

A Business Model for Healthy School Tuck Shop Cooperatives¹

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Abstract: Stakeholders of school tuck shops have been suffered from many problems, the main reason of which is that owners (that is, operators) and customers are different. Students have no choice but to buy products of bad quality at high price. Even though the school tuck shops are the facilities promoting health and convenience of students, who are main customers, owners have made use of them as a way for pursuit of profit maximization. The licensing procedure granting the right to operate tuck shops has aggravated misuse by owners. For the procedure is that a person who places the highest bid gets the right. It is related to the legal and institutional characteristics. Some attempts have been emerging in order to solve the problem of school tuck shops. One of them is the Healthy School Tuck shop system which has been implemented by the Seoul government since 2009. On the other hand new experiments have been taken, in which are based on the cooperative values and principles. Some parents of a school grasped the magnitude of the problem and established a school cooperative which manages the school tuck shop. A local government carried forward the demonstration of the school cooperative project. There are other tuck shop cases made by various stakeholders based on The Fundamental Law of Cooperatives. This paper analyses the cases which have been attempted up to date, including the Healthy School Tuck shop system and existing tuck shop cooperative models, using the framework of a business model. The analysis results in demonstrating the contributions and drawbacks of the cases. And then the paper aims to show the possibility of a business model for organizing and managing school tuck shops cooperatively and efficiently. A business model of school tuck shop cooperatives is characterized by the cooperative values, the member-based governance structure, and efficient business processes. But the model that is proposed in this paper needs several preconditions as follows: Innovative policy making and implementation by central and local governments, which are relating to the licensing procedure and usage of public properties; Education of students about cooperative values and principles, the importance of governance, and how to establish and manage cooperative enterprises and so on. Given that cooperatives are at an early stage in Korea, these preconditions for school tuck shop cooperatives would better be phased. The conclusion of this paper is that it is the most important thing to develop educational contents about cooperatives and to introduce them into the regular school curriculum. School tuck shop cooperatives would be realized when stakeholders, especially students and teachers, recognize the importance and necessity of cooperative learning and the social economy.

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I. Introduction

School tuck shops have caused diverse controversy. An important issue is that foods sold in the tuck shops are not healthy and other issues are about the licensing process, profit-driven management, and so on. All of the issues have been considered as an enemy that threatens health of students.

The Healthy School Tuck Shop program has been carried out as a solution by the Seoul government. It intended to solve the problems caused by the non-healthy foods. The purpose of the program is developing healthy eating habits in order to prevent the obesity of children and adolescents. The program which has been implemented the last 5 years supports the improvement of the tuck shop café and prohibits selling high calories junk foods at tuck shops which were selected as a Healthy School Tuck Shop.²

Meanwhile, new experiments have been taken in the private sector, which are based on the cooperative values and principles, since the enactment of the Fundamental Law of Cooperatives. These attempts are based on the consumer cooperative movements for more than a decade, which have kept on pursuing food safety. Some parents of a school grasped the magnitude of the problem and established a school cooperative which manages the school tuck shop. They have used the social capital of consumer cooperatives such as knowhow on food safety education, environmentally-friendly made food, a distribution system, and so on. Additionally, parents who have experienced as activists in consumer cooperatives took the main role of establishing a school cooperative. Yeonglim middle school and Doksan high school in Seoul are the examples. And the attention to school cooperatives for delivering services in a school such as a tuck shop has been stretched out nationwide.

In Gyeonggi-do, these movements in private sector have been accompanied by the local government. It selected 6 (junior) high schools as a model of school cooperatives for managing school tuck shops, and has supported establishing school cooperatives. This demonstration of school cooperatives project has been carried forward since 2013. As part of this project, in Oct. 2013, Bokjung high school opened a tuck shop (named 'Bok's Coops'), which is the first business operated by the school cooperative in Bokjung high school.

The Seoul government also is concerned with applying the cooperatives' operation principles to managing school tuck shops, especially to the Healthy School Tuck Shop system for the last 5 years.

