

## PEF Supporting study reviews: Learnings and the implications for communication



Laura Golsteijn  
Marisa Vieira  
Pau Huguet Ferran  
Max Sonnen

Pau Huguet Ferran  
**M** +34 652 94 04 26  
**E** [pau.huguet@ecomatters.nl](mailto:pau.huguet@ecomatters.nl)  
**W** [www.ecomatters.nl](http://www.ecomatters.nl)

Screening

PEFCR / OEFSR

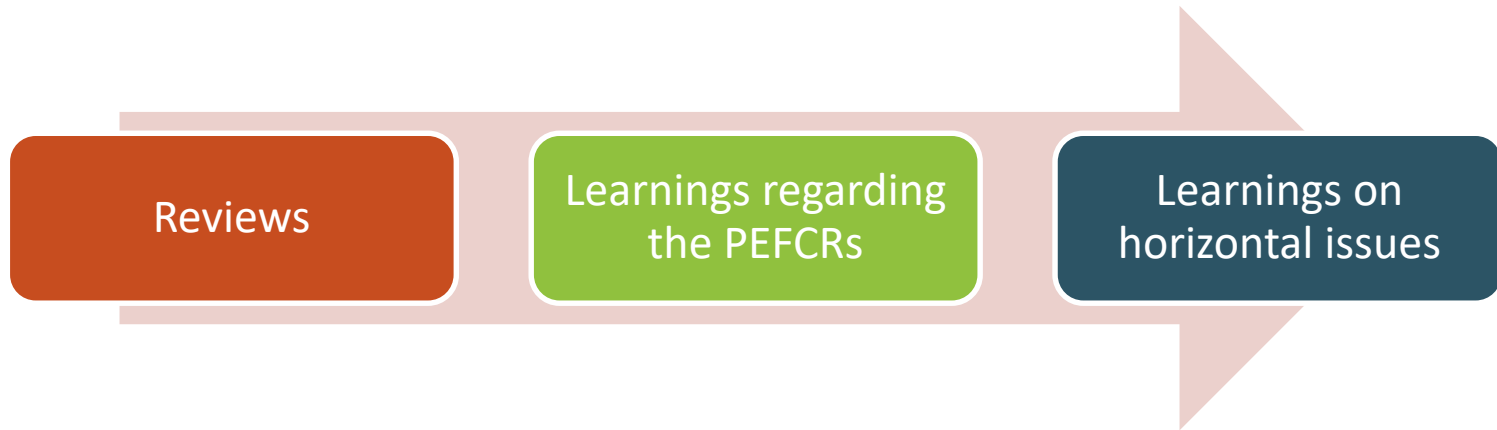
Supporting studies

Final PEFCR / OEFSR

## Objective of the review

- Provide input to the Team about implications for the final PEFCRs and OEFSRs
- Drawing key lessons to prepare decisions on cross-cutting technical issues

## Support on reviewing Environmental Footprint supporting studies



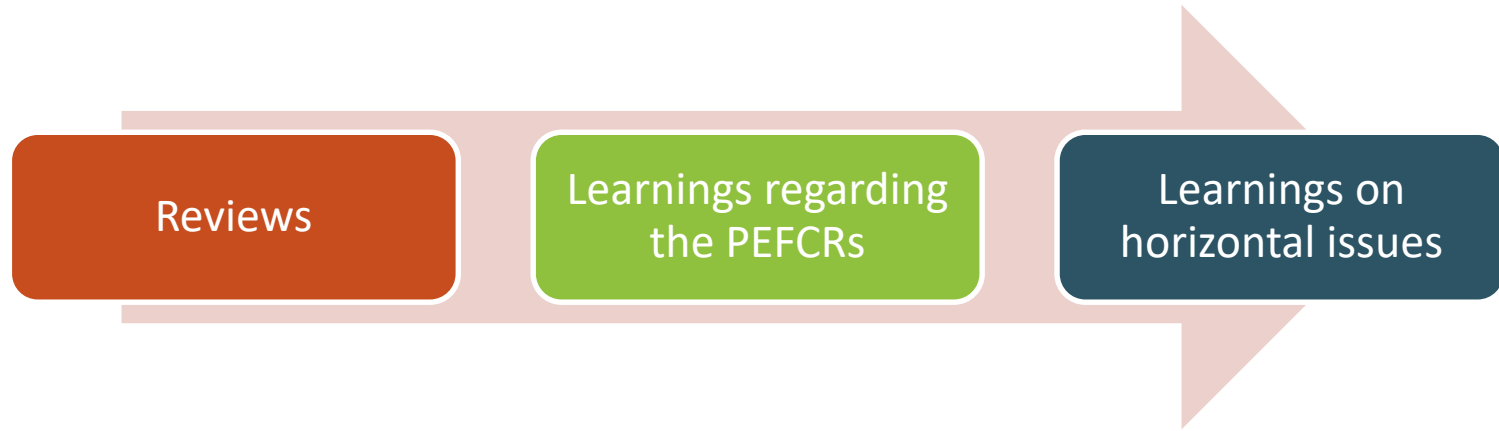
## Review template

- 65 specific questions
- 1 overall review statement

## 40 supporting studies from 14 pilots

- Batteries
- Beer
- Dairy
- Feed
- Footwear
- Intermediate paper
- IT equipment
- Olive oil
- Pasta
- Photovoltaic
- Red meat
- T-shirts
- UPS
- Water

Support on reviewing Environmental Footprint supporting studies



<b>Learning</b>	<b>Recommendation</b>
<p>The PEFCR often lack the operational procedure for elements not defined in the PEF guide or Guidance document</p>	<ul style="list-style-type: none"><li>• Provide procedure and generic text for the PEFCR with each of the TAB paper</li><li>• Until the PEF guide is updated, add a dedicated section in the Supporting Study template</li></ul>

