

**MORE THAN ME FOUNDATION, INC.  
SAFEGUARDING AUDIT**

TO: David Vicinanza, Esq.  
Nixon Peabody, LLP

FROM: David Wolowitz, Esq.  
Susan E. Schorr, Esq.

DATE: April 16, 2019

RE: More Than Me Foundation, Inc.: Safeguarding Audit

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**I. Introduction**

In the wake of the October 11, 2018 publication of an article<sup>1</sup> about the More Than Me Foundation (“MTM”) and its Founder and CEO, Katie Meyler, McLane Middleton, Professional Association was retained by Nixon Peabody, LLP, a law firm representing the MTM U.S.-based board of directors (the “board”), to conduct an audit to review and assess MTM’s child safeguarding framework and report its findings and recommendations to the board.

The focus of our audit (the “Audit”) was on the More Than Me Academy (the “MTMA”); however, we visited a public LEAP (Liberia Education Advancement Program) school outside of Monrovia and also spoke with many MTM employees whose primary responsibilities are on serving LEAP schools. We were able to gain insights into MTM’s child safeguarding approach in both contexts, including a review of relevant policies, mechanisms for reporting suspected child mistreatment, staff training, and parent education.

As we emphasized with everyone we spoke to, our Audit was not an investigation into the rape allegations involving Macintosh Johnson (“Johnson”) or how MTM responded. Rather, the Audit evaluated where MTM stands now on safeguarding prevention and response. We reviewed relevant standards of care that the organization may consider incorporating into its child safeguarding approach. We have provided observations and recommendations to the board with respect to administration and governance to help the organization achieve its mission: to “use[] education as a catalyst for

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<sup>1</sup> On October 11, 2018, *Time* magazine, in partnership with ProPublica, published an article entitled, “She Wanted to Help Liberia’s Most Vulnerable Girls. Then Her School Became a Predator’s Hunting Ground” by Finlay Young.

transformative social change for every girl in Liberia” and its vision: “Every girl empowered.”<sup>2</sup> Our analysis strives to bolster the good heart at the core of MTM by offering an overview of international standards and sound safeguarding approaches, with the understanding that local realities are complex.

## **II. MTM Overview**

MTM was established as a non-profit, tax-exempt 501(c)(3) organization based in New Jersey in 2009. MTM’s original methodology for achieving its mission was to provide scholarships for girls to attend existing private schools in Liberia. Approximately 40 students are still funded by scholarships and attend Liberian schools. MTM’s portfolio expanded in 2012, when the government of Liberia donated an abandoned building to the organization in downtown Monrovia and it was awarded a \$1 million grant from the Chase Foundation. In 2013, MTMA opened and now educates approximately 300 girls in grades K-9. MTM’s reach expanded further when it established a partnership with the government to scale up the MTMA model to enhance services offered at close to 20 public schools in counties outside of Monrovia, as part of LEAP. The organization now focuses on safety, health, *and* education (the SHE model), both at MTMA and at the LEAP schools. This more holistic approach is—according to one board member—unique to MTM.

## **III. Interviews, Parent Meetings, and School Visits**

Prior to travel to Liberia, we were able to interview board members in addition to some MTM employees based in Liberia. We completed the balance of our interviews while in country. We interviewed a total of 30 individuals, including current and former members of the board, members of the Liberian Advisory Board of MTM (the “LAB”), Liberian government ministers, employees of MTM and MTMA, and Katie Meyler (“Meyler”).

### **A. Parent Meetings and Tour of West Point**

- We conducted one meeting with the MTMA PTA Executive Committee (approximately eight people).
- We met with 32 MTMA parents in small groups at MTMA.
- The PTA Executive Committee guided us on a tour through West Point.

### **B. School Visits**

- We toured the MTMA building.
- We conducted several interviews of MTMA employees at MTMA.
- We met with the 9<sup>th</sup> grade MTMA students.
- We were driven to the village of Bogbeh to visit a LEAP school with which MTM partners.
- We also toured the village of Bogbeh and spoke with parents of students who attend the village school.
- Back in Monrovia, we toured the Light International School, a private international school.
- We conducted a session at MTMA on responding to suspected child abuse with the MTMA teachers and administrators.

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<sup>2</sup> More Than Me website, <http://morethanme.org/>, last visited April 8, 2019.

