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| **World Meteorological Organization** | **ETR-PAN-27/Doc. 8**  |
| **EC PANEL OF EXPERTS ONEDUCATION AND TRAINING** | Submitted by: | Secretary-General |
| Date: | 18.II.2016 |
| **TWENTY-SEVENTH SESSION**Florence, Italy,14 – 18 March 2016 | Original Language:  | English |
| Status: | **DRAFT 1** |

## Agenda Item 4.2: WMO Global Campus Feasibilty study

# Overview

# SUMMARY

### THE PANEL ARE INVITED TO:

1. Recognise that the WMO Global Campus feasibility study is progressing well
2. Agree the proposed future work plan for the WMO Global Campus feasibility study
3. Dissolve the current Steering Committee mechanism and create a Working Group for the WMO Global Campus under the auspices of the Panel
4. Approve the Terms of Reference for the Working Group
5. Agree and promote the “Guiding Principles for Collaboration” for collaborative working under the WMO Global Campus
6. Contribute to resource mobilization efforts aimed at furthering the WMO Global Campus feasibility work

### CONTENT OF DOCUMENT:

The Table of Contents is available only electronically as a Document Map[[1]](#footnote-1)\*.

# 4.2.1 Status of the Wmo global campus feasibilty study

## INTRODUCTION

1. Panel Members will recall that the feasibility study of a WMO Global Campus was recommended by the WMO Executive Council EC-66 in June 2014 in order to assist, through increased collaboration and cooperation the increasing and the changing needs for education and training of Members.

2. The items EC-66 asked to be investigated in the feasibility study are shown in Appendix A and the members and the Terms of Reference for the WMO Global Campus steering committee, formed to help guide the initial work, are shown in Appendix B.

3. The Panel are asked to further note that the Seventeenth World Meteorological Congress (Cg-17) in May 2015 approved the continuation of the work and identified three key areas of focus and priority. Cg-17 requested a fully developed proposal of the WMO Global Campus to be presented to Cg-18 in 2019. (Resolution 53 (Cg‑17) – WMO Global Campus Feasibility Study, WMO\_No. 1157).

4. This paper provides an overview of what has been achieved, in particular related to key areas of focus and priority agreed by Cg-17. The Panel are invited to review and adopt the progress report and future work plans to progress the feasibility study and develop the fuller proposal for Cg-18.

5. In addition to this general update, there are five (5) separate papers with fuller details on the key focus and priority areas as follows:

* Key demonstration activities of global searchable calendar (Doc 9)
* Key demonstration activities of aviation (Doc 10)
* Key demonstration activities of climate service (Doc 11)
* Key Underpinning theme of Quality (Doc 12)
* Update on other feasibility items (Doc 13)

## UPDATE on Activities

### Key focus areas

6. A number of meetings, consultations and approaches have been used to progress the feasibility demonstrations, with increasing focus and prioritisation agreed at each of these. The key ones and outcomes are listed below.

7. In October 2014, a SCHOTI – COCOM, “WMO Global Campus” meeting was held in WMO Geneva between 1 to 3 October 2014. This meeting was the first opportunity for a collective meeting for exploration of the concept of feasibility of a WMO Global Campus further to the EC-66 decision. The WMO Global Campus steering committee had not been formed at this stage but all the members attended and actively participated in this informal meeting.

One key outcome of this meeting was the proposed “Guiding Principles for Collaboration” which can be seen in Appendix D. These principles are intended to assist those entering into collaborative working relationships. The Panel is invited to recommend that these are broadly adopted for use in the WMO Global Campus activities.

This October 2014 meeting also resulted in participants offering to undertake around 20 demonstration projects linked to the EC-66 items. These are provided in document 13.

8. In March 2015, the feasibility work was discussed at length during the Regional Training Centre Directors Workshop in Langen, Germany. The RTC Directors suggested the desirable features for a phase one implementation of a WMO Global Campus based around three key demonstration activities and prioritization of the challenges that the steering committee should investigate. These outcomes were subsequently endorsed by the WMO Global Campus steering committee, the Chair of the EC Panel of Experts on Education and Training and subsequently presented to and agreed by Cg-17.

