Teaching of physics at a very intense level to all students no longer appears necessary in Thailand. Basic knowledge adequate for everyday living with little emphasis on physics is believed, by many education administrators, to lay enough foundation of science for all students. This has put a heavy burden to Thai physics teachers to identify and implement different approaches of teaching to people with different career paths and needs. School teachers in southern Thailand, who are the focus of this project face with even more challenges and demands than ones in other parts of the country, especially since the conflict beginning in January 2004. The violence emerging in the region inevitably impacts the process of education reform and routines of teachers, students, and school administrators. Furthermore, the long continuing lack of funding, hence opportunity, to gain access to useful and necessary information on correct and up-to-date physics contents as well as various effective means to efficient physics teaching has amplified the magnitude of the obstacles. To help these southern teachers, a large scale project was therefore initiated by Chulalongkorn University with support from the Royal Australian Government as a three-year operation that commenced in October 2009. The project provided venues for large number (>1,000) of teachers from southern border provinces to continually expand their exposure and knowledge of various active-learning and teaching techniques through a series of workshops and mentoring schemes. Project evaluations show outstanding outcomes. Participated physics teachers appreciated active-learning and have applied the method in their classrooms. Feedbacks and suggestions from school principles and administrators are all positive. Tested by Science Teaching Efficacy Belief Instrument (STEBI), the impact of the project can be clearly seen via teachers’ reactions and confidence. Based on surveys of the participants, we have found that a large fraction of the participants have rate the workshops as the most significant cause of the improvements in their physics teaching.