² As of April 1 2013, the program runs 58 healthy tuck shops in 61 middle or high schools (reached 8.71% among 700 schools). By the establishment type, 1, 24 and 33 shops are in national, public and private schools, respectively (Dankook Univ., 2013; Seoul Metropolitan Office of Education (<http://statistics.sen.go.kr>)).

This research is grounded in the concern.

<Table 1> License condition of School Cooperatives concerning tuck shops (Feb. 2014)

legal personality	name	president status	main business	number of assentors	contributions (\$)	Date of application / authorization (acceptance)	authorization /acceptance	region	industry
a social cooperative	Bokjeong High School Social Cooperative for Education and Economy Community	parent	Eco-friendly Shop Operation for Students Welfare	348	2,466	'13.7.11/13.9.3	authorized	Gyeonggi-do	Educational Service
a social cooperative	Younglim Middle School Social Cooperative	parent	Eco-friendly Shop Operation for Students Welfare	32	3,288	'13.7.18/13.9.3	authorized	Seoul	Educational Service
a cooperative	Doksan High School Healthy Tuck shop Cooperative	parent	Healthy Tuck shop Operation	23	2,935	'13.9.5/13.9.16	accepted	Seoul	Wholesale and Retail business
a social cooperative	Deogi High School Social Cooperative for Education and Welfare Community	parent	Eco-friendly Shop Operation for Students Welfare	19	3,914	'13.9.15/14.1.8	authorized	Gyeonggi-do	Educational Service

Source: Ministry of Strategy and Finance (2014)

Our study is based on the alertness that the Healthy School Tuck Shops stick to the problems in conventional school tuck shops, even though they have been devised and operated to overcome those problems. This research aims to demonstrate that, by unifying the interests of owners (i.e. operators) and users (i.e. consumers), school cooperatives could settle those problems. Additionally, it will suggest which business models a healthy school tuck shop cooperative should take to ensure its sustainability, and which policy requirements must be fulfilled in order to usher it firmly into education system.

II. Literature review: Business Model

1. Business Model framework

Researchers have defined a business model in diverse ways: It is ‘a story describing how firms create and deliver values for customers and get profits’(Teece, 2010; Magretta, 2002); It is an overall design about products or services to sell, a market for doing businesses in, and a mechanism to create values through.

According to the definition, a business model gives firms an idea about what values to propose and how to create them. The values are supposed to be converted into profits in order to get economic sustainability (Magretta, 2002). School tuck shops are an economic entity to produce values so they need a business model to realize their goal and secure the sustainability.

There are a lot of business model frameworks, but a business model is presented here because it considers the social values as well as the economic values. The business model is made up of three elements: value proposition, value creation, and value capture (Richardson, 2008; Rha, 2010). Value proposition is concerned with the issues such as what values to provide, to whom to give values, and how to position in a market. Value creation is about whom to collaborate with, how to create values and how to deliver them to customers. Value capture shows how to create revenues and profits and then realize the economy of scale.

These three elements have their own components. There are three components in the value proposition: target customer, offerings, and strategic positioning. Target customer is about social target groups and economic target markets. Social target group means the object of problem solving and the target economic market means the market to sell social and economic values. The Offerings represent the products or services that bear the values for target customers. The strategic positioning means the competitive advantage in social and economic markets. In the meantime, the value creation consists of resources and capabilities, organization (inner value chain) and position in the value chain. Position in the value chain is divided into social networks and economic networks. The value capture dimension has two components, which are a revenue source and the economics of business. It describes that the value created through firms’ activities has to be converted economic returns and the sustainability of the firms has to be desired. These elements are arranged in <Table 2>.