The three key demonstration activities are noted below and are detailed in separate papers:-

* **Global Searchable calendar** (document 9) – a website that brings together as many education and training activities as possible offered by WMO RTCs and WMO affiliated institutions to assist Members in identifying education and training opportunities for the staff of their NMHSs
* **Aeronautical offerings** (document 10) – further development and delivery of teaching and learning resources that would result in a course or courses supporting aeronautical meteorological personnel competencies in multiple languages suitable for face-to-face and/or online delivery
* **Climate Services** (document 11) – commence the development of a course or courses supporting climate services in multiple languages suitable for face-to-face and/or online delivery.

In addition, the RTC Directors requested the steering committee investigate the 2 key cross cutting and underpinning activities of

* **Determining Quality of ETR activities and resources** (document 12)
* **Building Clarity** of the WMO Global Campus concept (see below)

**Building Clarity**

9. EC-66 requested that the WMO Global Campus feasibility study investigate “*Building clarity of the concept of the Global Campus and the potential benefits amongst WMO Members*”. This action was requested because of the concern by some Members that the WMO Global Campus could negatively impact upon their training institutes, particularly RTCs. Additionally some Members saw this as creating a physical entity rather than an initiative to strengthen and expand the existing network of RTCs and its links with the other WMO affiliated training institutions.

10. The meetings noted above have assisted in building and promoting clarity on the concept. The key elements used to build and promote clarity are noted below.

1. Discussion and use of the “Guiding Principles for Collaboration” shown in Appendix C. (Note: the Panel are asked to review and recommend these as the basis for formal collaborative working in the WMO Global Campus)
2. FAQ and answers Version 1 and 2 which were published in July and December 2015 respectively. Version 2 is shown in Appendix D. These have been developed by the steering committee and discussed at the RTC Director’s meeting and promoted at EC, Cg, through the ETR mail lists and included on the ETR website.
3. A web page is available listing details of key meetings and work of steering committee at <http://www.wmo.int/pages/prog/dra/etrp/GlobalCampus.php>
4. The issuing of WMO Global Campus steering committee updates to the community.

11. Within the ETR community there is much more support for, and less concern about, the WMO Global Campus concept than there was immediately after the WMO Symposium in September 2013. However there is still some uncertainty and lack of awareness at the PR level as seen during Cg-17. As with other initiatives such as WIS, WIGOS and GFCS it takes time and dedicated resources to address the uncertainty that some Members express, particularly when there is little concrete evidence to show them the benefits of the concept, thus the use of the demonstration activities and importance of being able to show results during 2016.

## Next Steps

12. A work plan highlighting some of the key work, decision points and indicative resources required to deliver the feasibility and fuller proposal for Congress Cg-18 in June 2019 is attached for the Panel’s review and adoption. The Panel are reminded that for a major item such as this to go to Congress it must first be agreed by Executive Council. Thus by early 2018 it is necessary to have many of the elements of the demonstration and feasibility items in place.

13. The Panel is invited to study the attached work plan and, further to discussion and agreement on all the papers related to the WMO Global Campus, adopt the plan.

14. This plan will be subject to adjustments, especially as the work progresses and the needs and challenges change.

15. The WMO Global Campus work will continue to be embedded within the day to day running of the ETR Office, but particularly during the feasibility stage, the ETR Office recommend that WMO Global Campus Steering Committee responsibilities are transferred to, and undertaken directly by, a Working Group of the EC Panel of Experts on ETR. The Panel is requested to approve the Working Group’s draft terms of reference shown in Appendix E.

**RISK AND BARRIERS**

16. In considering the proposed work plan the Panel are invited to consider the risks and barriers that may need to be addressed in order to deliver a solid proof of concept by early 2018. Some key risk items could include:

* Degree of commitment to and perceived importance of the concept within the ETR community, at the PR level and within the WMO decision making bodies
* Availability of human resources within the ETR community and / or the WMO Secretariat to carry out the required tasks (this requires a realistic balancing of the desired outcomes vs the available resources, some partitioning of anticipated effort between the ETR Office, the proposed Working Group and of course the wider ETR community. It should also take into account any impact of changes within the ETR Office with the arrival of a new Director and completion of Ms Semple’s secondment, both in the second half of 2016. At this stage there is no replacement for Ms Semple and thus the WMO Global Campus work may need to be included in the ongoing work of the Training Division. If this occurs then either the project will need to be extended or many of the normative activities of the Training Division will need to be put on hold).
* Availability of financial resources at ETR Office level as well as within the wider ETR community to support demonstration activities, core infrastructure investments as well as planning and monitoring of the feasibility study. Some limited funds were foreseen within the 2016 to 2019 regular budget and Ms Semple has been able to attract some extra budgetary support but these are much less than the funding required to deliver a fully fleshed proposal
* Further changing the culture of the ETR community towards shared development and reuse of resources developed elsewhere.

