	11	8	1	-	-
3	School # 3	521	14	39	82	116	101	75	22	31	22	6	8	5
4	School # 4	559	17	62	96	124	98	88	27	18	13	6	5	5
5	School # 5	173	6	15	29	30	32	28	15	13	4	0	1	-
6	School # 6	161	6	5	20	32	29	34	15	3	11	0	6	-
7	School # 7	311	13	37	51	86	41	37	14	20	7	0	5	-
8	School # 8	49	0	1	9	17	10	8	2	1	1	-	-	-
9	School # 9	246	6	20	75	68	36	20	10	6	1	2	2	-
10	School # 10	174	6	8	21	35	45	31	14	5	5	4	-	-
11	School # 11	138	7	20	20	30	28	15	9	3	4	2	-	-
12	School # 12	51	1	8	14	15	6	5	1	1	1	1	-	-
13	School # 13	67	2	2	16	15	12	8	6	4	2	-	-	-
14	School # 14	14	-	3	7	-	-	4	-	-	-	-	-	0
15	School # 15	106	6	12	11	29	22	12	8	6	-	-	-	-
	Total	3132	93	271	530	696	568	471	183	141	103	28	36	12

Table-1: Class and School Wise State of CBEP Students From District LORALAI

Ser	Name of School	Total	Nursery	Prep	One	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th
1	School # 1	60	-	2	9	7	7	5	9	5	5	4	4	3
2	School # 2	7	-	-	-	-	-	5	-	-	-	2	-	-
3	School # 3	5	-	-	-	1	-	-	4	-	-	-	-	-
4	School # 4	81	3	2	7	7	9	18	7	9	6	6	4	3
5	School	12	-	3	7	1	-	-	1	-	-	-	-	-



6	# 5 School	48	-	-	4	-	8	6	6	12	6	6	-	-
7	# 6 School	5	-	-	1	-	-	-	-	1	1			
8	# 7 Public School	57	4	1	4	1	5	3	8	11	7	9	4	-
9	# 8 School	48	6	4	4	9	5	5	7	2	4	2	-	-
10	# 9 School	40	-	1	2	2	4	6	6	11	8	-	-	-
	# 10 Total	363	13	13	38	28	38	48	48	51	37	29	12	6

Table 2: *Details of Students studying Outside Baluchistan from Loralai*

Serial Number	Name of School	Students
1.	Public School H	40
2.	Public School P	17
3.	Public School S	04
4.	Public School O	13
5.	<i>Public School M</i>	01
6.	L. College M	02
7.	Public School Z	07
8.	Public School Q	21
9.	Rangers School K	09
10.	Public School A	04
11.	Public School L	09
12.	Public School T	05
13.	Rangers School L	02
14.	School Ab	01
15.	Rangers School N S	01
16.	School M	01
	Total:	137

Table-3: *Details of Students studying Outside Baluchistan from Kohlu*

Serial	Name of School	Students
1.	School P	26
2.	School G	10
3.	School S	17
4.	School CS	04
5.	School O	15
6.	<i>School M</i>	25
7.	L. College M	02
8.	School Z	21
9.	School Q	89
10.	School A	20
11.	School L	29
12.	School T	27
13.	School L	32
14.	School Ab	03
15.	School N S	09
16.	School M	23
17.	School B	30
18.	D. School L	05
19.	D. School Mu	10
20.	D. School S	18
21.	D. School J	07
22.	D. School F	06
23.	P. College LT	05
Total	:	433



Table-4:



Figure 1 (Commonalities between needs of marginalised and special students)



Figure 2 (Needs of marginalised students, support and research outcome)



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