



## **Artificial Intelligence Competency Frameworks in Education: An Analytical Review**

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### **Abstract**

The rapid integration of Artificial Intelligence (AI) into education has led to the emergence of policy-level competency frameworks designed to guide responsible adoption and pedagogical integration. However, comparative global analysis of these frameworks remains limited. This study presents a comparative systematic review of major AI competency frameworks, including UNESCO, OECD–European Commission, U.S. Department of Education, European Digital Education Hub and India’s AI Competency Framework. Using a structured screening and analytical comparison approach, the study examines their competency domains, progression levels, ethical orientations and target groups. Findings reveal convergence around AI literacy, human-centred and ethical AI principles, pedagogical integration and professional development. Divergences appear in governance emphasis, technical depth and implementation strategies. The review identifies gaps in empirical validation, assessment design and contextual adaptation. The study provides policy-oriented insights to strengthen AI competency development and support evidence-based transformation of educational systems in the evolving AI landscape.