17. So far, the majority of the work has been through volunteers, but this is not without risks, as timescales and effort is discretionary and steering committee and other personnel’s day to day responsibilities take priority. The Panel is invited to contribute to increasing the available resources to furthering the WMO Global Campus feasibility work.

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# APPENDIX A:

**EC-66 WMO Global campus feasibility items**

1. **Building clarity** of the concept of the Global Campus and the potential benefits amongst WMO Members.
2. Investigating options to develop a trial Global Campus **registry of resources and activities**, exploiting where possible an existing registry, and exploring how the Global Campus could utilize the capabilities of WIS.
3. Establishing basic criteria for partners and providers to list resources and activities on the registry and developing ways to actively solicit and encourage organizations to offer their resources to WMO Members.
4. Testing new arrangements/processes that have the potential to provide **more resources in multiple languages at modest cost.**
5. Investigating ways to **assure the quality of resources and activities** available via the Global Campus.
6. Examining issues surrounding the **acceptance of courses and credits** from a dispersed set of providers by surveying representative users.
7. Engaging with at least one **new global partner** as a way of increasing the capacity for WMO education and training activities.
8. **Seeking new resources** for supporting education and training, especially in climate services and hydrology, that can be made available to WMO Members.
9. Examining and testing ideas for providing training and **support to RTCs** so that they could (a) **make an increasing contribution** to providing resources, particularly for e-learning, to the Global Campus and (b) **benefit from the resources available via the Global Campus.**
10. Identifying and **recognising potential constraints/challenges** in the implementation of the Global Campus and where possible, propose ways of overcoming them
11. **Identifying the human and financial resources required**, along with possible resourcing arrangements, for implementation of the Global Campus in terms of both initiation and maintenance.

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# APPENDIX B:

**Members of WMO Global Campus Steering Committee**

* Dr Winfred Jordaan, RTC Director South Africa (Chair)
* Ms Stella Aura, RTC Director, Kenya
* Dr David Farrell, RTC Director, CIMH, British Caribbean Territory
* Dr Claudia Delgado, UNESCO-IODE
* CHEN Jinyang (Ms.), Deputy Director, CMA International Cooperation Service Center
* Dr Maria Maemeva, Vice-Rector for International Cooperation, RSHU RTC
* Mr Roger Deslandes, Principal BMTC (Bureau of Meteorology Training Centre)

**Terms of reference of the WMO Global Campus Steering Committee are found at**

<http://www.wmo.int/pages/prog/dra/etrp/documents/WMO_Global_Campus_Feasibility_Study_SC.pdf>

Four main steering committee meetings have been held, two via WebEX and two face to face, conjoined at pre-existing ETR meetings. A number of other general consultations, meetings and approaches have helped, sates below

* 16-19 March 2015 at RTC Directors meeting Langen (F)
* 26 April 2015 WebEx
* 18 September 2015 at CoCOM meeting, Nanjing (F)
* 6 Nov 2015 WebEx

# APPENDIX C:

**Guiding principles for WMO RTC’s and WMO affiliated Institutions\* working collaboratively on the WMO Global Campus feasibility Study**

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| WMO RTC’s and WMO affiliated Institutions:-* Are encouraged to contribute
* Should bring value to collaborations and agree on equity in the collaboration
* Agree to share information about their offerings (note this could be commercial and non-commercial)
* Agree to treat each other fairly and with mutual respect
* Ensure any collaborative platform has community ownership and coordination
* Respect and abide by the copyright and intellectual property of others
* Can seek advice of the WMO Steering Committee in case of any barriers arising.
* Agree to meeting minimum WMO ETR standards and practices for offerings
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# APPENDIX D:

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| **WMO Global Campus: Frequently Asked Questions and Answers**The following FAQ and answers have arisen since September 2013 during discussions related to the proposal for a WMO Global Campus. As the WMO Global Campus Feasibility study progresses, the FAQ and answers will be updated and expanded as required. The next update will be by the end of 2015. 1. ***What is the WMO Global Campus?***

