Editorial

Avicenna Journal of Medical Biotechnology
Volume 18, Issue 4, 263-265
https://doi.org/10.18502/ajmb.v18i4.22923

Check for updates

Rebuilding the Mind and the Nation: An Operational Roadmap for Universities in Post-War Iran

Ladan Kashani [1] and Shahin Akhondzadeh [2*]

1. Infertility Ward, Arash Hospital, Tehran University of Medical Science, Tehran, Iran
2. Psychiatric Research Center, Roozbeh Hospital, Tehran University of Medical Science, Tehran, Iran

*** Corresponding author:** Shahin Akhondzadeh, Pharm.D., Ph.D., FBPhS, Psychiatric Research Center, Roozbeh Psychiatric Hospital, Tehran University of Medical Sciences, Tehran, Iran
Tel: +98 21 55412222, **Fax:** +98 21 55419113
Email: s.akhond@neda.net
Received: 20 Sept 2026
Accepted: 20 Sept 2026

In the aftermath of armed conflict, universities are far more than mere centers of higher learning; they are critical engines for national recovery, economic revitalization, and societal healing. For Iran, navigating the post-war landscape requires its academic institutions to fundamentally shift their operational paradigms. Universities must temporarily pivot from traditional, rigid academic structures toward highly adaptive, trauma-informed models that prioritize stabilization, practical reconstruction, and the retention of human capital. The successful operation of these institutions will dictate the pace at which the nation recovers its infrastructure, economy, and public health [1].

Immediate stabilization: safety, flexibility, and support

The primary objective in the immediate post-war phase is establishing a sense of physical safety and psychological stability for both students and faculty. Normalcy cannot be rushed; it must be carefully cultivated [2].

Infrastructure and hybrid operations

Campus facilities must undergo rigorous safety assessments to ensure they are free from structural damage or hazards. Given that transportation networks may be disrupted and many students may be internally displaced, universities must aggressively adopt and sustain hybrid or fully asynchronous online learning models. This ensures that education remains accessible to those who cannot physically return to campus [3].

Trauma-informed academic policies

As established in public health models, the student body and faculty will be experiencing high rates of acute stress, grief, and trauma. Academic rigor must temporarily yield to extreme flexibility. Universities should implement policies such as extended deadlines, lenient attendance requirements, the option to freeze enrollment without financial penalty, and pass/fail grading systems for the immediate semesters following the conflict [4].

Integrating psychosocial support

Universities must transform their student health centers into robust mental health hubs. Counseling services must be massively expanded, offering both individual trauma therapy and group support sessions. Faculty should receive basic psychological first-aid training to recognize signs of severe distress in their students and guide them toward professional help [5].

Curriculum adaptation and rebuilding the workforce

A nation emerging from war requires a profoundly different skill set than one in peacetime. Iranian universities must align their curricula and research priorities with the immediate, practical needs of national reconstruction.

Prioritizing reconstructive disciplines

There should be a strategic pivot toward funding and expanding departments critical to rebuilding. Civil and structural engineering, urban planning, public health, nursing, clinical psychology, and logistics must be prioritized. Accelerated certificate programs or applied degrees can be introduced to quickly inject trained professionals into the workforce [1-3].

Conflict-specific coursework

Across all disciplines, coursework should contextualize the post-war reality. For example, architecture programs might focus on rapid-deployment housing and sustainable rebuilding; economics classes might focus on crisis econom-

Copyright © 2026, Avicenna Journal of Medical Biotechnology. All rights reserved.
This work is licensed under a Creative Commons Attribution–NonCommercial 4.0 International License.

ics and hyperinflation management; and medical schools must heavily emphasize trauma surgery and post-conflict epidemiology [3,4].

Community-engaged learning

Universities should mandate or heavily incentivize practicums and internships that serve the community. Engineering students can assist in structural assessments of public buildings, while sociology and psychology students can work with displaced populations. This not only provides free, skilled labor to the community but gives students a sense of agency and purpose, which is highly therapeutic [5].

Combating the "brain drain" and retaining talent

One of the most severe threats to a post-conflict nation is the mass exodus of its intellectual class professors, researchers, and promising students seeking stability and opportunity abroad. Universities must act as anchors to prevent this "brain drain".

Financial restructuring and support

The economic fallout of war often makes higher education unaffordable. Universities, supported by state funds or international educational grants, must freeze tuition hikes, expand scholarship programs, and offer emergency micro-grants to students at risk of dropping out due to poverty [5].

Incentivizing faculty

Retaining faculty requires providing them with resources and a clear vision. Institutions must offer research grants specifically tied to national recovery projects, giving academics a vested, professional interest in remaining in the country and contributing to its revitalization.

Fostering civic cohesion

Universities must serve as safe, neutral spaces where a fractured society can rebuild its social cohesion. Campuses should host open forums, peace-building workshops, and cultural events that promote unity and intellectual discourse, counteracting post-war polarization [4].

Re-establishing global academic networks

Isolation is a secondary casualty of war. To accelerate recovery, Iranian universities must actively work to reintegrate into the global academic community, bypassing physical and economic barriers through digital diplomacy [1].

Digital partnerships and open access

Universities should aggressively pursue Memorandums of Understanding (MOUs) with international institutions for virtual exchange programs, shared digital libraries, and Collaborative Online International Learning (COIL). This ensures that Iranian students and researchers remain connected to global advancements despite local limitations [3].

International grants and relief funding

Administrative bodies within universities must be trained to navigate international aid. They should actively apply for grants from global NGOs, the United Nations, and international academic consortiums dedicated to supporting education in crisis zones [3].

Conclusion

For universities in Iran to successfully operate following recent warfare, they must abandon the notion of "business as usual". They must evolve into hybrid institutions: part educational center, part trauma-recovery clinic, and part engine for national reconstruction. By prioritizing flexibility, deeply integrating mental health support, aligning research with the practical needs of rebuilding, and aggressively working to retain their intellectual capital, these universities will not only survive the post-war period but will serve as the foundation upon which the country's future stability and prosperity are built.

Conflict of Interest

The authors declare no conflicts of interest.

To cite this article: Kashani L, Akhondzadeh Sh. Rebuilding the Mind and the Nation: An Operational Roadmap for Universities in Post-War Iran Avicenna J Med Biotech 2026;18(4):263-265.

References

1. Dajani R, Jabiri A, Aminlou M, Abukhalil M, Yasin SA. Scholasticide in war is devastating for medical research and training. BMJ 2026 Sep 9;394:e100636.
2. Iaria A, Schwarz C, Waldinger F. Frontier knowledge and scientific production: evidence from the collapse of international science. Q J Econ 2018;133:927-91.

3. Stahl-Timmins W, Mahase E, Hutcheson M, Looi MK. How attacking healthcare has become a strategy of war. *BMJ* 2025;391:r2153.
4. Pourkarim MR, Barzegar M, Lemey P, et al. Damage to Pasteur Institute of Iran threatens regional health security. Lancet 2026;407:1913.
5. Abi-Rached JM, Sharara AI, Nasrallah MP, Abiad F. Healthocide and medical neutrality: a call for action and reflection. BMJ Glob Health 2025;10:e018656.

Shahin Akhondzadeh Ph.D., FBPhS.
Editor in Chief