

Supplementary Material

Table S1. Scales questionnaire developed in this study. The means and standard deviations (SD) are presented.

Connectedness to nature scale			
Item	Source	Mean	SD
I am concerned about the decline in rainfall	Pelzom and Katel (2017)	4.97	0.23
I am concerned about soil degradation	Pelzom and Katel (2017)	4.92	0.27
I am concerned about the impact of drought on native forests	Own item	4.94	0.43
I am concerned about the decrease in the variety and quantity of wildlife.	Own item	4.98	0.15
I feel the need to be out in nature	Bruegger et al. (2011)	4.70	0.68
My favorite place is in nature	Bruegger et al. (2011)	4.57	0.82
I am interested in plants and/or animals	Nisbet et al. (2008)	4.68	0.65
I feel very connected to all living beings and the Earth	Nisbet et al. (2008)	4.40	0.82
I think about how my actions affect the Earth	Nisbet et al. (2008)	4.47	0.82
Select the option that best describes your relationship with nature.	Wesley Schultz (2001)	3.71	1.16
Select the option that best describes your relationship with the countryside.	Own item	3.56	1.41
Select the option that best describes your relationship with the city/urban area	Own item	3.59	1.13
Social valuation of rural livelihoods scale			
Item	Source	Mean	SD
My relatives are teaching me or have taught me about farming activities.	Pelzom and Katel (2017)	4.64	0.63
My relatives want me to work in farming activities in the future.	Pelzom and Katel (2017)	2.39	1.32
My relatives tell me that work in the countryside has few opportunities and is hard work.	Pelzom and Katel (2017)	1.89	1.31
My relatives say that farming makes them happy.	Own item	3.81	1.28
My friends consider working in the countryside an excellent option for their future.	Pelzom and Katel (2017)	2.15	1.10
...it is very important for me to live close to my relatives	Kirkpatric Johnson et al. (2005)	4.47	0.88
...my friends want to stay and live in the countryside	Own item	3.75	1.08
...my friends will consider me successful if I have a job in the city	Own item	2.34	1.15
My best friends live within my community	Own item	4.44	1.09
I feel a part of the community	Own item	4.36	1.11
I am proud of my parents and peasant ancestors	Own item	4.91	0.49
My parents and farming ancestors are very wise and knowledgeable people	Own item	4.79	0.64

Interest in living in the countryside scale			
Item	Source	Mean	SD
...I would like to work in farming activities	Own item	3.30	1.24
...I would like my job to be in the countryside (tourism, health, education or other services)	Own item	3.97	1.18
...I can imagine myself living in the countryside when I am 30 years old	Own item	4.11	1.14
It is an option for me to work in activities related to farming	Own item	3.19	1.28

Community satisfaction scale			
Item	Source	Mean	SD
I am very interested in the rural lifestyle	Bednařiková et al. (2016)	4.25	0.96
I am currently very satisfied with my life in a rural area	Bednařiková et al. (2016)	4.56	0.77
I feel very satisfied living in a community	Kearney (2006)	4.68	0.64
I am very satisfied with the security of the place where I live	Kearney (2006)	4.42	0.95
I think my house is too small	Kearney (2006)	3.59	1.40
I think it is bad to have no drinking water at home	Own item	1.74	1.33
I am happy to spend time with people from my community	Kearney (2006)	4.62	0.67
I think that working in the countryside requires too much effort	Own item	1.51	0.83

Table S2. Socioeconomic and cultural characteristics of respondents.

