CELAN: Its aim is to create a network providing businesses with language services to European businesses.

EUROPEAN CIVIL SOCIETY PLATFORM ON MULTILINGUALISM: During its first term (2009-2011), the Platform, involving 23 European organizations which formed Work Groups on Language Education, Language Policy, Translation, Language Diversity and Social Inclusion, published policy recommendations to the European Commission, member states and regional authorities (available on the EC's website of the multilingualism portal (http://ec.europa.eu/education/languages/news/news5090_en.htm/). The CSP has recently been re-launched with the intend to function as a forum for the exchange of best practices in early and life-long language learning, in language teaching and learning within formal and non formal education settings, in language use by the media, institutions aiming at the dissemination of cultural achievements, as well as by translators and other civil society stakeholders.

DYLAN (Language Dynamics and Management of Diversity): This 5 year research project, which involved 20 research institutions in 12 European countries sought to identify the conditions under which Europe's linguistic diversity can be an asset for the development of knowledge and economy.

LANGUAGE RICH EUROPE (**LRE**): This is a networking project which has brought together for informed dialogue policy makers and practitioners from 24 European countries and regions, so to discuss and take action towards the development of improved language policies and practices that may promote multilingualism across Europe. It is a project that is co-funded by the European Commission, under its Lifelong Learning Programme, and managed by the British Council and its regional offices located in each of the participating countries. The network members of the LRE project are drawn from the areas of education, public services and spaces, the media and business.

LANGUAGES IN EUROPE - THEORY POLICY AND PRACTICE (**LETPP**): This one year project, managed by the Languages Company for the London School of Economics and Political Science, "set out to identify the conditions which allow good ideas on multilingualism to develop into coherent policy and practice, and also the obstacles to that happening." As stated in its main publication (2010), the project looked at languages and language policy from two key perspectives, one of which takes as its starting point the needs of the individual and the community (Cohesion argument), and one which relates more to the priorities of states and societies (issues of Intercultural Communication).

LANGUAGES IN A NETWORK OF EUROPEAN EXCELLENCE (**LINEE**): The research funding having been completed and the research results made available, the research continues, coordinated from Bern Switzerland on the basis of the following thematic Areas: A. Language, Identity and Culture, B. Language Policy and Planning, C. Multilingualism and Education, D. Language and Economy and E. Communication, Management, Infrastructure, Training and Gender.

LINGU@NET World Wide: Developed by Lingu@net Europa through the Socrates Programme, funded by the European Commission, it is multilingual centre for language teaching and learning with 4,904 quality assured resources. It contains information and links to good online resources from around the world relating to the teaching and learning of any language. It also offers advice and guidance about the learning of languages.

LUCIDE (Languages in Urban Communities - Integration and Diversity for Europe) is an outcome of the LETPP project. Specifically, it is a network of 16 partners already active in the domain of multilingualism within urban contexts, developing ideas about how to manage multilingual citizen communities. Building up a picture of how communication occurs in multilingual settings across the EU and beyond, the project aims "to help institutions (councils, schools, hospitals) and local and national economies make better productive use of diversity as an economic resource and to strengthen social cohesion by fostering better communication and mutual understanding." The research is developing in the following areas: Education (language learning and language support), the public sphere (how the city supports democratic engagement), Economic life (the benefits of multilingualism and the requirements), the private sphere

(how people behave and interrelate and celebrate), the urban space (the appearance and sounds of the city). In 2014 a major publication and international conference at LSE are planned.

MAGICC (Modularising Multilingual and Multicultural Academic Communication Competence): an EU cofounded project which deals with transnationally shared learning outcomes, aligned activities, assessment forms and criteria, and competence level benchmarks at European level. The project builds on the reference levels of the *Common European Framework of Reference for Languages,* and will make the elements available in an academic ePortfolio. The complementary reference tools will be specific to the needs and aims of the higher education sector and the multilingual and multicultural academic communication core competences, including academic mother tongue competences.

META-NET (Multilingual Europe Technology Alliance): This Network of Excellence, consisting of 60 research centres from 34 countries, is dedicated to building the technological foundations of a multilingual European information society. The benefits offered by Language Technology differ from language to language, and so do the actions that need to be taken within META-NET, depending on the factors such as the complexity of the respective language, the size of its community, and the existence of active research centres in this area.

MULTICOM (Multilingual Communication): Involving the cooperation of five European universities, building on work undertaken in three successive Thematic Network Projects devoted to enhancing the relevance of Higher Education language programmes, this project aims to develop and implement new curricula in the area of multilingual communication for first cycle language students. Specifically, the new programmes are to be designed to help graduates in the arts and humanities sector across Europe broaden their career prospects and access a wider range of Master's Degree programmes. The aim is to produce the next generation of highly-skilled multilingual experts needed to operate effectively at the European and international level as both mediators and organisers in industry, local and regional government, NGOs and other international organisations.

POLIGLOTTI4.EU: Poliglotti4.eu is a project promoting multilingualism in Europe. It is the result of the deliberations of the EU Civil Society Platform on Multilingualism. Its website is intended to report on best practice in language policy and language learning, and provides policymakers, teachers, learners and civil society organisations with a powerful toolkit for benchmarking and enhancing their activities in non-formal and informal education and learning sectors.

SURVEY LANG: The European Commission described the purpose of the Survey as being "to provide participating countries with comparable data on foreign language competence and knowledge about good practice in language learning." It was also intended to be an indicator to measure progress towards the objectives of improving foreign language learning. Contracted in 2008, the SurveyLang group consisted of eight expert organisations in the fields of language assessment, questionnaire design, sampling, translation processes, and psychometrics. The data collected by SurveyLang provides countries with statistically representative results on the language proficiency of secondary school students taking the first and second most taught languages (from English, French, German, Italian and Spanish). The pan-European context of the Survey means that countries are able to use the Questionnaire and Language Test data collected and analysed by SurveyLang to explore factors which impact on language learning and which can shape language policy both within an individual country and across Europe.

And more…

There are several other European projects, which though not funded by the European Social Fund or function to support the work of the European Commission, have as their main objective to support all EU languages and to promote multilingualism in Europe. Among them is EFNIL.

EFNIL (the European Federation of Nationals Institutes of Language): It is a federation in which all EU member states participate through their institutions of language – institutions which are responsible for monitoring the official language use and other languages spoken in their country, but also undertake

projects which have to do with status and corpus planning and those which lead to language policy development. During its an annual conference on a theme discussed by expert invited speakers and representatives from the member organizations with the aim of sharing information about the language situation in each member state, a volume is published and it includes all papers delivered at the conference plus a declaration concerning the issue of the conference. As such EFNIL provides a forum for member organizations to exchange information about their work and to gather and publish information about language use and language policy within the European Union. In addition, the Federation encourages the study of the official European languages and a coordinated approach towards mother-tongue and foreign-language learning, as a means of promoting linguistic and cultural diversity within the European Union.