For some years now, issues of educational quality have gained increasing attention globally and comparatively. International organizations have made remarkable success in measuring students’ achievements and nations consider these findings as important quality indicator of their education systems. At the same time, researchers continue debating on appropriateness to measure quality of education by one dimensional international ranking and search for better methods to assess quality multi dimensionally. Moreover, international trend studies allow seeing how successful countries are in keeping or improving their ranking. This raises the concern on sustainability of the education quality. The latter has more to do with institutional configuration of national quality assurance than with students’ characteristics or pedagogical practices, which are important predictors of learning outcomes. Hence, in order to understand quality rather as an imminent process of the education system than a property of the educational outcome, one needs to focus on institutional variables. These institutional variables (such as school autonomy, curriculum and assessment policy, regulations of teachers’ professional development) form different configurations across countries and their effect on education quality is by today not well known. Current presentation attempts to contribute filling this gap by using fuzzy set Qualitative Comparative Analysis (fsQCA) and the data of ICCS 2009 survey and Encyclopaedia. According the core assumption of fsQCA there is no one formula of success, but different configurations of quality assurance system that produce high achievement. Hence, the aim is to find out, which configurations typically contribute to the high achievement in civic and citizenship education (CCE). The analysis is guided by the general expectation that CCE succeeds if the type of institutional configuration fits the social contexts in which it is embedded. The analysis reveals that quality assurance system with self evaluation focus produces positive effect in countries with participatory political culture, whereas successful accountability oriented quality systems can be found in established as well as in post-transition democracies. However, there are also contradictory cases that illustrate limitations of the data and method applied.