Age range	Mean	SD
13-24	18	3.2
Gender	N	%
Female	45	50%
Male	45	50%
Other	0	0%
Total	90	100%
Educational level	N	%
Complete primary school	4	4.4%
Primary school student	8	8.9%
Secondary school student	24	26.7%
Complete secondary school (technical)	14	15.6%
Incomplete secondary school	12	13.3%
Higher education student	23	25.6%
Incomplete professional technical level	2	2.2%
Technical professional	3	3.3%
Total	90	100%
Higher education career	N	%
Careers in health	8	28.6%
Social work	4	14.3%
Careers in education	4	14.3%
Engineering	3	10.7%
Design	1	3.6%
Audit	2	7.1%
Business Administration	1	3.6%
Architecture	2	7.1%
Personal Trainer	1	3.6%
Construction	1	3.6%
Gastronomy	1	3.6%
Total	28	100%
Place of study	N	%
Within the territory of the community	16	17.8%
Another place in the Municipality	36	40%
In another Municipality in the Valparaíso region	35	38.9%
In another region	3	3.3%
Total	90	100%
Parental education level	N	%

Incomplete primary school	11	12.2%
Complete primary school	25	27.8%
Incomplete secondary school	10	11.1%
Complete secondary school	27	30%
Complete higher education	5	5.6%
Incomplete higher school	3	3.3%
Do not know/ not answer	9	10%
Total	90	100%

Economic areas of family	N	%
Others: Manufacturing	6	6.7%
Others: Services	13	14.4%
Farming	46	51.1%
Handicrafts	16	17.8%
Livestock	9	10%
Textile production	33	36.7%
Does not respond	2	2.2%

Have you lived outside your community?	N	%
Yes	27	30%
No	63	70%
Total	90	100%

Activities related to field work carried out by young people	N	%
Feed or care for animals	67	79.8%
Harvest	52	61.2%
Soil preparation and planting	46	54.8%
Sale	39	47%
Product processing (jams, liqueurs, spinning, etc.)	28	34.6%
Other activities	35	38.9%

Figure S1. Main drivers of depopulation of rural areas according to the pull -push approach.