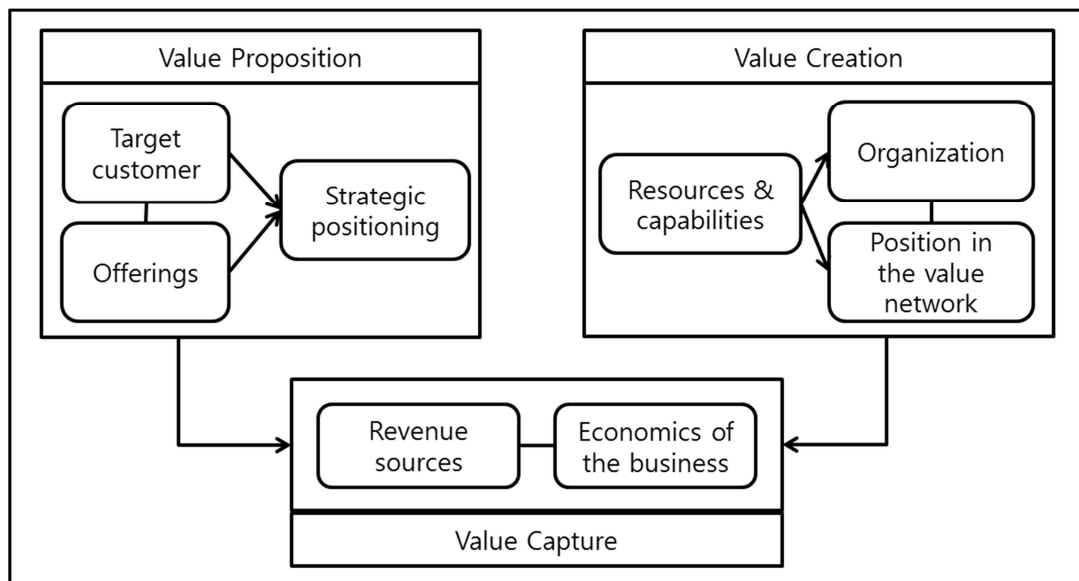
<Table 2> The Business Model Framework

Elements	Components	Subcategory
Value proposition	The target customer	Social target group
		Economic target market
	The offering	Social value
		Economic value
Strategic positioning	Social market	

		Economic market
Value creation	Resources and capabilities	
	Organization	
	Position in the value network	Social network
		Economic network
Value capture	Revenue sources	
	The economics of the business	

Sources: Richardson(2008), Rha(2010)

The three dimensions and their components are connected with each other as illustrated in <Figure 1>.



<Figure 1> The relationships among the three dimensions and other components

2. Adaptability of the business model for school tuck shops

School tuck shops have an important role to students' health because they give students a chance to access food routinely and make them healthy or unhealthy. So systems relating to managing school tuck shops involve the public interest.

It is needed to construct a business model for school tuck shops including social values, that is, the publicity of school tuck shops. The business model presented previously is a framework through which it is possible to analyze existing business models in terms of social values as well as economic values.

Using the business model framework, this paper analyzes the different alternatives that have tried to solve the problems provoked by school tuck shops. The analysis leads to proposing a desirable and sustainable business model for Healthy School Tuck Shops. Then the paper will draw some policy objects that are needed to realize the business model.

III. Analysis for existing business models of school tuck shops

1. Analysis for the two business models of school tuck shops

Here are two models: a general school tuck shop model (hereafter, a general tuck shop) and a school tuck shop model made by the Healthy School Tuck Shop program (hereafter, a healthy tuck shop). They are similar in many ways because the program was not involving fundamental changes in terms of the school tuck shops system. This section analyzes the two models within the framework of the business model.

1) Value proposition

The social target group, that is a subcomponent of target customers, is about whose problem to be intended to solve. In the systems of general tuck shops and healthy tuck shops, the highest bidder, who is an individual business, can get the right to manage tuck shops for 1 year through public bidding. A tuck shop is considered as a tool for pursuing profits in the highest bidding system. So the social target group is successful bidders. But healthy tuck shops aim to enhance students' health, so the social target group includes students and other stakeholders as well as the bidders. The economic target market of general tuck shops is about customers and markets to be the object of business. In case of a general tuck shop, it is snack food market for students and other users like teachers and staff. Furthermore, a healthy tuck shop is prohibited from a sale of high calories junk foods and deals in fruits.

