...replacing streaming is an opportunity to address the larger issue of school inequalities, and to avoid creating new categories of students and programmes that inevitably spotlight differences. The categories we create or dismantle will be formative, because the secondary school years are when the us-versus-them mindset begins to harden and aspirations are developed.

It is not streaming per se that leads to inequality, but the differentiation of students into categories and spending less on low-SES students than on high-SES students, because the secondary school years are when the us-versus-them mindset begins to harden and aspirations are developed.

We need to counter human tendencies to differentiate and label. In 2014, the Education Ministry revised its formula to make funding more equitable by enrollment size. We could take a step further by institutionalizing progressive spending for schools that have higher proportions of low-SES students.

We could also decrease competition and increase collaboration between schools, encouraging principals, teachers and students to share knowledge and work together across schools. The strategies to uplift families (such as innovations in Early Childhood Development) will also be essential to address educational inequalities.

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