#### **IV. Document Review**

We were provided with a comprehensive set of documents from the board which was helpful in tracing the organization's historical and current approach to safeguarding. The material ranges from the organization's founding to the present, with the most relevant documents related to our review as follows:

- Foundational governance documents, both in Liberia and the United States (including bylaws, 501(c)(3) application, Form 990 tax returns)
- Board meeting minutes and presentations
- Hiring procedures and job descriptions
- External evaluation reports
- Child protection policies
- MTM Employee Handbook
- Press coverage of MTM from the fall/winter 2018
- *"Unprotected" Confirmed, But Hope Remains: An Investigative Report* by the Special Investigative Panel Appointed by More Than Me Foundation (Draft, April 8, 2019) ("Special Investigative Panel Report")
- Letter to the board from Katie Meyler, March 13, 2019

#### **V. Review of Safeguarding Standards of Care**

We should acknowledge from the outset that the educational system in Liberia is at an early stage of development compared to more developed countries. It would be unreasonable to compare MTMA with established private international schools worldwide, or even in Monrovia. Nonetheless, there are many aspects of the safeguarding of students that are fundamental to establishing a healthy and safe school culture regardless of a school's setting or circumstances. Perhaps the most fundamental safeguarding tenet is to prioritize the best interests of the child.

For safeguarding efforts to be meaningful and effective, they must be an integral part of the focus of a school's leadership, at both the board and the administrative levels (part of the organization's DNA, as one board member expressed it). The board must articulate values and expectations that clearly promote a healthy school culture. The board must provide meaningful oversight to assure that the school's culture is aligned with the espoused values and expectations.<sup>3</sup>

At the administrative level, an ethos of safeguarding needs to be built into the employment process, from start to finish. This should include clear, succinct, behavioral standards which are referenced in recruiting, onboarding, continued training, and evaluating teachers and staff. Policies and practices must focus on both prevention of misconduct and response to it. The absence of strong leadership at either the board level or the administrative level will invariably undermine a school's safeguarding efforts.

Another prerequisite for effective safeguarding is the meaningful and timely flow of information in both directions between the board and the administration. A board cannot conduct meaningful oversight of

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<sup>3</sup> According to the Association of International Schools in Africa (AISA), board members should "understand the board's role and responsibility within the school's child protection policy and procedures." AISA Model for Adult Education on Child Protection at 7 (2016).

student well-being without information about key safeguarding metrics from the administration. The administration cannot develop and reinforce a healthy and safe school culture without clear and consistent direction and support from the board.

The good news is that there are several published safeguarding resources upon which MTM can draw to shore up its policies and procedures. MTM need not reinvent the wheel. Of course, continuous staff training and parent education will be necessary to introduce and reinforce a safeguarding culture. Below is a summary of published safeguarding standards, highlighting potential applicable standards of care.

A. Children’s Law of Liberia, 2011

“The objective of [the Children’s Law of Liberia, 2011] shall be to facilitate the respect, protection, promotion, and provision of the realization of child rights in order to make maximum contribution to the survival, development, participation, and protection of every child in Liberia.” Children’s Law of 2011 at Article II, Section 1. Most significantly, the Children’s Law articulates the standard of care for Liberia:

In all decisions and actions that may affect the child, *the best interests of the child* shall be the paramount consideration. This principle shall underlie and guide the interpretation and implementation of this Law and, subject to the Constitution, its impact on other laws.

Children’s Law of 2011 at Article II, Section 2.1 (emphasis added). While the law codifies that “the ascertainable wishes and feelings of the child concerned” should be taken into consideration when determining what is in the best interests of the child, those wishes are but one criterion in making a child safeguarding decision. See Children’s Law of 2011 at Article II, Section 2.2(b). All of the factors are stated below:

- (a) the need to balance the short and long term best interests of the child;
- (b) the ascertainable wishes and feelings of the child concerned;
- (c) the child’s physical, emotional, and educational needs;
- (d) the likely effects of any changes in the child’s circumstances;
- (e) the child’s age, sex, background, and any other attributes;
- (f) any harm that the child has suffered or is at risk of suffering; and
- (g) any other factor that is generally important for the welfare of children in the same category as the child.

By establishing a “best interests of the child” standard of care, Liberia joins the United States and many other nations in taking the approach that adults are generally in the better position to ascertain what may be of benefit to a child, with the acknowledgement that input of minors should not be disregarded altogether.<sup>4</sup>

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<sup>4</sup> Of note, this standard of care is in contrast to the “survivor-centered approach” recommended by the Lehmann Group, LLC in its report, “More Than Me: An Independent Review of Child Protection and the Prevention of Child Sexual Exploitation and Abuse” at 13-15 (August 2018). While a survivor-centered approach may be appropriate for adults experiencing sexual maltreatment, we do not recommend it as a suitable standard for addressing sexual misconduct perpetrated against children.

