File B: STATEMENT SELECTION QUESTIONS

1. Do you have training or knowledge about hate speech?	%
No.	19%
I have no training, but I do have educational knowledge.	31%
I don't have training but I do work on it in classes.	8%
I have basic training on the subject.	39%
I have specialized training on the subject.	14%
It's something I'm not interested in knowing.	1%

2. Does the hate speech you hear in the media and on social media affect you in any way?	%
Yeah.	67%
No.	18%
It's something that doesn't worry me.	14%

3 In what aspects and spaces of your life do you think hate speech can have the greatest impact?	%
In my personal life.	56%
In my professional field.	62%
In relationships with my peers.	59%
They don't affect me.	10%

4. How do you think hate speech can have influence on a social and personal level?	%
They restrict freedom of expression.	57%
They emotionally harm a specific group.	75%
They promote violence and discrimination.	82%
They generate problems in the development of the educational process.	58%
It causes mental health problems in students and teachers.	69%
It diverts attention from educational issues.	30%
I cannot identify any impacts that they may have.	4%
I don't think it will cause any impact.	2%

5. If in your daily life and in the way you use social media, you come across hate speech, what is your reaction and what should you do?	%
I intervene and respond.	28%
I generate a complaint from the same social network.	44%
I generate " funas " or mass denunciations from social networks.	2%
I share my concern with friends.	41%
I generate judicial-criminal complaints.	2%
I usually ignore those comments.	23%
I ignore them but I would like to do something.	27%
I would like to intervene but they are taking up my time.	7%
I do not intervene because complaints are useless.	11%
I don't come across such speeches.	5%
I don't know how to identify those speeches.	1%
I don't think these speeches exist.	1%

6. Would you like to take action and work personally and/or as an *education professional against hate speech?	%
Yes, for any hate message.	74%
Yes, but only because of some hate messages.	11%
No, it's not something of interest.	6%
No, but if they attack me or someone close to me, I would do something.	8%
I'm not interested in it in any way.	2%

7. Which of the following issues do you think needs to be addressed most urgently because you constantly receive hate comments?	%
The situation of low-income migrants.	56%
The situation of any person who is an immigrant.	55%
The situation experienced by people of diverse genders.	62%
Sexual and gender diversity communities.	70%
People who belong to a particular ethnicity.	56%
People with disabilities.	59%

8. What do you think the State should do about hate speech?	%
There must be public policies that protect people from such speech.	84%
Laws must be made stricter in order to curb the spread of such comments.	63%
The State should not intervene in aspects of sociability between people.	4%
The State should not intervene since the comments do not cause direct harm.	2%
The State should not intervene since freedom of expression must be protected.	2%

9. Do you think that classroom explanations should have limits regarding the dissemination of hateful comments?	%
No, freedom of expression must be protected against any attempt at censorship.	14%
No, freedom of expression is a right of each person.	19%
Yes, laws must present limits to freedom of expression.	67%
Yes, society as a whole should condemn the dissemination of such comments.	50%
There should be no discussion about the limits of freedom of expression.	7%

10. Do you think there is a particular topic that hate comments are directed at when they occur?	%
About ethnicities.	8%
On gender and diversity.	45%
On social classes.	15%
About migrations.	23%
About people with disabilities.	4%
I don't consider it.	3%
I don't recognize it.	3%

11. Do teachers try to include in their training any treatment of gender perspectives and diversity?	%
Yes, it is a relevant topic in training.	42%
Yes, but I do not have all the skills to deal with it.	18%
Yes, although partially.	22%
No, I do not have the skills to do so.	6%
No, it is not included in the program content and curriculum.	9%
No, it is a topic that does not interest students.	1%
It is not something that is considered for your future teaching practices.	2%

12. How do you think the treatment of hate speech in initial teacher training can influence the classroom exercises that they will carry out as future teachers, especially from a gender perspective?	%
In preventing and addressing hate speech that occurs in schools.	35%
In generating work with the students, both those who receive the comments and those who produce them.	17%
In preventing discrimination and gender violence that occurs in society.	21%
In raising awareness among students who disseminate and express such discourses.	18%
In promoting work against discrimination at the establishment level.	7%
They are not very cooperative as hate messages continue to be produced.	1%
They do not have much effect because hate speech is expressed on a massive scale.	0%
They do not have much effect since hate messages are shared and disseminated by educational communities.	0%