Learning	Recommendation
<p>Some topics are often skipped or misinterpreted</p> <ul style="list-style-type: none"><li>• Missing operational procedure</li><li>• ‘Should’ requirements</li></ul>	<ul style="list-style-type: none"><li>• Review relevance of the topic (remove/should/shall)</li><li>• Create the relevant reporting requirements</li><li>• Include all operational procedures in the guidance / guide and/or PEFCR.</li></ul>

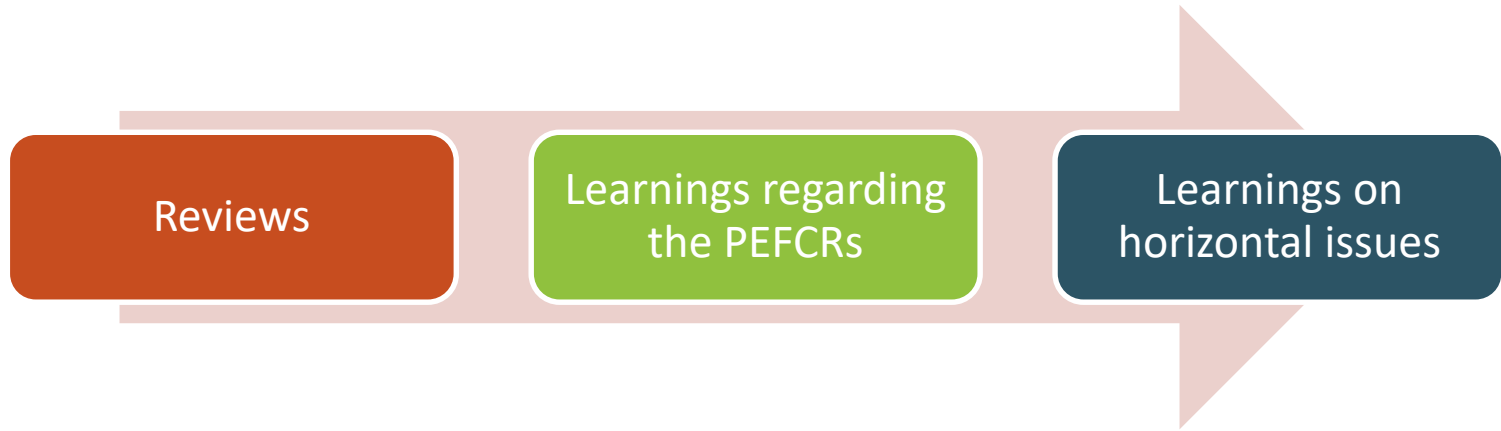
Learning	Recommendation
<p>Some topics are not properly addressed and reported</p> <ul style="list-style-type: none"><li>• Data collection procedures</li><li>• Co-products, by-products and waste</li><li>• Most relevant stages, processes and flows</li><li>• Cases of interpretation or choice where expert judgement is applied</li></ul>	<ul style="list-style-type: none"><li>• Discuss current approaches and requirements in TAB and SC</li><li>• If relevant operationalize (e.g. with fill in tables in SS template) to avoid (wrong) format / approach or skipping this item</li><li>• Evaluate to what extent room for interpretation is needed within the PEFCR</li></ul>



Learning	Recommendation
<p>Overall very different quality and completeness levels</p> <ul style="list-style-type: none"><li>• Some pilots go into a lot of detail</li><li>• But often a very pragmatic approach of doing (less than) the minimum</li><li>• Especially relevant for pilots with many smaller companies instead of a few big players</li></ul>	<ul style="list-style-type: none"><li>• Financial compensation for delivering a fully compliant supporting studies could be introduced, for instance distributed by the TS drafting the PEFCR.</li></ul>

# Task 3: Learnings on horizontal issues

Support on reviewing Environmental Footprint supporting studies



## Impact assessment methods

- Most studies didn't report anomalies in the application of methods and CFs
- Little recommendations are made from the testing of alternative methods

## End of Life formulas

- For various supporting studies the EoL formula was not applied or it is not explicitly reported.
- EoL formula is almost never applied to manufacturing/processing waste
- Only a few studies calculated the results using alternative formulas

## Data (quality) requirements

- The majority of the studies do not present a system diagram distinguishing processes in situations 1, 2 and 3 (in case Annex E was implemented)
- Some studies only reported DQRs at life cycle stage level and not per process
- Some studies found it difficult to meet the data quality score requirements

## Application of the hotspots issue paper

- Various deviations from the instructions of the hotspots issue paper were made, e.g. other thresholds were used, the identification was limited to most relevant impact categories or life cycle stages only, etc.

## Benchmarking and classes of performance

- Some studies do not include the comparison to the benchmark and classes of performance because these are not defined in the draft PEFCRs
- For one study, the comparison with a virtual product is considered inappropriate (results are very different)

## Other horizontal issues

- The issue papers on biodiversity, use stage, biogenic carbon, and electricity modelling are not consistently applied or this is not documented

## Conclusions

- Different quality and completeness levels among the studies
- The majority of studies present smaller or bigger incompliances

## Recommendations

- Better operationalization of the guidance / guide and/or PEFCR
- Clarification of technical criteria for cross-cutting topics



## PEF Supporting study reviews: Learnings and the implications for communication



Laura Golsteijn  
Marisa Vieira  
Pau Huguet Ferran  
Max Sonnen

Pau Huguet Ferran  
**M** +34 652 94 04 26  
**E** [pau.huguet@ecomatters.nl](mailto:pau.huguet@ecomatters.nl)  
**W** [www.ecomatters.nl](http://www.ecomatters.nl)