## B. Ministry of Education (MoE), Republic of Liberia

In post-war Liberia, the Ministry of Education is attempting to institute a number of reforms to improve the education system. The development of a Code of Conduct for Teachers is one such initiative and may provide the most relevant guidance to MTMA and its partnership LEAP schools in developing child safeguarding protocols as it applies to all teachers and schools, including private schools.

- Code of Conduct for Teachers and School Administrators in Liberia (February 10, 2014)
  - This Code of Conduct applies to “all teachers, school administrators and support staff providing instructional, administrative and support services in public, private, faith-based, mission and community schools throughout the country.” Code at 1.3.2
  - Section 4.2.1 governs the Teacher/Student Relationship, prohibiting sexual or romantic contact with students and behaviors associated with grooming, such as “discussing his/her personal relationship with students” Code at 4.2.1.7.
    - Section 4.2.1.2 specifically prohibits “sexual or romantic relationship[s] with a student in the formal school system regardless of the age of the student and/or whether the student consents.”
  - Section 6.2 establishes mechanisms for reporting gender-based violence
    - Seven-member School-based Inquiry and Discipline Committee<sup>5</sup> shall be the first body to receive reports of child maltreatment that occurs in schools.
      - Allegations of rape are to be reported to the police for investigation and to the MoE.
    - Survivors and whistleblowers are to be afforded protection

## C. Association of International Schools in Africa (AISA)

AISA is a non-profit membership body of accredited, international schools operating in Africa, aimed at supporting professional growth of educators and increasing the effectiveness of its member schools. The students in AISA schools are primarily from families able to afford the tuition, often diplomats, and expatriots, and are thus distinguishable from MTMA and LEAP students, given their socio-economic status. However, AISA has published the following guidelines related to child safeguarding which nonetheless suggest a sound approach, recognizing that “host countries may vary in the maturity of the community resources, social service systems and organizations in place to receive reports of child abuse and neglect, as well as in their ability to provide investigative, social, psychological, medical, and legal services to victimized children and their families.” Child Protection Handbook for Teachers, Administrators and Board Members at 14 (October 2018).

- Child Protection Handbook for Teachers, Administrators and Board Members (October 2018)
  - This resource could be of assistance to MTM, as it includes model policies, parent communications, and training outlines that could be adapted to MTMA.
- Model for Adult Education on Child Protection (2016)
- Safe Schools Self-Audit Tool (August 2018)
  - 1.7: The school has identified a Board Member who is named in the CP [Child Protection] Policy, along with contact details.

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<sup>5</sup> It is unclear how such Committees are established or if they have been established.

- 1.12: All school Board members, administration, teachers and ancillary staff and volunteers are aware of the school CP Policy, procedures and their responsibilities under the policy as evidenced by a signed acknowledgement form in each staff member's file.
- 2.1: The school has designated a leader for CP. Their role and responsibilities are articulated in the CP policy and made known to staff.
- 2.9: The school has developed and adopted a Code of Conduct and written guidelines for appropriate and inappropriate behavior of adults toward children and children towards other children.
- Child Protection Assessment Checklist (draft form)

D. International Task Force on Child Protection (ITFCP)

The ITFCP was founded in 2014 by members of the Council of International Schools, a membership organization focused on promoting and enhancing global education. In the fall of 2018, the ITFCP published a comprehensive guide addressing child safeguarding.

- Managing Allegations of Child Abuse by Educators and Other Adults: Protocols for International Schools (September 2018) ("Protocols")
  - "All actions on child protection are taken with consideration for the best interests of the child, which are paramount." Protocols at 3.
- Essential Questions for School Communities to Ensure the Safeguarding and Protection of Children in Schools (September 2015)

E. United Educators (UE)

UE provides liability insurance and risk management services to approximately 1,600 schools, colleges, and universities in the United States. It regularly publishes guides and checklists related to child safety.

