Table 3 Expressed relevance of actions for the protection of vulnerable populations from desert dust storm events among study participants (regulatory authorities and social stakeholders in Cyprus, Greece (Crete) and Israel, 2017–2018

Action	Expressed relevance of action, median (min, max) <sup>a</sup>									
20-14 (10 g col) (	Regulatory authorities				Social stakeholders					
	Health (n = 5)	Educational (n = 2)	Environmental (n = 7)	All regulatory authorities (median) (n = 14)	Patients/ caregivers/ teachers (n = 7)	Medical associations (n = 6)	Trade unions (n = 3)	Academic/ research (n = 12)	Municipalities (n = 7)	All social stakeholders (median) (n = 35)
Epidemiological environmental studies	9	9-5	8	9	8	9.5	8	8.5	9	9
	(7, 10)	(7, 10)	(1, 10)	(1, 10)	(1, 10)	(8, 10)	(8, 10)	(3, 10)	(5, 10)	(1, 10)
Development of training materials for future professionals	9	8	8	8	9	9.5	9	8	8	9
	(8, 10)	(7, 10)	(2, 10)	(2, 10)	(2, 10)	(8, 10)	(9, 9)	(5, 10)	(7, 10)	(5, 10)
Government action through advocacy (lobbying)	9	8.5	6.5	8	6	7-5	10	8	8	8
	(5, 10)	(6, 10)	(2, 10)	(2, 10)	(2, 10)	(6, 8)	(8, 10)	(5, 10)	(5, 10)	(2, 10)
Legislative action/ policy development	10 (5, 10)	8.5 (2, 10)	8 (3, 10)	8 (3, 10)	9 (1, 10)	9.5 (6, 10)	10 (10, 10)	8 (5, 10)	9 (3, 10)	9 (3, 10)
Media involvement to raise awareness	10	10	8.5	10	10	8.5	8	9	9	9
	(7, 10)	(8, 10)	(6, 10)	(6, 10)	(6, 10)	(6,10)	(8, 9)	(6, 10)	(7, 10)	(6, 10)
Information activities at community level	10 (8, 10)	8 (4, 10)	7 (1, 10)	8 (1, 10)	8 (7, 10)	7-5 (1, 10)	6 (5, 8)	8 (1, 10)	6 (4, 10)	7 (1, 10)
Include topic as part of school curriculum	10	7-5	5-5	8	6	8.5	7	8.5	8	8
	(8, 10)	(7, 10)	(1, 10)	(1, 10)	(1, 10)	(1, 10)	(6, 9)	(1, 10)	(5, 10)	(1, 10)
Development of interdisciplinary and intersectoral networks	8	8.5	7	8	10	9	8	7-5	8	8
	(6, 10)	(5, 9)	(1, 10)	(1, 10)	(2, 10)	(1, 10)	(7, 9)	(1, 10)	(5, 10)	(1, 10)

"Scale 1-10: 1 = not relevant at all, 10 = completely relevant.