Flexible methods in architecture update and educational school approaches
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Abstract
Flexibility is recognized as a result of architectural globalization. Flexibility, as a result of globalization in architecture, is not necessarily a change due to different needs and desires, in parental architecture due to the variety of applications. The importance of these flexible spaces has more acceptance capabilities than public audiences, this research is in an analytic-applied way, assuming that flexibility can promote educational approaches, and, on the contrary, tries to link the relationship between architecture and learning flexible approaches and with library studies. The book and article sources believe that the flexibility of a common circle between architecture and educational approaches, which architecture can provide with the help of the flexibility of the educational approaches needed in the new world. In this regard, the system of free planning, compact learning space, furniture space, versatility through space moves, public space, operational compression that can make this upgrade.

Conclusions
Iran's lack of success in this area can be seen in the following subsidiaries: - Inflexibility of the education system: options close; - Lack of attention to infrastructure planning in the schools, consider the lack of appropriate infrastructure, such as:
- The appropriate area of such a method because it requires flexibility in the allocation area is acceptable in schools,
- Lack of workforce training minded thinking with the land, the majority of people in Iran as regards the educational system have grown with this hard to consider this issue in the form of teachers and planners,
- Lack of financial support from the government and the lack of endowment funds,
- Delays in data entry and related administrative practices and technology in universities and agencies such as the renovation of schools.