13. What is your position on the inclusion of hate speech in teacher training?	%
They do not take a clear position; they stay away from the issue.	16%
They do not take a clear position, but adhere to the official discourse.	15%
They take a stand and participate both in and out of class based on their choices.	26%
They take a clear position and focus the content and classroom work on defending their position.	16%
They would like to take a stand but avoid doing so because they do not have the necessary skills for their job.	12%
Students motivate and encourage him to work on such topics in his training.	8%
It is not a topic he is interested in working on.	4%

14. Do your peers express hate speech?	%
Yes, generally.	10%
Yes, rarely.	29%
No, I have never heard or read it.	22%
No, although there are exceptions.	29%
I haven't noticed.	10%

15. Have your colleagues expressed any interest in including and/or working on hate speech from a gender perspective in their practices?	%
Yes, there is strong interest.	14%
Yes, sometimes.	37%
No, there is no interest.	13%
No, although there are some exceptions.	16%
The subject is not discussed.	21%

16. Are there courses that address the topic of hate speech included in your degree?	%
Yes, several courses.	8%
Yes, some courses.	45%
No, none.	47%

17. In your career or Faculty, are there gender, feminist or other movements that pursue vindication against gender inequalities?	%
Yes, it is a strongly organized movement.	28%
Yes, it is a bit of a disorganized movement.	36%
No, there are no movements, only isolated protests.	10%
No, there is no movement.	3%
I haven't noticed.	23%

18. Is there interest on the part of students to include courses and/or topics on gender issues in their initial training processes?	%
Yes, it is a permanent request from students.	29%
Yes, it is a topic that has already been included in the programs.	23%
Yes, there is a commitment to its inclusion on the part of the teaching staff.	27%
No, there is no interest.	17%

19. Are there movements in your careers that promote discrimination, inequality and/or hate speech towards women, dissidents and sexual and gender diversity?	%
Yes, there are some people who are dedicated to spreading such perspectives.	16%
Yes, they exist but they are isolated incidents.	19%
No, spaces are not provided for this type of organization to exist.	28%
No, the students' organization promotes other types of communities.	15%
It's not something I learned about during my degree.	4%

20. Do you think that initial teaching and training could promote work on constructing counter-narratives of hate from a gender perspective?	%
Yes, it could be done in any content and at any stage.	46%
Yes, but we would have to make changes to the curriculum, programs and our practices.	27%
Yes, but that depends on the interest of each teacher.	19%
No, priority should be given to the treatment of content that is in the curriculum.	3%
No, there is no interest on the part of students to include such perspectives.	2%
No, these issues and problems must be addressed by other disciplines.	1%
No, the discipline is concerned with other issues and problems.	3%

21. Do you think it is necessary to propose reforms to the programs and curricula of your degree to include the treatment of hate speech from a gender perspective?	%
Disciplinary courses should be reduced, making room for other topics.	18%
Educational courses should be reduced so that other topics could be included.	6%
More courses on citizenship education should be promoted.	53%
More courses on gender and interculturality should be promoted.	47%
Teaching should only focus on current issues.	3%
I would not propose any reforms since my curriculum is well developed.	8%
curriculum should be promoted to include these topics.	16%

22. What do you think are the main problems that teacher trainers face when working from hate speech and gender perspectives?	%
Lack of disciplinary skills to include such topics in teacher training.	46%
Lack of educational skills that allow the inclusion of such topics in initial training.	35%
Lack of social commitment that allows them to include such topics in initial training.	33%
Lack of interest from those who promote the inclusion of such topics in initial training.	28%
The need to work on complex issues that may cause conflicts in training processes.	19%
Impossibilities caused by the ministerial curriculum and the content that must be worked on.	18%
Lack of motivation on the part of students, as they do not show interest in including such topics.	15%
These are not topics that should be addressed in teacher training or in schools.	3%
These are not topics that are of interest to teachers who work on initial training.	3%

23. Are there initiatives in your career that promote work on gender issues and recognition of sex-gender diversity?	%
Yes, but they are managed by the students.	44%
Yes, they are managed by the same teaching staff of the course.	21%
Yes, they are part of the instructions from the institution's management teams.	14%
Yes, they are part of the profiles that the degree has in terms of training.	14%
Yes, they are part of institutional policies such as gender offices.	13%
No, these are not topics that are covered in the course.	15%
No, there is no interest among students to include such perspectives.	3%
No, teachers do not have the necessary skills to carry it out.	3%
No, the focus is on the treatment of content and the curriculum.	6%
These are not topics included in the curriculum or in the graduate profiles of the degree.	12%