- Behavioral Standards for Interacting with Minors
- Educator Sexual Misconduct: A Policy and Audit Guide for Protecting Children
  - Appendix B: Audit Guide for Prevention of Sexual Misconduct

F. National Association of Independent Schools/The Association of Boarding Schools (NAIS/TABS)

Both NAIS and TABS are nonprofit membership associations that provide services to more than 1,800 schools and associations of schools in the United States and abroad, including more than 1,500 independent private K-12 schools in the U.S. In February 2018, the organizations issued a joint report addressing educator sexual misconduct.

- Prevention and Response: Recommendations for Independent School Leaders from the Independent School Task Force on Educator Sexual Misconduct<sup>6</sup>

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<sup>6</sup> David Wolowitz consulted with the Task Force and was asked to review the draft report.

G. National Society for the Prevention of Cruelty to Children (NSPCC)

NSPCC is a charity based in the United Kingdom. It offers a checklist for organizations aiming to establish child protection policies.

- Example of audit form for child protection arrangements.

H. Board Source

Board Source is a U.S.-based organization recognized for providing quality leadership and governance training to nonprofit board members.

- Nonprofit Board Member Codes of Conduct and Ethics
  - A quick resource for governance ethics codes and codes of conduct.

**VI. Current MTM Child Safeguarding Policy**

The most recent iteration of the MTM Child Protection Reporting Procedure appears to have been approved by Saul Garlick on March 20, 2018. We offer the following comments and observations, aimed primarily at child safeguarding at MTMA (not at the LEAP schools).

A. Positive Aspects of the Policy

- Appropriately references the “best interest of the child” standard of care.
- Emphasizes the need for swift/immediate response.
- References MoE Code of Conduct, Section 6.2 on reporting.
- Indicates the possibility of involving legal counsel.

B. Questions/Areas to Clarify

- Step 1: “Staff reporting incident should question student and related stakeholders about the incident”.
  - This approach may lead to re-traumatization of the reporting student if the staff member receiving the report does not have appropriate training in child maltreatment and/or in conducting an investigation.
  - Also, depending on the circumstances of the incident, the authorities might object to the staff questioning the student prior to their involvement.
  - Rather, we recommend that the staff member receiving a report should immediately notify a senior administrator who can determine appropriate next steps.
- Step 1: There is reference to an “incident box.”
  - It is unclear whether the box is electronic or physical. If it is physical, we do not know whether there is a protocol for checking it regularly. We recommend that the staff member receiving a report of child maltreatment telephones, emails, or texts a supervisor or senior administrator immediately rather than risk having the report potentially languish in a “box”.

- Step 2: We recommend that all incident reports be logged and maintained in a database, with follow up steps taken also recorded, even for incidents that are dismissed.
- Step 3: Rather than promising “confidentiality,” we recommend focusing on maintaining “privacy” by indicating that reports will be treated privately, with only those informed who have a “need to know.”
  - This standard is more realistic than promising confidentiality, given that external reports may have to be made, and will help to set more appropriate expectations.
- Step 4: Efforts should be made to determine whether, pursuant to the MoE Code of Conduct, Section 6.2, a report needs to be made to a seven-member School-based Inquiry and Discipline Committee.
- Step 4: It is unclear why reports are “anonymized”.
  - Rather, as indicated above, we recommend giving assurance that reports will be handled privately and information only shared on a “need to know” basis.
- Step 4: There should be a protocol for notifying government agencies and/or the police when required or appropriate. A determination should be made whether MTMA will follow a process similar to that referenced in the MoE Code of Conduct.
- Step 9: The process of obtaining student and parental consent prior to reporting does not comport with the MoE Code of Conduct, which indicates that schools should report “immediately to the police if criminal offense is committed in violation of this code and inform education, protection and legal authorities in the district.” Code of Conduct at 6.2.2e.
  - In addition, this process does not reflect a “best interest of the child” standard; rather, it prioritizes the wishes of parents and students, potentially contrary to the Children’s Law of 2011.

## **VII. Findings and Recommendations**

### **A. Observations Regarding MTM**

MTM is doing important work in Liberia and we believe that with changes to governance and administration the organization can continue to fulfill its mission. At MTMA, the students and parents are extremely grateful for the school and appreciate the education that the girls are receiving. Similarly, at the LEAP school we visited, the principal and community members are supportive of the school and MTM’s role in providing assistance, from rebuilding the roof to providing health services on site. While MTM faces organizational and policy challenges that impact student safeguarding, we believe that they can be addressed.

Overall, safeguarding students is dependent on having healthy and robust governance and administrative structures in order to implement and monitor policies and procedures, train staff, and educate parents. Of course, even with sound policies and procedures in place, the organization must also develop a culture of safeguarding. This is not an easy a task in a country where some households practice corporal punishment, rape laws were only recently updated, and many are reluctant to report suspected child abuse because of distrust of the authorities.