It is not easy for general tuck shops to pursue the social value which is a subcomponent of offerings since it is profit-oriented. But a healthy tuck shop seeks to develop healthy eating habits and to prevent obesity for students. These goals contain the social values that a healthy tuck shop intends to realize. The economic value that general tuck shops pursue focuses on profits as much as possible. In case of healthy tuck shops, it could be low-priced and small package of fruits.

The strategic positioning of general tuck shops is enacted with the products that have low quality and high price. It can make the competitive advantage for profit-pursuing, but it is problematic that it

has no responsibility for publicity. However, healthy tuck shops take the strategic positioning towards health and welfare of students even though they focus on profits as well. There is a difference between them in that the latter seeks positioning in the social market relevant to health and welfare of students.

2) Value Creation and Delivery System

The value creation in a business model means the structure and capacities of value creation process that develop, produce, and deliver offerings. Capabilities, organization, and position in the value network that are the three components of the value creation should be inter-related with each other and fit well with the value proposition.

In case of general tuck shops, capital finance capability is most important. There is no resource and capability connected to realizing the social value. The value chain inside the organization is very simple since only an owner makes decisions about order, warehousing, sale, release, inventory and so on by him/herself. The value chain network outside is uncomplicated as the owner deals with only one or two distribution dealers. There is no relationship with outside social networks for doing education or marketing.

These features of general tuck shops are common in healthy tuck shops because both of the tuck shops are entrepreneurs who are in the pursuit of profit maximization. Nevertheless, healthy tuck shops get some direct and indirect supports from the Seoul government, offer some information on the website, and attend the education for tuck shop managers. So it treats a social network and an economic network unlike general tuck shops.

3) Value Capture

The revenue source of tuck shops is mostly the sales of food products. The manager (that is, the successful bidder) should pay rent for 1 year management in advance. He cannot help selling goods with low quality in high price. The problem will get escalated when there is the system in which the right to manage a tuck shop is sold to a highest bidder. The revenue source of the healthy tuck shop is not free from this problem even though the new tuck shop system has tried to solve problems. In addition, as the contract of a school tuck shop usually is effective for just one year, it is difficult that the manager promotes economic growth in the long term perspective.

2. Analysis for the business model of school tuck shop cooperatives.

A school tuck shop cooperative(hereafter, school cooperatives), which has appeared as an alternative for an existing tuck shop, has been trying to seek a business model brand-new in many

aspects. In the model the nature of social organization is emphasized and the sustainability as an economic entity becomes a problem to be solved. The model is analyzed here through the identical business model.

1) Value Proposition

According to the consideration of the goal, the social target customers of this model are students and other stakeholders surrounding schools, including parents, staff, and community. The movement of building the school tuck shop cooperatives was started by parents of students. School tuck shop cooperatives are built to keep students and other stakeholders healthy by taking off unsanitary foodstuff from a tuck shop. The economic target group is also members of each school because they are mainly customers of the tuck shop.

The value offerings of this model are the stuff that is sold in the tuck shops directly. Most of the stuff is made of organic materials. It is thought that the organic and healthy foodstuff would secure students' health. The creed is one of social values to be sought in school tuck shop cooperatives.

Another value offering is the way itself that these cooperatives are organized. They are voluntarily organized and managed by people that have common desires to build their cooperative. Even though most of school tuck shop cooperatives have been motivated by parents of students, students themselves are an important group of the people in the cooperative. So they attend the process of building their cooperative and managing their school tuck shop. The members, including parents, school staff, teachers etc., have learned the value and principles of a cooperative for themselves and then tried to realize the value and principles in managing their own tuck shop. These features concerned with a cooperative are the very substantial value of this business model.

The strategic positioning of this business model is analyzed in two aspects: strategic positioning in the economic market and in the social market. The economic market surrounding eco-friendly products sold at school tuck shops is not yet formed. So it will cast a long shadow to the kind of market. Meanwhile, the business model seeks to reinvest profits to the welfare of students (and other stakeholders) and to give some profits back to the community instead of maximization of personal gain. It shows a possibility that managing tuck shops in a cooperative way would solve the problems arisen out of the system of conventional school tuck shops in the social market.