The WMO Global Campus is a framework or concept, designed to assist WMO Regional Training Centre’s (RTC) and WMO affiliated Training Institutions work together more collaboratively to help meet the growing range and depth of education and training demands of WMO Members.1. ***Why do we need a WMO Global Campus?***

The current WMO Regional Training Centre network has shown that it cannot currently meet the growing requirements of WMO Members for new education and training opportunities. Initiatives such as the Global Framework for Climate Services (GFCS) and those associated with Multi-Hazard Early Warning Services (MEHWS/DRR) for example, are around competency and qualification requirements and are driving some of the new demands and requirements. As well as the normal technical education and training, Members at Congress and Executive Council have indicated the need for increased education and training in a wide range of management skills and expertise.Whilst there are already some good examples of effective collaboration and sharing of best practice, there needs to be an increase in this to meet the growing demands. The WMO Global Campus will provide a communication and coordination mechanism to help develop and encourage this increased collaborative working and sharing of best practice. This should help identify opportunities for RTCs, WMO affiliated Training Institutions or partners to develop and deliver training that they cannot do solely by themselves and therefore help meet these growing demands1. ***Why is it called the WMO Global Campus?***

The term **WMO Global Campus** has been debated since September 2013 when the concept was first introduced at the WMO Education and Training Symposium in Toulouse, France. At a meeting of SCHOTI (Standing Conference for Heads of Training Institutions) in Geneva in October 2014 and a meeting of RTC Directors in Langen, Germany in March 2015, the name was discussed at length with both groups endorsing the name in full, i.e. WMO Global Campus, with no acronym. * The **WMO** to brand it as a World Meteorological Organization initiative and to distinguish from other commercial and UN organization Global Campus or Global Academy initiatives.
* The **Global Campus** to emphasis that all WMO Regional Training Centres and WMO affiliated Training Institutions are working together to provide an integrated WMO Education and Training Community to support the needs of WMO Members.
1. ***Who can be part of WMO Global Campus?***

Any RTC or WMO affiliated Training Institution that wants to take part in this and benefit from increased collaborative working to meet Members demands and requirements is part of, as well as a contributor to, the WMO Global Campus. WMO Global Campus is about promoting, encouraging and facilitating a more proactive approach to collaboration as opposed to it being a formal club or organization that you must apply to join.1. ***How will the RTCs and other Training Institutions contribute to and benefit from the WMO Global Campus?***

Your institution can contribute to the WMO Global Campus by offering and/or using courses, resources and assistance. The WMO Global Campus should provide more opportunities to access and take training via the RTCs or other WMO affiliated training institutions. Just adding your activities to the proposed global education and training calendar will not only promote your institute but provide Members more options for where and how to access the education and training they are requesting.All institutions can benefit due to the cooperation and collaboration between Centres. For example, courses that will be developed collaboratively for specific competencies can be done faster and will be made available to more RTCs and Training Institutions. The WMO Global Campus can assist in promoting and advertising the RTC and affiliated Training Institutions capabilities and specialisms more widely also.1. ***How will quality be assured?***

Initially the quality assurance will most likely be similar to that which currently exists, i.e. up to the individual institution. The creation of the WMO Global Campus has clearly raised this as an issue and is assisting in identifying the aspects of most interest to Members and ways in which the quality of the courses, resources, training institutions, and trainers can be measured against the agreed WMO and other international standards. Over time, as the WMO Global Campus matures, it should be possible to develop and require the training institutions to advise how they are meeting the requirements. At the same time it will be necessary to assist some of the less well-resourced training Centre’s improve their practices and procedures and thus improve the training courses and resources they are currently offering to Members. It is not about making everyone deliver to the same level, but rather identifying the minimum standards and ensuring that all courses and resources meet those standards.This is a key area that EC-66 request be investigated, for more details of WMO Global Campus feasibility study items from EC-66 please follow link<http://www.wmo.int/pages/prog/dra/etrp/documents/Feasabilityitems.pdf>Initial investigations on this have already started. 1. ***How will credits be handled and transferred between institutions and students?***