To its credit, MTM has made significant strides in addressing safeguarding at MTMA. This includes hiring an experienced social worker, a Liberian, who, after only a few months on the job (part-time), has established basic and sound practices, from ensuring file cabinets containing sensitive student information are locked, to creating assessment tools, an incident report form, progress notes, and other follow-up

forms. In addition, MTM has recently hired a new Country Director, also a Liberian, who has extensive management and education experience.

B. Observations Regarding Katie Meyler<sup>7</sup>

On January 18, 2019, we provided the board a preliminary report of our safeguarding audit so that it could begin implementation of recommended actions. In our March 6, 2019 interim report to the board, we recommended that Meyler not have a continuing role with MTM as an employee, consultant, or volunteer. On March 13, 2019, Meyler submitted a letter to the board regarding the limits of her knowledge of Johnson's misconduct and the actions she took based on what she knew. Her submission has reinforced our concerns about her current ability to provide the leadership needed to assure effective child safeguarding. Despite denying that she knew or had reason to suspect that Johnson was abusing the girls, she goes on to acknowledge having a suspicion of misconduct in 2011. "To the extent that I ever had suspicion of misconduct, I reiterate that I took immediate actions to investigate." In her submission, she says that when Johnson's ex-wife made a statement to her about Johnson that made her uncomfortable, "I immediately took appropriate measures to investigate and conduct due diligence to ascertain whether Johnson had committed any misconduct and to ascertain whether there was truth to or evidence of my concern." It is deeply concerning that Meyler continues, to this day, to assert that her actions based on her suspicions or concerns were "adequate" and that her actions constituted "due diligence".

The leader of an organization entrusted with the care of children must understand the fundamental steps to be taken when abuse of a child is suspected. Meyler had a duty to protect the children to whom MTM provided services. Given MTM's mission to serve the most vulnerable girls, the duty of care was heightened. This heightened duty became urgent once Meyler had a suspicion that the girls were being molested. As soon as Meyler had a "concern" about child sexual abuse, she could have and should have asked the board for assistance. Even in 2011, the standard of care for child safeguarding in this situation would have been for Meyler to immediately notify the board to inform them of her serious concerns about child wellbeing and to seek guidance on how to investigate and how to notify the authorities. Instead of doing so, she undertook to "investigate" on her own, despite having no qualifications to do so.

Meyler's recent assertion, in her submission to the board, that her investigation was sufficient to protect the young girls is troubling. "[W]hen I did have a concern, I immediately went to the girls to investigate. If they had given any indication that Johnson had abused them, I would have immediately escalated the information to appropriate authorities and reporting channels, but after the girls repeatedly told me that he had not, I genuinely did not believe there was any abuse to report." An individual entrusted with the care of vulnerable children should have known that there are many reasons why one cannot rely on their assurances alone to determine whether they may have been abused. Moreover, the girls should have been interviewed by a trained professional. Meyler's "genuine" belief does not excuse her failure to take adequate steps to protect the girls. Despite asserting that "[t]he safety of the girls was always my utmost concern," Meyler disclosed in her submission that, remarkably, she subsequently hired Johnson, thereby giving him even greater authority over and access to the girls, and further, she did so without implementing any appropriate safeguards.

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<sup>7</sup> This section has been updated based on our recent review of Meyler's letter to the board submitted March 13, 2019 (her "submission").

Meyler's good intentions do not excuse the devastating impact of her inadequate actions on the vulnerable girls in her care. Meyler acknowledged to us, when we interviewed her, that she is "rough around the edges," and not detail oriented with respect to running the day to day of the organization; rather, her strengths are in fundraising. Meyler's continuing assertions that her actions were "adequate" and constituted "due diligence," despite all of the education, training, and policy development about child safeguarding that has occurred at MTM since 2011, demonstrate that she does not currently have the judgment or experience to lead MTM.

### C. Governance and Administration

Below are our findings and recommendations for building on existing efforts to enhance student safeguarding at MTM.