2) Value Creation

The resource and capabilities of school tuck shop cooperatives comes from historical assets accumulated by consumer cooperatives. The consumer cooperatives have built stable distribution systems, strengthened the capacity of education and training for the members and staff, and spread the

value and principles of cooperatives across the society. All these things fed school tuck shop cooperatives.

The value chain in the organization becomes more complicated than ever. It constitutes some subcommittees such as students subcommittee, teachers subcommittee. The board of directors, who consists of students, teachers and parents, gets involved in managing their tuck shop. In addition to a democratic governance system, it is trying to build the system of warehousing and releasing goods and of staffing and personal management.

The position in the outside value network has changed. Almost 80 percent of goods in tuck shop cooperatives are made up of eco-friendly products which are purchased and received through the distribution system of existing consumer cooperatives. The remains are still conventional products. The cooperatives provide education and training skills to their members and staff. As a result they are positioned in the value network of cooperatives.

3) Value Capture

In the economic profit perspective, the profit source of this business model is not profitable since the model intends to pursue not profits but social values. Nevertheless school cooperatives are forced to pay rent for the building to the school so they have to get revenue enough to offset it. Some school cooperatives are getting more stable in procuring profits, but most of them have an urgent problem about it. In the meantime, they got a lot of social value. Active participation of students and parents members, positive support of school authority, and enhancement of cooperative values would make school and community a good place for live.

As school cooperatives that were established or are under establishment have developed their own management and distribution system, it is hard to have an eye to the economics of the business. It might be needed to make an integrated distribution system in order to benefit from the economy of scale.

IV. Proposition of a sustainable business model for school tuck shop cooperatives

Tuck shops that school cooperatives manage posed a problem about habitual management of school tuck shops in which the shops are utilized as a profit-pursuing tool on the part of successful bidders and as a result the health and welfare of students got remained in a blind spot. This whole new system of school tuck shops showed vigorous imagination and driving force, so it yielded much profit

to society. However, there would be some problems for the existing school cooperatives to solve in order to settle down and proliferate. This chapter explains a desirable business for healthy school tuck shops, that is, healthy school tuck shop cooperatives (hereafter, the healthy tuck shop cooperative). It would be a student-centered school cooperative and have a social cooperative that fulfills democratic governance and sustainable economic capacity.

1. Value Proposition

1) Target customers

The direct target customers of healthy tuck shops are students using the shop. If tuck shops would be managed in the cooperative way, the students are owners and customers. They would try to enhance the quality of goods in order to help their own healthy growth. Other stakeholders, who are parents, teachers, and community, might be the second target customers since the cooperatives would have an indirect or long-term effect on creation of the social capital in community. The interest of these social target groups will be realized through the economic activity in a tuck shop.

2) Value offerings

The cooperatively managed tuck shop proposes some social values such as promotion of health and welfare, learning economy and democracy through participation in activities, and recovery of school function as an education venue. The offering has the economic value by selling for low price and healthy goods which contain a dash of food additives or are made up of eco-friendly food materials.

3) Strategic positioning

The business model is based on the strategy of firms (Richardson, 2008). A firm's strategic positioning would be possible when it could solve in an innovative way social problems that others didn't approach. The healthy tuck shop cooperative model takes a desirable strategic positioning since it is organized and managed cooperatively by voluntary members, and has social values for diverse stakeholders instead sacrificing them for pursuing owner's profit. This kind of cooperative is desirable to be established as a social cooperative because the social goal and values look remarkable. In order to realize these goal and values, the cooperative would try to practice transparent management and could propose the value of ethical consumption. The cooperative will get competitive advantage in an economic market.

2. Value Creation

1) Resource and core competencies

The representative resources and capabilities of the healthy tuck shop cooperative are members' participation, education of members, and training of the staff. Members' active participation in decision making of their own cooperative and management of their tuck shop enhances members' interest in using the shop. Education of members and staff has an important role in the context. The contents of education consist of the value and principles of cooperatives, cooperative management of enterprises, and the skill of communication and decision making. Especially education about cooperatives at school would become a part of fostering social responsibility and then allow cooperatives to be viable.