This will remain in the hands of the Member training institutes the way it currently stands. However the WMO Global Campus will be encouraging institutions to look at how to handle credits and recognize courses and opportunities taken at other institutions. This will be one of the tangible benefits for Members of the WMO Global Campus that would otherwise not occur.1. ***How will it be governed?***

WMO Congress will ultimately govern the WMO Global Campus like all WMO activities. Typically Congress will request its Executive Council to monitor and direct activities of the WMO Global Campus between Congresses. It is expected that the WMO Executive Council will request its Panel of Experts on Education and Training to review progress with and make recommendations for the future development of the WMO Global Campus at its biannual meetings and as required between sessions. At its March 2016 session, the EC Panel of Experts will most likely create a WMO Global Campus Task Team to coordinate activities and initiatives between meetings of the EC Panel. During feasibility stage, a WMO Global Campus Steering Committee has been formed and this currently reports to the EC Panel of Experts on Education and Training. Details of the Steering Committee can be found at this link <http://www.wmo.int/pages/prog/dra/etrp/documents/WMO_Global_Campus_Feasibility_Study_SC.pdf>1. ***What is the role of the CoCOM in WMO Global Campus?***

The COCOM (Coordinating Committee of the Standing Conference of Heads of Training Institutions) is elected by the Standing Conference of the Heads of Training Institutions (SCHOTI) at its four yearly meeting. The SCHOTI meeting is usually held during the ETR Symposium but SCHOTI or COCOM are not formal WMO bodies and thus have no formal role in the WMO Global Campus governance. However as the COCOM members are heads of training institutions and represent the other heads of training organizations (the wider SCHOTI) their activities in and support for the WMO Global Campus is very important. From time to time some of the COCOM members are also part of the EC Panel of Experts on Education and Training and thus are able to advise the EC Panel of the views of the wider education and training community separately to any advice or comments from the WMO Education and Training Office. Thus the role of the COCOM in the WMO Global Campus is informally representing the training institutions to the WMO Education and Training Office and through them to the EC Panel of Experts on Education and Training. 1. ***Does a WMO Global Campus mean more costs and resources from Members?***

The creation of the WMO Global Campus is not expected to increase costs to WMO Members through assessed contributions. Individuals and institutions accessing courses and learning opportunities via the WMO Global Campus may have to pay for these services as they currently do. Under the WMO Global Campus it is anticipated that more learning opportunities will become available for Members, thus Members may have to pay more if they are accessing more education and training opportunities.A WMO Global Campus would not change costing structures already in place. It is about access and sharing, not changing costs. Cost is set at a national level. Successful introduction of the WMO Global Campus will hopefully reduce costs in some areas as development costs get spread amongst institutions and by the attraction of additional external funding. The attraction of additional funding outside of the WMO Regular Budget is of course one of the challenges for the WMO Global Campus. Consideration of extra budgetary funding for the feasibility study and for WMO Global Campus ongoing developments will be investigated. 1. ***How will we manage the language concerns? How do courses get translated?***

Providing education and training opportunities in the official WMO languages or other national languages remains a challenge. By encouraging shared development and sharing of resources as well as increasing the competency and experience of national trainers, it is expected that national trainers will be better able to develop / adapt courses into their own languages and to suit their own circumstances. Although there is no magic answer to this very difficult question, the mere existence of the WMO Global Campus is expected to provide opportunities to bid for additional funding that will enable translation / development of resources in languages other than English as well as facilitate exchange of best practice in this matter and increased collaboration.Increasing awareness and cooperation amongst institutions may also assist in some efficiency in the development of materials by sharing costs of developments. 1. ***How will copyright, ownership, IPR etc. be managed?***

Every institution wanting contribute to the WMO Global Campus will be encouraged to share resources to whatever degree they are able to do so and to adhere to whatever copyright policies exist within their institution. Institutions will be encouraged to offer broad copyright licenses that allow reuse and adaptation (including translation) of materials offered, and will be shown methods to do this, but this is not mandatory. Those that offer more open copyright licenses could see more adoption and adaptation of their resources, which could in turn increase their reach and impact1. ***Does this mean everything will be going on line?***