#### Governance – Findings

- The board, while engaged, dedicated, and hardworking, has limited experience and training in fulfilling its fiduciary responsibility to oversee child safeguarding in the educational programs managed by MTM in Liberia.
- The board lacks Liberian members who are familiar with Liberian culture, law, and politics.
- The board has recently lost members and leadership, including its chairperson.
- The limited size of the board, currently six members, places significant demands on the time and energy of current board members when dealing with exigent matters requiring immediate attention.
- The board lacks systems for providing effective oversight of the safeguarding efforts of the operations of MTMA, the LEAP school initiatives, and the scholarship program.
- There is no board member with significant expertise in child safeguarding.
- The LAB's continued involvement with MTM appears to be dependent on its having a more meaningful role with respect to oversight and strategic vision.

#### Governance – Recommendations

- Empower the LAB to play a more significant role in oversight and strategy.
- Consider dividing the Liberian operations from the U.S.-based operations by establishing a separate, Liberian entity to oversee operations in Liberia.
- In the United States, consider repositioning the organization as a foundation established for fundraising for the Liberian organization.
- Increase the involvement of Liberians and Africans in the governance of MTM.
- Establish safeguarding metrics that are reported on by senior administrators at each board meeting, as a way to track implementation of policies, training, and reporting.
- Add leadership experienced in non-profit oversight and management.
- Recruit additional board members, preferably with knowledge of the challenges involved in rebuilding an educational system in developing countries.
- Train the reorganized board in oversight of student safeguarding policies and procedures.
- Create a committee or subcommittee which focuses on student safeguarding and is able to respond to critical issues and events.

#### Administration – Findings

- The on-the-ground administration and staff of MTM in Liberia are committed, engaged and delivering valuable services.
- The administration and staff of MTM in Liberia are committed to the safeguarding of students, but such efforts are ad hoc.
- The MTM administration in Liberia is in need of stable, qualified, leadership.
- The MTMA administration and staff are alert to child safeguarding responsibilities and issues.
- MTMA provides information and education to students relating to safeguarding.
- Safeguarding training provided by MTM to its employees and to MTMA students and their families is not routinely documented.
- MTM has no system in place for sharing metrics with the board related to safeguarding training and reports of abuse.
- A senior MTM administrative position dedicated to safeguarding remains unfilled.
- Coordination and communication between MTM and some Liberian authorities relating to child safeguarding is strained.
- The MTM scholarship program lacks meaningful oversight, including with regard to safeguarding.

#### Administration – Recommendations

- Given Meyler’s lack of experience regarding child safeguarding, and her continuing lack of insight regarding her failure to report her suspicions about Johnson to, at a minimum, the board, we recommend MTM remove Meyler as CEO and that she not have any continuing role with MTM.
- Increase the number of Liberians in positions of responsibility.
- Hire a CEO who has the skills and experience necessary to manage MTM’s programs in Liberia, including MTMA, the LEAP initiative, and the scholarship program.
- Hire a senior administrator whose sole responsibility is to oversee safeguarding in each of MTM’s programs, including establishing policies and protocols, interacting with Liberian authorities, communicating with parents, coordinating education and training, collecting data and reporting metrics to the CEO and the board.
- Review and update safeguarding policies annually.
- Establish protocols for dealing with Liberian authorities with regard to cases of suspected child abuse.
- Establish protocols for dealing with students and parents with regard to cases of suspected child abuse.
- Ensure that safeguarding policies, education and training reflect the “best interests of the child” standard.
- Review the scholarship program to determine whether education, policies and protocols are in place so that students and their parents are aware of how and when to report abuse and whether MTM is notified of suspected abuse of scholarship students or other concerns about their health and well-being.
- Develop clear, succinct, behavioral standards for employees which are referenced in recruiting, onboarding, continued training, and evaluating teachers and staff.

- Re-examine and establish practices and protocols to enhance the flow of information between MTMA leadership, MTM administrators, and the board, particularly with regard to safeguarding matters.

### **VIII. Conclusion**

MTM is doing important and effective work to benefit the girls of West Point as well as the students in the LEAP schools. The organizational crisis sparked by the publication of the *Time/ProPublica* article in October 2018 offers an opportunity to improve and strengthen MTM. During this challenging period, the dedicated MTM staff has continued to provide educational and supportive services in Liberia. Both the board and the LAB have demonstrated a willingness to take a hard look at the past and commit to sustaining the achievements of MTM for the sake of the students and their families. We believe that with an evolution in leadership, both at the administrative and governance levels, MTM can continue to provide essential educational and supportive services to the girls from West Point and other students throughout Liberia.

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Thank you for the opportunity to offer our insights to the More Than Me Foundation. Please let us know if we can continue to be helpful.

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