2) Organization(governance)

Healthy tuck shop cooperatives need to be a student-centered social cooperative. Establishment and management of the cooperatives need to be carried forward by students for themselves. The existing school cooperatives were built mainly by parents who grasped the magnitude of the problems. It must be an important turning point in school cooperative history. However, as many school cooperatives gradually will be established and education for cooperatives at school will be common, students need to be a main subject of a cooperative.

To be a member of cooperative, members have to make an investment that is a capital of the cooperative. When setting up the size of equity that each member should pay cooperatives need to consider the fact that main members are minors so they are allowed to invest as well as to purchase goods after getting agreement of their parent.

A healthy tuck shop cooperative has its organizations for management and operation. Board of directors is the top decision making organization in the cooperative. The members might be the representatives of students, parents, and staff including teachers. They make a decision about businesses in everyday basis. An organization relating directly to management of a tuck shop consists of a manager and employees. A committee needs to be built for substantial decision making about management of a tuck shop. It discusses and decides a lot of items about a list of goods, a cycle of order-warehousing-releasing, and an accounting system etc.

As healthy tuck shop cooperatives carry out a purpose business of promotion of health and welfare, profits from running a tuck shop need to be reinvested into education of members, training of staff, and lowering the price of goods. The publicity of the business makes these cooperatives social cooperatives.

3) Position in the value network

School cooperatives need to utilize a position in the value network of both social and economic dimension. The social network, including parents, community, other organizations and cooperatives, takes a role of education and promotion. It is desirable for parents and community to participate in cooperatives as an outside network. Under the Fundamental law of cooperatives, agreement of students' parent as a guardian is needed if students want to be a member of cooperative. Board of directors or a committee for running a tuck shop also needs to have a close cooperation with a school steering committee since the committee has a right to discuss and decide about school curriculum and school feeding etc. They need to share information about their tuck shop and to work together. Cooperation with other cooperatives which is another social network is considered important. The stable cooperatives have a lot of experience, especially in education and training program. The experience would be helpful for school cooperatives.

The economic network is relevant to supply and distribution. One of the issues here is about sales items. Most of the items are expected to be eco-friendly foods in tuck shop of school cooperatives, but there are not items enough to satisfy the standard of sale. So it is urgent to develop appropriate distributors for the items. This means that developing new sales items is imperative. Another issue is about a distribution system. The distribution system of existing school cooperatives is different with each other. They make a contract with different consumer cooperatives to get supply and distribution. This method costs a great deal. As a result it is necessary for the school cooperatives to conclude a contract jointly with distributors. If the six schools that are running the healthy school tuck shop want to establish a cooperative, this contract will result in economizing contract-related expense and in realizing the economy of scale. But constructing a federation is not efficient in this point because a minority of school cooperatives have to bear the work expenses.

3. Value Acquisition

1) Profit source

Cooperatives are not a business model pursuing profit maximization. The total ratio of profit on sales in case of consumer cooperatives is 15 percent of sales and the net income is 3 percent approximately. Referring the case of consumer cooperatives, it is reasonable that school cooperatives get about 25 to 15 percent of profit on sales and about 3 percent of net income. The mechanism shows in <Table 3>.

<Table 3> An Appropriate profit structure of school cooperatives³

Dimension	Organic food only	Including other goods
Constitution of goods (on an sales basis)	Consumer cooperatives goods 100%	Consumer coops goods 60% Other goods 40%
Average margin	15%	25% (coops 15%, others 40%)
Profit on sales	15%	25%
Net income	3%	3%
Operating Cost	12%	22%

Source: Seoul Government (2014)

It is impossible to constitute sales goods only with goods of the consumer cooperatives due to the limit of sales items in this point. But it is needed to try to augment such eco-friendly items in the long-term perspective.