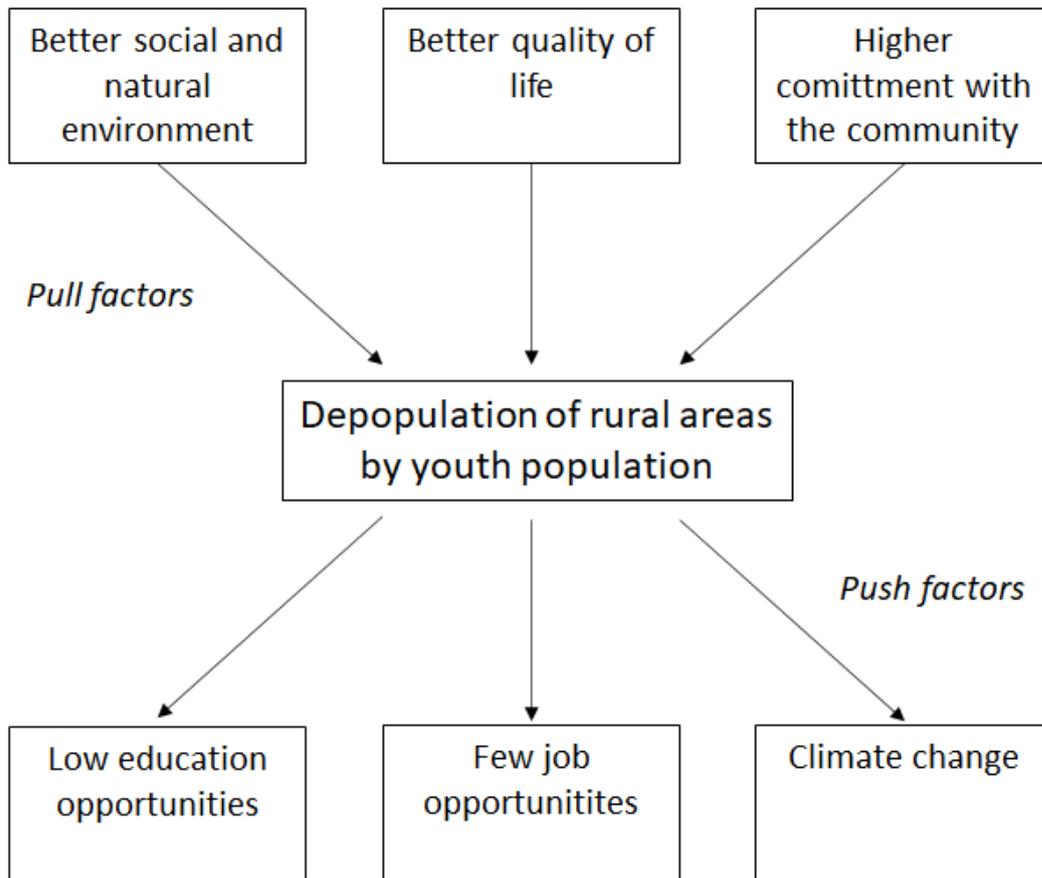
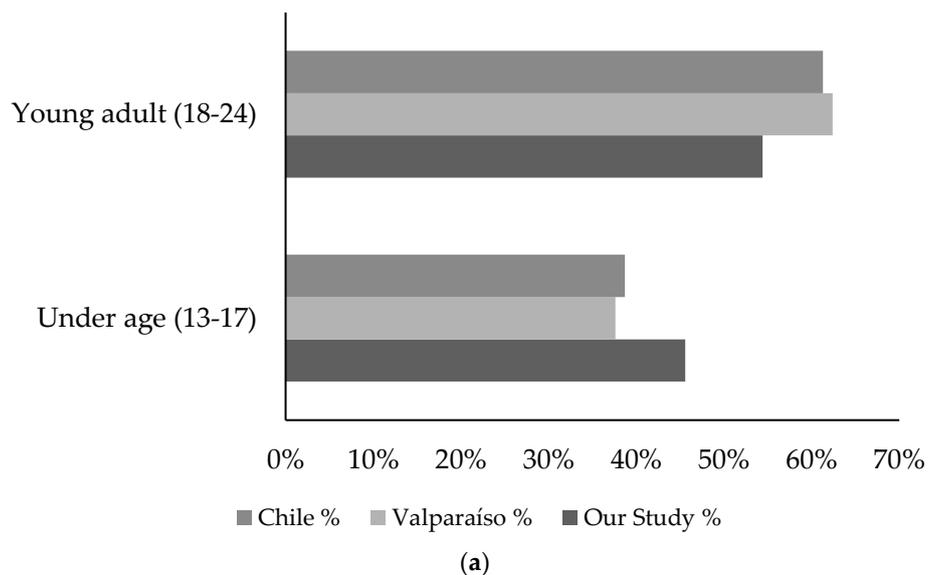
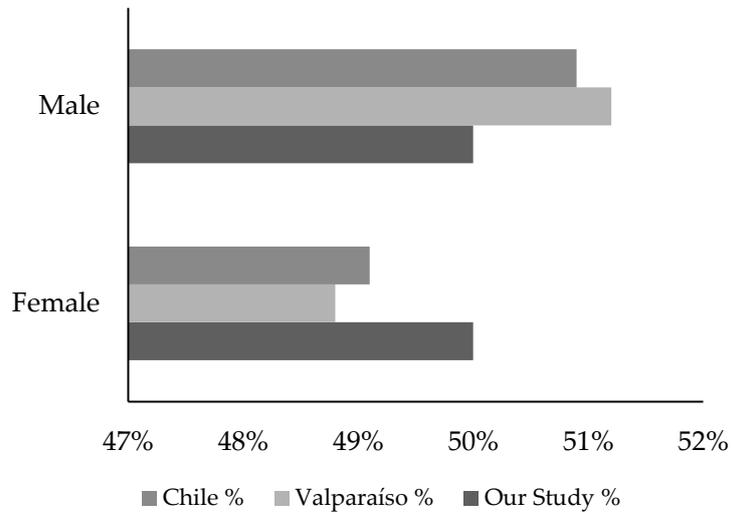
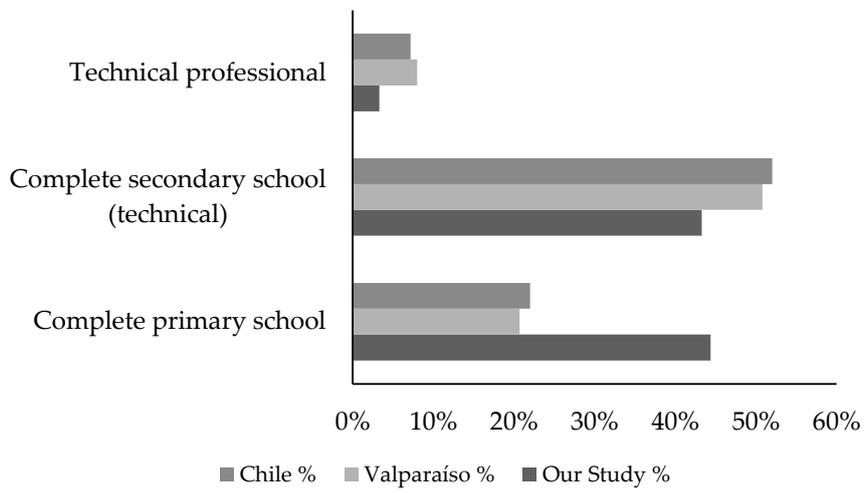