No.There are preferences for different learning styles and methods depending on the subject matter, the level of leaning, assessment practices, and the nature of practical to academic content, not to mention institutional preferences, so these must be taken into account.Whilst there will be an increase in the amount of online training developed and delivered to assist the WMO Members, there will always be a role for face-to-face training and the offerings here should increase too. The feasibility study areas that EC-66 decided should be investigated include *“Identifying and recognising potential constraints/challenges in the implementation of the Global Campus and where possible, propose ways of overcoming them”,* thus where Members face IT challenges for example in taking on-line learning, ways to overcome the limitations will be investigated.1. ***University RTC components are very different from NHMS RTC components. Institutions outside the RTC network vary even more. So how will WMO Global Campus work when different RTC components and outside institutions are encouraged to cooperate?***

The common thread will be the development and delivery of education and training opportunities for WMO Members and of collaboration to do this where possible.Therefore all institutions, regardless of their varied remits and specialisms, can be proactive and advertise and promote their own services or they can look for partners wishing to develop and deliver particular learning opportunities together. The latter could reduce their development costs and increase the diversity of material being offered.1. ***How will we know if the WMO Global Campus is a success?***

The WMO Global Campus will continue to evolve with time. The RTC Directors have set themselves a target of developing three demonstration activities by March 2018. These are a i) common training calendar, ii) training course(s) in multiple languages to support Members in implementing their competency assessment procedures for aeronautical meteorological personnel, and iii) training course(s) in multiple languages addressing NMHS staff needs for education and training related to climate services, in particular extreme weather and climate variability. For it to be a success, it is dependent upon the commitment and interest of the RTCs, WMO affiliated Training Institutions and the WMO Members in increasing the range and scope of education and training opportunities delivered by them and to Members. As the WMO Global Campus is based upon increased communication, cooperation, collaboration, coordination between the training institutions and out to the Members, if not enough of the training institutions wish to communicate, collaborate, coordinate and cooperate the situation will not improve significantly.If WMO Members are seeing benefits from these three key demonstration activities and other examples of collaboration, as well as details on the feasibility activities that EC-66 set, then they will have more confidence that the WMO Global Campus concept is likely to be a success and look to Congress 19 in June 2019 to approve full implementation.1. ***Will the WMO ETR Office shift its focus from helping RTC’s to helping to run the WMO Global Campus?***

The WMO ETR Office will continue to assist WMO RTCs and other training institutions in developing and delivering training. Given the limited funds and people in the WMO ETR Office, the amount of assistance that can be provided to any one institute is extremely limited, thus the development of the WMO Global Campus provides a mechanism for other partners to systematically assist training institutes in the development and delivery of their courses.1. ***What are the planned activities, timelines and milestones to Cg-18 in 2019?***

The main meetings where WMO Global Campus will be progressed and discussed are shown below, with formal reporting to the Oversight EC and Congresses. |

# APPENDIX E:

**EC Panel of Education and Training Working Group**

**for the WMO Global Campus feasibility study**

**Draft Terms of Reference**

The EC Panel of Experts on Education and Training Working Group for the WMO Global Campus feasibility study will provide advice to and assist the Director of the WMO Education and Training Office in implementation and development of activities related to the feasibility study of the WMO Global Campus. The activities of the Working Group will be guided by Resolution 153 (Cg‑17) – WMO Global Campus Feasibility Study.

Membership

Chair /Co-chair:

Members:

The Working Group will:

1. Advise and assist the Director of the ETR Office in the development and delivery of the key demonstration activities of a WMO Global Campus. In particular:
* Take responsibility for the oversightdirection, monitoring and adjustments of the demonstration projects
* Create flexible and dynamic expert groups to assist the institutions implementing the demonstration projects
* Promote and help secure the resources necessary for the feasibility work
* Prioritizing the feasibility work when necessary
* Assist in identifying and resolving issues, risks and barriers
1. Develop the roadmap for the establishment and implementation of the WMO Global Campus to be considered at the next session of the Panel in early 2018. In particular:
* Ensuring clarity and understanding for the concept through helping in communications and education of the ideas and plans
* Drafting the benefits realization and evaluation work including evaluating results of specific feasibility items
* Recommend quality assurance mechanisms and resources required for successful implementation and ongoing sustainability of the WMO Global Campus;

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1. \* In MS Word 2007 or 2003, go to “View” > “Document Map”. In MS Word 2010, go to “View” > “Navigation Pane”.
In MS Word on a Mac, go to “View” > “Navigation Pane”, select “Document Map” in the drop-down list on the left. [↑](#footnote-ref-1)