2) The economics of growth

Cooperation of the cooperatives is needed in order that the cooperatives would sustain the profit structure and the goals of school cooperatives, like enhancement of health and welfare of students, recovery of school educational function, and improvement of community, would be realized. They can get the economy of scale through cooperation. If healthy tuck shop cooperatives pile up in the future, their bargain power would widen, cost of goods sold would become smaller, and profit of sales would be bigger. Cooperation would be made among healthy tuck shop cooperatives or between the cooperatives and other cooperatives such as university consumer cooperatives, local consumer cooperatives etc. In the long term healthy tuck shop cooperatives need to build a federation to make the independent supply and distribution system possible.

V. Policy Suggestions

The most difficult obstacle for management of tuck shops and growth of healthy tuck shop cooperatives is that rent of school building is too much. It is arisen from the law prescribing the highest bidding system in approval of public properties. The system has made successful bidders pursue profit maximization. There could be an alternative way to facilitate establishment of healthy tuck shop cooperatives.

³ An appropriate profit structure means a minimum profit structure after allotting operating expenses.

First of all, the publicity of healthy tuck shop cooperatives needs to be approved. In fact, they seek to realize the public goal, but the relevant law stipulates what the nonprofit foundation is under the positive system. If healthy tuck shop cooperatives would be enumerated into the nonprofit foundation, rent could be exempted. The second alternative way is a private contract between school authorities and the cooperatives. According to the data on present condition of public schools made by the Seoul government, average amount of rent under a private contract is about \$9,620 while the amount under the highest bidding system is about \$22,358 (Seoul Metropolitan Office of Education (sen.go.kr)). Another way is to lower personnel expenditure. ‘Social Enterprise Promotion Act’ supports social enterprises through personnel expenses of a vulnerable social group. As healthy tuck shop cooperatives seek to realize social goals of developing community and improving public interest, it is needed to certify school cooperatives as social enterprises.

Most of all, education of students about cooperatives at school is the most important practice. By learning what the value and principles of cooperatives are, how to manage cooperative enterprises, and what cooperatives have emerged and disappeared in the human history, students would feel what is needed in order to solve problems they face and participate in satisfying the necessity voluntarily. It is needed to include education about cooperatives into schooling regular curriculum.

VI. Conclusion

The Healthy School Tuck shop system has been implemented by the Seoul government since 2009. It was devised to solve the problems in conventional school tuck shops, which students have no choice but to buy products of bad quality at high prices and can’t have any right to access to food good for health in schools. This study is based on the alertness that the Healthy School Tuck Shops stick to the problems in conventional school tuck shops, even though they have been devised and operated to overcome those problems.

There are other tuck shop cases made by various stakeholders based on the Fundamental Law of Cooperatives. This research is aimed to demonstrate that, by unifying the interests of owners (i.e. operators) and users (i.e. consumers), school cooperatives could settle those problems. Thus, this paper analyzes the cases which have been attempted up to date, including the Healthy School Tuck Shop system and existing tuck shop cooperative models, using the framework of a business model. The analysis results in demonstrating the contributions and drawbacks of the cases.

Additionally, we suggest which business model healthy school tuck shop cooperatives should

take to ensure its sustainability, and which policy requirements need to be fulfilled in order to usher it firmly into education system. A business model of healthy school tuck shop cooperatives is characterized by the cooperative values, the member-based governance structure, and efficient business processes. But the model that is proposed in this paper needs several preconditions as follows: Innovative policy making and implementation by central and local governments, which are relating to the licensing procedure and usage of public properties; Education of students about cooperative values and principles, the importance of governance, and how to establish and manage cooperative enterprises and so on.

It is the most important thing to develop educational contents about cooperatives and to introduce them into the regular school curriculum. School tuck shop cooperatives would be realized when stakeholders, especially students and teachers, recognize the importance and necessity of cooperative learning and the social economy. By analyzing various attempts with the framework of a business model, we found that such efforts are necessary to ensure school cooperatives' sustainability. Under such conditions, students can take the right to access to food for health. Additionally, we found that pursuing food safety in schools by school cooperatives leads to social impacts in other aspects such as education, social welfare, and so on. Therefore, it is necessary to make an effort to ensure school cooperatives' sustainability.

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