Table S1. Summary of the diagnostic questionnaire (instrument-adapted version).

Section	Description
Purpose	The diagnostic questionnaire was designed to identify teachers' prior knowledge, perceptions, experiences, and training needs related to the use of school gardens as pedagogical tools in basic education. The instrument provided baseline information to guide the design of the intervention model and the development of the didactic guide.
Structure of the Questionnaire	The questionnaire consisted of 12 open- and closed-ended questions organized into three main dimensions: (1) general information and context, (2) knowledge and experience with school gardens, and (3) perceptions, needs, and barriers.
Section 1. General Information and Context	Characterization of participants and institutional context, including place of origin and educational level (preschool, primary, or secondary).
Section 2. Knowledge and Experience with School Gardens	Exploration of teachers' familiarity and experience, including conceptual understanding, availability of a school garden (Yes/No), interest in implementation, type of garden (school-based or personal), and subjects linked to garden activities.
Section 3. Perceptions, Needs, and Barriers	Assessment of perspectives and contextual conditions, including challenges in implementation, areas requiring support, perceptions of school gardens as innovative tools, perceived educational benefits, and interest in training.
Types of Questions	Included open-ended questions (extended responses), dichotomous questions (Yes/No), and categorical response options, allowing the collection of both qualitative and descriptive quantitative data.
Application	The questionnaire was administered online through a digital platform. Participation was voluntary, and responses were collected anonymously to ensure confidentiality.
Use in the Study	The data were used to diagnose teachers' knowledge and perceptions, identify training needs, detect institutional barriers, inform the design of the training program, support the development of the didactic guide, and structure the intervention model.
Methodological Relevance	The questionnaire provided a robust diagnostic baseline, ensuring that the intervention model and the didactic guide were aligned with participants' needs, thereby strengthening the contextual relevance and applicability of the study.