Figure S2. Sociodemographic data of our study, regional and national. **(a)** Age in our study, regional and national. Our study showed less heterogeneity than the regional and national levels. **(b)** Gender in our study, regional and national. The male gender predominates nationally and regionally. In contrast, our sample is homogeneous, with 50% of young people self-identifying with both genders. In the survey conducted, the option of "other gender" was presented, but this option did not obtain responses. On the other hand, the Census asks by sex and not by gender. **(c)** Educational level in our study, regionally and nationally. It corresponds to the last educational level reached by each young person. Since the young people are in the middle of their formal education, many studies in secondary school (26.7%) and higher education (25.6%). It is worth noting that 8.9% were primary school students, so they are not in any of these categories. In addition, a complete higher education level at the university level was not reached by any respondent. **(d)** Change in residence place in our study, regional and national. In the case of our study, we asked if they have lived outside their community. We used the Census data for the national and regional levels corresponding to the question "In which community or country did you live in April 2012? From these responses, we differentiated between young people who have changed their residence and those who have not.

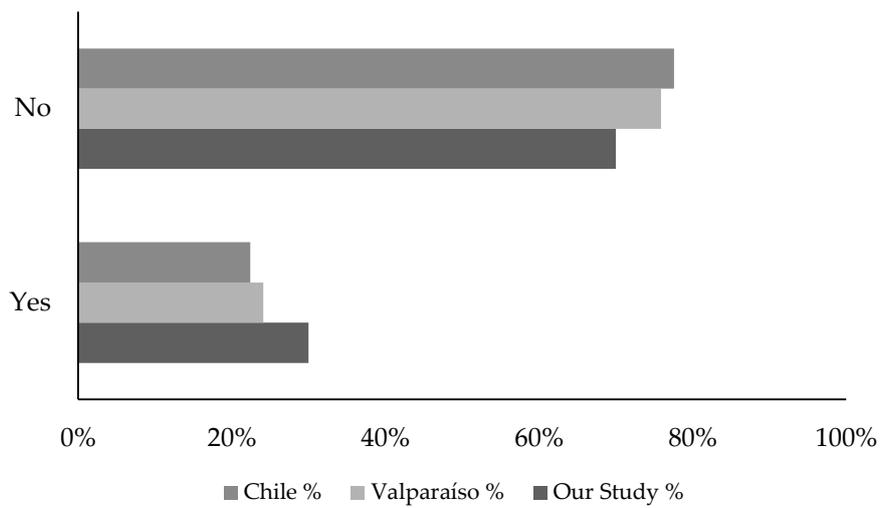




(b)



(c)



(d)