

Christian Education as in the Latin *educatus sum* is basically meant to nourish, to nurture, and to guide everyone into the truth of the Gospel; regardless of age, gender, denomination, status, and area of origin or background. In this paper, I intend to highlight how Christian Education (and theological education in general) was shaped and reshaped by the pioneer protestant missionary in Eastern Africa, Johannes Ludwig Krapf, in the 19th century. In his version of Christian or theological education, the article attempts to show how Krapf tried to carry out his role despite the challenges that he faced. These challenges included: rejections, threats to his life, and death of his wife and child due to tropical diseases. To this end, the article will attempt to show the importance of various methodologies in Christian/theological education. This includes: biblical translations, working closely with the locals and Use of Schools as Mediums of Christian/theological Education, among others. By retrieving the history of protestant Christianity as was propagated by Krapf, the article intends to demonstrate that the early theological education in Africa was problematic as its pioneers had to devise different approaches as the situation demanded. In its methodology, the article will start by surveying a historical overview of the Church as a teaching community from the first century CE, to the present. In turn, it will be able to demonstrate that even though there is room for improvement, Christian/theological education, in Africa today, has to follow in the same trajectory, as was propounded by Krapf and others.