File A: DESCRIPTIVE ANALYSIS OF THE RESPONDENTS.

Table S1: Age Distribution

Age	%
<18	0%
18-22	62%
23-27	26%
28-32	6%
33-37	3%
38-42	1%
43-47	1%
48-52	1%
53-57	0%
Grand total	100%

Table S2: Distribution of years of entry

Year of Entry Career	%
2016	0%
2017	1%
2018	1%
2019	8%
2020	32%
2021	17%
2022	11%
2023	30%
Grand total	100%

Table S3: Distribution of the study specialty

Specialty that studies	%
Pedagogy in history, geography and social sciences	58%
Basic education	41%
Pedagogy in History and Geography	2%
Grand total	100%

Table S4: Distribution of practice completion

You have done practice	%
Yeah	69%
No	31%
Grand total	100%

Table S5: Distribution of responses per question

	Totally disagree	Disagree	Undecided	OK	Totally agree
1. In my work and training, I usually promote attitudes and values of respect for gender and all types of diversity.	2%	1%	9%	27%	61%
2. In classes, content can be linked to topics that promote alternative narratives in the face of hate messages and/or speech.	7%	6%	20%	29%	38%
3. The people in my class are interested in working on issues of hate speech from a gender perspective.	7%	10%	35%	26%	22%
4. There are student groups and movements against gender inequalities and the dissemination of hate speech associated with women and non-heteronormative identities.	8%	7%	23%	27%	35%
5. The faculty of the course expresses concern about the presence of hate speech that promotes gender inequalities.	7%	10%	24%	27%	32%
6. My degree curriculum should be modified to include courses that allow for addressing hate speech from a gender perspective.	7%	6%	21%	20%	46%
7. The social networks that I commonly use greatly influence students' speeches.	4%	3%	17%	21%	55%
8. The social networks that I commonly use influence the speeches of the training teachers.	10%	12%	40%	22%	16%
9. Having knowledge on how to include and work on hate speech from a gender perspective in classrooms would help reduce social inequalities.	3%	3%	14%	24%	57%
10. I have made requests for content on diversity, dissidence and hate speech from a gender perspective to be included as input for future teachers.	39%	25%	22%	7%	7%
11. The faculty of the course expresses its rejection of expressions of hate linked to gender.	11%	6%	19%	25%	39%
12. There are teachers who express their agreement with some hate speech linked to gender.	45%	20%	18%	11%	6%
13. It is possible to identify groups in the race that promote hate speech* linked to gender.	36%	17%	25%	12%	9%
14. The social networks you commonly use influence the hate speech* that is expressed.	10%	10%	23%	26%	32%
15. It is more important for students to learn more content* than on other topics such as the treatment of hate speech from a gender perspective.	11%	14%	26%	19%	30%
16. I believe that citizenship education is essential for educating students from a gender perspective.	1%	3%	8%	18%	69%
17. Rejecting and working on hate speech from a gender perspective implies assuming that I may have problems in my practices due to those who validate such comments.	7%	5%	25%	27%	36%
18. In general, I agree with social divisions by gender.	39%	15%	24%	10%	12%

19. Hate speech from a gender perspective They should be topics that are worked on from other areas that are dedicated to value issues.	11%	10%	27%	23%	29%
20. The content is not related to hate speech and gender inequalities.	16%	16%	36%	18%	13%
21. Links could be established between the teaching of content and the dissemination of hate speech from a gender perspective.	5%	5%	26%	28%	36%
22. It is not necessary to work on hate speech education from a gender perspective, since these are issues that should be addressed by families themselves.	60%	13%	14%	6%	6%
23. Working from perspectives that promote diversity in teacher training can encourage students to commit to fighting gender inequalities.	8%	5%	17%	26%	44%
24. There have been various problems among teachers during the course due to the presence and expressions of hatred from gender perspectives.	36%	22%	24%	11%	7%
gender- based hatred arise in classes, I intervene immediately and express my disagreement.	12%	14%	29%	22%	23%
26. If hate speech based on gender arises in classes, I suggest that teachers prepare some content related to the topic.	23%	20%	30%	14%	14%
27. Teachers should be trained to work with expressions of hate, as it is a necessity for students.	6%	3%	16%	23%	51%
28. The Ministry should assume responsibility for providing teachers and students with the tools to address hate speech in their courses and schools.	3%	1%	10%	16%	70%
29. Teacher training courses should not deal with hate speech, as this is a response to social problems that should be resolved elsewhere.	57%	13%	16%	6%	8%
30. Teacher trainers have the duty to prepare and work on the presence of hate speech from a gender perspective as an issue of importance to society.	2%	3%	11%	22%	62%
31. Students in training have the duty to prepare themselves autonomously to work on expressions of hatred based on gender in the teaching of the discipline.	6%	5%	24%	29%	37%
32. The Ministry must assume responsibility for providing tools and spaces for the inclusion of hate speech from a gender perspective in careers and in schools.	9%	4%	12%	20%	55%
33. Regardless of the actions of the ministry and/or families, the schools must assume the duty of working on the construction of counter-narratives of hate based on gender.	2%	4%	15%	24%	55%
34. Hate speech towards diversity in general is accompanied by acts of physical, material and psychological violence.	3%	3%	15%	23%	55%